

Pulaski County School System

Comprehensive District Improvement Plan 2015-16



501 University Drive
Somerset, KY 42503

CDIP History Log

Pulaski County (501) Public District - FY 2017 - CDIP - Rev 0

Date	User	Status (S) / Comment (C)	S / C
10/13/2015 7:56:58 AM	Mike Braun	Status changed to 'Plan Started'.	S
10/1/2015 9:47:31 AM	GMS Administrator	Status changed to 'Plan Not Started'.	S

Pulaski County (501) Public District - FY 2017 - CDIP - Rev 0

*** Please identify all planning team members, including title. The plan shall be developed in consultation teachers, principals, administrators (including administrators of Title programs), and other appropriate school personnel, and with parents of children.**

- Steve Butcher - Superintendent
- Teresa Nicholas - District Curriculum Director
- Angela Murphy - Secondary Instructional Supervisor
- Amy Polston - Elementary Instructional Supervisor
- Mardi Montgomery - Director of Next Generation Programs
- Lynn Ashbrook - Director of Gifted Education Programs
- Barry Lee - Director of Special Education Services
- Mike Braun - Director of District-wide Programs

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The Executive Summary can be considered the window into your district. What you say in your Executive Summary should paint that clear picture of your district and the community that it serves. It should reveal the uniqueness that is your district.

1. Describe your district. How does your district fit into the community as a whole? Include in the description information about the students population, the staff, the families and the community.
2. Describe any positive (or negative) changes to your district and the community served over the past three or more years. These may include district reconfiguration changes, major staffing changes, changes in the area economy, and/or unique weather events. How have these changes altered your district and its educational programming?
3. What is your district's mission, vision and/or belief statements? Who was involved in the creation these statements? How do these statements influence the way your district operates.
4. What notable accomplishments has your district had in the past three or more years? How were these accomplishments obtained? Why are they significant? What is your district's priority areas for improvement for the next three years?
5. What additional information can you share about your district, your district's staff, the parents and/or the district community which would further paint that clear picture of your district?

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Description of School System

The Pulaski County School System (PCS), Kentucky's thirteenth largest school district, ranks among the top 6% academically performing districts in the state - a Distinguished District. The PCS services eight thousand students, P-12, in the south central region of Kentucky. We offer a rigorous education preparing students for college, workplace career and beyond. Recognized as one of the top performing districts in Kentucky by the Kentucky Department of Education, PCS consistently achieves as one of the state's top ranking in college and career readiness, Advanced Placement and Engineering (K-12), reflecting the district's commitment to a network of high standards of educational excellence.

Our county serves as the regional education, arts, medical, consumer and recreational hub for over 400,000 people. We are home to Lake Cumberland, the largest lake by volume east of the Mississippi River. Lake Cumberland serves as a massive economic engine for the entire south-central Kentucky region in recreation and tourism. The area is also home to one of the most robust community colleges in the nation, Somerset Community College, offering high-quality postsecondary opportunities for students in a broad range of fields. In addition, we are home to The Center for Rural Development, assisting to secure the region's position as an innovative and sustainable economic development center. Located on the northeastern shore of Lake Cumberland, Pulaski County is comprised of several smaller communities totaling over 63,000 in population. All of PCS' elementary schools are located within smaller communities, allowing students a variety of resources offered by a larger system, while experiencing the uniqueness of a community school setting.

System's Purpose

Vision

Every student - college and/or career ready:

Mission Statement: Pulaski County Schools will provide a safe, supportive environment to meet the individual

needs of all students and ensure they are college and/or career ready.

Core Purpose: Prepare all students to succeed in their future. (in a global society.)

Core Beliefs

--We believe all students should be surrounded by an environment that will ensure their safety, stimulate their minds, and challenge their abilities.

--We believe in establishing high standards to ensure all students graduate college and/or career ready.

--We believe in continuous renewal to attain excellence in student achievement, and quality in system improvement for our district and schools.

--We believe in committing our resources to maximize student achievement, and student achievement is the determining factor in all decision making.

--We believe collaboration with students, faculty, staff, families and key community/state stakeholders is vital to our students' and district's success.

--We believe each and every student matters; outcomes should not be predictable by race, ethnicity, or socioeconomic status; equity is necessary for students and staff.

-- We believe in the development of students' upright character so they may become conscientious and productive citizens. *Approved by the Board of Education on 11-11-14

The necessity for lifelong education is crucial in our globalized knowledge-based economy. PCS ensures every child, regardless of race, ethnicity, gender, socioeconomic status, language proficiency, or disability, learns and succeeds. The district's Parent Advisory Council, Community Engagement Focus Meeting participants, students and business/elected officials, in collaboration with all district employees, contributed to the development of the PCS's vision, mission, core beliefs and Comprehensive Improvement Plan. During all phases of development, the "core beliefs" afforded focus/ direction. From our comprehensive early years' programs to our tailored instruction to meet the learning needs of each student, PCS believes that all children can learn at high levels.

Notable Achievements and Areas of Improvement

The necessity for lifelong education is crucial in our globalized knowledge-based economy. Our foremost commitment is providing a safe, supportive environment to meet the individual needs of all students and ensure they are college and/or career ready.

·District – Academically ranked in 98% percentile based on 2015 Kentucky Department of Education K-PREP – a Distinguished District! AdvancED (SACS) Accredited District

·16th Ranked High School in KY Pulaski County High School; 23rd Ranked High School in KY Southwestern High School; Schools of Distinction 2015: Southern Elementary and Southern Middle; All elementary schools-proficient/distinguished-2015 K-PREP.

·Both middle schools-Distinguished; Highest number of AP Scholars in South-Central Kentucky· Project-Lead-the-Way Engineering Pathways K-12, Certified Biomedical & Engineering Pathways; Large participation in Kentucky Governor's Scholars Program/Governor's School for the Arts; Prestigious Gatton Academy of Math and Science: 5 PCS' graduates; Widely recognized by DUKE TIP; PCS' students earned over 85% of the county's respected Work Ethic Seal; Large numbers of students participating in Rogers Scholars Program, Rogers Explorers and ELI Program; National, State, Region and District Cheerleading awards

·Excellence: PCHS Kentucky State Football Champions 5 A 2014

·Girls Volleyball, Track and Field, Soccer& National/World Archery, Kentucky Youth Assembly, HOSA and FFA; Academic/career pathway mentorships with business/community professionals

Additional Information

Our greatest strength lies in the dedication/commitment of our faculty/staff. All instructors are 100% highly qualified! Many are professionals who bring years of experience to the classroom, coupled with solid academic credentials. Over 87% of our instructors hold a Masters degree or higher. PCS boasts of seven National Board

Certified instructors. We strive for on-going excellence and innovation in teaching and learning.

A foundational strength is integration of innovative technology in pre-K -12 classrooms. Our advanced technology solutions such as 21st Century interactive classrooms, SMART Technology, access to support blogs, wikis and submission of online homework and/or assessments throughout district nurtures learners, supports inquiry-based practices, and facilitates use of formative assessments. Our technology infrastructure provides equitable access and enables our diverse population of learners, providing targeted data to differentiate professional learning. A continued challenge to provide students with an education that leads to economic prosperity demands effectively engaging all students in positive learning environments. From greater gains in Advanced Placement, improved workplace and college-going skill-sets through biomedical, engineering and our Area Technology Center, improved ACT benchmark rates, increased graduation rates, development of a self-renewing organization of systems are all critical to continued faculty, staff and student success for Pulaski's economic growth.

Success in rigorous coursework at all grade levels remains best preparation for continued individual achievement in postsecondary or the work place. PCS strives to set advanced, rather than proficient, standards to ensure that results are not predictable for any group. Our district's intent is not to limit students to minimum benchmarks, but with the expectation that many of our students are going to well-exceed benchmarks; hence, high-level competitiveness for our students with others from around the globe for postsecondary and/or career placements. A concentration on a regular, methodical analysis of all available data to identify our strengths and challenges in order to make strategic adjustments will produce the greatest academic and economic achievement outcomes for our community - our future - our students.

Pulaski County (501) Public District - FY 2017 - CDIP - Rev 0**Links**

School Report Card (SRC)	http://applications.education.ky.gov/SRC/
Tell Survey	http://tellkentucky.org/
Supplemental and historical data	http://openhouse.education.ky.gov/Data

Needs Assessment

* 1. Describe the process used to develop the Needs Assessment.

Pulaski County School System's Needs Assessment is conducted by many people, at many times, over a period of two months (September-November). (1) Before test scores are released to the public, the district's supervisors of curriculum and instruction analyze individual school data to identify strengths, weaknesses, and trends. They communicate with the schools' curriculum specialists and principals, to delve into the data even further. (2) The district's director of curriculum and instruction, in collaboration with her district curriculum team, analyzes the district's strengths, weaknesses, and trends. A summary of the analysis is presented to the School Board at a public board meeting in November. (3) The schools' principals share and analyze the data with teachers and staff at a mandatory district-wide Test Analysis work day. Several schools advertised their accomplishments on t-shirts, banners, and even the local newspaper. (4) A community engagement meeting was held in October to seek suggestions for improvement from community representatives. Stakeholders included the city mayor, county judge executive, law enforcement representatives, several business leaders, teachers, parents, students, and superintendents. A summary of student performance data was presented to them, followed by discussions amongst stakeholders regarding both academic and non-academic needs of the school system.

* 2. Describe the state assessment academic data that was analyzed to develop the Needs Assessment. What questions are answered with this data? What trends do you see in the data? What does the data not tell you?

The state assessment data was overwhelmingly positive, with the district scoring in the top 10% of all Kentucky's school districts. Individual schools did well also, each scoring proficient or distinguished. Half of our schools earned distinguished ratings, including both high schools, both middle schools, and two of our elementary schools. Of these distinguished schools, two were classified as "Schools of Distinction." Pulaski County School System has seen a trend of improvement since the inception of K-PREP.

Questions Answered:

- Are we increasing the percentage of students graduating college and career ready?
- Are we increasing the averaged combined reading and math results for students at the elementary and middle school levels on K-PREP?
- Are we increasing the averaged combined reading and math proficiency ratings for students in our gap-identified areas of free and/or reduced lunch and special education?
- Are we improving the graduation rate for all students?
- According to analysis of data/information from the state level, the district obtained an overall percentile ranking of 98% - deeming our district Distinguished.

Questions Unanswered:

- The data does not tell us external factors contributing to the individual student achievement or failure (P-16).
- The data does not tell us student performance in content subdomains.

- The data does not tell us longitudinal trends for subgroups and/or targeted populations.
- The data does not indicate a comparison of student performance on multiple-choice questions versus extended/open response questions.

<http://applications.education.ky.gov/SRC/>

* 3. Outline other school-specific academic data (e.g., benchmark testing, summative tests, classroom assignments). What questions are answered with this data? What trends do you see in the data? What does the data not tell you?

There are several sources for other school-specific academic data. (1) Measure of Academic Progress (MAP) is the district's main benchmarking tool for grades K-12. Assessments are administered in the fall, winter, and spring, and analyzed extensively at both the district and school levels. (2) Other district-wide data sources include Lexia Core5 (reading), Reading Plus, DreamBox (math), and ALEKS (math) - all of which are computer-based adaptive learning programs. These programs are provided to schools by the district and used heavily for progress monitoring. (3) Finally, common assessments and End-of-Course exams are widely used at the high school level.

The district has been very pleased by the close correlation between MAP predictions and actual K-PREP performance; both K-PREP and MAP show steady improvements in reading and math last year (our first year using MAP district-wide). When the winter MAP assessment is administered in December, we will study student achievement and growth and use the data to identify students who need more or fewer interventions, use the data to determine if modification to instruction is necessary, and use the data to identify common needs throughout the district.

Questions Answered:

- Are students growing at the same rates as their peers?
- Are students performing in reading at rates in line with national norms?
- Are students performing in language arts in line with national norms?
- Are students performing in math at rates in line with national norms?

Questions Unanswered:

- The data does not tell us external factors contributing to the individual student achievement or failure.
- The data does not guarantee a similar score on K-PREP (compared to MAP).

* 4. Describe the non-academic data – perception data (Missing Piece or other survey data), TELL data, attendance data and behavior data (SRC Learning Environment tab) – analyzed to develop the Needs Assessment. What questions are answered with this data? What trends do you see in the data? What does the data not tell you?

TELL survey data, Val-Ed survey data, Student Voice survey data, staff technology survey data, migrant/ELL survey data, and individual schools' surveys are conducted regularly; attendance data is collected and analyzed by the Student Services department, including the assistant superintendent; behavior data is analyzed by the Special Education department (for all students) and implementation of Positive Behavior Interventions and Supports is formally integrated and monitored regularly; notes from discussions and stakeholders' responses at the annual Community Engagement meeting are analyzed; and principals' comments are collected and recorded at monthly Principals Meetings minutes. This wide-ranging data is analyzed, discussed at District Curriculum Team meetings, Principals Meetings, schools, and in PLCs. All available data indicate that Pulaski County Schools is performing well in non-academic areas. Regular meetings between administrators and stakeholders, consistent analysis of survey and performance data, and open communication amongst district leadership all serve to inform decision-making and improvement planning.

<http://applications.education.ky.gov/SRC/>

* 5. Evaluate the Goals and Objectives from the last year's Comprehensive Improvement plan. What Goals/Objectives were met? Describe how this evaluation informed the development of the new Needs Assessment.

Extensive academic data analysis is conducted at both the school and district levels to determine specific needs for Pulaski County Schools. Analysis of this data is presented at Board meetings, SBDM meetings, faculty meetings, and presented to the public through newsletters, district and school websites, and the local newspaper. Below is a summary of goals met and goals not met. Most targets were not met, however Pulaski County still ranked in the top 10% of districts state-wide because its performance and targets were often above the state average. The Pulaski County Board of Education was encouraged by the progress and performance, though acknowledged that there is still much work needed to meet the targets. With these considerations, it was determined that PCS should continue doing much of what it is already doing. Minor alterations in implementation, including an emphasis on Kagan Structures and student engagement at all levels, will enhance the good that is already happening.

2014-16 Goals Met/Not Met:

Goal 1 - Gap

Gap ES - Performance 49.1 to 51.9 / Target 54.2 Not Met

Gap MS - Performance 41.2 to 50.2 / Target 47.1 Met

Gap HS - Performance 48.8 to 51.9 / Target 53.9 Not Met

Goal 2 - Reading & Math Proficiency ES - Performance 55.6 to 57.3 / Target 60.0 Not Met

Goal 3 - Reading & Math Proficiency MS - Performance 50.5 to 58.1 / Target 55.5 Met

Goal 4 - Reading & Math Proficiency HS - Performance 57.2 to 59.2 / Target 61.5 Not Met

Goal 5 - CCR - Performance 80.4 to 78.2 / Target 64.5 Met

Goal 6 - Grad Rate - Performance 93.0 (4yr) to 94.8 (5yr) / Target 93.6 Met

Goal 7 - PGES - All staff trained in TPGES, OPGES, PPGES / Target Met

Goal 8 - Program Reviews - All schools Proficient / Target Met

Goal 9 - Community Engagement - District and all schools engaged in stakeholder communication / Target Met

Goal 10 - Monitor CDIP/CSIPs - All CSIPs and CDIP submitted on time; progress notes entered according to Board policy / Target Met

* 6. From the data analysis, what are the areas of strength noted? How do you know this? What actions are you implementing to sustain the areas of strength?

The Pulaski County School System has performed very well academically. For sustained high performance and continued improvement, no major changes are advised. Instead, refinement of practices already in place will lead to further improvements: (1) continued monitoring of academic performance data from MAP, AIMSweb, Lexia Core5, Reading Plus, DreamBox, ALEKS, and other progress monitoring tools; (2) use of PLCs to inform and improve instruction and monitor student performance; (3) implementation of Kagan Structures for increased student engagement during instruction.

An analysis of the district's academic performance, as reported by Kentucky School Report Card, indicates several areas of strength:

- As a district we ranked #11 of 173 in the state
- All elementary schools earned Proficient or Distinguished ratings
- All middle schools earned Distinguished ratings
- All high schools earned Distinguished ratings, and are among the top performing in the state
- College and Career Readiness Performance

- Graduation Rate - both high schools above 95%
- Program Reviews - all schools Proficient

Specific Academic Areas of Strength:

- ES - Writing - All Students
- MS - Reading, Math, and Social Studies - All Students
- MS - All Females - all females met targets in all areas except writing
- HS - Reading, Math, Social Studies, and Writing - All Students
- HS - Social Studies and Writing for Socioeconomically Disadvantaged Students
- Gap - ES - Writing - Socioeconomically Disadvantaged Students
- Gap - MS - Math and Social Studies - Socioeconomically Disadvantaged Students
- Gap - MS & HS - Reading - Socioeconomically Disadvantaged and Disability Students

* 7. From the data analysis, what are the opportunities for improvement? How do you know this?

Based on analysis of data presented in the Kentucky School Report Card, areas for academic improvement include:

All Students

- ES - Reading, Math, Social Studies
- MS - Writing
- HS - Math, Science

Gap Group: Disability

- ES, MS, HS - All content areas except MS and HS reading

Gap Group: Socioeconomic Status

- ES - All content areas except Writing
- MS - Writing
- HS - Math, Science

* 8. Reflecting on the complete Needs Assessment, what are the next steps in addressing concerns?

The district has several strategies in place to improve areas of weakness and sustain areas of strength.

- District-wide Benchmarking - The district has implemented MAP for benchmark assessments for all grade levels. The assessments are administered in the fall, winter, and spring. Data is analyzed thoroughly at each school, with leadership and assistance from the district's Elementary and Secondary Supervisors.
- Progress Monitoring with Fidelity - PLC processes and procedures are refined and adapted to meet the needs of each school, grade level, and teacher.
- Progress Monitoring with Fidelity - Rtl processes, procedures, and documents are being refined to meet the needs of each school. The PCIS Manual will be thoroughly edited and updated to match state requirements, best practices, and student needs.
- Vertical Alignment - District-wide implementation of web-based, adaptive, instructional programs provide common assessments, and therefore common data points, for consistent and reliable data analysis and comparisons. These programs include Lexia Core5 and Reading Plus, DreamBox and ALEKs.
- Co-Teaching for Gap Closure (CT4GC) - Several trainings in successful co-teaching strategies is provided to special education teachers and regular classroom teachers who co-teach.
- Kagan Structures - A three-year partnership with Kagan has been established to focus on instructional

strategies for student engagement and gap closure. All teachers and principals will receive five-day training. Select high school teachers will be further trained as "Kagan Coaches," preparing them to help their peers more successfully implement Kagan Structures, and thereby improving student engagement.

- Focus on Novice Reduction - All schools will implement strategies to decrease novice ratings in reading and math. Specifically, school will identifying persistently low-performing students, provide appropriate interventions, monitor, and mentor them.
- Advance Kentucky - Training by Advance Kentucky representatives will be provided to teachers of Advanced Placement classes, including math, science, English/Language Arts, and Social Studies. Training will include an emphasis on close reads and selecting complex texts, AP test requirements, test analysis, and improving instruction.

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Plan Items ()

G 1) GAP

Description:

Increase the averaged combined reading and math proficiency ratings for all students in the non-duplicated gap group for elementary (from 51.9% to 59.3%), middle (from 50.2% to 53.0%), and high school (from 51.9% to 59.0%) in 2016.

O 1.1) Students with Disabilities - Increase Reading and Math

Description:

Increase the averaged combined reading and math proficiency ratings for all students in the non-duplicated gap group for elementary (from 51.9% to 59.3%), middle (from 50.2% to 53.0%), and high school (from 51.9% to 59.0%) by 2016, as measured by the School Report Card.

S 1.1.1) Professional Learning and Support (NR, Teacher, Principal, Prof, GAP)

Description:

Professional learning opportunities on IEP development/refinement will be made available to special education teachers. New special education teachers to the district will have the opportunity to attend district, coop sessions and/or individual mentoring/coaching sessions with liaisons or district administration. In addition, professional learning opportunities will occur with teachers based on need according to record review and ongoing coaching.

A 1.1.1.1) SPLASH Initiative

Description:

The SPLASH initiative cohort in conjunction with KDE, UK, UofL, and Southeast South central Cooperative provides teachers, new to the field of moderate and severe disabilities, with three years of intensive training and supported coaching. SPLASH is designed to build teacher capacity to provide highly effective teaching and learning, promote high expectations for students with moderate and severe disabilities and is focused on the standards.

Benchmark Indicator:

Person Responsible:

Barry Lee

Estimated Begin Date:

1/1/2016

Estimated Completion Date:

12/31/2016

Funding Application	Grant	Notes	Amount
Other	Other	IDEA Funds	\$500.00

A 1.1.1.2) CT4GC

Description:

The Co-teaching for Gap Closure Initiative is an opportunity for priority and focus schools to assist with closing gaps in the areas of reading and math proficiency based on research-based/evidence-based strategies and interventions, continuous classroom improvement, student engagement and student achievement for students with disabilities. The initiative is led by KDE as part of its Gap Delivery Plan and State Personnel Development Grant in partnership with educational cooperatives and University of Louisville. Participation is voluntary with a competitive application process. This initiative requires a three year implementation commitment with on-going training, coaching, and technical assistance. One classroom is targeted at the beginning of the initiative and must include a regular education teacher, special education teacher, school administrator, internal coach and external coach. Scale up teams added 2014-15 at SMS and SWHS and additional scale up teams added for SMS for 2015-2016.

Benchmark Indicator:

Person Responsible:

Barry Lee

Estimated Begin Date:

1/1/2016

Estimated Completion Date:

12/31/2016

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A		\$1,000.00
Other	Other	IDEA Funds	\$1,000.00
Total			\$2,000.00

A 1.1.1.3) Professional Learning Opportunities

Description:

District Special Education Administration will notify special education teachers, staff, and/or leadership via email of professional learning opportunities in the district and/or Southeast South Central Educational Cooperative to assist with implementation of research-based/evidence-based practices for students with disabilities.

Benchmark Indicator:

Person Responsible:

Barry Lee

Estimated Begin Date:

1/1/2016

Estimated Completion Date:

12/31/2016

Funding Application	Grant	Notes	Amount
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Other

Other

IDEA Funds

\$3,000.00

S 1.1.2) Best Practice

Description:

District Special Education Administration will utilize best practice strategies and activities within the district related to identified KDE defined indicators as a process to increase outcomes for students with disabilities.

A 1.1.2.1) District Monitoring of Alternate K-PREP

Description:

District Special Education Administration will observe each Teacher of Moderate/Severe Disabilities conduct a portion of the alternate assessment for at least one student during the 2015-16 school year utilizing the Alternate Assessment and Accountability Folder (AAAF) District Checklist provided by KDE. District Special Education Administration will review AAAF folders at least one time during one testing window.

Benchmark Indicator:

Person Responsible:

Barry Lee

Estimated Begin Date:

1/1/2016

Estimated Completion Date:

12/31/2016

A 1.1.2.2) Review LRE and Class Schedules for Students with Disabilities

Description:

Special education teachers will review least restrictive environment (LRE) in IEPs and check class schedules for students with disabilities on his/her caseload to ensure appropriate services are provided. (start of the year action planning)

Benchmark Indicator:

Person Responsible:

Barry Lee

Estimated Begin Date:

1/1/2016

Estimated Completion Date:

12/31/2016

A 1.1.2.3) Disseminate Trend Data

Description:

District Special Education Administration will compile and distribute trend data (compliance & academic) for students with disabilities. This information will be distributed to District Leadership, Principals, School Psychologists and Special Education Teachers for review and analysis.

Benchmark Indicator:

Person Responsible:

Barry Lee

Estimated Begin Date:

1/1/2016

Estimated Completion Date:

12/31/2016

A 1.1.2.4) Special Education PLCs and Data Analysis

Description:

District Special Education Administration will meet with Special Education Liaisons/School Psychologists on a regular basis to ensure technical assistance, collaboration, and communication of compliance and/or instructional supports related to students with disabilities. Best practices are shared/discussed/analyzed regarding district, regional, state and or federal guidance. (includes data analysis; use of PDSA; analyze data in comparison to IEP services, LRE etc.)

Benchmark Indicator:

Person Responsible:

Barry Lee

Estimated Begin Date:

1/1/2016

Estimated Completion Date:

12/31/2016

A 1.1.2.5) ASD Model Sites

Description:

The Kentucky Autism Training Center in conjunction with KDE and Southeast South Central Educational Cooperative provides academic and behavioral supports to school staff with evidence-based practices and data collection regarding targeted students with Autism Spectrum Disorders.

Benchmark Indicator:

Person Responsible:

Barry Lee

Estimated Begin Date:

1/1/2016

Estimated Completion Date:

12/31/2016

A 1.1.2.6) Provision of Assistive Technology

Description:

Assistive Technology (AT) will be provided to students with disabilities according to the Individual Learning Program (IEP) as determined by the Admissions and Release Committee (ARC). District Special Education Administration maintains an AT checkout system and keeps documentation regarding use of AT devices and consultation services of AT needs for students with disabilities.

Benchmark Indicator:

Person Responsible:

Barry Lee

Estimated Begin Date:

1/1/2016

Estimated Completion Date:

12/31/2016

A 1.1.2.7) SPED Classroom Walkthroughs/Implementation Checks

Description:

Walkthroughs and/or CT4GC implementation checks in special education settings (co-teaching, resource, special class)

Benchmark Indicator:

Person Responsible:

Barry Lee

Estimated Begin Date:

1/1/2016

Estimated Completion Date:

12/31/2016

G 2) K-PREP Reading and Math Proficiency - Elementary

Description:

Increase the averaged combined reading and math K-PREP scores for elementary school students from 57.3% to 64.5% in 2016.

O 2.1) Proficiency in Reading and Math - Elementary

Description:

Collaborate to increase the percent Proficient/Distinguished Elementary students in Reading from % to % and Math from % to % by 2016 as measured by K-PREP.

S 2.1.1) Professional Development

Description:

Data Analysis and Continuous Improvement - District will utilize data analysis and continuous improvement strategies to ensure student mastery of content.

A 2.1.1.1) Professional Learning

Description:

District leadership will provide on-going assistance to teachers in all schools to create building-level competence in creating rigorous, standards-based common assessments and analyze student/class/school data within CIITS and GradeCam.

Benchmark Indicator:

2016 K-PREP & MAP results

Person Responsible:

Amy Polston

Estimated Begin Date:

1/1/2016

Estimated Completion Date:

12/31/2016

Funding Application	Grant	Notes	Amount
Other	Other	GradeCam cost \$2 per student	\$5,000.00

A 2.1.1.2) Monitor Assessments

Description:

District leadership will regularly monitor common assessment results to ensure assessments are intentionally standards-based, rigorous and authentic and work with schools to plan goals for continuous involvement to enhance student learning outcomes.

Benchmark Indicator:

MAP results

Person Responsible:

Amy Polston

Estimated Begin Date:

1/1/2016

Estimated Completion Date:

12/31/2016

A 2.1.1.3) Professional Learning Communities

Description:

District Leadership will ensure that PLCs are focused on data analysis and standards mastery, and will facilitate the Plan/Do/Study/Act PDSA model.

Benchmark Indicator:

Person Responsible:

Amy Polston

Estimated Begin Date:

1/1/2016

Estimated Completion Date:

12/31/2016

A 2.1.1.4) Curriculum Alignment

Description:

Common Grade Level Teachers will work collaboratively to develop and refine curriculum alignment documents (curriculum maps, pacing guides, learning targets, units of study, and common assessments) to ensure that all students receive equitable instruction and classroom assessment tasks that are intentionally standards-based, rigorous and authentic.

Benchmark Indicator:

Person Responsible:

Amy Polston

Estimated Begin Date:

1/1/2016

Estimated Completion Date:

12/31/2016

A 2.1.1.5) Standards-Based Grading

Description:

District leadership will support elementary schools in refining standards-based grading practices, and communication efforts concerning SBG report Cards.

Benchmark Indicator:

Person Responsible:

Amy Polston

Estimated Begin Date:

1/1/2016

Estimated Completion Date:

12/31/2016

A 2.1.1.6) Student Engagement - Kagan

Description:

District Leadership will provide professional learning opportunities to increase student engagement grounded in KAGAN structures. All Elementary Teachers & Principals will be trained this summer in Day 2 of KAGAN Cooperative Learning

Benchmark Indicator:

Person Responsible:

Amy Polston

Estimated Begin Date:

7/25/2016

Estimated Completion Date:

7/29/2016

Funding Application	Grant	Notes	Amount
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Consolidated	Title II Part A		\$20,000.00
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A 2.1.1.7) Walk-Through Observations

Description:

District Leadership will collaborate with school leadership teams to schedule "targeted" walkthroughs to ensure rigor and equity of instruction. District created walkthrough tools specific for Kagan (PIES) and TPGES.

Benchmark Indicator:

Person Responsible:

Amy Polston

Estimated Begin Date:

1/1/2016

Estimated Completion Date:

12/31/2016

Funding Application	Grant	Notes	Amount
Other	Other	eWalk annual subscr. \$100 per Principal & Curr Spe	\$1,900.00

A 2.1.1.8) Vertical Collaboration/Alignment (Intermediate Content Area Teachers/PLTW-Launch/ELL Migrant)

Description:

District leadership will ensure opportunities for vertical discussions and data analysis and PL sessions between and among key curriculum transition points occurring among grades and schools to eliminate curriculum gaps and overlaps.

Benchmark Indicator:

Person Responsible:

Mardi Montgomery

Estimated Begin Date:

1/1/2016

Estimated Completion Date:

12/31/2016

A 2.1.1.9) ELL/Migrant Capacity Building

Description:

ELL and Migrant instructors professional learning teams will receive training for fidelity of implementation and capacity building among and between our eight elementary schools which will include, but not be limited to the following: awareness and initial implementation; best practices for fidelity of implementation; RTI and Acceleration; Special Education; use of reports and data analysis to drive improve instruction through: LEXIA, DREAMBOX, Project Lead-the-Way Launch, KAGAN Strategies, Reading Plus and ALEKS.

Benchmark Indicator:

Person Responsible:

Mardi Montgomery

Estimated Begin Date:

1/1/2016

Estimated Completion Date:

12/31/2016

Funding	Grant	Notes	Amount
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Application			
Other	Other	Title VI Rural Funds	\$10,000.00

S 2.1.2) RTI

Description:

Response to Intervention is a multi-tiered process to identify and address academic and behavioral needs. The system will assist with assessment, identification, intervention, and progress monitoring to ensure that all students are achieving at high levels.

A 2.1.2.1) RTI Leadership

Description:

District leadership will assist with data collection and analysis to ensure that students meeting/not meeting reading and math benchmarks receive appropriate acceleration/interventions; and ensure that schools are monitoring student progress within intervention systems. (MAP/DreamBox/Lexia /Waterford/Reading Plus)

Benchmark Indicator:

Lexia/Reading Plus/ DreamBox/ MAP/Waterford Reports

Person Responsible:

Amy Polston

Estimated Begin Date:

1/1/2016

Estimated Completion Date:

12/31/2016

A 2.1.2.2) RTI Report Card

Description:

District leadership will ensure schools complete and submit a RTI Report Card three times per year.

Benchmark Indicator:

Person Responsible:

Amy Polston

Estimated Begin Date:

1/1/2016

Estimated Completion Date:

12/31/2016

A 2.1.2.3) RTI Report Team

Description:

District leadership will ensure that School-level RTI Teams meet regularly to analyze/monitor benchmark and intervention data.

Benchmark Indicator:

Person Responsible:

Amy Polston

Estimated Begin Date:

1/1/2016

Estimated Completion Date:

12/31/2016

S 2.1.3) School Readiness and Early Learning

Description:

All incoming kindergarten students will be screened using the BRIGANCE Kindergarten Screener. Collaborate with early childhood providers, families, and community members to ensure all children experience effective transitions to school entry.

A 2.1.3.1) Analyze BRIGANCE Data

Description:

District Leadership will ensure all kindergarten students are screened upon school entry with common statewide screener, BRIGANCE. District will support schools in analyzing data from the screener, including results from prior settings and classroom observations.

Benchmark Indicator:

Person Responsible:

Amy Polston

Estimated Begin Date:

1/1/2016

Estimated Completion Date:

12/31/2016

A 2.1.3.2) Preschool Transition

Description:

District leadership will provide parental workshops for transition to kindergarten.

Benchmark Indicator:

BRIGANCE screening results

Person Responsible:

Amy Polston

Estimated Begin Date:

4/4/2016

Estimated Completion Date:

5/20/2016

A 2.1.3.3) Kindergarten/Preschool Teacher Conferences

Description:

Preschool teachers will meet with kindergarten teachers to share behavioral and academic information (areas of strengths and needs) on incoming students.

Benchmark Indicator:

Person Responsible:

Amy Polston

Estimated Begin Date:

5/5/2016

Estimated Completion Date:

5/13/2016

A 2.1.3.4) Collaboration/Professional Learning

Description:

Collaborate with local early childhood initiative coordinators and participate in the Early Learning Leadership Networks. District will provide training for primary teachers to help implement strategies for K-3 student learning outcomes.

Benchmark Indicator:

Person Responsible:

Amy Polston

Estimated Begin Date:

1/1/2016

Estimated Completion Date:

12/31/2016

S 2.1.4) RTI Acceleration

Description:

Acceleration and intense project based learning with multiple math and science concepts.

A 2.1.4.1) STEM Symposium

Description:

Targeting 5th grade students who are interested in math, science, engineering, technology or health sciences. Student teams work with engineers, are challenged to design, build and test prototypes as well as compete for proficiencies and effectiveness in multiple areas.

Benchmark Indicator:

Person Responsible:

Lynn Ashbrook

Estimated Begin Date:

1/1/2016

Estimated Completion Date:

12/31/2016

A 2.1.4.2) PCIS Acceleration and Monitoring

Description:

Ensure Professional Learning Communities meet regularly with a focus on the acceleration component for data analysis to drive instruction changes for students who have reached proficiency and beyond (K-5)

Benchmark Indicator:

Person Responsible:

Lynn Ashbrook

Estimated Begin Date:

1/1/2016

Estimated Completion Date:

12/31/2016

G 3) K-PREP Reading and Math Proficiency - Middle School

Description:

Increase the averaged combined reading and math K-PREP scores for middle school students from 58.1% to 60.4% in 2016.

O 3.1) Reading and Math Proficiency - Middle School

Description:

Collaborate to increase the percent of Proficient/Distinguished middle school students in Reading from 61.6% to 62.9% and Math from 54.5% to 57.9% by 2016 as measured by K-PREP. Also increase SS from 72% to 72.9%; increase Writing from 48.5% to 60.4% in 2016.

S 3.1.1) Data Analysis/Continuous Improvement

Description:

District will utilize data analysis and continuous improvement strategies to ensure student mastery of content.

A 3.1.1.1) PLC

Description:

Ensure PLC's meet regularly with a focus on data analysis and standards mastery. Utilizing District Level monitoring to support the Data Driven PLC and use of the PDSA model.

Benchmark Indicator:

Person Responsible:

Angela Murphy

Estimated Begin Date:

1/1/2016

Estimated Completion Date:

12/31/2016

A 3.1.1.2) Interventions

Description:

Ensure that each school has a fully functioning RTI Program with interventions in Math & Reading for all students below benchmark and monitor progress and usage each trimester.

Benchmark Indicator:

Person Responsible:

Angela Murphy

Estimated Begin Date:

1/1/2016

Estimated Completion Date:

12/31/2016

Funding Application	Grant	Notes	Amount
Other	Other	ESS	\$100,000.00

A 3.1.1.3) RTI Team

Description:

Ensure that each school has an organized RTI Team that meets regularly to monitor data and complete/submit a RTI Report Card to the district.

Benchmark Indicator:

Person Responsible:

Angela Murphy

Estimated Begin Date:

1/1/2016

Estimated Completion Date:

12/31/2016

A 3.1.1.4) Instructional Rounds

Description:

Collaborate with schools to regularly schedule instructional rounds. Review data with School Leadership Team and provide support with areas of improvement for each department.

Benchmark Indicator:

Person Responsible:

Angela Murphy

Estimated Begin Date:

1/1/2016

Estimated Completion Date:

12/31/2016

Funding Application	Grant	Notes	Amount
Other	Other	District Funds - eWalk	\$5,000.00

A 3.1.1.5) Common Assessments

Description:

Provide professional development activities to assist teachers in creating common assessments that link each question to instructional standards. Ensure that teachers are using CIITS and GradeCam to assist with this process.

Benchmark Indicator:

Person Responsible:

Angela Murphy

Estimated Begin Date:

1/1/2016

Estimated Completion Date:

12/31/2016

A 3.1.1.6) Student Engagement

Description:

Provide professional development to expand the instructional strategies that will improve student engagement and reduce learning gaps. This training will include 2 days for all teachers 6-12, 3 days training for coaches, and addition 10 days of Coaching Training for select staff.

Benchmark Indicator:

Person Responsible:

Angela Murphy

Estimated Begin Date:

1/1/2016

Estimated Completion Date:

12/31/2016

Funding Application	Grant	Notes	Amount
Other	Other	Gear-Up	\$150,000.00

A 3.1.1.7) ELL/Migrant Capacity Building

Description:

ELL and Migrant instructors professional learning teams will receive training for fidelity of implementation and capacity building among and between our eight elementary schools which will include, but not be limited to the following: awareness and initial implementation; best practices for fidelity of implementation; RTI and Acceleration; Special Education; use of reports and data analysis to drive improve instruction through: LEXIA, DREAMBOX, Project Lead-the-Way Launch, KAGAN Strategies, Reading Plus and ALEKS.

Benchmark Indicator:

Person Responsible:

Mardi Montgomery

Estimated Begin Date:

1/1/2016

Estimated Completion Date:

12/31/2016

Funding Application	Grant	Notes	Amount
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Other

Other

Title VI Rural Funds

\$4,000.00

A 3.1.1.8) Vertical Collaboration/Alignment (AP/PLTW/ELL/Migrant)

Description:

District leadership will ensure opportunities for vertical discussions and data analysis and PL sessions between and among key curriculum transition points are occurring among grades and schools to eliminate curriculum gaps and overlaps.

Benchmark Indicator:

Person Responsible:

Mardi Montgomery

Estimated Begin Date:

1/1/2016

Estimated Completion Date:

12/31/2016

G 4) K-PREP Reading and Math Proficiency - High School

Description:

Increase the averaged combined reading and math K-PREP scores for high school students from 59.5% to 65.8% in 2016.

O 4.1) Proficiency in Math and Reading - High School

Description:

Collaborate to increase the percent of Proficient/Distinguished high school students in Reading from 66.2% to 68.4%; Math from 52.2% to 63.0%; Science from 44.4% to 52.8%; and SS from 64.8% to 67.6%; Writing from 59.6% to 61.3% by 2016 as measured by K-PREP.

S 4.1.1) Data Analysis/Continuous Improvement

Description:

District will utilize data analysis and continuous improvement strategies to ensure student mastery of content.

A 4.1.1.1) PLC

Description:

Ensure PLCs meet regularly with a focus on data analysis and standards mastery. Develop a District Level monitoring process that will ensure support of the Data Driven PLC and use of the PDSA model.

Benchmark Indicator:

Person Responsible:

Angela Murphy

Estimated Begin Date:

1/1/2016

Estimated Completion Date:

12/31/2016

A 4.1.1.2) Interventions

Description:

Ensure that each school has a fully functioning RTI Program with interventions in Math & Reading for all students below benchmark and monitor progress and usage each trimester.

Benchmark Indicator:

Person Responsible:

Angela Murphy

Estimated Begin Date:

1/1/2016

Estimated Completion Date:

12/31/2016

Funding Application	Grant	Notes	Amount
Other	Other	ESS, Hub, SEEK	\$100,000.00

A 4.1.1.3) RTI Team

Description:

Ensure that each school has an organized RTI Team that meets regularly to monitor data and complete/submit a RTI Report Card to the district.

Benchmark Indicator:

Person Responsible:

Angela Murphy

Estimated Begin Date:

1/1/2016

Estimated Completion Date:

12/31/2016

A 4.1.1.4) Instructional Rounds

Description:

Collaborate with schools to regularly schedule instructional rounds. Review data with School Leadership Team and provide support with areas of improvement for each department.

Benchmark Indicator:

Person Responsible:

Angela Murphy

Estimated Begin Date:

1/1/2016

Estimated Completion Date:

12/31/2016

Funding Application	Grant	Notes	Amount
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Application			
Other	Other	District Funds - eWalk	\$5,000.00

A 4.1.1.5) Student Engagement

Description:

Provide professional development to expand the instructional strategies that will improve student engagement and reduce learning gaps. This training will include 2 days for all teachers 6-12, 3 days training for coaches, and addition 10 days of Coaching Training for select staff.

Benchmark Indicator:

Person Responsible:

Angela Murphy

Estimated Begin Date:

1/1/2016

Estimated Completion Date:

12/31/2016

Funding Application	Grant	Notes	Amount
Other	Other	Gear-Up	\$150,000.00

G 5) Novice Reduction - Elementary

Description:

Decrease the number of Novice scores 10% by 2016.

O 5.1) Novice Reduction

Description:

Decrease Reading Novice with Disability from 26.1% to 23.5%; Reading Novice with Free/Reduced from 15.7% to 14.1% and Math Novice with Disability from 30.1% to 27.1%; Math Novice with Free/Reduced from 14.8% to 13.3% by 2016.

S 5.1.1) Novice Identification and Intervention

Description:

District staff will support school staff in identifying and targeting instruction for students who scored novice in the areas of reading and/or math.

A 5.1.1.1) Name and Claim

Description:

District staff will monitor individual schools' action plans for students identified and targeted for Novice Reduction.

Benchmark Indicator:

K-PREP; MAP

Person Responsible:

Amy Polston

Estimated Begin Date:

1/4/2016

Estimated Completion Date:

12/30/2016

Funding Application	Grant	Notes	Amount
Other	Other	ESS	\$70,000.00

G 6) Novice Reduction - Middle School

Description:

Decrease the number of Novice scores 10% by 2016.

O 6.1) Novice Reduction - Middle School

Description:

Decrease Reading Novice with Disability from 46% to 41.4%; Reading Novice with Free/Reduced from 18.6% to 16.74% and Math Novice with Disability from 32.4% to 29.16%; Math Novice with Free/Reduced from 11.5% to 10.35% by 2016.

S 6.1.1) Continuous Improvement (Prof, GAP)

Description:

Utilize a benchmarking assessment to identify Novice students and gage growth.

A 6.1.1.1) Benchmark Assessment

Description:

Utilize MAP as the benchmarking assessment to identify Novice students and gage growth. MAP will be administered 3 times per year.

Benchmark Indicator:

Person Responsible:

Angela Murphy

Estimated Begin Date:

1/1/2016

Estimated Completion Date:

12/31/2016

Funding Application	Grant	Notes	Amount
Other	Other	ESS	\$70,000.00

A 6.1.1.2) Novice Reduction List

Description:

During each RTI Team Meeting the list of students targeted for Novice Reduction will be reviewed for progress.

Benchmark Indicator:

Person Responsible:

Angela Murphy

Estimated Begin Date:

1/1/2016

Estimated Completion Date:

12/31/2016

G 7) Novice Reduction - High School

Description:

Decrease the number of Novice scores 10% by 2016.

O 7.1) Novice Reduction - High School

Description:

Decrease Reading Novice with Disability from 63.5% to 57.15%; Reading Novice with Free/Reduced from 31.3% to 28.17% and Math Novice with Disability from 40.6% to 36.54%; Math Novice with Free/Reduced from 16.2% to 14.58% by 2016.

S 7.1.1) Continuous Improvement (Prof, GAP)

Description:

Utilize a benchmarking assessment to identify Novice students and gage growth.

A 7.1.1.1) Benchmark Assessment

Description:

Utilize MAP as the benchmarking assessment to identify Novice students and gage growth. MAP will be administered 3 times per year.

Benchmark Indicator:

Person Responsible:

Angela Murphy

Estimated Begin Date:

1/1/2016

Estimated Completion Date:

12/31/2016

Funding Application	Grant	Notes	Amount
Other	Other	ESS	\$70,000.00

A 7.1.1.2) Novice Reduction List

Description:

During each RTI Team Meeting the list of students targeted for Novice Reduction will be reviewed for progress.

Benchmark Indicator:

Person Responsible:

Angela Murphy

Estimated Begin Date:

1/1/2016

Estimated Completion Date:

12/31/2016

G 8) College and Career Readiness - High School

Description:

Increase the percentage of students who are college and/or career ready without bonus from 78.2% to 79% by 2016.

O 8.1) College and Career Readiness - High School

Description:

Increase the percentage of students who are college and/or career ready without bonus from 78.2% to 79% by 2016.

S 8.1.1) Best Practice

Description:

Provide and monitor opportunities for students to complete career pathways and meet ACT benchmarks to graduate College/Career Ready.

A 8.1.1.1) College Readiness

Description:

Monitor percent of seniors who meet benchmarks in math, English, and reading to achieve College Readiness Status. Report percent during each RTI meeting.

Benchmark Indicator:

Person Responsible:

Angela Murphy

Estimated Begin Date:

1/1/2016

Estimated Completion Date:

12/31/2016

A 8.1.1.2) Career Readiness

Description:

Monitor percent of seniors who complete necessary components to achieve Career Ready status utilizing WorkKeys Assessment, KOSSA, Industry Certificates, and WIN Program through Gear-Up. Report at each RTI meeting.

Benchmark Indicator:

Person Responsible:

Angela Murphy

Estimated Begin Date:

1/1/2016

Estimated Completion Date:

12/31/2016

A 8.1.1.3) Academic Advising

Description:

Utilize all stakeholders to meet with 8th-11th grade students individually to discuss college/career goals and plan a schedule for the next school year to meet each student's needs.

Benchmark Indicator:

Person Responsible:

Angela Murphy

Estimated Begin Date:

1/1/2016

Estimated Completion Date:

12/31/2016

A 8.1.1.4) Professional Mentorships

Description:

High School Gifted and PLTW students will participate in mentorships with community professionals, business and industry.

Benchmark Indicator:

Person Responsible:

Lynn Ashbrook, Mardi Montgomery

Estimated Begin Date:

1/1/2016

Estimated Completion Date:

12/31/2016

Funding Application	Grant	Notes	Amount
Other	Other	Gifted Funds	\$5,000.00

A 8.1.1.5) University Program Labs and Informational Sessions

Description:

Gifted, AP, and PLTW students will participate in specific university and program hands-on lab activities and informational sessions to increase knowledge and guidance in specific college and career pathways.

Benchmark Indicator:

Person Responsible:

Lynn Ashbrook, Mardi Montgomery

Estimated Begin Date:

1/1/2016

Estimated Completion Date:

12/31/2016

Funding Application	Grant	Notes	Amount
Other	Other	Gifted Funds	\$4,000.00

A 8.1.1.6) Year One Year Out (YOYO) Data Review

Description:

Student data from the YOYO report will be reviewed with each high school and high school special education department. The Kentucky Post School Outcome Center (KYP SO) develops and oversees the administration of the Kentucky Post School Outcome Study, a longitudinal investigation of the post school outcomes of Kentucky youth with educational disabilities during the final year of high school and one year after high school exit. This information will be used to revise, plan, or develop programs within the school district.

Benchmark Indicator:

Person Responsible:

Barry Lee

Estimated Begin Date:

11/1/2015

Estimated Completion Date:

11/1/2016

Funding Application	Grant	Notes	Amount
Other	Other	IDEA Funds	\$250.00

A 8.1.1.7) Transition Planning for Students with Disabilities for College and/or Career Readiness

Description:

Multiple activities geared toward the successful transition of students with disabilities to College and/or Career Readiness will be completed through out the year and in accordance with IDEA Federal, State, and Local Regulations.

Benchmark Indicator:

Person Responsible:

Barry Lee

Estimated Begin Date:

11/1/2015

Estimated Completion Date:

11/1/2016

Funding Application	Grant	Notes	Amount
Other	Other	IDEA Funds	\$1,000.00

8.2) AP - Advanced Placement

Description:

Increase the percent of students earning AP qualifying scores of 3 or higher from 34.1% to 40% in 2016 as measured by Advanced Placement results.

8.2.1) AP Professional Learning and Support

Description:

Professional learning will be provided to AP teachers through AdvanceKY.

8.2.1.1) PL - Complex Texts

Description:

All AP instructors will receive systemic training in selecting complex text and successfully completing close reads for improved student achievement.

Benchmark Indicator:

Person Responsible:

Mardi Montgomery

Estimated Begin Date:

1/1/2016

Estimated Completion Date:

3/31/2016

Funding Application	Grant	Notes	Amount
Other	Other	District PD Funds	\$5,000.00

8.2.1.2) PL - Instructional Shifts

Description:

All AP instructors will receive training in the instructional shifts necessary for teachers to achieve and improve students success with Standards.

Benchmark Indicator:

Person Responsible:

Mardi Montgomery

Estimated Begin Date:

1/1/2016

Estimated Completion Date:

3/31/2016

G 9) Graduation Rate - High School

Description:

Increase the 5 year adjusted cohort graduation rate from 93.6% to 94.3% by 2016.

O 9.1) Cohort Graduation Rate - High School

Description:

Increase the 5 year adjusted cohort graduation rate from 93.6% to 94.3% by 2016.

S 9.1.1) Best Practice

Description:

Provide best practice activities to ensure that district/school resources are fully utilized.

A 9.1.1.1) ESS

Description:

Refer all at-risk students for ESS.

Benchmark Indicator:

Person Responsible:

Angela Murphy

Estimated Begin Date:

1/1/2016

Estimated Completion Date:

12/31/2016

Funding Application	Grant	Notes	Amount
Other	Other	ESS	\$30,000.00

A 9.1.1.2) Alternate Learning Opportunities

Description:

Provide academic support for identified at-risk students including alternate schedules/settings, credit recovery, performance-based credits, individualized computer based learning opportunities, etc.

Benchmark Indicator:

Person Responsible:

Angela Murphy

Estimated Begin Date:

1/1/2016

Estimated Completion Date:

12/31/2016

Funding Application	Grant	Notes	Amount
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Other Other ESS, Hub, SEEK \$25,000.00

A 9.1.1.3) Academic Support Programs

Description:

To at-risk learners, provide computer-based adaptive programs such as Lexia Core5, Reading Plus, ALEKS, etc.

Benchmark Indicator:

Person Responsible:

Angela Murphy

Estimated Begin Date:

1/1/2016

Estimated Completion Date:

12/31/2016

Funding Application	Grant	Notes	Amount
Other	Other	ESS, HUB, SEEK	\$100,000.00

A 9.1.1.4) PBIS

Description:

Positive Behavior Intervention and Supports - Monthly PBIS meetings to analyze behavior data and progress monitor individual students. Identify students in need of behavior intervention and provide supports for individual students. Implement incentive programs to maintain positive recognition and celebrate successes.

Benchmark Indicator:

Person Responsible:

Angela Murphy

Estimated Begin Date:

1/1/2016

Estimated Completion Date:

12/31/2016

A 9.1.1.5) RTI

Description:

Review data at each RTI meeting, including list of drop-outs, CCR, Mentor List, etc. Provide mentors to at-risk students.

Benchmark Indicator:

Person Responsible:

Angela Murphy

Estimated Begin Date:

1/1/2016

Estimated Completion Date:

12/31/2016

A 9.1.1.6) ELL/Migrant Monitoring and Advising

Description:

All ELL and Migrant students and parents will receive comprehensive progress monitoring report bi-annually with personal one-on-one advising from ELL and/or Migrant staff.

Benchmark Indicator:

Person Responsible:

Mardi Montgomery

Estimated Begin Date:

1/1/2016

Estimated Completion Date:

12/31/2016

A 9.1.1.7) Migrant 21st Century Technology Skills

Description:

Intense, extended educational learning opportunity provided an all-inclusive computer learning experience teaching viable skills to help close equity gaps for vulnerable youth. received Microsoft Office Curriculum Foundation, "Hands-On" basic power point, internet safety and responsible use training.

Benchmark Indicator:

Person Responsible:

Mardi Montgomery

Estimated Begin Date:

1/1/2016

Estimated Completion Date:

12/31/2016

A 9.1.1.8) Regional Interagency Transition Fair for Student with Disabilities

Description:

Teachers will participate and plan with the Regional Interagency Transition Programs for Student with Disabilities establishing support for transition and College and Career Readiness.

Benchmark Indicator:

Person Responsible:

Barry Lee

Estimated Begin Date:

11/1/2015

Estimated Completion Date:

11/1/2016

Funding Application	Grant	Notes	Amount
Other	Other	IDEA Funding	\$1,000.00

G 10) Program Reviews

Description:

Demonstrate proficiency in all areas of the Program Review: Arts and Humanities, Practical Living/Career Studies, Writing, Primary K-3, and Global Competency & World Languages.

O 10.1) Program Review Proficiency

Description:

Collaborate to build proficiency in all areas of the Program Review by 2016 as measured by KDE Program Review Rubrics: Arts & Humanities, Practical Living/Career Studies, Writing, Global Competency and World Language, Primary K-3.

S 10.1.1) Monitor, Analyze, Assist

Description:

Monitor the PR programs at each school, analyze evidence of implementation, provide assistance and resources for improvement.

A 10.1.1.1) PR Cycle I & II Reports

Description:

Schools will submit summary reports documenting internal reviews and progress toward program proficiency to the district Program Review Coordinator. Cycle I Report will be collected November 30, 2015; Cycle II Report will be collected January 30, 2016.

Benchmark Indicator:

Person Responsible:

Mike Braun

Estimated Begin Date:

1/1/2016

Estimated Completion Date:

12/31/2016

A 10.1.1.2) District External Review

Description:

The District Program Review Coordinator will meet with each School Program Review Coordinator and building administrators to discuss strengths, weaknesses, and opportunities for improvement in their In-Depth Program Reviews. The District PR Coordinator will review the In-Depth Program Review of each school, review evidence of implementation, and offer suggestions for improvement. The District Program Review Coordinator may be accompanied by the District Curriculum Supervisor.

Benchmark Indicator:

Person Responsible:

Mike Braun

Estimated Begin Date:

1/1/2016

Estimated Completion Date:

12/31/2016

A 10.1.1.3) Program Review Tools and Resources

Description:

The District Program Review Coordinator will collect, coordinate, and share with schools helpful resources and tools to assist in the reaching proficiency in each area of the Program Review. Examples include: PR Calculator, PR Evidence Collector, PR Coordinators' Meetings, meetings with individual building administrators.

Benchmark Indicator:

Person Responsible:

Mike Braun

Estimated Begin Date:

1/1/2016

Estimated Completion Date:

12/31/2016

G 11) Community Engagement and Collaboration

Description:

The district will work with schools, families, and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students.

O 11.1) Communication

Description:

Collaborate to improve communication at every level of the system and with the community by 2016 as measured by student, parent, staff surveys, and anecdotal feedback.

S 11.1.1) Extended Services Monitoring

Description:

District leadership, in collaboration with school guidance counselors, will analyze data effectiveness and modify extended school opportunities to eliminate gaps and overlaps.

A 11.1.1.1) Extended School Year Services

Description:

Extended school services and/or extended school year services (ESY) are determined by Admission and Release Committees (ARC) and documented in the Individual Education Program (IEP) for students with disabilities. District Special Education Administration monitor the provision of ESY services.

Benchmark Indicator:

Person Responsible:

Barry Lee

Estimated Begin Date:

1/1/2016

Estimated Completion Date:

12/31/2016

A 11.1.1.2) Surveys

Description:

Parent, student, and staff surveys will be given and analyzed on a regular basis for improved system performance.

Benchmark Indicator:

Person Responsible:

Teresa Nicholas

Estimated Begin Date:

1/1/2016

Estimated Completion Date:

12/31/2016

A 11.1.1.3) GEAR UP Family Engagement

Description:

Counselors, faculty, and staff meet with students and parents during GEAR-UP Family Events to review scheduling process, diploma types, college and career pathways, and college/career benchmark requirements.

Benchmark Indicator:

Person Responsible:

Mike Braun

Estimated Begin Date:

1/1/2016

Estimated Completion Date:

12/31/2016

A 11.1.1.4) Bridge to Success Parent Information Meeting

Description:

Bridge to Success, an evening of college and honors program representatives and college/career informational workshops for parents and students in grades 10th through 12th. Attendees participate in rotating seminars with a focus on scholarship opportunities; 2-year and 4-year degree and certificate programs; Dual credit; ACT; Advanced Placement; KY FAME Workforce Development; Technology: ILP/Social Media Etiquette; Financial Aid: FAFSA/Loans/ Work Study/KEES; and College Terminology 101. Bridge to Success is a collaborative initiative with Gifted Education and GEARUP.

Benchmark Indicator:

Person Responsible:

Lynn Ashbrook

Estimated Begin Date:

1/1/2016

Estimated Completion Date:

12/31/2016

Funding Application	Grant	Notes	Amount
Other	Other	GEAR UP \$1000, Gifted \$1000	\$2,000.00

A 11.1.1.5) Project Lead the Way

Description:

Bi-annually Project Lead-the-Way instructors, school administrators, district-level administrators, community members, and school board members meet to review academics, business plans, visions, and systemic outlook for engineering programs.

Benchmark Indicator:

Person Responsible:

Mardi Montgomery

Estimated Begin Date:

1/1/2016

Estimated Completion Date:

12/31/2016

S 11.1.2) Community/Parent Engagement Meetings

Description:

Extended educational learning opportunities including parent(s) and/or guardian(s) providing viable skills to help close equity gaps for youth and parents. In addition, business and community stakeholder engagement meetings to create improved pathways for all students; hence improved economic development in Pulaski County.

A 11.1.2.1) Migrant Youth/Parent Workshops

Description:

Four Parent/Youth meetings with a focus beginning at elementary schools and transitioning to middle school for end-of-year meetings. Certified Lexia, DreamBox, Kagan and Project Lead-the-Way LAUNCH instructors and Migrant Parent/Student Led instructors will conduct all academic interactive workshops for parents and students with clear explanations of KCAS and new Next-Generation Science Standards. Additional two PAC meetings will be fully implemented this school year with data analysis from the PI meetings for them to help guide any changes necessary for our PI meetings.

Benchmark Indicator:

Person Responsible:

Mardi Montgomery

Estimated Begin Date:

1/1/2016

Estimated Completion Date:

12/31/2016

A 11.1.2.2) Education and Economic Development

Description:

Organizational Education and Economic Development Summit to explore KY FAME and/or AMTEC career pathways for PLTW and all Pulaski County students. Business and industry in region and postsecondary - Somerset Community College, as well as KCTCS, Kentucky Economic Development Cabinet Executive Director and Lake Cumberland AD District representatives.

Benchmark Indicator:

Person Responsible:

Mardi Montgomery

Estimated Begin Date:

1/1/2016

Estimated Completion Date:

12/31/2016

A 11.1.2.3) Community Engagement for District Improvement Meeting

Description:

Students, parents, community leaders, and school and district personnel meet to analyze strengths and areas for improvement for the district. Multiple data sources are reviewed, including elementary, middle, and high school assessment performance data, gap group and special education data, and behavior intervention data.

Benchmark Indicator:

Person Responsible:

Mike Braun

Estimated Begin Date:

1/1/2016

Estimated Completion Date:

12/31/2016

A 11.1.2.4) Parent Advisory Board Meetings

Description:

The Superintendent, Ms. Steve Butcher, meets regularly with a group of parents to discuss continuous improvement strategies and needs in the district.

Benchmark Indicator:

Person Responsible:

Steve Butcher

Estimated Begin Date:

1/1/2016

Estimated Completion Date:

G 12) Monitor Equity and Implementation of Plans

Description:

District leadership staff will monitor district and school implementation of improvement plans and equity plans.

O 12.1) Monitor Equity and Implementation of Plans

Description:

Collaborate to monitor implementation of district and school improvement plans and equity plans, as measured by Progress Notes and Equity data.

S 12.1.1) Monitor Equity and Implementation of Plans

Description:

District-level administration and staff will monitor district and school Improvement Plans and Equity Plans. AdvancED Standards for Quality: School Systems Standard 5 - Using Results for Continuous Improvement Indicator 5.5 - System and school leaders monitor and communicate comprehensive information about student learning, school performance, and the achievement of system and school improvement goals to stakeholders.

A 12.1.1.1) Progress Notes Entry

Description:

CDIP and CSIP Progress Notes will be submitted in GMAP by January 31, May 31, and September 30 per Board Policy 02.442. Principals will submit Progress Notes and SBDM minutes documenting review of Progress Notes to the District Improvement Plan Coordinator. District administrators will submit Progress Notes for review by the BOE.

Benchmark Indicator:

Person Responsible:

Mike Braun

Estimated Begin Date:

1/1/2016

Estimated Completion Date:

12/31/2016

A 12.1.1.2) Equitable Access to Education

Description:

Equitable access to effective educators will be monitored by the district improvement plan coordinator. An Equity Report will be shared with the district leadership team and the Pulaski County Board of Education in Spring 2016. The report will allow for a comparison of data from each school. Data to be analyzed includes: Title I status, Accountability Percentile Rank, Enrollment, Cost per Student, Free/Reduced Lunch Percentage, Minority Percentage, Hispanic Percentage, English Language Learner Percentage, Student to Teacher Ratio, Number of Teachers, Number of Assistants, Number of Years Experience, Number of Master's Degrees, Average Salary, and Teacher Effectiveness (PGES).

Benchmark Indicator:

Person Responsible:

Mike Braun

Estimated Begin Date:

1/1/2016

Estimated Completion Date:

12/31/2016

Component	Item Name
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CDIP

Compliance and Accountability

Professionals

District Equity Plan

Needs Assessment for Equitable Access

Equitable Access Strategies - Placement

Equitable Access Strategies - Recruitment and Retention

A 12.1.1.3) Equitable Staffing Distribution

Description:

Administration, in collaboration with school principals, regularly ensure that all instructors are 100% Highly Qualified, according to the EPSB LEAD Report and that there is equitable distribution of all highly qualified instructors, regardless of socioeconomic status, disability, and/or college or career pathways.

Benchmark Indicator:

Person Responsible:

Pat Richardson, Mike Braun

Estimated Begin Date:

1/1/2016

Estimated Completion Date:

12/31/2016

Component	Item Name
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CDIP

Compliance and Accountability

Professionals

District Equity Plan

Equitable Access Strategies - Placement

A 12.1.1.4) TELL Survey / VAL-ED Survey

Description:

TELL Survey (2015) and VAL-ED Survey (2016) data will be analyzed and compared to identify areas for improvement to include in the district and school improvement plans.

Benchmark Indicator:

Person Responsible:
Teresa Nicholas, Mike Braun

Estimated Begin Date:
1/1/2016

Estimated Completion Date:
12/31/2016

Component	Item Name
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CDIP Compliance and Accountability	Tell Survey
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District Equity Plan	Equitable Access Strategies - Working Conditions
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A 12.1.1.5) Teacher Effectiveness and Mentoring (TEAM)

Description:

New Teacher Induction Program: Teacher Effectiveness and Mentoring (TEAM) for all first-year and new-to-district instructors in Pulaski County. Regular meetings targeting improved teacher self-monitoring of instruction, assessment, and data-driven analysis.

Benchmark Indicator:

Person Responsible:
Mike Braun, Angela Murphy, Amy Polston

Estimated Begin Date:
1/1/2016

Estimated Completion Date:
12/31/2016

Component	Item Name
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District Equity Plan	Equitable Access Strategies - Professional Learning
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Pulaski County (501) Public District - FY 2017 - CDIP - Rev 0

Required Items [Expand All] [Collapse All]	Component Met
<p>1) Professionals The district ensures that teachers are equitably distributed throughout the district to ensure that all students are college and career ready. Equitable distribution: poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers.</p> <p>Explanation During the 2014-15 school year only one teacher in the district was not highly qualified. This teacher was granted emergency certification, has since earned a degree in education, and continues to teach high school science. As for equitable distribution, all of Pulaski County's middle and high schools are among the top performing in the state, and all elementary schools earned proficient or distinguished ratings. All schools have high free/reduced lunch rates, ranging from 61.7% to 78.0%. In fact the school with the highest free/reduced lunch rate (78%), Shopville Elementary School, earned a Distinguished rating and ranks in the 99th percentile of all schools in Kentucky. The school with the highest minority rate (11.5%), Oak Hill Elementary, earned a Distinguished rating in 2014 (99th percentile), a Proficient rating in 2015, and benchmark assessments suggest they will earn a distinguished rating on the K-PREP again in 2016. The Pulaski County School District strives for equitable access to education for its students.</p> <ul style="list-style-type: none"> <input type="checkbox"/> 12) Monitor Equity and Implementation of Plans <ul style="list-style-type: none"> <input type="checkbox"/> 12.1) Monitor Equity and Implementation of Plans <ul style="list-style-type: none"> <input type="checkbox"/> 12.1.1) Monitor Equity and Implementation of Plans <ul style="list-style-type: none"> <input type="checkbox"/> 12.1.1.2) Equitable Access to Education <p>Description:</p> <p>Equitable access to effective educators will be monitored by the district improvement plan coordinator. An Equity Report will be shared with the district leadership team and the Pulaski County Board of Education in Spring 2016. The report will allow for a comparison of data from each school. Data to be analyzed includes: Title I status, Accountability Percentile Rank, Enrollment, Cost per Student, Free/Reduced Lunch Percentage, Minority Percentage, Hispanic Percentage, English Language Learner Percentage, Student to Teacher Ratio, Number of Teachers, Number of Assistants, Number of Years Experience, Number of Master's Degrees, Average Salary, and Teacher Effectiveness (PGES).</p> <input type="checkbox"/> 12.1.1.3) Equitable Staffing Distribution <p>Description:</p> <p>Administration, in collaboration with school principals, regularly ensure that</p> 	<input checked="" type="checkbox"/>

all instructors are 100% Highly Qualified, according to the EPSB LEAD Report and that there is equitable distribution of all highly qualified instructors, regardless of socioeconomic status, disability, and/or college or career pathways.

2) **Tell Survey**



The district has identified specific strategies to address areas for improvement identified in the TELL KY survey results.

Explanation

2015 Tell Survey data provided many positive responses and results; there were no significant areas of concern. A summary of data was reviewed with the Board at a regularly scheduled Board Meeting. To address areas of need specific to each school, the Superintendent, Mr. Steve Butcher, met with each principal individually to analyze the results. Furthermore, each principal included a Tell Survey-related goal in their PPGES growth goals for the 2014-15 school year.

12) Monitor Equity and Implementation of Plans

12.1) Monitor Equity and Implementation of Plans

12.1.1) Monitor Equity and Implementation of Plans

12.1.1.4) TELL Survey / VAL-ED Survey

Description:

TELL Survey (2015) and VAL-ED Survey (2016) data will be analyzed and compared to identify areas for improvement to include in the district and school improvement plans.

Pulaski County (501) Public District - FY 2017 - CDIP - Rev 0

Required Items [Expand All] [Collapse All]	Component Met
<p>1) Needs Assessment for Equitable Access Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the school? What are the barriers identified? What sources of data were used to determine the barriers? What are the root causes of those identified barriers? What does the Professional Growth and Effectiveness System data say about the effectiveness of teachers in the school?</p> <p>Explanation A review of data has been conducted to determine barriers to achieve equitable access to effective educators. No apparent barriers exist. Individual school data were collected and analyzed; sources included Title I status, Accountability Percentile Rank, Enrollment, Cost per Student, Free/Reduced Lunch Percentage, Minority Percentage, Hispanic Percentage, English Language Learner Percentage, Student to Teacher Ratio, Number of Teachers, Number of Assistants, Number of Years Experience, Number of Master's Degrees, Average Salary, and Teacher Effectiveness (PGES).</p> <p>Equity is a strength of Pulaski County Schools. It is achieved in large part due to common district-wide supports and monitoring - both financial and academic. Clear and open lines of communication are established through monthly Principals Meetings, during which superintendents, district supervisors, and principals share events and needs in a safe and supportive community. Regular elementary and secondary curriculum specialist meetings, regular Rtl meetings and protocols, and well-structured PLC meetings also contribute to success in communicating needs.</p> <p>Teacher effectiveness, as determined by PGES and measured by the Danielson Framework, is very high; all schools' teachers averaged Accomplished or Exemplary levels of effectiveness during the 2014-15 school year.</p> <p>G 12) Monitor Equity and Implementation of Plans</p> <p>O 12.1) Monitor Equity and Implementation of Plans</p> <p>S 12.1.1) Monitor Equity and Implementation of Plans</p> <p>A 12.1.1.2) Equitable Access to Education Description: Equitable access to effective educators will be monitored by the district improvement plan coordinator. An Equity Report will be shared with the district leadership team and the Pulaski County Board of Education in Spring 2016. The report will allow for a comparison of data from each school. Data to be analyzed includes: Title I status, Accountability Percentile Rank,</p>	<p style="text-align: center;"><input checked="" type="checkbox"/></p>

Enrollment, Cost per Student, Free/Reduced Lunch Percentage, Minority Percentage, Hispanic Percentage, English Language Learner Percentage, Student to Teacher Ratio, Number of Teachers, Number of Assistants, Number of Years Experience, Number of Master's Degrees, Average Salary, and Teacher Effectiveness (PGES).

2) **Equitable Access Strategies - Placement**



Describe district policies or procedures that address the assignment of students to ensure low income and minority students, Limited English Proficient and Exceptional Children and Youth are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers who are not identified as low income or minority students.

How is data used to make student assignment decisions to ensure low income, minority, Limited English Proficient and Exceptional Children and Youth are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers?

Explanation

None of Pulaski County's schools has an overabundance of new teachers, and all teachers are highly qualified. Southern Middle School has the highest percentage of new teachers, 7% or four teachers. However, the school is ranked in the 95th percentile and has been recognized as a school of distinction.

Pulaski County's district leaders and school leaders understand that to be a high performing district, which it is, all students must be provided the resources and instruction they need to succeed. Progress monitoring data, benchmarking data, K-PREP data, formative and summative assessment data are all analyzed regularly to determine if each child receives the instruction, accommodations, or interventions they need. These decisions are made during PLC meetings, RtI meetings, ARC meetings, progress monitoring meetings, and goal setting meetings.

G 12) Monitor Equity and Implementation of Plans

O 12.1) Monitor Equity and Implementation of Plans

S 12.1.1) Monitor Equity and Implementation of Plans

A 12.1.1.2) Equitable Access to Education

Description:

Equitable access to effective educators will be monitored by the district improvement plan coordinator. An Equity Report will be shared with the district leadership team and the Pulaski County Board of Education in Spring 2016. The report will allow for a comparison of data from each school. Data to be analyzed includes: Title I status, Accountability Percentile Rank, Enrollment, Cost per Student, Free/Reduced Lunch Percentage, Minority Percentage, Hispanic Percentage, English Language Learner Percentage, Student to Teacher Ratio, Number of Teachers, Number of Assistants, Number of Years Experience, Number of Master's Degrees, Average Salary, and Teacher Effectiveness (PGES).

A 12.1.1.3) Equitable Staffing Distribution

Description:

Administration, in collaboration with school principals, regularly ensure that all instructors are 100% Highly Qualified, according to the EPSB LEAD Report and that there is equitable distribution of all highly qualified instructors, regardless of socioeconomic status, disability, and/or college or career pathways.

3) **Equitable Access Strategies - Recruitment and Retention**



How does the district analyze student level data to design targeted recruitment of effective and diverse teachers?

How does the district recruit teachers who are effective in implementing practices that are targeted to support the diverse learning needs of minority students, low income students, Limited English Proficient and Exceptional Children and Youth?

How does the district recruit effective teachers and leaders to its high poverty, high minority, lowest achieving schools or schools with higher populations of Limited English Proficient or Exceptional Children and Youth?

How does the district retain effective teachers retained in high poverty, high minority, low achieving schools or schools with higher populations of Limited English Proficient and Exceptional Children and Youth? Identify any incentives.

Explanation

Pulaski County's schools are all very similar in student makeup. All schools have high Free/Reduced lunch rates, ranging from 61.7% to 83.6%; all schools have low minority rates, ranging from 1.8% to 11.5%; all schools have similar rates of students with disabilities, ranging from 7.9% to 21.4%. No schools are considered higher poverty, higher minority, or lower achieving, because they are all so similar.

Pulaski County schools have a high teacher retention rate. More than 84% of teachers have taught more than three years, and fewer than 5% are first-year teachers. Several factors may contribute to this high teacher retention rate, including positive working environments, supportive school leaders, competitive salary schedules, and that many teachers were born and raised in Pulaski County. The Pulaski County Board of education has very clear policies in place and procedures outlined to guide schools' teacher hiring practices.

G 12) Monitor Equity and Implementation of Plans

O 12.1) Monitor Equity and Implementation of Plans

S 12.1.1) Monitor Equity and Implementation of Plans

A 12.1.1.2) Equitable Access to Education

Description:

Equitable access to effective educators will be monitored by the district improvement plan coordinator. An Equity Report will be shared with the district leadership team and the Pulaski County Board of Education in Spring 2016. The report will allow for a comparison of data from each school. Data to be analyzed includes: Title I status, Accountability Percentile Rank, Enrollment, Cost per Student, Free/Reduced Lunch Percentage, Minority

Percentage, Hispanic Percentage, English Language Learner Percentage, Student to Teacher Ratio, Number of Teachers, Number of Assistants, Number of Years Experience, Number of Master's Degrees, Average Salary, and Teacher Effectiveness (PGES).

4) **Equitable Access Strategies - Professional Learning**



Identify district supports, including mentoring and/or induction, provided to meet the needs of first year, inexperienced and out-of-field teachers.
Utilizing PGES data, how are the professional learning needs of teachers with an effectiveness rating below accomplished addressed?

Explanation

Pulaski County's district curriculum team organizes and leads induction programs for first- and second-year teachers, and experienced teachers who are new to the district. The Teacher Effectiveness And Mentoring (TEAM) program provides helpful training and informational sessions to guide new teachers to be engaging and effective instructors. TEAM meetings are used to teach characteristics of successful teachers, to train teachers to locate and properly use common district-wide tools and programs, and to guide teachers to the resources they need to help their students succeed.

Teachers with specific professional learning needs are directed to appropriate training by their principals. During the 2014-15 school year, no teachers were rated ineffective or developing in Pulaski County Schools.

G 12) Monitor Equity and Implementation of Plans

O 12.1) Monitor Equity and Implementation of Plans

S 12.1.1) Monitor Equity and Implementation of Plans

A 12.1.1.5) Teacher Effectiveness and Mentoring (TEAM)

Description:

New Teacher Induction Program: Teacher Effectiveness and Mentoring (TEAM) for all first-year and new-to-district instructors in Pulaski County. Regular meetings targeting improved teacher self-monitoring of instruction, assessment, and data-driven analysis.

5) **Equitable Access Strategies - Working Conditions**



How are TELL Kentucky results being addressed to increase recruitment, retention and professional learning needs of staff?

Explanation

The TELL Kentucky 2015 results have been used to determine principals' professional growth needs, in alignment with PPGES. The superintendent, Mr. Steve Butcher, analyzed and discussed the results with each principal individually, assisted them in developing a professional growth plan, and evaluated their implementation successes at the conclusion of the 2014-15 school year.

G 12) Monitor Equity and Implementation of Plans

O 12.1) Monitor Equity and Implementation of Plans

S 12.1.1) Monitor Equity and Implementation of Plans

A 12.1.1.4) TELL Survey / VAL-ED Survey

Description:

TELL Survey (2015) and VAL-ED Survey (2016) data will be analyzed and compared to identify areas for improvement to include in the district and school improvement plans.

Pulaski County (501) Public District - FY 2017 - CDIP - Rev 0

Assurances

Label	Assurance	Response	Comments
1.	All schools in our district have planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of data and information.	* <input type="text" value="Yes"/>	
2.	The current school year Comprehensive District Improvement Plan (CDIP) and all our schools Comprehensive School Improvement Plans (CSIPs) are available for stakeholders to examine on the district website.	* <input type="text" value="Yes"/>	
3.	All teachers in our district including those providing services to private school students are highly qualified.	* <input type="text" value="Yes"/>	
4.	All para-educators in our district including those providing services to private school students are highly qualified.	* <input type="text" value="Yes"/>	
5.	All schools in our district notify parents when their children are taught for four or more consecutive weeks by teachers who are not highly qualified. If no, list the schools below.	* <input type="text" value="Yes"/>	

*

6.	Our district provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes	
7.	Our district has planned strategies to recruit and retain highly qualified teachers.	Yes	
8.	Our district will allocate and spend federal program funds only on programs and activities for identified eligible students and will maintain appropriate financial records in this regard.	Yes	
9.	Our district ensure that program funds are targeted to schools that have the lowest proportion of highly qualified teachers, have the largest average class size, or are identified as focus or priority schools.	Yes	
10.	Our district ensures that all class-size reduction teachers are utilized to reduce class size below the state requirements. Paraprofessionals are utilized to meet the state requirements before hiring any additional teachers serving in that capacity.	Yes	

11.	Our district ensure class-size reduction needs are determined by analysis of data compiled through such processes as achievement test results, needs assessments, and class size data reviews.	Yes	
12.	Our district ensure that all personnel compensated from federal program funds are performing assignments aligned to the program purpose according to the program plan and appropriate documentation is maintained.	Yes	
13.	Our district ensures that private schools have been consulted with regard to available federal funds for use with eligible students and/or teachers according to federal program requirements.	Yes	
14.	Our district ensures that services provided to private schools with federal funds are delivered according to specific federal program requirements and appropriate documentation is maintained.	Yes	
15.	Procedures have been established for the identification and tracking of purchases made with federal funds, including the retrieval and/or disposal of materials when no longer needed.	Yes	

16.	Our district ensures that all federal program complaint procedures have been communicated to all stakeholders and are properly implemented when applicable.	Yes	
17.	Our district maintains proper time and effort documentation for all personnel paid with federal funds according to specific federal program requirements.	Yes	
18.	Our district ensures proper maintenance of records according to federal program guidelines.	Yes	
19.	Our district has followed the proper procedures for the acquisition of equipment and materials with federal funds.	Yes	
20.	Our district ensures that all federal programs are evaluated annually for program effectiveness and compliance.	Yes	
21.	Our district ensures that only eligible schools are served by Title I, Part A.	Yes	
22.	Our district ensures that low-income data for all schools is taken on the same day.	Yes	
23.	Our district ensures that district and school allocations on the Title I Ranking Report correspond with the MUNIS budget.	Yes	

24.	Our district ensures that there is documentation to support the child count for local institutions for neglected children that was submitted to KDE.	Yes	
25.	Our district ensures that setaside funds for neglected institutions in the district are expended on identified student needs.	Yes	
26.	Our district ensures that neglected student needs were identified through consultation with staff at all neglected institutions in the district.	Yes	
27.	Our district ensures that Title I funds are reserved and expended to meet the needs of homeless children and youth in non-Title I schools.	Yes	
28.	Our district ensures that if it receives more than \$500,000 in Title I, Part A funding, 1% of the total district allocation has been reserved for parent involvement activities and that 95% of the reserved funds has been allocated to eligible schools including eligible private schools.	Yes	
29.	Our district ensures that parents are involved in deciding ways in which parent involvement funds are used.	Yes	


30.	Our district ensures that there is an annual meeting to inform parents of program requirements, including the right of parents to be involved in planning, review and improvement of parent programs.	Yes	
31.	Our district ensures that all parents of students in Title I schools have been notified that they may request information regarding the professional qualifications of their child's teachers.	Yes	
32.	Our district ensures that it communicates with school councils/school staff on an ongoing basis including information on program requirements, analysis of data and review of the schoolwide program (SWP) or targeted assistance (TAS) program plan to ensure compliance and effectiveness.	Yes	
33.	Our district ensures that private schools (within and outside the district) serving students from participating public school attendance areas have been contacted to offer equitable services	Yes	

34.	Our district ensures that written affirmation signed by an official from each of the participating private schools that consultation occurred during the design, implementation, and assessment of the Title I activities in the private schools is maintained	NA	
35.	For any staff member that does not meet the highly qualified teacher status, the district develops an individual plan to assist them with becoming highly qualified.	Yes	
36.	Our district ensures that district and school allocations on the Title II Teacher Quality Program Budget correspond with the MUNIS budget.	Yes	
37.	We certify that we are a District of Innovation and attach the approved application.	No	
38.	The district certifies it has submitted the required District School Safety Report in ASSIST to verify compliance with SB/HB345 to assure schools are safer places for students and staff and that school safety practices are being developed and are in place.	Yes	See attachment: District School Safety Report in ASSIST

CDIP Assurances Related Documents

Pulaski County (501) Public District - FY 2017 - CDIP - Rev 0

Optional Documents

Type	Document Template	Document/Link
CDIP Assurances Documentation	N/A	 <u>District School Safety Report (ASSIST) 2015-16 - Pulaski County</u>

CDIP Related Documents

Pulaski County (501) Public District - FY 2017 - CDIP - Rev 0

Optional Documents

Type	Document Template	Document/Link
CDIP Plan Documentation	N/A	

Pulaski County (501) Public District - FY 2017 - CDIP - Rev 0

Checklist Description ([Collapse All](#) [Expand All](#))

<input type="checkbox"/>	1. Executive Summary	Not Reviewed
<p>1. Level 1 - The Executive Summary does not provide a clear description of the district, its purpose and how it fits into the larger community. Level 2 - The Executive Summary provides some information about the district, the district's purpose and how the district fits into the larger community. Challenges and areas of improvement are noted but are unclear. Level 3 - The Executive Summary provides a basic description of the district and how the school has become an integral part of the surrounding (local) community. The description includes demographic data. Information on the district's purpose is included but limited in scope. Notable achievements and areas for improvement are discussed. Level 4 -The Executive Summary provides a clear, concise and complete description of the district. The description includes detailed demographics of the students, staff and others as well as any significant changes the district has faced in the past three years. The district's purpose is fully explained and is apparent as significant in the teaching and learning across the community. Notable achievements and focus areas for improvement are well explained and linked to data analysis.</p>		

Notes:

<input type="checkbox"/>	2. Needs Assessment	Not Reviewed
<p>1. Level 1 - The needs assessment does not provide relevant data that could be analyzed for effective prioritization and planning of improvement goals. Other relevant information is missing or incomplete. Level 2 - The needs assessment discusses and analyzes at least two data sources. The needs assessment and data analysis process described is limited and lacks significant details. A review of the previous plan has little reference. The description of processes and interventions for continuous improvement are included in the plan with minimal detail. Conclusions and prioritization of needs are not clearly substantiated by the analyses of the reviewed data. Level 3 - The needs assessment review contains at least three data sources, including at least one academic source and one nonacademic source. Analysis is complete and includes a clear description of current student performance in content strands. A description of the needs assessment and data review process is included. The review of the previous plan focuses on identified goals met and not met. The improvement process is noted with some details. Conclusions and prioritization of needs are substantiated by the analysis of reviewed data. Level 4 - The needs assessment comprehensively reviews all relevant student academic and nonacademic performance assessment data for the past three years and includes additional analysis of current student performance in content strands and for subgroups. Data is provided and fully analyzed on at least three academic sources and 3 nonacademic sources. A thorough description of the needs assessment process and those stakeholders involved is included. A comprehensive review of the previous improvement plan's goals and impact on student achievement data is included. Areas of strength and opportunities for improvement connect to the analyzed data.</p>		

Notes: