

**Comprehensive District
Improvement Plan 2012-2013**

Pulaski County School System

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Overview

Plan Name

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Plan Description

Update: 4/10/2013

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the averaged combined reading and math K-Prep scores for elementary students from 54.4 to 63.5 in 2014.	Objectives: 2 Strategies: 6 Activities: 17	Organizational	\$81500
2	Increase the averaged combined reading and math K-Prep scores for middle school students from 46.2 to 57.0 in 2014.	Objectives: 2 Strategies: 3 Activities: 4	Organizational	\$0
3	Increase the reading proficiency ratings for all elementary students in the non-duplicated gap group from 47.6 to 58.1 in 2014.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$1700
4	Increase the reading proficiency ratings for all middle school students in the non-duplicated gap group from 38.4 to 50.7 in 2014.	Objectives: 2 Strategies: 5 Activities: 6	Organizational	\$3050
5	Increase the reading proficiency ratings for all high school students in the non-duplicated gap group from 50.1 to 60.1 in 2014.	Objectives: 1 Strategies: 3 Activities: 6	Organizational	\$1050
6	Increase the math proficiency ratings for all elementary students in the non-duplicated gap group from 46.4 to 57.1 in 2014.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$1500
7	Increase the math proficiency ratings for all middle school students in the non-duplicated gap group from 35.6 to 48.5 in 2014.	Objectives: 2 Strategies: 5 Activities: 5	Organizational	\$0
8	Increase the average math proficiency ratings for all high school students in the non-duplicated gap group from 37.8 to 50.2 in 2014.	Objectives: 1 Strategies: 2 Activities: 7	Organizational	\$2000
9	Increase the social studies proficiency ratings for all middle school students in the non-duplicated gap group from 46.0 to 56.8 in 2014.	Objectives: 2 Strategies: 4 Activities: 5	Organizational	\$300
10	Increase the writing proficiency ratings for all elementary students in the non-duplicated gap group from 37.5 to 50.0 in 2014.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$0
11	Increase the writing proficiency ratings for all middle school students in the non-duplicated gap group from 38.3 to 50.6 in 2014.	Objectives: 2 Strategies: 7 Activities: 7	Organizational	\$300
12	Increase the writing proficiency ratings for all high school students in the non-duplicated gap group from 41.4 to 53.1 in 2014.	Objectives: 1 Strategies: 3 Activities: 7	Organizational	\$90

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13	Increase the percentage of students who are college and career ready from 61.8 to 80 in 2014.	Objectives: 1 Strategies: 9 Activities: 15	Organizational	\$55200
14	Increase the average freshman graduation rate from 80.2% to 81.8% in 2013.	Objectives: 1 Strategies: 7 Activities: 15	Organizational	\$55400
15	Increase the social studies proficiency ratings for all elementary students in the non-duplicated gap group from 48.9 to 59.1 in 2014.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
16	The district will collaborate to develop and implement a curriculum that is rigorous, intentional, and aligned to national, state and local standards.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
17	The district will monitor and implement use of multiple evaluation and assessment strategies and modify instruction to meet student needs and support proficient student work.	Objectives: 3 Strategies: 3 Activities: 6	Organizational	\$0
18	The district will ensure that all schools' instructional programs actively engage all students by using effective, varied and researched-based practices to improve student academic performance.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
19	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.	Objectives: 2 Strategies: 2 Activities: 17	Organizational	\$11800
20	The district will provide research-based, results driven professional development opportunities for staff and implement performance evaluation procedures in order to improve student achievement.	Objectives: 1 Strategies: 4 Activities: 4	Organizational	\$500
21	Increase the percentage of effective teachers to meet state average.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$12000

Goal 1: Increase the averaged combined reading and math K-Prep scores for elementary students from 54.4 to 63.5 in 2014.

Measurable Objective 1:

Collaborate to increase the overall reading and math for Elementary from 54.4 to 59.0 by 05/31/2013 as measured by K-PREP.

Strategy 1:

PLCs - District leadership will participate in PLCs at the school level to analyze classroom assessments and to monitor rigor and quality.

Activity - Protocols	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District leadership will participate and utilize specific protocols to analyze samples of student work, teacher designed assignments, and data in regularly scheduled PLC meetings. Schools: Burnside Elementary School, Oak Hill Elementary School, Nancy Elementary School, Southern Elementary School, Pulaski Elementary School, Shopville Elementary School, Eubank Elementary School, Northern Elementary School	Academic Support Program	01/02/2013	05/31/2013	\$0	No Funding Required	Amy Polston, Elementary Supervisor

Strategy 2:

Rtl - Response to Intervention is a multi-tiered preventive 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.

Research Cited: Kentucky System of Interventions (KSI) & Pulaski County Intervention System (PCIS)

Activity - Assessment of Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Rtl Team will analyze, monitor, and share "Assessment of Implementation" data to support each school's Rtl team. Schools: All Schools	Professional Learning	11/01/2012	05/15/2013	\$0	No Funding Required	Amy Polston

Activity - Rtl Report Card	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District leadership will assist with data collection and analysis to ensure that students meet reading and math benchmarks; and ensure that schools are monitoring student progress within intervention systems. Schools: All Schools	Academic Support Program	11/01/2012	05/15/2013	\$0	No Funding Required	Amy Polston

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Activity - Pulaski County System of Interventions (PCIS)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District leadership will train school administrators and staff on revised Pulaski County System of Interventions (PCIS) to ensure fidelity of implementation. Schools: All Schools	Professional Learning	05/15/2013	07/31/2013	\$500	District Funding	Amy Polston

Activity - College and Career Ready	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Rtl leadership Team will monitor the percent of students who are college and/or career ready based on assessment data and School Rtl Report Card. Schools: Burnside Elementary School, Oak Hill Elementary School, Nancy Elementary School, Southern Elementary School, Pulaski Elementary School, Shopville Elementary School, Eubank Elementary School, Northern Elementary School	Academic Support Program	11/01/2012	05/15/2013	\$0	No Funding Required	Amy Polston

Strategy 3:

CIITS - All teachers will utilize CIITS for creating common assessments, unit planning, lesson planning, and collecting/analyzing data.

Research Cited: KY Department of Education has required all KY teachers to utilize CIITS.

Activity - Training Sessions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District leadership will facilitate trainings and provide work sessions for staff to collaborate with grade levels and specific content areas to create common assessments and unit plans. Schools: Burnside Elementary School, Oak Hill Elementary School, Nancy Elementary School, Southern Elementary School, Pulaski Elementary School, Shopville Elementary School, Eubank Elementary School, Northern Elementary School	Professional Learning	01/02/2013	07/31/2013	\$80000	State Funds	Amy Polston, Elementary Supervisor

Activity - Monitor Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District leadership team will regularly monitor classroom assessments to ensure they are intentionally standards-based, rigorous and authentic and work with SBDM to plan goals for continuous involvement to enhance student learning outcomes and meet district RTTT measures. Schools: Burnside Elementary School, Oak Hill Elementary School, Nancy Elementary School, Southern Elementary School, Pulaski Elementary School, Shopville Elementary School, Eubank Elementary School, Northern Elementary School	Academic Support Program	01/02/2013	05/31/2013	\$0	No Funding Required	Amy Polston, Elementary Supervisor

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Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>District leadership will provide on-going assistance to teachers in all schools to create building-level competence in creating rigorous, standards-based classroom assessments within CIITS.</p> <p>Schools: Burnside Elementary School, Oak Hill Elementary School, Nancy Elementary School, Southern Elementary School, Pulaski Elementary School, Shopville Elementary School, Eubank Elementary School, Northern Elementary School</p>	Professional Learning	01/03/2013	07/31/2013	\$0	No Funding Required	Amy Polston, Elementary Supervisor

Strategy 4:

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

Research Cited: State Requirement for all Kindergarten Students

Activity - Preschool Transition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>District leadership will provide parental workshops for transition from preschool to kindergarten.</p> <p>Schools: Burnside Elementary School, Oak Hill Elementary School, Nancy Elementary School, Memorial Education Center, Southern Elementary School, Pulaski Elementary School, Shopville Elementary School, Eubank Elementary School, Northern Elementary School</p>	Academic Support Program	03/04/2013	05/08/2013	\$500	Title I Part A	Amy Polston

Activity - Early Learning Leadership Network	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>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.</p> <p>Schools: Burnside Elementary School, Oak Hill Elementary School, Nancy Elementary School, Southern Elementary School, Pulaski Elementary School, Shopville Elementary School, Eubank Elementary School, Northern Elementary School</p>	Professional Learning	09/10/2012	07/31/2013	\$500	Title I Part A	Amy Polston

Activity - Learning Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>District will support schools in creating a learning plan for next steps of instruction for Kindergarten students</p> <p>Schools: Burnside Elementary School, Oak Hill Elementary School, Nancy Elementary School, Southern Elementary School, Pulaski Elementary School, Shopville Elementary School, Eubank Elementary School, Northern Elementary School</p>	Academic Support Program	09/03/2012	10/31/2012	\$0	No Funding Required	Amy Polston

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Activity - Teacher Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Preschool teachers will meet with kindergarten teachers to share behavioral and academic information (areas of strengths and needs) on incoming students.</p> <p>Schools: Burnside Elementary School, Oak Hill Elementary School, Nancy Elementary School, Memorial Education Center, Southern Elementary School, Pulaski Elementary School, Shopville Elementary School, Eubank Elementary School, Northern Elementary School</p>	Academic Support Program	04/19/2013	05/15/2013	\$0	No Funding Required	Amy Polston

Activity - Analyze BRIGANCE Results	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Assess all kindergarten students at 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.</p> <p>Schools: Burnside Elementary School, Oak Hill Elementary School, Southern Elementary School, Pulaski Elementary School, Shopville Elementary School, Eubank Elementary School, Northern Elementary School</p>	Academic Support Program	08/08/2012	02/28/2013	\$0	No Funding Required	Amy Polston

Strategy 5:

Curriculum Alignment - District leadership will facilitate a systematic process for collaboration among schools to eliminate overlaps and gaps in curriculum.

Activity - Curriculum Mapping	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>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.</p> <p>Schools: Burnside Elementary School, Oak Hill Elementary School, Nancy Elementary School, Southern Elementary School, Pulaski Elementary School, Shopville Elementary School, Eubank Elementary School, Northern Elementary School</p>	Academic Support Program	08/01/2012	07/31/2013	\$0	No Funding Required	Amy Polston

Activity - Curriculum Gaps & Overlaps	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District leadership will ensure that discussion between key curriculum transition points occur among grades and schools to eliminate curriculum gaps and overlaps. Schools: Burnside Elementary School, Oak Hill Elementary School, Nancy Elementary School, Southern Elementary School, Pulaski Elementary School, Shopville Elementary School, Eubank Elementary School, Northern Elementary School	Academic Support Program	01/18/2013	07/31/2013	\$0	No Funding Required	Amy Polston
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Activity - Vertical Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Leadership will provide opportunities for vertical communication within and between schools. Schools: Burnside Elementary School, Oak Hill Elementary School, Nancy Elementary School, Southern Elementary School, Pulaski Elementary School, Shopville Elementary School, Eubank Elementary School, Northern Elementary School	Academic Support Program	01/18/2013	07/31/2013	\$0	No Funding Required	Amy Polston, Elementary Supervisor

Measurable Objective 2:

Collaborate to increase the averaged combined elementary reading and math scores from 29.2 to 36.3 for students with disabilities by 05/31/2013 as measured by K-prep.

Strategy 1:

CIITS - Special education teachers will have access to same professional learning opportunities for CIITS as regular education teachers.

Research Cited: KDE requirement for all Kentucky teachers to utilize CIITS

Activity - Provide professional learning to special education staff on how to utilize CIITS and PD360 for IEP Development and instructional growth opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District special education administration will provide professional learning via teleconferencing, video or special education staff meeting on how special education staff can access Common Core Standards and Learning Progressions through CIITS and PD360 to assist with writing IEP measurable annual goals; professional learning will also include how to access PD360 videos to assist with instructional growth as needed. Schools: All Schools	Professional Learning	01/02/2013	07/31/2013	\$0	No Funding Required	Angela L. Bray; District Leadership

Goal 2: Increase the averaged combined reading and math K-Prep scores for middle school students from 46.2 to 57.0 in 2014.

Measurable Objective 1:

Demonstrate a proficiency increase in the averaged combined reading and math K-Prep scores from 46.2 to 51.6 by 05/30/2013 as measured by K-PREP test results..

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Strategy 1:

CIITS - Collaborate with schools to provide CIITS training to enable teachers to develop lesson plans, assessments, and instructional units that are aligned with the KCAS document.

Research Cited: KDE mandated activity to use the CIITS program.

Activity - Lesson Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District personnel will assist middle school teachers in learning to use the CIITS lesson planning component to develop and schedule their weekly lessons. Schools: Southern Middle School, Northern Middle School	Professional Learning	01/31/2013	08/30/2013	\$0	No Funding Required	Supervisor

Activity - Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District personnel will assist middle school teachers in learning to build school quality common assessments aligned with the KCAS for each instructional unit. Schools: Southern Middle School, Northern Middle School	Professional Learning	01/31/2013	08/29/2014	\$0	No Funding Required	Supervisor

Strategy 2:

Curriculum Alignment - The district will provide leadership to continue work on aligning curriculum documents that provide seamless instruction to all students.

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers of like content will work collaboratively to develop and refine curriculum maps, share resources, and teaching strategies, so that all students will receive equitable academic access and instruction. Schools: Southern Middle School, Northern Middle School	Professional Learning	02/01/2013	07/31/2013	\$0	No Funding Required	Supervisors and Curriculum Specialists

Measurable Objective 2:

Collaborate to increase the averaged combined middle school reading and math scores from 12.2 to 21.00 for students with disabilities by 05/31/2013 as measured by K-prep.

Strategy 1:

CIITS - Special education teachers will have access to same professional learning opportunities for CIITS as regular education teachers.

Research Cited: KDE requirement for all Kentucky teachers to utilize CIITS

Activity - Provide professional learning to special education staff on how to utilize CIITS and PD360 for IEP Development and instructional growth opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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District special education administration will provide professional learning via teleconferencing or video on how special education staff can access Common Core Standards and Learning Progressions through CIITS and PD360 to assist with writing IEP measurable annual goals; professional learning will also include how to access PD360 videos to assist with instructional growth as needed.	Professional Learning	01/02/2013	07/31/2013	\$0	No Funding Required	Angela L. Bray; District Leadership
Schools: All Schools						

Goal 3: Increase the reading proficiency ratings for all elementary students in the non-duplicated gap group from 47.6 to 58.1 in 2014.

Measurable Objective 1:

Collaborate to increase the reading proficiency ratings for all elementary students with disabilities from 31.4 to 38.3 by 05/31/2013 as measured by K-prep.

Strategy 1:

Best Practice - District Special Education Administration will observe each MSD Special Education Teacher conduct a portion of the Alternate K-PREP in either Math, Reading, Writing, Science or Social Studies with one student on his/her caseload during one of the Winter/Spring 2013 Alternate K-PREP testing windows. The Alternate K-PREP monitoring checklist provided by KDE will be utilized for this process.

Research Cited: Best practice as recommended by KDE.

Activity - District Monitoring of AAF for Alternate K-PREP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Special Education Administration will observe each special education teacher, as applicable, conducting a portion of the Alternate K-PREP assessment for at least one student during a Spring testing window utilizing the Alternate Assessment and Accountability Folder (AAF) District Checklist provided by KDE. District Special Education Administration will review all Alternate K-PREP AAF folders at least one time during the Spring of 2013 for each special education teacher, as applicable.	Policy and Process	01/02/2013	05/31/2013	\$200	District Funding	Angela L. Bray
Schools: Burnside Elementary School, Oak Hill Elementary School, Nancy Elementary School, Southern Elementary School, Pulaski Elementary School, Shopville Elementary School, Eubank Elementary School, Northern Elementary School						

Strategy 2:

Professional Development - Professional learning on IEP development for special education teachers and therapists.

Research Cited: Federal and state regulation; district policy and procedure; best practice as recommended by KDE.

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Activity - Provide PD on 2012-2013 KDE Guidance Document for IEP Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District special education administration will provide professional learning for special education teachers and therapists on the 2012-2013 KDE Guidance Document for Individual Education Program (IEP) Development. IEPs will be reviewed using the KDE 2012-2013 Compliance Record Review Document. The Admissions and Release Committee (ARC) develops the IEP, ensures IEP implementation, reviews progress toward the annual goal at least once every 12 months, and revises the IEP as appropriate. The ARC solicits parent input and concerns through ARC participation or other methods of contact if the parent does not participate in the ARC. This training update is to assist IEP Development with Kentucky Core Academic Standards (KCAS) to improve outcomes for students with disabilities. Schools: All Schools	Professional Learning	01/02/2013	05/31/2013	\$0	No Funding Required	Angela L. Bray
Activity - Participation in SPLASH Cohorts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Andrea Acey (PES), Elizabeth Wolsey (NHES) and Teresa Parsons (Itinerant Elementary FMD Teacher/Coach) are participating in SPLASH Cohorts in conjunction with KDE, UK, UofL and Southeast Educational Cooperative. This initiative provides teachers, new to the field of moderate and severe cognitive 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 cognitive disabilities, and is focused on the Kentucky Common Core State Standards. Ms. Parsons is participating as a coach to assist other MSD teachers in our district as needed. Schools: Burnside Elementary School, Oak Hill Elementary School, Nancy Elementary School, Southern Elementary School, Pulaski Elementary School, Shopville Elementary School, Eubank Elementary School, Northern Elementary School	Academic Support Program	01/02/2013	07/31/2013	\$1500	District Funding	Angela L. Bray

Goal 4: Increase the reading proficiency ratings for all middle school students in the non-duplicated gap group from 38.4 to 50.7 in 2014.

Measurable Objective 1:

Demonstrate a proficiency increase in the number of gap students reaching proficiency in reading by 05/30/2014 as measured by K-PREP results.

Strategy 1:

Reading Comprehension Passages - The district will collaborate with schools and teachers to provide students with longer reading passages, timed comprehension tests, and monitor lexile levels of passages for improved student reading performance.

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Activity - Reading Comprehension Passages	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will intentionally seek out K-PREP like reading comprehension activities and provide students with multiple opportunities for practice. The district will assist teachers in locating quality sources that meet standard intent. Schools: Southern Middle School, Northern Middle School	Academic Support Program	01/07/2013	05/30/2014	\$0	No Funding Required	Principals, Curriculum Specialists, Teachers

Measurable Objective 2:

Collaborate to increase the reading proficiency ratings for all middle school students with disabilities from 12.2 to 21.0 by 05/31/2013 as measured by K-prep.

Strategy 1:

Professional Development - Professional learning on IEP development for special education teachers and therapists

Research Cited: Federal and state regulation; district policy and procedure; best practice as recommended by KDE.

Activity - Provide PD on 2012-2013 KDE Guidance Document for IEP Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District special education administration will provide professional learning for special education teachers and therapists on the 2012-2013 KDE Guidance Document for Individual Education Program (IEP) Development. IEPs will be reviewed using the KDE 2012-2013 Compliance Record Review Document. The Admissions and Release Committee (ARC) develops the IEP, ensures IEP implementation, reviews progress toward the annual goal at least once every 12 months, and revises the IEP as appropriate. The ARC solicits parent input and concerns through ARC participation or other methods of contact if the parent does not participate in the ARC. This training update is to assist IEP Development with Kentucky Core Academic Standards (KCAS) to improve outcomes for students with disabilities. Schools: All Schools	Professional Learning	01/02/2013	05/31/2013	\$0	No Funding Required	Angela L. Bray

Strategy 2:

Literacy - The district will collaborate with schools to locate and provide reading passages of the appropriate difficulty level and length with comprehension questions in all core content classes.

Activity - Co-Teaching Pilot Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>The Co-Teaching for Gap Closure Initiative is an opportunity for Priority Schools to assist with closing gaps in the areas of reading and math proficiency based on research-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 the University of Louisville. Participation is voluntary with a competitive application process due to limited capacity for spring 2013 implementation. This initiative requires a three year implementation commitment with on-going training, coaching, and technical assistance. One classroom (regular education teacher and special education teacher) will need to be identified to implement the Co-Teaching for Gap Closure Initiative. The Principal and Educational Recovery Specialist will select participants.</p> <p>Schools: Southern Middle School</p>	Professional Learning	03/01/2013	06/30/2016	\$3000	Other	School Leadership: Principal, Assistant Principal, Curriculum Specialist, Instructor(s); District Leadership: Angela Bray, Virginia Hess
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Activity - Reading Comprehension	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will be provided appropriate reading passages with comprehension questions for practice. These passages will be of sufficient length and difficulty levels to build student proficiency in reading comprehension.</p> <p>Schools: Southern Middle School, Northern Middle School</p>	Academic Support Program	01/31/2013	05/30/2013	\$0	No Funding Required	Supervisor and Curriculum Specialists

Strategy 3:

Best Practice - Placement of students with disabilities ages three through 21 in appropriate settings is based on the Individual Education Program (IEP) of the student, placement in the least restrictive environment (LRE) and a continuum of placement options available to all students with disabilities as determined by the Admissions and Release Committee (ARC). Schedules should reflect individual student need and reflect LRE in the IEP.

Research Cited: Federal (IDEA) and state regulation (KAR) states that the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Activity - Review LRE and class schedules for students with disabilities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>District SPED Administration and/or Special Education Liaisons will meet with special education teachers to review least restrictive environment in the IEP and class schedule for students with disabilities on their caseload. Case managers will compile information to share with Admissions and Release Committees to determine if specific skill level interventions are needed in the regular classroom or in a special education setting for the 2013-2014 school year. Southeast Educational Cooperative Consultants to assist when available.</p>	<p>Policy and Process</p>	<p>01/02/2013</p>	<p>05/31/2013</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Angela L. Bray</p>
<p>Schools: Southern Middle School, Northern Middle School</p>						

Strategy 4:

Best Practice - District Special Education Administration will observe each MSD Special Education Teacher conduct a portion of the Alternate K-PREP in either Math, Reading, Writing, Science or Social Studies with one student on his/her caseload during one of the Winter/Spring 2013 Alternate K-PREP testing windows. The Alternate K-PREP monitoring checklist provided by KDE will be utilized for this process.

Research Cited: Best practice as recommended by Kentucky Board of Education (KBE).

Activity - District monitoring of AAAF folders for Alternate K-PREP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>District Special Education Administration will observe each special education teacher, as applicable, conducting a portion of the Alternate K-PREP assessment for at least one student during a Spring testing window utilizing the Alternate Assessment and Accountability Folder (AAAF) District Checklist. District Special Education Administration will review all Alternate K-PREP AAAF folders at least one time during the Spring of 2013 for each special education teacher, as applicable.</p>	<p>Policy and Process</p>	<p>01/02/2013</p>	<p>05/31/2013</p>	<p>\$50</p>	<p>District Funding</p>	<p>Angela L. Bray</p>
<p>Schools: Southern Middle School, Northern Middle School</p>						

Goal 5: Increase the reading proficiency ratings for all high school students in the non-duplicated gap group from 50.1 to 60.1 in 2014.

Measurable Objective 1:

Collaborate to increase the reading proficiency ratings for all high school students with disabilities from 16.3 to 24.7 by 05/31/2013 as measured by K-prep.

Strategy 1:

Best Practice - Data boards are used to analyze services and assessments for students with disabilities and to inform decisions for instructional and behavioral interventions. Special education staff review least restrictive environment for students with disabilities for core instruction and intervention as needed. Professional Learning Communities occur on a regular basis to address program issues and student needs.

Research Cited: Data based decision making is an evidence based practice.

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Activity - Review LRE and class schedules for students with disabilities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District SPED Administration and/or Special Education Liaisons will meet with special education teachers to review least restrictive environment in the IEP and class schedule for students with disabilities on their caseload. Case managers will compile information to share with Admissions and Release Committees to determine if specific skill level interventions are needed in the regular classroom or in a special education setting for the 2013-2014 school year. Southeast Educational Cooperative Consultants to assist when available.	Policy and Process	01/02/2013	05/31/2013	\$0	No Funding Required	Angela L. Bray
Schools: Southwestern High School, Pulaski County High School						

Activity - Implement Use of Data Boards for Students with Disabilities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District special education administration and/or Southeast Educational Cooperative Consultants will support SWHS faculty with the ongoing use of data boards to improve outcomes for students with disabilities in co-teaching and resource settings.	Professional Learning	01/02/2013	08/31/2013	\$0	No Funding Required	Angela L. Bray
Schools: Southwestern High School						

Activity - Participation in English Language Arts Professional Learning Community	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Special Education will periodically participate in the English Language Arts Professional Learning Community at PCHS with special education teachers.	Professional Learning	01/02/2013	05/31/2013	\$0	No Funding Required	Angela L. Bray; Mardi Montgomery
Schools: Pulaski County High School						

Strategy 2:

Best Practice - District Special Education Administration will observe each MSD Special Education Teacher conduct a portion of the Alternate K-PREP in either Math, Reading, Writing, Science or Social Studies with one student on his/her caseload during one of the Winter/Spring 2013 Alternate K-PREP testing windows. The Alternate K-PREP monitoring checklist provided by KDE will be utilized for this process.

Research Cited: Best practice as recommended by KDE.

Activity - District monitoring of AAAF folders for Alternate K-PREP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Special Education Administration will observe each special education teacher, as applicable, conducting a portion of the Alternate K-PREP assessment for at least one student during a Spring testing window utilizing the Alternate Assessment and Accountability Folder (AAAF) District Checklist. District Special Education Administration will review all Alternate K-PREP AAAF folders at least one time during the Spring of 2013 for each special education teacher, as applicable.	Policy and Process	01/02/2013	05/31/2013	\$50	District Funding	Angela L. Bray
Schools: Southwestern High School, Pulaski County High School						

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Pulaski County School System

Strategy 3:

Professional Development - Professional learning on IEP development for special education teachers and therapists

Research Cited: Federal and state regulation; district policy and procedure; best practice as recommended by KDE.

Activity - Assign Special Education Teacher for Participation in Teacher Leader Network	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A special education teacher, Sonia Huff, highly qualified in English and Language Arts will participate on a regular basis with the Teacher Leader Network through KDE and implement recommended best practices. (funding this year through CIITS for sub and mileage)	Professional Learning	01/02/2013	07/31/2013	\$1000	Other	Angela L. Bray
Schools: Pulaski County High School						

Activity - Provide PD on 2012-2013 KDE Guidance Document for IEP Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District special education administration will provide professional learning for special education teachers and therapists on the 2012-2013 KDE Guidance Document for Individual Education Program (IEP) Development. IEPs will be reviewed using the KDE 2012-2013 Compliance Record Review Document. The Admissions and Release Committee (ARC) develops the IEP, ensures IEP implementation, reviews progress toward the annual goal at least once every 12 months, and revises the IEP as appropriate. The ARC solicits parent input and concerns through ARC participation or other methods of contact if the parent does not participate in the ARC. This training update is to assist IEP Development with Kentucky Core Academic Standards (KCAS) to improve outcomes for students with disabilities.	Professional Learning	01/02/2013	05/31/2013	\$0	No Funding Required	Angela L. Bray
Schools: All Schools						

Goal 6: Increase the math proficiency ratings for all elementary students in the non-duplicated gap group from 46.4 to 57.1 in 2014.

Measurable Objective 1:

Collaborate to increase the math proficiency ratings for all elementary students with disabilities from 27.0 to 34.3 by 05/31/2013 as measured by K-prep.

Strategy 1:

Professional Development - Professional learning on IEP development for special education teachers and therapists

Research Cited: Federal and state regulation; district policy and procedure; best practice as recommended by KDE.

Activity - Participation in SPLASH Cohorts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Andrea Acey (PES), Elizabeth Wolsey (NHES) and Teresa Parsons (Itinerant Elementary FMD Teacher/Coach) are participating in SPLASH Cohorts in conjunction with KDE, UK, UofL and Southeast Educational Cooperative. This initiative provides teachers, new to the field of moderate and severe cognitive 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 cognitive disabilities, and is focused on the Kentucky Common Core State Standards. Ms. Parsons is participating as a coach to assist other MSD teachers in our district as needed.</p> <p>Schools: Burnside Elementary School, Oak Hill Elementary School, Nancy Elementary School, Southern Elementary School, Pulaski Elementary School, Shopville Elementary School, Eubank Elementary School, Northern Elementary School</p>	Academic Support Program	01/02/2013	07/31/2013	\$1500	District Funding	Angela L. Bray
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Activity - Provide PD on 2012-2013 KDE Guidance Document for IEP Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>District special education administration will provide professional learning for special education teachers and therapists on the 2012-2013 KDE Guidance Document for Individual Education Program (IEP) Development. IEPs will be reviewed using the KDE 2012-2013 Compliance Record Review Document. The Admissions and Release Committee (ARC) develops the IEP, ensures IEP implementation, reviews progress toward the annual goal at least once every 12 months, and revises the IEP as appropriate. The ARC solicits parent input and concerns through ARC participation or other methods of contact if the parent does not participate in the ARC. This training update is to assist IEP Development with Kentucky Core Academic Standards (KCAS) to improve outcomes for students with disabilities.</p> <p>Schools: All Schools</p>	Professional Learning	01/02/2013	05/31/2013	\$0	No Funding Required	Angela L. Bray

Strategy 2:

Best Practice - District Special Education Administration will observe each MSD Special Education Teacher conduct a portion of the Alternate K-PREP in either Math, Reading, Writing, Science or Social Studies with one student on his/her caseload during one of the Winter/Spring 2013 Alternate K-PREP testing windows. The Alternate K-PREP monitoring checklist provided by KDE will be utilized for this process.

Research Cited: Best practice as recommended by KDE.

Activity - District monitoring of AAAF folders for Alternate K-PREP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>District Special Education Administration will observe each special education teacher, as applicable, conducting a portion of the Alternate K-PREP assessment for at least one student during a Spring testing window utilizing the Alternate Assessment and Accountability Folder (AAAF) District Checklist. District Special Education Administration will review all Alternate K-PREP AAAF folders at least one time during the Spring of 2013 for each special education teacher, as applicable.</p>	<p>Academic Support Program</p>	<p>01/02/2013</p>	<p>05/31/2013</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Angela L. Bray</p>
<p>Schools: Burnside Elementary School, Oak Hill Elementary School, Nancy Elementary School, Southern Elementary School, Pulaski Elementary School, Shopville Elementary School, Eubank Elementary School, Northern Elementary School</p>						

Goal 7: Increase the math proficiency ratings for all middle school students in the non-duplicated gap group from 35.6 to 48.5 in 2014.

Measurable Objective 1:

Demonstrate a proficiency increase in the number of gap students reaching proficiency in math by 06/30/2014 as measured by as measured by K-PREP results.

Strategy 1:

Math Interventions - The district will collaborate with schools to locate and implement quality mathematics interventions that will lead to increased levels of math proficiency.

Activity - Math Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>District personnel will assist schools in locating and researching math interventions that will lead to increased numbers of students demonstrating proficiency in math.</p>	<p>Academic Support Program</p>	<p>01/14/2013</p>	<p>05/31/2013</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Supervisor</p>
<p>Schools: Southern Middle School, Northern Middle School</p>						

Measurable Objective 2:

Collaborate to increase the math proficiency ratings for all middle school students with disabilities from 12.2 to 21.00 by 05/31/2013 as measured by K-prep.

Strategy 1:

Professional Development - Professional learning on IEP development for special education teachers and therapists

Research Cited: Federal and state regulation; district policy and procedure; best practice as recommended by KDE.

Activity - Provide PD on 2012-2013 KDE Guidance Document for IEP Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>District special education administration will provide professional learning for special education teachers and therapists on the 2012-2013 KDE Guidance Document for Individual Education Program (IEP) Development. IEPs will be reviewed using the KDE 2012-2013 Compliance Record Review Document. The Admissions and Release Committee (ARC) develops the IEP, ensures IEP implementation, reviews progress toward the annual goal at least once every 12 months, and revises the IEP as appropriate. The ARC solicits parent input and concerns through ARC participation or other methods of contact if the parent does not participate in the ARC. This training update is to assist IEP Development with Kentucky Core Academic Standards (KCAS) to improve outcomes for students with disabilities.</p>	<p>Professional Learning</p>	<p>01/02/2013</p>	<p>05/31/2013</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Angela L. Bray</p>
<p>Schools: All Schools</p>						

Strategy 2:

Best Practice - Placement of students with disabilities ages three through 21 in appropriate settings is based on the Individual Education Program (IEP) of the student, placement in the least restrictive environment (LRE) and a continuum of placement options available to all students with disabilities as determined by the Admissions and Release Committee (ARC). Schedules should reflect individual student need and reflect LRE in the IEP.

Research Cited: Federal (IDEA) and state regulation (KAR) states that the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Activity - Review LRE and class schedules for students with disabilities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>District SPED Administration and/or Special Education Liaisons will meet with special education teachers to review least restrictive environment in the IEP and class schedule for students with disabilities on their caseload. Case managers will compile information to share with Admissions and Release Committees to determine if specific skill level interventions are needed in the regular classroom or in a special education setting for the 2013-2014 school year. Southeast Educational Cooperative Consultants to assist when available.</p>	<p>Policy and Process</p>	<p>01/02/2013</p>	<p>05/31/2013</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Angela L. Bray</p>
<p>Schools: Southern Middle School, Northern Middle School</p>						

Strategy 3:

Best Practice - District Special Education Administration will observe each MSD Special Education Teacher conduct a portion of the Alternate K-PREP in either Math, Reading, Writing, Science or Social Studies with one student on his/her caseload during one of the Winter/Spring 2013 Alternate K-PREP testing windows. The Alternate K-PREP monitoring checklist provided by KDE will be utilized for this process.

Research Cited: Best practice as recommended by KDE.

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Activity - District monitoring of AAAF folders for Alternate K-PREP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Special Education Administration will observe each special education teacher, as applicable, conducting a portion of the Alternate K-PREP assessment for at least one student during a Spring testing window utilizing the Alternate Assessment and Accountability Folder (AAAF) District Checklist. District Special Education Administration will review all Alternate K-PREP AAAF folders at least one time during the Spring of 2013 for each special education teacher, as applicable.	Policy and Process	01/02/2013	05/31/2013	\$0	No Funding Required	Angela L. Bray
Schools: Southern Middle School, Northern Middle School						

Strategy 4:

Vertical Alignment - The district will provide leadership for continued vertical alignment communication between elementary, middle, and high schools to ensure all curriculum gaps are eliminated.

Research Cited: Heidi Hayes Jacobs Curriculum Alignment materials

Activity - vertical curriculum alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will schedule and host meetings for continued vertical alignment and communication to enhance instruction and student performance.	Professional Learning	01/16/2013	05/31/2013	\$0	No Funding Required	Supervisors
Schools: All Schools						

Goal 8: Increase the average math proficiency ratings for all high school students in the non-duplicated gap group from 37.8 to 50.2 in 2014.

Measurable Objective 1:

Collaborate to increase the average math proficiency ratings for all high school students with disabilities from 11.6 to 20.4 by 05/31/2013 as measured by K-prep.

Strategy 1:

Best Practice - Data boards are used to analyze services and assessments for students with disabilities and to inform decisions for instructional and behavioral interventions. District administration and special education school staff will review least restrictive environment where core instruction and interventions take place.

District administration and school administration will consider co-teaching to close the gap for students with disabilities. Professional Learning Communities occur on a regular basis to address program issues and student needs.

Research Cited: Data based decision making is an evidence based practice.

Activity - Review LRE and class schedules for students with disabilities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District SPED Administration and/or Special Education Liaisons will meet with special education teachers to review least restrictive environment in the IEP and class schedule for students with disabilities on their caseload. Case managers will compile information to share with Admissions and Release Committees to determine if specific skill level interventions are needed in the regular classroom or in a special education setting for the 2013-2014 school year. Southeast Educational Cooperative Consultants to assist when available.	Policy and Process	01/02/2013	05/31/2013	\$0	No Funding Required	Angela L. Bray
Schools: Southwestern High School, Pulaski County High School						

Activity - District monitoring of AAAF folders for Alternate K-PREP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Special Education Administration will observe each special education teacher, as applicable, conducting a portion of the Alternate K-PREP assessment for at least one student during a Spring testing window utilizing the Alternate Assessment and Accountability Folder (AAAF) District Checklist. District Special Education Administration will review all Alternate K-PREP AAAF folders at least one time during the Spring of 2013 for each special education teacher, as applicable.	Policy and Process	01/02/2013	05/31/2013	\$0	No Funding Required	Angela L. Bray
Schools: Southwestern High School, Pulaski County High School						

Activity - Apply to Implement the Co-Teaching for Gap Closure Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Co-Teaching for Gap Closure Initiative is an opportunity for Priority Schools to assist with closing gaps in the areas of reading and math proficiency based on research-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 the University of Louisville. Participation is voluntary with a competitive application process due to limited capacity for spring 2013 implementation. This initiative requires a three year implementation commitment with on-going training, coaching, and technical assistance. One classroom (regular education teacher and special education teacher) will need to be identified to implement the Co-Teaching for Gap Closure Initiative. The Principal and Educational Recovery Specialist will select participants.	Academic Support Program	01/30/2013	06/30/2013	\$1000	District Funding	Angela L. Bray
Schools: Pulaski County High School						

Activity - Implement Use of Data Boards for Students with Disabilities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District special education administration and/or Southeast Educational Cooperative Consultants will support SWHS faculty with the ongoing use of data boards to improve achievement for students with disabilities in co-teaching and resource settings.	Professional Learning	01/02/2013	08/31/2013	\$0	No Funding Required	Angela L. Bray
Schools: Southwestern High School						

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Activity - Participation in Math Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Special Education Administration will periodically participate in the Math Professional Learning Community at PCHS with special education math teachers. Schools: Pulaski County High School	Professional Learning	01/02/2013	05/31/2013	\$0	No Funding Required	Angela L. Bray; Mardi Montgomery

Strategy 2:

Professional Development - Professional learning on IEP development for special education teachers and therapists

Research Cited: Federal and state regulation; district policy and procedure; best practice as recommended by KDE.

Activity - Assign Special Education Teacher for Participation in Teacher Leader Network	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A special education teacher, Keith Rose, highly qualified in Mathematics will participate on a regular basis with the Teacher Leader Network through KDE and implement recommended best practices. (funding this year through CIITS for sub and mileage) Schools: Pulaski County High School	Professional Learning	01/02/2013	07/31/2013	\$1000	Other	Angela L. Bray

Activity - Provide PD on 2012-2013 KDE Guidance Document for IEP Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District special education administration will provide professional learning for special education teachers and therapists on the 2012-2013 KDE Guidance Document for Individual Education Program (IEP) Development. IEPs will be reviewed using the KDE 2012-2013 Compliance Record Review Document. The Admissions and Release Committee (ARC) develops the IEP, ensures IEP implementation, reviews progress toward the annual goal at least once every 12 months, and revises the IEP as appropriate. The ARC solicits parent input and concerns through ARC participation or other methods of contact if the parent does not participate in the ARC. This training update is to assist IEP Development with Kentucky Core Academic Standards (KCAS) to improve outcomes for students with disabilities. Schools: All Schools	Professional Learning	01/02/2013	05/31/2013	\$0	No Funding Required	Angela L. Bray

Goal 9: Increase the social studies proficiency ratings for all middle school students in the non-duplicated gap group from 46.0 to 56.8 in 2014.

Measurable Objective 1:

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Demonstrate a proficiency increase in the proficiency ratings for all middle school students in the non-duplicated gap group from 53.4 to 58.1 by 05/30/2013 as measured by K-PREP.

Strategy 1:

Social Studies Focus Group - The district will assist in monitoring all students in the Social Studies focus gap group that scored below proficiency in mastering content standards through use of CIITS. The district will provide training on all components of the CIITS program.

Activity - Social Studies Focus Group strategy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor student performance through CIITS data. Schools: Southern Middle School	Policy and Process	02/04/2013	06/30/2014	\$0	No Funding Required	Principals, Supervisor, Curriculum Specialist, Social Studies Department Chair, Social Studies Teachers

Strategy 2:

Data Based Questions - The district will collaborate with schools to implement data based questions in social studies that will enhance both reading and writing in the content.

Activity - Data Based Questions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will assist schools in locating and implementing data based questions in the social studies classrooms. These questions will help increase the writing and reading complexity in the middle schools. Social studies curriculum maps and lesson plans in CIITS will be used to monitor the implementation of this strategy. Schools: Southern Middle School, Northern Middle School	Professional Learning	01/31/2013	05/31/2013	\$300	District Funding	Supervisor and Curriculum Specialists

Measurable Objective 2:

Collaborate to increase the social studies proficiency ratings for all middle school students with disabilities from 7.8 to 17.0 by 05/31/2013 as measured by K-PREP..

Strategy 1:

Best Practice - District Special Education Administration will observe each MSD Special Education Teacher conduct a portion of the Alternate K-PREP in either Math, Reading, Writing, Science or Social Studies with one student on his/her caseload during one of the Winter/Spring 2013 Alternate K-PREP testing windows. The Alternate K-PREP monitoring checklist provided by KDE will be utilized for this process.

Research Cited: Best practice as recommended by KDE.

Activity - District monitoring of AAF folders for Alternate K-PREP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>District Special Education Administration will observe each special education teacher, as applicable, conducting a portion of the Alternate K-PREP assessment for at least one student during a Spring testing window utilizing the Alternate Assessment and Accountability Folder (AAAF) District Checklist. District Special Education Administration will review all Alternate K-PREP AAAF folders at least one time during the Spring of 2013 for each special education teacher, as applicable.</p>	<p>Policy and Process</p>	<p>01/02/2013</p>	<p>05/31/2013</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Angela L. Bray</p>
<p>Schools: Southern Middle School</p>						

Strategy 2:

Professional Development - Professional learning on IEP development for special education teachers and therapists

Research Cited: Federal and state regulation; district policy and procedure; best practice as recommended by KDE.

Activity - Participation in the Teaching American History Grant	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Special education teachers, selected by the school, will have an opportunity to participate on a regular basis in the Teaching American History (TAH) Grant professional learning sessions offered through the Southeast Educational Cooperative to enhance instructional techniques and improve student outcomes in social studies. TAH grant incorporates professional learning on student engagement and KAGAN Cooperative Learning strategies. No district funding required.</p>	<p>Professional Learning</p>	<p>01/02/2013</p>	<p>07/31/2013</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>District Leadership; Southeast Educational Cooperative</p>
<p>Schools: Southern Middle School</p>						

Activity - Provide PD on 2012-2013 KDE Guidance Document for IEP Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>District special education administration will provide professional learning for special education teachers and therapists on the 2012-2013 KDE Guidance Document for Individual Education Program (IEP) Development. IEPs will be reviewed using the KDE 2012-2013 Compliance Record Review Document. The Admissions and Release Committee (ARC) develops the IEP, ensures IEP implementation, reviews progress toward the annual goal at least once every 12 months, and revises the IEP as appropriate. The ARC solicits parent input and concerns through ARC participation or other methods of contact if the parent does not participate in the ARC. This training update is to assist IEP Development with Kentucky Core Academic Standards (KCAS) to improve outcomes for students with disabilities.</p>	<p>Professional Learning</p>	<p>01/02/2013</p>	<p>07/31/2013</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Angela L. Bray</p>
<p>Schools: Southern Middle School, Northern Middle School</p>						

Goal 10: Increase the writing proficiency ratings for all elementary students in the non-duplicated gap group from 37.5 to 50.0 in 2014.

Measurable Objective 1:

Collaborate to increase the writing proficiency ratings for all elementary students with disabilities from 17.9 to 26.1 by 05/31/2013 as measured by K-prep.

Strategy 1:

Best Practice - District Special Education Administration will observe each MSD Special Education Teacher conduct a portion of the Alternate K-PREP in either Math, Reading, Writing, Science or Social Studies with one student on his/her caseload during one of the Winter/Spring 2013 Alternate K-PREP testing windows. The Alternate K-PREP monitoring checklist provided by KDE will be utilized for this process.

Research Cited: Best practice as recommended by KDE.

Activity - District monitoring of AAAF folders for Alternate K-PREP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Special Education Administration will observe each special education teacher, as applicable, conducting a portion of the Alternate K-PREP assessment for at least one student during a Spring testing window utilizing the Alternate Assessment and Accountability Folder (AAAF) District Checklist. District Special Education Administration will review all Alternate K-PREP AAAF folders at least one time during the Spring of 2013 for each special education teacher, as applicable. Schools: Burnside Elementary School, Oak Hill Elementary School, Nancy Elementary School, Southern Elementary School, Pulaski Elementary School, Shopville Elementary School, Eubank Elementary School, Northern Elementary School	Policy and Process	01/02/2013	05/31/2013	\$0	No Funding Required	Angela L. Bray

Strategy 2:

Professional Development - Professional learning on IEP development for special education teachers and therapists

Research Cited: Federal and state regulation; district policy and procedure; best practice as recommended by KDE.

Activity - Provide PD on 2012-2013 KDE Guidance Document for IEP Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>District special education administration will provide professional learning for special education teachers and therapists on the 2012-2013 KDE Guidance Document for Individual Education Program (IEP) Development. IEPs will be reviewed using the KDE 2012-2013 Compliance Record Review Document. The Admissions and Release Committee (ARC) develops the IEP, ensures IEP implementation, reviews progress toward the annual goal at least once every 12 months, and revises the IEP as appropriate. The ARC solicits parent input and concerns through ARC participation or other methods of contact if the parent does not participate in the ARC. This training update is to assist IEP Development with Kentucky Core Academic Standards (KCAS) to improve outcomes for students with disabilities.</p>	<p>Professional Learning</p>	<p>01/02/2013</p>	<p>05/31/2013</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Angela L. Bray</p>
<p>Schools: All Schools</p>						

Goal 11: Increase the writing proficiency ratings for all middle school students in the non-duplicated gap group from 38.3 to 50.6 in 2014.

Measurable Objective 1:

Collaborate to vertically and horizontally align writing instruction from elementary to middle school. by 06/28/2013 as measured by K-PREPo demand writing scores.

Strategy 1:

Writing Alignment - Elementary and middle school writing teachers will develop a set of common writing instructional strategies, and a common, systematic writing instruction process that will promote improved writing skills in all students.

Activity - Writing Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>District will facilitate professional development of writing teachers, providing time to develop curriculum materials and resources. Implementation of the process and student success will be monitored through collected student data and reviewed regularly scheduled PLC meetings.</p>	<p>Policy and Process</p>	<p>01/18/2013</p>	<p>06/30/2014</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Middle and Elementary Supervisors</p>
<p>Schools: Burnside Elementary School, Oak Hill Elementary School, Southern Pulaski Middle School, Nancy Elementary School, Southern Elementary School, Southern Middle School, Pulaski Elementary School, Shopville Elementary School, Pulaski County Day Treatment Center, Eubank Elementary School, Northern Middle School, Northern Elementary School</p>						

Strategy 2:

Writing Training - Collaborate with schools to provide writing training for all middle and high school teachers, including special education and ESL teachers.

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Activity - Writing Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Host Dr. Whitaker for 2 training sessions on writing geared towards all teachers for implementation in their classroom instruction. Schools: Southwestern High School, Southern Middle School, Pulaski County High School, Northern Middle School	Professional Learning	02/12/2013	05/31/2013	\$300	Title I School Improvement (ISI)	Supervisors

Measurable Objective 2:

Collaborate to increase the writing proficiency ratings for all middle school students with disabilities from 10.6 to 19.5 by 05/31/2013 as measured by K-prep.

Strategy 1:

Best Practice - District Special Education Administration will observe each MSD Special Education Teacher conduct a portion of the Alternate K-PREP in either Math, Reading, Writing, Science or Social Studies with one student on his/her caseload during one of the Winter/Spring 2013 Alternate K-PREP testing windows. The Alternate K-PREP monitoring checklist provided by KDE will be utilized for this process.

Research Cited: Best practice as recommended by KDE.

Activity - District monitoring of AAF folders for Alternate K-PREP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Special Education Administration will observe each special education teacher, as applicable, conducting a portion of the Alternate K-PREP assessment for at least one student during a Spring testing window utilizing the Alternate Assessment and Accountability Folder (AAF) District Checklist. District Special Education Administration will review all Alternate K-PREP AAF folders at least one time during the Spring of 2013 for each special education teacher, as applicable. Schools: Southern Middle School, Northern Middle School	Policy and Process	01/02/2013	05/31/2013	\$0	No Funding Required	Angela L. Bray

Strategy 2:

Professional Learning Community - The district will provide leadership for the implementation of effective PLCs in which teachers will analyze student writing with the express intention of adjusting instruction to meet student needs.

Research Cited: Richard DuFour

Activity - PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in regularly scheduled PLCs in which they analyze student writing for the purpose of learning the direction their writing instruction will take. They will use protocols that are appropriate to the purpose of the PLC. PLC sign in sheets, lesson plans and examples of teacher submitted student work will be used to monitor the practice. Schools: Southern Middle School, Northern Middle School	Professional Learning	01/18/2013	05/31/2013	\$0	No Funding Required	Principals, Curriculum Specialists, and Supervisor.

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Strategy 3:

Student Self-Assessment - The district will collaborate with schools to provide all content area teachers with a process of student self assessment in writing that will enable students to become more proficient in writing.

Activity - Color Coding	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work on a system for self assessment of writing in which students will review and highlight their own writing pieces so as to see necessary corrections and changes that will improve their writing fluency. Schools: Southern Middle School, Northern Middle School	Academic Support Program	02/19/2013	05/31/2013	\$0	No Funding Required	Supervisor and Curriculum Specialists.

Strategy 4:

Professional Development - Professional learning on IEP development for special education teachers and therapists

Research Cited: Federal and state regulation; district policy and procedure; best practice as recommended by KDE.

Activity - Provide PD on 2012-2013 KDE Guidance Document for IEP Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District special education administration will provide professional learning for special education teachers and therapists on the 2012-2013 KDE Guidance Document for Individual Education Program (IEP) Development. IEPs will be reviewed using the KDE 2012-2013 Compliance Record Review Document. The Admissions and Release Committee (ARC) develops the IEP, ensures IEP implementation, reviews progress toward the annual goal at least once every 12 months, and revises the IEP as appropriate. The ARC solicits parent input and concerns through ARC participation or other methods of contact if the parent does not participate in the ARC. This training update is to assist IEP Development with Kentucky Core Academic Standards (KCAS) to improve outcomes for students with disabilities. Schools: All Schools	Professional Learning	01/02/2013	05/31/2013	\$0	No Funding Required	Angela L. Bray

Strategy 5:

Best Practice - Placement of students with disabilities ages three through 21 in appropriate settings is based on the Individual Education Program (IEP) of the student, placement in the least restrictive environment (LRE) and a continuum of placement options available to all students with disabilities as determined by the Admissions and Release Committee (ARC). Schedules should reflect individual student need and reflect LRE in the IEP.

Research Cited: Federal (IDEA) and state regulation (KAR) states that the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

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Activity - Review LRE and class schedules for students with disabilities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District SPED Administration and/or Special Education Liaisons will meet with special education teachers to review least restrictive environment in the IEP and class schedule for students with disabilities on their caseload. Case managers will compile information to share with Admissions and Release Committees to determine if specific skill level interventions are needed in the regular classroom or in a special education setting for the 2013-2014 school year. Southeast Educational Cooperative Consultants to assist when available.	Policy and Process	01/02/2013	05/31/2013	\$0	No Funding Required	Angela L. Bray
Schools: Southern Middle School, Northern Middle School						

Goal 12: Increase the writing proficiency ratings for all high school students in the non-duplicated gap group from 41.4 to 53.1 in 2014.

Measurable Objective 1:

Collaborate to increase the writing proficiency ratings for all high school students with disabilities from 17.0 to 25.3 by 05/31/2013 as measured by K-prep.

Strategy 1:

Best Practice - District Special Education Administration will observe each MSD Special Education Teacher conduct a portion of the Alternate K-PREP in either Math, Reading, Writing, Science or Social Studies with one student on his/her caseload during one of the Winter/Spring 2013 Alternate K-PREP testing windows. The Alternate K-PREP monitoring checklist provided by KDE will be utilized for this process.

Research Cited: Best practice as recommended by KDE.

Activity - District monitoring of AAAF folders for Alternate K-PREP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Special Education Administration will observe each special education teacher, as applicable, conducting a portion of the Alternate K-PREP assessment for at least one student during a Spring testing window utilizing the Alternate Assessment and Accountability Folder (AAAF) District Checklist. District Special Education Administration will review all Alternate K-PREP AAAF folders at least one time during the Spring of 2013 for each special education teacher, as applicable.	Policy and Process	01/02/2013	05/31/2013	\$0	No Funding Required	Angela L. Bray
Schools: Southwestern High School, Pulaski County High School						

Strategy 2:

Professional Development - Professional learning on IEP development for special education teachers and therapists

Research Cited: Federal and state regulation; district policy and procedure; best practice as recommended by KDE.

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Activity - Provide PD on 2012-2013 KDE Guidance Document for IEP Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District special education administration will provide professional learning for special education teachers and therapists on the 2012-2013 KDE Guidance Document for Individual Education Program (IEP) Development. IEPs will be reviewed using the KDE 2012-2013 Compliance Record Review Document. The Admissions and Release Committee (ARC) develops the IEP, ensures IEP implementation, reviews progress toward the annual goal at least once every 12 months, and revises the IEP as appropriate. The ARC solicits parent input and concerns through ARC participation or other methods of contact if the parent does not participate in the ARC. This training update is to assist IEP Development with Kentucky Core Academic Standards (KCAS) to improve outcomes for students with disabilities. Schools: All Schools	Professional Learning	01/02/2013	05/31/2013	\$0	No Funding Required	Angela L. Bray

Activity - Assign Special Education Teacher for Participation in Teacher Leader Network	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A special education teacher, Sonia Huff, highly qualified in English and Language Arts will participate on a regular basis with the Teacher Leader Network through KDE and implement recommended best practices. (funding this year through CIITS for sub and mileage) Schools: Pulaski County High School	Professional Learning	01/02/2013	07/31/2013	\$0	No Funding Required	Angela L. Bray

Strategy 3:

Best Practice - Data boards are used to analyze services and assessments for students with disabilities and to inform decisions for instructional and behavioral interventions. District administration and special education school staff will review least restrictive environment where core instruction and interventions take place. Professional Learning Communities occur on a regular basis to address program issues and student needs. The University of Kansas Center for Research on Learning provides research-based writing strategies for use with adolescents.

Research Cited: Data based decision making is an evidence based practice.

Activity - Provide Writing Strategy CD-ROMs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Special Education Director and Strategic Instruction Model Professional Developer/Leader will provide The Capitalization Strategies Program CD-ROM, The Commas Strategies Program CD-ROM, and The Punctuation Strategies Program CD-ROM for special education teachers to use with those students with disabilities who have identified needs with writing mechanics. The strategy CD-ROMs are through The University of Kansas Center for Research on Learning.	Academic Support Program	01/02/2013	05/31/2013	\$90	District Funding	Angela L. Bray
Schools: Southwestern High School						

Activity - Implement Use of Data Boards for Students with Disabilities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District special education administration and/or Southeast Educational Cooperative Consultants will support SWHS faculty with the ongoing use of data boards to improve achievement for students with disabilities in co-teaching and resource settings.	Professional Learning	01/02/2013	08/31/2013	\$0	No Funding Required	Angela L. Bray
Schools: Southwestern High School						

Activity - Review LRE and class schedules for students with disabilities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District SPED Administration and/or Special Education Liaisons will meet with special education teachers to review least restrictive environment in the IEP and class schedule for students with disabilities on their caseload. Case managers will compile information to share with Admissions and Release Committees to determine if specific skill level interventions are needed in the regular classroom or in a special education setting for the 2013-2014 school year. Southeast Educational Cooperative Consultants to assist when available.	Policy and Process	01/02/2013	05/31/2013	\$0	No Funding Required	Angela L. Bray
Schools: Southwestern High School, Pulaski County High School						

Activity - Participation in English Language Arts Professional Learning Community	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Special Education Administration will periodically participate in the English Language Arts Professional Learning Community at PCHS with special education teachers.	Professional Learning	01/02/2013	05/31/2013	\$0	No Funding Required	Angela L. Bray; Mardi Montgomery
Schools: Pulaski County High School						

Goal 13: Increase the percentage of students who are college and career ready from 61.8 to 80 in 2014.

Measurable Objective 1:

Collaborate to improve % Proficient/Distinguished in High School Math and Reading from 46.1 to 53.6 by 10/01/2013 as measured by EPAS Assessments. .

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Strategy 1:

Academic and Career Advising - The Interagency Transition Fair is an opportunity for junior and senior students with disabilities to explore a variety of agencies, services and careers to assist them with transition to post- secondary life during and after high school. Southeast Educational Cooperative organizes this annual event.

Research Cited: Best practice as recommended by KDE; Transition One Stop; Office of Special Education Programs.

Activity - Kentucky Post School Outcomes Center 2012 Youth One Year Out Interview Results	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Special Education Administration will distribute, discuss and analyze the Youth One Year Out (YOYO) interview data for students with disabilities with high school special education teachers to determine areas for future improvement related to college/career advising. One purpose of Individuals with Disabilities Education Act is to prepare students with disabilities for further education, employment and independent living. Data provided by Kentucky Post School Outcomes Center: percent of youth who are no longer in secondary school, had an Individual Education Program in effect at the time they left school: in higher education; higher education or competitively employed; or higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school. Schools: Southwestern High School, Pulaski County High School	Academic Support Program	01/02/2013	05/31/2013	\$0	No Funding Required	Angela L. Bray

Activity - Interagency Transition Fair for Students with Disabilities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Eligible junior and senior students with disabilities participate in the Interagency Transition Fair at The Center in Somerset, Kentucky on March 22, 2013. When information is received from Southeast Educational Cooperative, district special education administration will communicate registration information to high school special education teachers; special education teachers will notify and invite students with disabilities and parents to participate in this annual event. Schools: Southwestern High School, Pulaski County High School	Career Preparation/Orientation	01/02/2013	05/31/2013	\$200	District Funding	Angela L. Bray

Strategy 2:

Targeted Interventions - Provide on-line test prep strategies/activities for all students to improve ACT scores.

Activity - On-line ACT Prep	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase on-line ACT prep program to utilize with all students. Schools: Southwestern High School, Pulaski County High School, Pulaski County Day Treatment Center, Pulaski Central High School	Academic Support Program	01/01/2013	05/31/2013	\$4000	School Council Funds	School Leadership Team, Angela Murphy

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Strategy 3:

Course and Assessment Alignment - Monitor and assist PLC's to analyze assessment data, share instructional strategies, develop assessments and rubrics, provide job embedded professional development, etc.

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ensure that high schools have regularly scheduled PLC meetings for all Math and English teachers. Assist PLCs to analyze data, organize curriculum, provide job embedded PD, etc. Schools: Southwestern High School, Pulaski County High School, Pulaski County Day Treatment Center, Pulaski Central High School	Direct Instruction	01/01/2013	05/31/2014	\$0	No Funding Required	Angela Murphy

Strategy 4:

Academic and Career Advising - Ensure career pathways are well established and communicated to all students.

Activity - Academic Advising	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assist schools in developing a student tracking system to ensure students are aware of career tracks, enroll in courses that allow for KOSSA assessment, and ultimately become completers. Schools: Southwestern High School, Pulaski County High School, Pulaski County Day Treatment Center, Pulaski Central High School	Career Preparation/Orientation	05/01/2013	08/01/2013	\$0	No Funding Required	Angela Murphy & CTE Department Chairs

Activity - Career Pathways	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ensure that each CTE program has developed a career pathway with the necessary courses that lead to industry and/or KOSSA certification. Schools: Southwestern High School, Pulaski County High School, Pulaski County Day Treatment Center, Pulaski Central High School	Career Preparation/Orientation	02/01/2013	07/31/2013	\$0	No Funding Required	Angela Murphy

Strategy 5:

Other - Classroom Observations - Visit classrooms to provide feedback on effective instructional strategies, classroom management, organization, etc.

Activity - Walkthrough Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The District Curriculum Team will analyze Walkthrough Data to determine areas of professional development need. Schools: Southwestern High School, Pulaski County High School, Pulaski County Day Treatment Center, Pulaski Central High School	Professional Learning	01/01/2013	05/31/2014	\$0	No Funding Required	Angela Murphy

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Activity - Walkthrough Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Visit classrooms regularly to provide feedback regarding curriculum, instruction, assessment, classroom management, organization, etc. Schools: Southwestern High School, Pulaski County High School, Pulaski County Day Treatment Center, Pulaski Central High School	Direct Instruction	01/01/2013	05/31/2014	\$1000	District Funding	Angela Murphy

Strategy 6:

Academic and Career Advising - Placement of students with disabilities ages three through 21 in appropriate settings is based on the Individual Education Program (IEP) of the student, placement in the least restrictive environment (LRE) and a continuum of placement options available to all students with disabilities as determined by the Admissions and Release Committee (ARC). Schedules should reflect individual student need and reflect LRE in the IEP. Admissions and Release Committees should consider appropriate class scheduling for students depending on career or college focus.

Research Cited: Federal (IDEA) and state regulation (KAR) states that the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Activity - Review LRE and class schedules for students with disabilities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District SPED Administration and/or Special Education Liaisons will meet with special education teachers to review least restrictive environment in the IEP and class schedule for students with disabilities on their caseload. Case managers will compile information to share with Admissions and Release Committees to determine if specific skill level interventions are needed in the regular classroom or in a special education setting for the 2013-2014 school year. Southeast Educational Cooperative Consultants to assist when available. Admissions and Release Committees should consider appropriate class scheduling for students depending on career or college focus along with the ILP discussion or multi year course of study. Schools: Southwestern High School, Pulaski County High School	Policy and Process	01/02/2013	05/31/2013	\$0	No Funding Required	Angela L. Bray

Strategy 7:

Course and Assessment Alignment - Provide training in order for teachers to utilize CIITS for the development of Common Assessments, Lesson Planning, Curriculum Mapping, Data Analysis, collection of resources, etc.

Activity - Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Organize work sessions to develop common assessments in CIITS for each content course to be administered at the end of each trimester. Schools: Southwestern High School, Pulaski County High School, Pulaski County Day Treatment Center, Pulaski Central High School	Direct Instruction	01/01/2013	07/31/2013	\$10000	State Funds	Angela Murphy
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Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Organize work sessions to allow teachers to revise curriculum maps and enter them into CIITS. Schools: Southwestern High School, Pulaski County High School, Pulaski County Day Treatment Center, Pulaski Central High School	Direct Instruction	06/01/2013	08/01/2013	\$0	No Funding Required	Angela Murphy & Curriculum Specialists

Activity - CIITS Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train all staff to utilize CIITS for lesson planning, common assessments, resource development, data analysis, etc. Schools: Southwestern High School, Pulaski County High School, Pulaski County Day Treatment Center, Pulaski Central High School	Professional Learning	01/01/2013	07/31/2014	\$10000	State Funds	Angela Murphy

Strategy 8:

Academic and Career Advising - Professional learning on IEP development for special education teachers and therapists

Research Cited: Federal and state regulation; district policy and procedure; best practice as recommended by KDE.

Activity - Provide PD on 2012-2013 KDE Guidance Document for IEP Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District special education administration will provide professional learning for special education teachers and therapists on the 2012-2013 KDE Guidance Document for Individual Education Program (IEP) Development. IEPs will be reviewed using the KDE 2012-2013 Compliance Record Review Document. The Admissions and Release Committee (ARC) develops the IEP, ensures IEP implementation, reviews progress toward the annual goal at least once every 12 months, and revises the IEP as appropriate. The ARC solicits parent input and concerns through ARC participation or other methods of contact if the parent does not participate in the ARC. This training update is to assist IEP Development with Kentucky Core Academic Standards (KCAS) to improve outcomes for students with disabilities. Schools: All Schools	Professional Learning	01/02/2013	07/31/2013	\$0	No Funding Required	Angela L. Bray

Strategy 9:

Targeted Interventions - Organize RTI Team to facilitate RTI Program which includes Universal Screening, Intervention Classes, Progress Monitoring, Mentoring, etc.

Research Cited: RTI research recommends that each school have a Leadership Team that organizes a fully functioning RTI Program.

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Activity - Targeted Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Organize a RTI Leadership Team that meets regularly to review data and facilitate the organization of the RTI Program. This team will submit reports three times per year for district review. Schools: Southwestern High School, Pulaski County High School	Academic Support Program	01/01/2013	05/31/2014	\$0	No Funding Required	Angela Murphy

Activity - Intervention Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ensure that the high schools review EPAS data and identify students not meeting benchmark. Monitor the enrollment of students in Math and/or Reading intervention classes to improve student mastery of content. Progress monitor regularly to ensure progress and retest utilizing Compass and/or Kyote to gage success. Schools: Southwestern High School, Pulaski County High School, Pulaski County Day Treatment Center, Pulaski Central High School	Academic Support Program	01/01/2013	05/31/2013	\$30000	Title I SIG, School Council Funds	School Leadership Teams Angela Murphy

Goal 14: Increase the average freshman graduation rate from 80.2% to 81.8% in 2013.

Measurable Objective 1:

Collaborate to increase the number of students that graduate within four years of high school by 05/31/2014 as measured by the percent that is reported in the District Report Card.

Strategy 1:

Other - Professional Development - Professional learning on IEP development for special education teachers and therapists

Research Cited: Federal and state regulation; district policy and procedure; best practice as recommended by KDE.

Activity - Provide PD on 2012-2013 KDE Guidance Document for IEP Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District special education administration will provide professional learning for special education teachers and therapists on the 2012-2013 KDE Guidance Document for Individual Education Program (IEP) Development. IEPs will be reviewed using the KDE 2012-2013 Compliance Record Review Document. The Admissions and Release Committee (ARC) develops the IEP, ensures IEP implementation, reviews progress toward the annual goal at least once every 12 months, and revises the IEP as appropriate. The ARC solicits parent input and concerns through ARC participation or other methods of contact if the parent does not participate in the ARC. This training update is to assist IEP Development with Kentucky Core Academic Standards (KCAS) to improve outcomes for students with disabilities. Schools: All Schools	Professional Learning	01/02/2013	07/31/2013	\$0	No Funding Required	Angela L. Bray

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Activity - Participate in ISLN Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Leadership will participate on a regular basis in regional ISLN meetings as offered by KDE. Schools: All Schools	Professional Learning	01/02/2013	05/31/2013	\$400	District Funding	Amy Polston, Virginia Hess, Angela Murphy, Angela L. Bray

Strategy 2:

Persistence to Graduation - Implement and monitor effective PBIS programs at the high school level.

Activity - PBIS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide training and support to assist high schools in expanding effective PBIS programs. District and school staff will partner with Kentucky Center for Instructional Discipline (KYCID) to provide positive, proactive behavior instructional supports to students in Pulaski County Schools. A District KYCID Coach is assigned to work with school KYCID teams/coaches and monitor program effectiveness. Schools: Southwestern High School, Pulaski County High School, Pulaski County Day Treatment Center, Pulaski Central High School	Behavioral Support Program	02/01/2013	05/31/2014	\$0	No Funding Required	Angela Murphy & Dusty Phelps

Strategy 3:

Other - Collection and Use of Data - District Special Education Administration will compile data (e.g., trend data, state assessment data) for students with disabilities for district and schools in Pulaski County Schools; this data will be shared with district administration, school administration and special education teachers.

Research Cited: Best practice as recommended by KDE.

Activity - Compile and Distribute Special Education Trend Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Special Education Administration will compile and distribute trend data for students with disabilities based upon December 1st child count for the past 10 years. This information will be distributed to District Leadership, Principals, School Psychologists and Special Education Teachers. Schools: All Schools	Policy and Process	01/02/2013	05/31/2013	\$0	No Funding Required	Angela L. Bray

Activity - Compile and Distribute State Assessment Data for Students with Disabilities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Special Education Administration will compile and distribute state assessment data for students with disabilities to District Supervisors, Principals and Special Education Teachers. Schools: All Schools	Policy and Process	01/02/2013	07/31/2013	\$0	No Funding Required	Angela L. Bray

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Strategy 4:

Academic and Career Advising - An advisory program will increase student awareness of graduation requirements, career tracks, college options, academic assistance, etc.

Activity - Student Advisory Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Organize and implement a Student Advisory Program that offers individual assistance with ILP Development, Career Options, Academic Decisions, College Requirements, etc. Schools: Southwestern High School, Pulaski County High School, Pulaski County Day Treatment Center, Pulaski Central High School	Career Preparation/Orientation	01/01/2013	05/31/2013	\$0	No Funding Required	Angela Murphy

Strategy 5:

Persistence to Graduation - Provide activities that will ensure a smooth transition from middle school to high school.

Activity - High School Awareness for Parents	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide a workshop for parents regarding high school scheduling, career tracks, benchmarks, etc. Schools: Southwestern High School, Pulaski County High School	Parent Involvement	02/28/2013	04/30/2013	\$0	No Funding Required	Angela Murphy

Activity - Summer Transition Camp	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Organize summer transition camp for eighth graders to familiarize them with the high school campus, procedures, etc. Schools: Southwestern High School, Pulaski County High School	Direct Instruction	06/01/2013	06/30/2013	\$10000	Other	Angela Murphy, College Coaches

Activity - Creation of Informational Spreadsheet	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District special education administration will create an informational spreadsheet to share with special education liaisons to assist with successful transition of students with disabilities from elementary to middle school and middle school to high school. Special education liaisons from the sending school will complete and share with special education liaisons at the receiving school. Schools: All Schools	Policy and Process	01/02/2013	07/31/2013	\$0	No Funding Required	Angela L. Bray

Activity - Academic Advising	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Provide individual academic advising for all eighth grade students prior to scheduling. Schools: Southwestern High School, Pulaski County High School	Other	01/01/2013	03/31/2013	\$0	No Funding Required	Angela Murphy
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Strategy 6:

Targeted Intervention - Provide transition activities for students with disabilities during high school to assist with a smooth transition to post-secondary life after high school.

Research Cited: Best practice as recommended by KDE, UK, Office of Special Education Programs and Vocational Rehabilitation.

Activity - Participation in School RTI Leadership Team from Special Education	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school-based RTI Leadership Team meets regularly to review data. A school psychologist and special education liaison and/or special education department chair will participate on a regular basis in the School RTI Leadership Team meetings to review data to include F lists of students with disabilities; team will discuss and make a plan to address academic and/or behavioral needs as appropriate. Schools: Southwestern High School, Pulaski County High School	Academic Support Program	01/02/2013	05/31/2013	\$0	No Funding Required	Angela L. Bray

Activity - Participate in the State Toolkit for Examining Post-School Success for Students with Disabilities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Director of Special Education, a High School Principal and a Special Education Teacher will participate in the State Toolkit for Examining Post-School Success (STEPSS) PD Project through University of Oregon for three years at the request of KDE. The purpose of this project is to design, develop, and test a professional development (PD) intervention to train district Data Teams to use Data Based Decision Making to develop, implement, and evaluate action plans that identify evidence-based practices and predictors of post-school successes to improve secondary transition skills for students with disabilities. The PD will accompany the STEPSS, a web-based, data-based decision making tool focused on use of secondary transition data to improve in-school transition programs for youth with disabilities. The district will provide a letter of support for the project, support team members with release time, provide access to teleconferencing equipment for team members, allow access to district data to the STEPSS PD Research staff, test professional development materials with the special education teacher in Year 2 and participate in a pilot of the PD materials in Year 3. Schools: Southwestern High School	Professional Learning	01/02/2013	12/31/2016	\$0	No Funding Required	Angela L. Bray

Activity - Monitor in-school and out-of-school suspensions for students with disabilities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District Special Education Administration will monitor in-school and out-of-school suspensions for students with disabilities. This information will be shared with District Superintendents, Principals, School Psychologists and Special Education Liaisons on a regular basis.	Policy and Process	01/02/2013	05/31/2013	\$0	No Funding Required	Angela L. Bray
Schools: All Schools						

Activity - Implement the Community Based Work Transition Program for Students with Disabilities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Eligible junior and senior students with disabilities (maximum 12 per high school) participate in the Community Based Work Transition Program (CBWTP) for career exploration and job shadowing on a regular basis. Student Employment Coordinators document activities conducted with each student. Individual student reports are submitted to Vocational Rehabilitation for program reimbursement. Student Employment Coordinators complete the IEP Contribution Checklist and submits the checklist to applicable special education case managers for incorporation of transition information in the IEP. Mardi Montgomery coordinates the program and conducts regular team meetings with the Student Employment Coordinators. This program provides targeted career intervention for junior and senior students with disabilities based upon in-depth career analysis, job shadowing and job exploration activities throughout the school year with the goal of obtaining employment upon graduating high school.	Career Preparation/Orientation	01/02/2013	06/30/2013	\$25000	Other	Angela L. Bray; Mardi Montgomery; Vocational Rehabilitation
Schools: Southwestern High School, Pulaski County High School						

Strategy 7:

Targeted Interventions - Allow opportunities for students to recover credits.

Activity - Credit Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement and monitor opportunities for students to recover credits and graduate within four years including on line courses and ESS summer and after school programs.	Academic Support Program	01/01/2013	05/31/2014	\$20000	State Funds	Angela Murphy
Schools: Southwestern High School, Pulaski County High School, Pulaski County Day Treatment Center, Pulaski Central High School						

Goal 15: Increase the social studies proficiency ratings for all elementary students in the non-duplicated gap group from 48.9 to 59.1 in 2014.

Measurable Objective 1:

Collaborate to increase the social studies proficiency ratings for all elementary students with disabilities from 48.9-59.1 by 05/31/2013 as measured by K-PREP.

Strategy 1:

Professional Development - Professional learning on IEP development for special education teachers and therapists

Research Cited: Federal and state regulation; district policy and procedure; best practice as recommended by KDE.

Activity - Provide PD on 2012-2013 KDE Guidance Document for IEP Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District special education administration will provide professional learning for special education teachers and therapists on the 2012-2013 KDE Guidance Document for Individual Education Program (IEP) Development. IEPs will be reviewed using the KDE 2012-2013 Compliance Record Review Document. The Admissions and Release Committee (ARC) develops the IEP, ensures IEP implementation, reviews progress toward the annual goal at least once every 12 months, and revises the IEP as appropriate. The ARC solicits parent input and concerns through ARC participation or other methods of contact if the parent does not participate in the ARC. This training update is to assist IEP Development with Kentucky Core Academic Standards (KCAS) to improve outcomes for students with disabilities.	Professional Learning	01/02/2013	05/31/2013	\$0	No Funding Required	Angela L. Bray
Schools: All Schools						

Goal 16: The district will collaborate to develop and implement a curriculum that is rigorous, intentional, and aligned to national, state and local standards.

Measurable Objective 1:

Collaborate to ensure discussions among schools, pre-k through 12, are initiated and facilitated in order to eliminate unnecessary overlaps and close gaps by 05/31/2013 as measured by school and district curriculum meeting minutes.

Strategy 1:

Curriculum Assessment and Alignment - By utilizing a variety of assessments to measure and monitor student achievement, district leadership in collaboration with schools' Professional Learning Communities will vertically align curriculum and address instructional gaps.

Research Cited: Professional Learning Communities

Combined Curriculum Documents. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601).

<http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Teaching+Tools/Combined+Curriculum+Document/default.htm>

Activity - Vertical Alignment and Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

District and school leadership will develop and facilitate meetings among pre-K through 12th grade teachers to allow vertical alignment of curriculum and set transition points for students. Schools: All Schools	Professional Learning	01/01/2013	05/31/2013	\$0	No Funding Required	Amy Polston Virginia Hess Angela Bray Angela Murphy
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Goal 17: The district will monitor and implement use of multiple evaluation and assessment strategies and modify instruction to meet student needs and support proficient student work.

Measurable Objective 1:

Collaborate to align frequent and rigorous classroom assessment for continuous improvement of student achievement with Kentucky's Core Academic Standards by 05/31/2013 as measured by multiple forms of assessments, both formative and summative. .

Strategy 1:

Best Practice - School-level and district level leadership will collaborate to monitor and implement the use of frequent and rigorous classroom assessments aligned with the Kentucky Core Academic Standards for improved student achievement

Research Cited: Professional Learning Communities Marzano, R. J. (2000) Transforming Classroom Grading. Alexandria, VA: Association for Supervision and Curriculum Development
Marzano, R. J., Pickering, D. J. & Pollock, J. E. (2001). Classroom Instruction that Works: Association for Supervision and Curriculum Development

Activity - Establishment of Monitoring and Implementation of Classroom Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During Professional Learning Communities leadership and classroom instructors will analyze and evaluate classroom assessment(s) data for benchmarking of high standards of rigor and alignment with Kentucky's Core Academic Standards Schools: All Schools	Professional Learning	01/01/2013	05/31/2013	\$0	No Funding Required	Amy Polston, Virginia Hess, Angela Murphy, Angela Bray

Measurable Objective 2:

Collaborate to ensure students can articulate required proficiency levels by 05/31/2013 as measured by rubrics, walkthrough observations and student work analysis..

Strategy 1:

Progress Monitoring - District leadership in collaboration with classroom instructors will review walkthrough data results for articulated student proficiency.

Research Cited: Combined Curriculum Documents. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601).

<http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Teaching+Tools/Combined+Curriculum+Document/default.htm>

Marzano, R. J., Pickering, D. J. & Pollock, J. E. (2001). Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement.

Alexandria, VA: Association for Supervision and Curriculum Development

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Activity - Proficiency Rubrics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District leadership will provide training for all teachers in developing clearly articulated rubrics that enable students to know the expectations for proficiency. Schools: All Schools	Academic Support Program	01/01/2013	05/31/2013	\$0	No Funding Required	Amy Polston, Virginia Hess, Angela Murphy, Angela Bray

Activity - Monitor and Analyze Student Work Samples and Rubrics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District leadership will monitor schools to ensure samples of proficient work accompanied by rubrics and displayed in classrooms and throughout school buildings to serve as models of proficiency. Schools: All Schools	Academic Support Program	01/01/2013	05/31/2013	\$0	No Funding Required	Amy Polston, Virginia Hess, Angela Murphy, Angela Murphy

Measurable Objective 3:

Collaborate to implement and monitor effective analysis of student work with school leadership and classroom instructors by 05/31/2013 as measured by samples of classroom assessments and school and district curriculum meeting minutes..

Strategy 1:

Professional Learning - Through multiple delivery systems i. e, coaching, professional learning communities, PD 360, grade level meetings and professional trainings, leadership will model and monitor effective analysis of proficiency level student work based on student work samples and formative and summative data.

Research Cited: Marzano, R. J. (2000). Transforming Classroom Grading. Alexandria, VA: Association for Supervision and Curriculum Development Combined Curriculum Documents. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601).

<http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Teaching+Tools/Combined+Curriculum+Document/default.htm>

Activity - Student Work Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District leadership will provide training to teachers in mastering skills necessary to effectively engage in proficiency of student work analysis. Schools: All Schools	Professional Learning	01/01/2013	09/30/2013	\$0	Memorial Funds	Amy Polston, Virginia Hess, Angela Murphy, Angela Bray

Activity - Monitor and Instructional Analysis of Student Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District and school leadership will monitor teacher practices to ensure the results of the analysis to inform teaching and learning. Schools: All Schools	Academic Support Program	01/01/2013	09/30/2013	\$0	No Funding Required	Amy Polston, Virginia Hess, Angela Murphy, Angela Bray

Activity - Student Work Analysis Protocal Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District leadership will collaborate with school leadership and teachers to select a formal protocol to guide teachers in analyzing student work consistently. Schools: All Schools	Professional Learning	09/03/2012	05/31/2013	\$0	No Funding Required	Amy Polston, Virginia Hess, Angela Murphy, Angela Bray

Goal 18: The district will ensure that all schools' instructional programs actively engage all students by using effective, varied and researched-based practices to improve student academic performance.

Measurable Objective 1:

Collaborate to ensure that all teachers use effective and varied instructional strategies for improved student performance by 09/27/2013 as measured by eWalks and observations.

Strategy 1:

Instructional Monitoring - District leadership in collaboration with school leadership will monitor to ensure varied instructional strategies are used in all classrooms.

Research Cited: Combined Curriculum Documents. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601).

<http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Teaching+Tools/Combined+Curriculum+Document/default.htm>

Developing Quality Open Response and Multiple choice Items for the Classroom Office of Teaching & Learning (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601).

[http://education.ky.gov/users/jwyatt/Planning Guide/Developing%20KCCT-like%20Questions.pdf](http://education.ky.gov/users/jwyatt/Planning%20Guide/Developing%20KCCT-like%20Questions.pdf)

Activity - Instructional Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District leadership and school leadership will conduct eWalks and observations to ensure all classroom instruction is rigorous and student-centered. Schools: All Schools	Professional Learning	02/28/2013	05/31/2013	\$0	No Funding Required	District Level Leadership, School Level Leadership

Goal 19: 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.

Measurable Objective 1:

Collaborate to ensure students are provided with a variety of opportunities to receive additional assistance to support their learning, beyond the initial classroom instruction by 12/04/2013 as measured by district-wide counseling meeting minutes.

Strategy 1:

Extended Services Monitoring - District leadership in collaboration with school guidance counselors will analyze and modify extended school opportunities data effectiveness to eliminate gaps and overlaps

Research Cited: Dufour, R. & Eaker, R. (1998) Professional Learning Communities at Work. Bloomington, IN: National Educational Services, co publisher Association for Supervision and Curriculum Development

Activity - Provide Extended School Year Services for Students with Disabilities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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. Schools: All Schools	Policy and Process	01/02/2013	08/31/2013	\$2000	District Funding	Angela L. Bray

Activity - Extended Student Service Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District leadership will identify a director to coordinate the review and/or modification of extended school opportunities with school level guidance staff for improved student achievement Schools: All Schools	Academic Support Program	02/28/2013	05/30/2013	\$0	No Funding Required	Sonya Wilds

Measurable Objective 2:

Collaborate to ensure students are provided with a variety of educational supports by 05/31/2013 as measured by meeting minutes and/or parent contacts.

Strategy 1:

Best Practice - District and school leadership will develop a systematic process for collaboration among schools and families to eliminate overlaps and gaps for students with disabilities.

Research Cited: Best practice for systematic processes as recommended by KDE.

Dufour, R. & Eaker, R. (1998) Professional Learning Communities at Work. Bloomington, IN: National Educational Services, co publisher Association for Supervision and Curriculum Development

Activity - Disseminate Access to Postsecondary Education: Planning for Education after High School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>District special education staff will provide copies of Access to Postsecondary Education: Planning for Education after High School to liaisons to distribute to special education case managers. Case managers will provide copies to parents of age 14 and age 16 students with disabilities, if students plan to attend college after high school and document how parents were provided the information in parent contacts or meeting minutes.</p>	<p>Parent Involvement</p>	<p>01/02/2013</p>	<p>05/31/2013</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Angela L. Bray</p>
<p>Schools: Southwestern High School, Southern Middle School, Pulaski County High School, Pulaski County Day Treatment Center, Northern Middle School</p>						

Activity - Disseminate Journey to Adulthood: A Transition Travel Guide	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>District special education staff will provide copies of Journey to Adulthood: A Transition Travel Guide to special education liaisons to distribute to all special education case managers. Case managers will distribute to all parents of age 14 and age 16 students with disabilities as documented in parent contacts or meeting minutes.</p>	<p>Parent Involvement</p>	<p>01/02/2013</p>	<p>05/31/2013</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Angela L. Bray</p>
<p>Schools: Southwestern High School, Southern Middle School, Pulaski County High School, Pulaski County Day Treatment Center, Northern Middle School</p>						

Activity - Participation in the Regional ASD Cadre	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The District ASD Team (e.g., school psychologists, special education teachers, SLPs, Director of Special Education) will participate in the regional ASD cadre (in conjunction with the Kentucky Autism Training Center and Southeast Educational Cooperative). After receiving instruction on evidence-based practices for students with Autism Spectrum Disorders (ASD), the District ASD Team will provide professional learning opportunities for district staff and parents of students with ASD.</p>	<p>Professional Learning</p>	<p>01/02/2013</p>	<p>07/31/2013</p>	<p>\$300</p>	<p>District Funding</p>	<p>Angela L. Bray</p>
<p>Schools: All Schools</p>						

Activity - Disseminate Confidentiality of Your Child's School Records Brochure	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>District special education staff will provide copies of Confidentiality of Your Child's School Records brochure to special education liaisons to distribute to all special education case managers. Case managers will distribute to parents of students with disabilities at initial eligibility determination as documented in parent contacts or meeting minutes.</p>	<p>Parent Involvement</p>	<p>01/02/2013</p>	<p>05/31/2013</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Angela L. Bray</p>
<p>Schools: All Schools</p>						

Activity - Disseminate Brochure on Carl D. Perkins Vocational Training Center	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District special education staff will provide copies of the brochure titled Carl D. Perkins Vocational Training Center to special education liaisons. Liaisons will distribute to special education case managers. Case managers will provide the brochure to appropriate parents as applicable to individual student needs as documented in parent contacts or meeting minutes. Schools: Southwestern High School, Southern Middle School, Pulaski County High School, Pulaski County Day Treatment Center, Northern Middle School	Parent Involvement	01/02/2013	05/31/2013	\$0	No Funding Required	Angela L. Bray
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Activity - Participation in the ASD Model Site Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Kentucky Autism Training Center in conjunction with KDE and Southeast Educational Cooperative provides support to special education teachers with evidence based practices and data collection for students with Autism Spectrum Disorders. Schools: Pulaski County High School, Northern Middle School, Northern Elementary School	Professional Learning	01/02/2013	07/31/2013	\$0	No Funding Required	Angela L. Bray

Activity - School Psychologists participate in district and school level meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district employs seven school psychologists to provide a variety of educational supports, both academic and behavioral, for students with disabilities. School psychologists participate in district level interoffice meetings to ensure consistent communication of services. School psychologists participate in a variety of school level meetings such as school based Rtl meetings, KYCID/PBIS meetings, and Strategic Planning Meetings (SPM). Principals, School Psychologists and Special Education Liaisons collaborate in Strategic Planning Meetings on a regular basis to discuss evaluation timelines in addition to other items for students with disabilities. Schools: All Schools	Policy and Process	01/02/2013	05/31/2013	\$3500	District Funding	Angela L. Bray

Activity - Participation in Lake Cumberland Early Childhood Transition Agreement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Preschool Coordinator and/or Special Education Preschool Liaison will participate in the Lake Cumberland Early Childhood Transition Agreement to mutually support recruitment, child find, and outreach across agencies including First Steps. Schools: Burnside Elementary School, Oak Hill Elementary School, Nancy Elementary School, Memorial Education Center, Southern Elementary School, Pulaski Elementary School, Shopville Elementary School, Eubank Elementary School, Northern Elementary School	Community Engagement	01/02/2013	05/31/2013	\$1000	District Funding	Angela L. Bray; Phyllis Turpen

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Activity - Special Education Liaison Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Special Education Administration meet with Special Education Liaisons on a regular basis to ensure technical assistance, collaboration and communication of compliance and/or instructional issues related to students with disabilities. These meetings ensure schools receive necessary information from district, regional, state and/or federal updates. Schools: All Schools	Policy and Process	01/02/2013	05/31/2013	\$0	No Funding Required	Angela L. Bray
Activity - Disseminate IEP Development: A Guide for Parents Brochure	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District special education staff will provide copies of IEP Development: A Guide for Parents brochure to special education liaisons to distribute to all special education case managers. Case managers will distribute to parents of students with disabilities at initial eligibility determination as documented in parent contacts or meeting minutes. Schools: All Schools	Parent Involvement	01/02/2013	05/31/2013	\$0	No Funding Required	Angela L. Bray
Activity - Disseminate Support Programs and Services Handout to Parents	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District special education staff will provide copies of the handout titled Support Programs and Services to special education liaisons to distribute to all special education case managers. Case managers will distribute to all parents of students with disabilities annually and document how parents were provided the information (e.g., parent contacts, meeting minutes). This handout informs parents of available community supports, resources and post-secondary transition information. Schools: All Schools	Parent Involvement	01/02/2013	05/31/2013	\$0	No Funding Required	Angela L. Bray
Activity - Parent and Student Transition Surveys	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Special Education Administration provide transition surveys for parents and students with disabilities to complete beginning at age 14 in an effort to plan appropriate transition services. This information is included in IEP development, used in planning services and filed in the special education due process folder. Schools: Southwestern High School, Southern Middle School, Pulaski County High School, Pulaski County Day Treatment Center, Northern Middle School	Parent Involvement	01/02/2013	05/31/2013	\$0	No Funding Required	Angela L. Bray
Activity - Disseminate The IEP: A Student Guide Brochure	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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District special education staff will provide copies of The IEP: A Student Guide (for students who already have an IEP) brochure to special education liaisons to distribute to all special education case managers. Case managers will distribute to all parents of age 14 and age 16 students with disabilities as documented in parent contacts or meeting minutes. Schools: All Schools	Parent Involvement	01/02/2013	05/31/2013	\$0	No Funding Required	Angela L. Bray
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Activity - Provide Assistive Technology according to the Individual Student Education Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Special Education Department provides Assistive Technology (AT) as addressed in the IEP for each student with a disability as determined by the Admission and Release Committee. The Director of Special Education assigns district staff to oversee student AT needs. The district provides an AT Resource Checkout Library and keeps documentation regarding use of AT devices and consultation of AT needs for students with disabilities. The district purchases any needed AT devices as indicated on student IEPs to include technology, software, and hardware needs for students with hearing and/or visual impairments, students with low incidence disabilities, students with speech/language disabilities etc. The cost for the district is not pre-determined but determined on an as needed basis per student IEPs. Southeast Educational Cooperative has a consultant certified to conduct AT evaluations if the need arises, at no cost to the district. Schools: All Schools	Technology	01/02/2013	05/31/2013	\$5000	No Funding Required	Angela L. Bray

Activity - Disseminate Brochure on Commission for Children with Special Health Care Needs to Parents	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District special education staff will provide copies of a brochure titled Commission for Children with Special Health Care Needs to special education liaisons to distribute to all special education case managers. Case managers will provide this brochure to appropriate parents as applicable and document how parents were provided this information according to parent contacts or meeting minutes. Schools: All Schools	Parent Involvement	01/02/2013	05/31/2013	\$0	No Funding Required	Angela L. Bray

Goal 20: The district will provide research-based, results driven professional development opportunities for staff and implement performance evaluation procedures in order to improve student achievement.

Measurable Objective 1:

Collaborate to ensure there is evidence of support for the long-term professional growth needs of both instructional and leadership staff members by 05/30/2013 as measured by Professional development plans.

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Strategy 1:

Monitor - District leadership will develop a framework for continuous delivery and analysis of high quality administrative training for effective monitoring and evaluation of progress toward priority goals and student achievement

Research Cited: Developing Individual professional Growth Plans. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 405601). SISIToolkit, Standard 6. Documents/individual%20Professional%20Growth%20Plan%20-%20example.doc

Dufour,R. & Eaker, R. (1998) Professional Learning Communities at Work. Bloomington, IN: National Educational Services, co publisher Association for Supervision and Curriculum Development

DuFour, R. (2004). Whatever It Takes: How Professional Learning Communities Respond when Kids Don't Learn. Bloomington, IN: National Educational Service.

Activity - Monitor	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District leadership will develop a formal process "Pulaski Professional Growth System" designed to monitor and evaluate the impact of professional growth and evaluation plan on teacher and administrator practices and student performance. This process will include collaborative development of individual growth plan goals and incremental review of progress toward meeting those goals accompanied by ongoing, timely feedback. The Pulaski Professional Growth System protocol will ensure a direct connection between and among goals in the district and school comprehensive improvement plans, personnel evaluations and individual professional growth plans. Schools: All Schools	Professional Learning	02/22/2013	06/30/2014	\$0	No Funding Required	Steve Butcher, Patrick Richardson

Strategy 2:

Monitor - Collaboration among and between district leadership and school leadership to analyze the achievement data, professional learning needs, monitor and evaluate for continuous improved instructional and student achievement.

Research Cited: Dufour,R. & Eaker, R. (1998) Professional Learning Communities at Work. Bloomington, IN: National Educational Services, co publisher Association for Supervision and Curriculum Development

Combined Curriculum Documents. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601).

<http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Teaching+Tools/Combined+Curriculum+Document/default.htm>

KDE Best Practices

Activity - Monitoring Continous System-wide Growth	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District leadership and school leadership will analyze priority goals and ensure alignment among and between the comprehensive improvement plans, personnel evaluations and individual growth plans. Schools: All Schools	Academic Support Program	02/22/2013	08/31/2013	\$0	No Funding Required	Steve Butcher, Patrick Richardson, School Leadership
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Strategy 3:

Professional Learning Opportunities - District Special Education Administration will notify schools of professional learning opportunities as they become aware of sessions: in-district, Southeast Educational Cooperative, Human Development Institute, KDE, etc. Professional learning opportunities could consist of face-to-face meetings, webinars, on-line trainings, video clips, etc. School staff could determine if professional learning opportunities would address areas of need identified in growth plans, evaluations, CSIP plans etc.

Research Cited: Best practice as recommended by KDE.

DuFour, R. (2004). Whatever It Takes: How Professional Learning Communities Respond when Kids Don't Learn. Bloomington, IN: National Educational Service.

Activity - Notify Special Education Staff and/or Administration of Professional Learning Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Special Education Administration will notify special education teachers and/or school administration via email of professional learning opportunities in the district and/or Southeast Educational Cooperative to assist with effective instructional practices for students with disabilities. Professional Learning Opportunities could address compliance issues or instructional issues based upon evaluations, growth plans, record reviews or needs assessments. Schools: All Schools	Professional Learning	01/02/2013	07/31/2013	\$500	District Funding	Angela L. Bray

Strategy 4:

Monitor - District leadership in collaboration with school leadership and councils will effectively monitor and evaluate fiscal resources to determine the impact on instructional practices and student achievement.

Research Cited: Combined Curriculum Documents. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601).

<http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Teaching+Tools/Combined+Curriculum+Document/default.htm>

Dufour, R. & Eaker, R. (1998) Professional Learning Communities at Work. Bloomington, IN: National Educational Services, co publisher Association for Supervision and Curriculum Development

DuFour, R. (2004). Whatever It Takes: How Professional Learning Communities Respond when Kids Don't Learn. Bloomington, IN: National Educational Service

Activity - Monitor	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District leadership will establish a formal process to effectively monitor and evaluate the impact of professional development activities, resources and expenditures on the professional growth and learning of teachers to determine whether they are sufficient to meet identified needs of all students. Schools: All Schools	Professional Learning	02/22/2013	02/28/2014	\$0	No Funding Required	Steve Butcher, Patrick Richardson, School Leadership, School Councils
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Goal 21: Increase the percentage of effective teachers to meet state average.

Measurable Objective 1:

Collaborate to ensure appropriate PGES training for all district administrators by 08/31/2014 as measured by passing scores on the exit exam.

Strategy 1:

Professional Learning - The district will provide funding for all administrators to participate in PGES Training.

Activity - PGES Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Enroll all district administrators in PGES Training. Schools: All Schools	Professional Learning	06/01/2013	08/31/2014	\$12000	Race to the Top	Angela Murphy

Activity - PGES Exit Exam	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ensure that each district administrator successfully completes the PGES Exit Exam. Schools: All Schools	Professional Learning	06/01/2013	08/31/2014	\$0	No Funding Required	Angela Murphy

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
District Monitoring of AAAF for Alternate K-PREP	District Special Education Administration will observe each special education teacher, as applicable, conducting a portion of the Alternate K-PREP assessment for at least one student during a Spring testing window utilizing the Alternate Assessment and Accountability Folder (AAAF) District Checklist provided by KDE. District Special Education Administration will review all Alternate K-PREP AAAF folders at least one time during the Spring of 2013 for each special education teacher, as applicable.	Policy and Process	01/02/2013	05/31/2013	\$200	Angela L. Bray
Participate in ISLN Meetings	District Leadership will participate on a regular basis in regional ISLN meetings as offered by KDE.	Professional Learning	01/02/2013	05/31/2013	\$400	Amy Polston, Virginia Hess, Angela Murphy, Angela L. Bray
District monitoring of AAAF folders for Alternate K-PREP	District Special Education Administration will observe each special education teacher, as applicable, conducting a portion of the Alternate K-PREP assessment for at least one student during a Spring testing window utilizing the Alternate Assessment and Accountability Folder (AAAF) District Checklist. District Special Education Administration will review all Alternate K-PREP AAAF folders at least one time during the Spring of 2013 for each special education teacher, as applicable.	Policy and Process	01/02/2013	05/31/2013	\$50	Angela L. Bray
Interagency Transition Fair for Students with Disabilities	Eligible junior and senior students with disabilities participate in the Interagency Transition Fair at The Center in Somerset, Kentucky on March 22, 2013. When information is received from Southeast Educational Cooperative, district special education administration will communicate registration information to high school special education teachers; special education teachers will notify and invite students with disabilities and parents to participate in this annual event.	Career Preparation/Orientation	01/02/2013	05/31/2013	\$200	Angela L. Bray

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Apply to Implement the Co-Teaching for Gap Closure Initiative	The Co-Teaching for Gap Closure Initiative is an opportunity for Priority Schools to assist with closing gaps in the areas of reading and math proficiency based on research-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 the University of Louisville. Participation is voluntary with a competitive application process due to limited capacity for spring 2013 implementation. This initiative requires a three year implementation commitment with on-going training, coaching, and technical assistance. One classroom (regular education teacher and special education teacher) will need to be identified to implement the Co-Teaching for Gap Closure Initiative. The Principal and Educational Recovery Specialist will select participants.	Academic Support Program	01/30/2013	06/30/2013	\$1000	Angela L. Bray
Data Based Questions	The district will assist schools in locating and implementing data based questions in the social studies classrooms. These questions will help increase the writing and reading complexity in the middle schools. Social studies curriculum maps and lesson plans in CIITS will be used to monitor the implementation of this strategy.	Professional Learning	01/31/2013	05/31/2013	\$300	Supervisor and Curriculum Specialists
Participation in Lake Cumberland Early Childhood Transition Agreement	The Preschool Coordinator and/or Special Education Preschool Liaison will participate in the Lake Cumberland Early Childhood Transition Agreement to mutually support recruitment, child find, and outreach across agencies including First Steps.	Community Engagement	01/02/2013	05/31/2013	\$1000	Angela L. Bray; Phyllis Turpen
Notify Special Education Staff and/or Administration of Professional Learning Opportunities	District Special Education Administration will notify special education teachers and/or school administration via email of professional learning opportunities in the district and/or Southeast Educational Cooperative to assist with effective instructional practices for students with disabilities. Professional Learning Opportunities could address compliance issues or instructional issues based upon evaluations, growth plans, record reviews or needs assessments.	Professional Learning	01/02/2013	07/31/2013	\$500	Angela L. Bray
Participation in the Regional ASD Cadre	The District ASD Team (e.g., school psychologists, special education teachers, SLPs, Director of Special Education) will participate in the regional ASD cadre (in conjunction with the Kentucky Autism Training Center and Southeast Educational Cooperative). After receiving instruction on evidence-based practices for students with Autism Spectrum Disorders (ASD), the District ASD Team will provide professional learning opportunities for district staff and parents of students with ASD.	Professional Learning	01/02/2013	07/31/2013	\$300	Angela L. Bray

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Provide Extended School Year Services for Students with Disabilities	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.	Policy and Process	01/02/2013	08/31/2013	\$2000	Angela L. Bray
Walkthrough Observations	Visit classrooms regularly to provide feedback regarding curriculum, instruction, assessment, classroom management, organization, etc.	Direct Instruction	01/01/2013	05/31/2014	\$1000	Angela Murphy
Pulaski County System of Interventions (PCIS)	District leadership will train school administrators and staff on revised Pulaski County System of Interventions (PCIS) to ensure fidelity of implementation.	Professional Learning	05/15/2013	07/31/2013	\$500	Amy Polston
Provide Writing Strategy CD-ROMs	Special Education Director and Strategic Instruction Model Professional Developer/Leader will provide The Capitalization Strategies Program CD-ROM, The Commas Strategies Program CD-ROM, and The Punctuation Strategies Program CD-ROM for special education teachers to use with those students with disabilities who have identified needs with writing mechanics. The strategy CD-ROMs are through The University of Kansas Center for Research on Learning.	Academic Support Program	01/02/2013	05/31/2013	\$90	Angela L. Bray
Participation in SPLASH Cohorts	Andrea Acey (PES), Elizabeth Wolsey (NHES) and Teresa Parsons (Itinerant Elementary FMD Teacher/Coach) are participating in SPLASH Cohorts in conjunction with KDE, UK, UofL and Southeast Educational Cooperative. This initiative provides teachers, new to the field of moderate and severe cognitive 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 cognitive disabilities, and is focused on the Kentucky Common Core State Standards. Ms. Parsons is participating as a coach to assist other MSD teachers in our district as needed.	Academic Support Program	01/02/2013	07/31/2013	\$1500	Angela L. Bray
School Psychologists participate in district and school level meetings	The district employs seven school psychologists to provide a variety of educational supports, both academic and behavioral, for students with disabilities. School psychologists participate in district level interoffice meetings to ensure consistent communication of services. School psychologists participate in a variety of school level meetings such as school based RtI meetings, KYCID/PBIS meetings, and Strategic Planning Meetings (SPM). Principals, School Psychologists and Special Education Liaisons collaborate in Strategic Planning Meetings on a regular basis to discuss evaluation timelines in addition to other items for students with disabilities.	Policy and Process	01/02/2013	05/31/2013	\$3500	Angela L. Bray

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Participation in SPLASH Cohorts	Andrea Acey (PES), Elizabeth Wolsey (NHES) and Teresa Parsons (Itinerant Elementary FMD Teacher/Coach) are participating in SPLASH Cohorts in conjunction with KDE, UK, UofL and Southeast Educational Cooperative. This initiative provides teachers, new to the field of moderate and severe cognitive 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 cognitive disabilities, and is focused on the Kentucky Common Core State Standards. Ms. Parsons is participating as a coach to assist other MSD teachers in our district as needed.	Academic Support Program	01/02/2013	07/31/2013	\$1500	Angela L. Bray
District monitoring of AAAF folders for Alternate K-PREP	District Special Education Administration will observe each special education teacher, as applicable, conducting a portion of the Alternate K-PREP assessment for at least one student during a Spring testing window utilizing the Alternate Assessment and Accountability Folder (AAAF) District Checklist. District Special Education Administration will review all Alternate K-PREP AAAF folders at least one time during the Spring of 2013 for each special education teacher, as applicable.	Policy and Process	01/02/2013	05/31/2013	\$50	Angela L. Bray
Total					\$14090	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
CIITS Training	Train all staff to utilize CIITS for lesson planning, common assessments, resource development, data analysis, etc.	Professional Learning	01/01/2013	07/31/2014	\$10000	Angela Murphy
Training Sessions	District leadership will facilitate trainings and provide work sessions for staff to collaborate with grade levels and specific content areas to create common assessments and unit plans.	Professional Learning	01/02/2013	07/31/2013	\$80000	Amy Polston, Elementary Supervisor
Common Assessments	Organize work sessions to develop common assessments in CIITS for each content course to be administered at the end of each trimester.	Direct Instruction	01/01/2013	07/31/2013	\$10000	Angela Murphy
Credit Recovery	Implement and monitor opportunities for students to recover credits and graduate within four years including on line courses and ESS summer and after school programs.	Academic Support Program	01/01/2013	05/31/2014	\$20000	Angela Murphy
Total					\$120000	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Preschool Transition	District leadership will provide parental workshops for transition from preschool to kindergarten.	Academic Support Program	03/04/2013	05/08/2013	\$500	Amy Polston
Early Learning Leadership Network	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.	Professional Learning	09/10/2012	07/31/2013	\$500	Amy Polston
Total					\$1000	

Title I SIG

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Intervention Classes	Ensure that the high schools review EPAS data and identify students not meeting benchmark. Monitor the enrollment of students in Math and/or Reading intervention classes to improve student mastery of content. Progress monitor regularly to ensure progress and retest utilizing Compass and/or Kyote to gage success.	Academic Support Program	01/01/2013	05/31/2013	\$15000	School Leadership Teams Angela Murphy
Total					\$15000	

Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Writing Professional Development	Host Dr. Whitaker for 2 training sessions on writing geared towards all teachers for implementation in their classroom instruction.	Professional Learning	02/12/2013	05/31/2013	\$300	Supervisors
Total					\$300	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Color Coding	Teachers will work on a system for self assessment of writing in which students will review and highlight their own writing pieces so as to see necessary corrections and changes that will improve their writing fluency.	Academic Support Program	02/19/2013	05/31/2013	\$0	Supervisor and Curriculum Specialists.

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Provide PD on 2012-2013 KDE Guidance Document for IEP Development	District special education administration will provide professional learning for special education teachers and therapists on the 2012-2013 KDE Guidance Document for Individual Education Program (IEP) Development. IEPs will be reviewed using the KDE 2012-2013 Compliance Record Review Document. The Admissions and Release Committee (ARC) develops the IEP, ensures IEP implementation, reviews progress toward the annual goal at least once every 12 months, and revises the IEP as appropriate. The ARC solicits parent input and concerns through ARC participation or other methods of contact if the parent does not participate in the ARC. This training update is to assist IEP Development with Kentucky Core Academic Standards (KCAS) to improve outcomes for students with disabilities.	Professional Learning	01/02/2013	07/31/2013	\$0	Angela L. Bray
Curriculum Mapping	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.	Academic Support Program	08/01/2012	07/31/2013	\$0	Amy Polston
Walkthrough Data Analysis	The District Curriculum Team will analyze Walkthrough Data to determine areas of professional development need.	Professional Learning	01/01/2013	05/31/2014	\$0	Angela Murphy
District monitoring of AAF folders for Alternate K-PREP	District Special Education Administration will observe each special education teacher, as applicable, conducting a portion of the Alternate K-PREP assessment for at least one student during a Spring testing window utilizing the Alternate Assessment and Accountability Folder (AAF) District Checklist. District Special Education Administration will review all Alternate K-PREP AAF folders at least one time during the Spring of 2013 for each special education teacher, as applicable.	Academic Support Program	01/02/2013	05/31/2013	\$0	Angela L. Bray
Writing Alignment	District will facilitate professional development of writing teachers, providing time to develop curriculum materials and resources. Implementation of the process and student success will be monitored through collected student data and reviewed regularly scheduled PLC meetings.	Policy and Process	01/18/2013	06/30/2014	\$0	Middle and Elementary Supervisors
Math Interventions	District personnel will assist schools in locating and researching math interventions that will lead to increased numbers of students demonstrating proficiency in math.	Academic Support Program	01/14/2013	05/31/2013	\$0	Supervisor

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Disseminate Access to Postsecondary Education: Planning for Education after High School	District special education staff will provide copies of Access to Postsecondary Education: Planning for Education after High School to liaisons to distribute to special education case managers. Case managers will provide copies to parents of age 14 and age 16 students with disabilities, if students plan to attend college after high school and document how parents were provided the information in parent contacts or meeting minutes.	Parent Involvement	01/02/2013	05/31/2013	\$0	Angela L. Bray
Monitor	District leadership will establish a formal process to effectively monitor and evaluate the impact of professional development activities, resources and expenditures on the professional growth and learning of teachers to determine whether they are sufficient to meet identified needs of all students.	Professional Learning	02/22/2013	02/28/2014	\$0	Steve Butcher, Patrick Richardson, School Leadership, School Councils
Disseminate Journey to Adulthood: A Transition Travel Guide	District special education staff will provide copies of Journey to Adulthood: A Transition Travel Guide to special education liaisons to distribute to all special education case managers. Case managers will distribute to all parents of age 14 and age 16 students with disabilities as documented in parent contacts or meeting minutes.	Parent Involvement	01/02/2013	05/31/2013	\$0	Angela L. Bray
District monitoring of AAAF folders for Alternate K-PREP	District Special Education Administration will observe each special education teacher, as applicable, conducting a portion of the Alternate K-PREP assessment for at least one student during a Spring testing window utilizing the Alternate Assessment and Accountability Folder (AAAF) District Checklist. District Special Education Administration will review all Alternate K-PREP AAAF folders at least one time during the Spring of 2013 for each special education teacher, as applicable.	Policy and Process	01/02/2013	05/31/2013	\$0	Angela L. Bray
Provide PD on 2012-2013 KDE Guidance Document for IEP Development	District special education administration will provide professional learning for special education teachers and therapists on the 2012-2013 KDE Guidance Document for Individual Education Program (IEP) Development. IEPs will be reviewed using the KDE 2012-2013 Compliance Record Review Document. The Admissions and Release Committee (ARC) develops the IEP, ensures IEP implementation, reviews progress toward the annual goal at least once every 12 months, and revises the IEP as appropriate. The ARC solicits parent input and concerns through ARC participation or other methods of contact if the parent does not participate in the ARC. This training update is to assist IEP Development with Kentucky Core Academic Standards (KCAS) to improve outcomes for students with disabilities.	Professional Learning	01/02/2013	05/31/2013	\$0	Angela L. Bray
vertical curriculum alignment	The district will schedule and host meetings for continued vertical alignment and communication to enhance instruction and student performance.	Professional Learning	01/16/2013	05/31/2013	\$0	Supervisors

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Provide professional learning to special education staff on how to utilize CIITS and PD360 for IEP Development and instructional growth opportunities	District special education administration will provide professional learning via teleconferencing or video on how special education staff can access Common Core Standards and Learning Progressions through CIITS and PD360 to assist with writing IEP measurable annual goals; professional learning will also include how to access PD360 videos to assist with instructional growth as needed.	Professional Learning	01/02/2013	07/31/2013	\$0	Angela L. Bray; District Leadership
Compile and Distribute Special Education Trend Data	District Special Education Administration will compile and distribute trend data for students with disabilities based upon December 1st child count for the past 10 years. This information will be distributed to District Leadership, Principals, School Psychologists and Special Education Teachers.	Policy and Process	01/02/2013	05/31/2013	\$0	Angela L. Bray
Curriculum Alignment	Teachers of like content will work collaboratively to develop and refine curriculum maps, share resources, and teaching strategies, so that all students will receive equitable academic access and instruction.	Professional Learning	02/01/2013	07/31/2013	\$0	Supervisors and Curriculum Specialists
Provide PD on 2012-2013 KDE Guidance Document for IEP Development	District special education administration will provide professional learning for special education teachers and therapists on the 2012-2013 KDE Guidance Document for Individual Education Program (IEP) Development. IEPs will be reviewed using the KDE 2012-2013 Compliance Record Review Document. The Admissions and Release Committee (ARC) develops the IEP, ensures IEP implementation, reviews progress toward the annual goal at least once every 12 months, and revises the IEP as appropriate. The ARC solicits parent input and concerns through ARC participation or other methods of contact if the parent does not participate in the ARC. This training update is to assist IEP Development with Kentucky Core Academic Standards (KCAS) to improve outcomes for students with disabilities.	Professional Learning	01/02/2013	05/31/2013	\$0	Angela L. Bray
Social Studies Focus Group strategy	Teachers will monitor student performance through CIITS data.	Policy and Process	02/04/2013	06/30/2014	\$0	Principals, Supervisor, Curriculum Specialist, Social Studies Department Chair, Social Studies Teachers
Participation in Math Professional Learning Communities	District Special Education Administration will periodically participate in the Math Professional Learning Community at PCHS with special education math teachers.	Professional Learning	01/02/2013	05/31/2013	\$0	Angela L. Bray; Mardi Montgomery

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Provide professional learning to special education staff on how to utilize CIITS and PD360 for IEP Development and instructional growth opportunities	District special education administration will provide professional learning via teleconferencing, video or special education staff meeting on how special education staff can access Common Core Standards and Learning Progressions through CIITS and PD360 to assist with writing IEP measurable annual goals; professional learning will also include how to access PD360 videos to assist with instructional growth as needed.	Professional Learning	01/02/2013	07/31/2013	\$0	Angela L. Bray; District Leadership
Vertical Alignment and Communication	District and school leadership will develop and facilitate meetings among pre-K through 12th grade teachers to allow vertical alignment of curriculum and set transition points for students.	Professional Learning	01/01/2013	05/31/2013	\$0	Amy Polston Virginia Hess Angela Bray Angela Murphy
Protocols	District leadership will participate and utilize specific protocols to analyze samples of student work, teacher designed assignments, and data in regularly scheduled PLC meetings.	Academic Support Program	01/02/2013	05/31/2013	\$0	Amy Polston, Elementary Supervisor
Academic Advising	Provide individual academic advising for all eighth grade students prior to scheduling.	Other	01/01/2013	03/31/2013	\$0	Angela Murphy
Rtl Report Card	District leadership will assist with data collection and analysis to ensure that students meet reading and math benchmarks; and ensure that schools are monitoring student progress within intervention systems.	Academic Support Program	11/01/2012	05/15/2013	\$0	Amy Polston
Implement Use of Data Boards for Students with Disabilities	District special education administration and/or Southeast Educational Cooperative Consultants will support SWHS faculty with the ongoing use of data boards to improve achievement for students with disabilities in co-teaching and resource settings.	Professional Learning	01/02/2013	08/31/2013	\$0	Angela L. Bray
Participation in the Teaching American History Grant	Special education teachers, selected by the school, will have an opportunity to participate on a regular basis in the Teaching American History (TAH) Grant professional learning sessions offered through the Southeast Educational Cooperative to enhance instructional techniques and improve student outcomes in social studies. TAH grant incorporates professional learning on student engagement and KAGAN Cooperative Learning strategies. No district funding required.	Professional Learning	01/02/2013	07/31/2013	\$0	District Leadership; Southeast Educational Cooperative
Review LRE and class schedules for students with disabilities	District SPED Administration and/or Special Education Liaisons will meet with special education teachers to review least restrictive environment in the IEP and class schedule for students with disabilities on their caseload. Case managers will compile information to share with Admissions and Release Committees to determine if specific skill level interventions are needed in the regular classroom or in a special education setting for the 2013-2014 school year. Southeast Educational Cooperative Consultants to assist when available.	Policy and Process	01/02/2013	05/31/2013	\$0	Angela L. Bray
PGES Exit Exam	Ensure that each district administrator successfully completes the PGES Exit Exam.	Professional Learning	06/01/2013	08/31/2014	\$0	Angela Murphy

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Provide PD on 2012-2013 KDE Guidance Document for IEP Development	District special education administration will provide professional learning for special education teachers and therapists on the 2012-2013 KDE Guidance Document for Individual Education Program (IEP) Development. IEPs will be reviewed using the KDE 2012-2013 Compliance Record Review Document. The Admissions and Release Committee (ARC) develops the IEP, ensures IEP implementation, reviews progress toward the annual goal at least once every 12 months, and revises the IEP as appropriate. The ARC solicits parent input and concerns through ARC participation or other methods of contact if the parent does not participate in the ARC. This training update is to assist IEP Development with Kentucky Core Academic Standards (KCAS) to improve outcomes for students with disabilities.	Professional Learning	01/02/2013	05/31/2013	\$0	Angela L. Bray
Parent and Student Transition Surveys	District Special Education Administration provide transition surveys for parents and students with disabilities to complete beginning at age 14 in an effort to plan appropriate transition services. This information is included in IEP development, used in planning services and filed in the special education due process folder.	Parent Involvement	01/02/2013	05/31/2013	\$0	Angela L. Bray
Targeted Interventions	Organize a RTI Leadership Team that meets regularly to review data and facilitate the organization of the RTI Program. This team will submit reports three times per year for district review.	Academic Support Program	01/01/2013	05/31/2014	\$0	Angela Murphy
Provide PD on 2012-2013 KDE Guidance Document for IEP Development	District special education administration will provide professional learning for special education teachers and therapists on the 2012-2013 KDE Guidance Document for Individual Education Program (IEP) Development. IEPs will be reviewed using the KDE 2012-2013 Compliance Record Review Document. The Admissions and Release Committee (ARC) develops the IEP, ensures IEP implementation, reviews progress toward the annual goal at least once every 12 months, and revises the IEP as appropriate. The ARC solicits parent input and concerns through ARC participation or other methods of contact if the parent does not participate in the ARC. This training update is to assist IEP Development with Kentucky Core Academic Standards (KCAS) to improve outcomes for students with disabilities.	Professional Learning	01/02/2013	05/31/2013	\$0	Angela L. Bray
Analyze BRIGANCE Results	Assess all kindergarten students at 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.	Academic Support Program	08/08/2012	02/28/2013	\$0	Amy Polston

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Provide PD on 2012-2013 KDE Guidance Document for IEP Development	District special education administration will provide professional learning for special education teachers and therapists on the 2012-2013 KDE Guidance Document for Individual Education Program (IEP) Development. IEPs will be reviewed using the KDE 2012-2013 Compliance Record Review Document. The Admissions and Release Committee (ARC) develops the IEP, ensures IEP implementation, reviews progress toward the annual goal at least once every 12 months, and revises the IEP as appropriate. The ARC solicits parent input and concerns through ARC participation or other methods of contact if the parent does not participate in the ARC. This training update is to assist IEP Development with Kentucky Core Academic Standards (KCAS) to improve outcomes for students with disabilities.	Professional Learning	01/02/2013	05/31/2013	\$0	Angela L. Bray
Participation in the ASD Model Site Program	The Kentucky Autism Training Center in conjunction with KDE and Southeast Educational Cooperative provides support to special education teachers with evidence based practices and data collection for students with Autism Spectrum Disorders.	Professional Learning	01/02/2013	07/31/2013	\$0	Angela L. Bray
Provide PD on 2012-2013 KDE Guidance Document for IEP Development	District special education administration will provide professional learning for special education teachers and therapists on the 2012-2013 KDE Guidance Document for Individual Education Program (IEP) Development. IEPs will be reviewed using the KDE 2012-2013 Compliance Record Review Document. The Admissions and Release Committee (ARC) develops the IEP, ensures IEP implementation, reviews progress toward the annual goal at least once every 12 months, and revises the IEP as appropriate. The ARC solicits parent input and concerns through ARC participation or other methods of contact if the parent does not participate in the ARC. This training update is to assist IEP Development with Kentucky Core Academic Standards (KCAS) to improve outcomes for students with disabilities.	Professional Learning	01/02/2013	05/31/2013	\$0	Angela L. Bray
Monitoring Continous System-wide Growth	District leadership and school leadership will analyze priority goals and ensure alignment among and between the comprehensive improvement plans, personnel evaluations and individual growth plans.	Academic Support Program	02/22/2013	08/31/2013	\$0	Steve Butcher, Patrick Richardson, School Leadership
Disseminate Support Programs and Services Handout to Parents	District special education staff will provide copies of the handout titled Support Programs and Services to special education liaisons to distribute to all special education case managers. Case managers will distribute to all parents of students with disabilities annually and document how parents were provided the information (e.g., parent contacts, meeting minutes). This handout informs parents of available community supports, resources and post-secondary transition information.	Parent Involvement	01/02/2013	05/31/2013	\$0	Angela L. Bray

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Kentucky Post School Outcomes Center 2012 Youth One Year Out Interview Results	District Special Education Administration will distribute, discuss and analyze the Youth One Year Out (YOYO) interview data for students with disabilities with high school special education teachers to determine areas for future improvement related to college/career advising. One purpose of Individuals with Disabilities Education Act is to prepare students with disabilities for further education, employment and independent living. Data provided by Kentucky Post School Outcomes Center: percent of youth who are no longer in secondary school, had an Individual Education Program in effect at the time they left school: in higher education; higher education or competitively employed; or higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	Academic Support Program	01/02/2013	05/31/2013	\$0	Angela L. Bray
Academic Advising	Assist schools in developing a student tracking system to ensure students are aware of career tracks, enroll in courses that allow for KOSSA assessment, and ultimately become completers.	Career Preparation/Orientation	05/01/2013	08/01/2013	\$0	Angela Murphy & CTE Department Chairs
Vertical Alignment	District Leadership will provide opportunities for vertical communication within and between schools.	Academic Support Program	01/18/2013	07/31/2013	\$0	Amy Polston, Elementary Supervisor
Student Advisory Program	Organize and implement a Student Advisory Program that offers individual assistance with ILP Development, Career Options, Academic Decisions, College Requirements, etc.	Career Preparation/Orientation	01/01/2013	05/31/2013	\$0	Angela Murphy
Curriculum Alignment	Organize work sessions to allow teachers to revise curriculum maps and enter them into CIITS.	Direct Instruction	06/01/2013	08/01/2013	\$0	Angela Murphy & Curriculum Specialists
Review LRE and class schedules for students with disabilities	District SPED Administration and/or Special Education Liaisons will meet with special education teachers to review least restrictive environment in the IEP and class schedule for students with disabilities on their caseload. Case managers will compile information to share with Admissions and Release Committees to determine if specific skill level interventions are needed in the regular classroom or in a special education setting for the 2013-2014 school year. Southeast Educational Cooperative Consultants to assist when available.	Policy and Process	01/02/2013	05/31/2013	\$0	Angela L. Bray
Establishment of Monitoring and Implementation of Classroom Assessments	During Professional Learning Communities leadership and classroom instructors will analyze and evaluate classroom assessment(s) data for benchmarking of high standards of rigor and alignment with Kentucky's Core Academic Standards	Professional Learning	01/01/2013	05/31/2013	\$0	Amy Polston, Virginia Hess, Angela Murphy, Angela Bray
Career Pathways	Ensure that each CTE program has developed a career pathway with the necessary courses that lead to industry and/or KOSSA certification.	Career Preparation/Orientation	02/01/2013	07/31/2013	\$0	Angela Murphy

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District monitoring of AAAF folders for Alternate K-PREP	District Special Education Administration will observe each special education teacher, as applicable, conducting a portion of the Alternate K-PREP assessment for at least one student during a Spring testing window utilizing the Alternate Assessment and Accountability Folder (AAAF) District Checklist. District Special Education Administration will review all Alternate K-PREP AAAF folders at least one time during the Spring of 2013 for each special education teacher, as applicable.	Policy and Process	01/02/2013	05/31/2013	\$0	Angela L. Bray
Reading Comprehension Passages	Teachers will intentionally seek out K-PREP like reading comprehension activities and provide students with multiple opportunities for practice. The district will assist teachers in locating quality sources that meet standard intent.	Academic Support Program	01/07/2013	05/30/2014	\$0	Principals, Curriculum Specialists, Teachers
Implement Use of Data Boards for Students with Disabilities	District special education administration and/or Southeast Educational Cooperative Consultants will support SWHS faculty with the ongoing use of data boards to improve outcomes for students with disabilities in co-teaching and resource settings.	Professional Learning	01/02/2013	08/31/2013	\$0	Angela L. Bray
Monitor and Instructional Analysis of Student Work	District and school leadership will monitor teacher practices to ensure the results of the analysis to inform teaching and learning.	Academic Support Program	01/01/2013	09/30/2013	\$0	Amy Polston, Virginia Hess, Angela Murphy, Angela Bray
Special Education Liaison Meetings	District Special Education Administration meet with Special Education Liaisons on a regular basis to ensure technical assistance, collaboration and communication of compliance and/or instructional issues related to students with disabilities. These meetings ensure schools receive necessary information from district, regional, state and/or federal updates.	Policy and Process	01/02/2013	05/31/2013	\$0	Angela L. Bray
District monitoring of AAAF folders for Alternate K-PREP	District Special Education Administration will observe each special education teacher, as applicable, conducting a portion of the Alternate K-PREP assessment for at least one student during a Spring testing window utilizing the Alternate Assessment and Accountability Folder (AAAF) District Checklist. District Special Education Administration will review all Alternate K-PREP AAAF folders at least one time during the Spring of 2013 for each special education teacher, as applicable.	Policy and Process	01/02/2013	05/31/2013	\$0	Angela L. Bray
Lesson Plans	District personnel will assist middle school teachers in learning to use the CIITS lesson planning component to develop and schedule their weekly lessons.	Professional Learning	01/31/2013	08/30/2013	\$0	Supervisor
Implement Use of Data Boards for Students with Disabilities	District special education administration and/or Southeast Educational Cooperative Consultants will support SWHS faculty with the ongoing use of data boards to improve achievement for students with disabilities in co-teaching and resource settings.	Professional Learning	01/02/2013	08/31/2013	\$0	Angela L. Bray

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Monitor Assessments	District leadership team will regularly monitor classroom assessments to ensure they are intentionally standards-based, rigorous and authentic and work with SBDM to plan goals for continuous involvement to enhance student learning outcomes and meet district RTTT measures.	Academic Support Program	01/02/2013	05/31/2013	\$0	Amy Polston, Elementary Supervisor
District monitoring of AAAF folders for Alternate K-PREP	District Special Education Administration will observe each special education teacher, as applicable, conducting a portion of the Alternate K-PREP assessment for at least one student during a Spring testing window utilizing the Alternate Assessment and Accountability Folder (AAAF) District Checklist. District Special Education Administration will review all Alternate K-PREP AAAF folders at least one time during the Spring of 2013 for each special education teacher, as applicable.	Policy and Process	01/02/2013	05/31/2013	\$0	Angela L. Bray
Instructional Monitoring	District leadership and school leadership will conduct eWalks and observations to ensure all classroom instruction is rigorous and student-centered.	Professional Learning	02/28/2013	05/31/2013	\$0	District Level Leadership, School Level Leadership
Participation in School RTI Leadership Team from Special Education	The school-based RTI Leadership Team meets regularly to review data. A school psychologist and special education liaison and/or special education department chair will participate on a regular basis in the School RTI Leadership Team meetings to review data to include F lists of students with disabilities; team will discuss and make a plan to address academic and/or behavioral needs as appropriate.	Academic Support Program	01/02/2013	05/31/2013	\$0	Angela L. Bray
Assign Special Education Teacher for Participation in Teacher Leader Network	A special education teacher, Sonia Huff, highly qualified in English and Language Arts will participate on a regular basis with the Teacher Leader Network through KDE and implement recommended best practices. (funding this year through CIITS for sub and mileage)	Professional Learning	01/02/2013	07/31/2013	\$0	Angela L. Bray
Curriculum Gaps & Overlaps	District leadership will ensure that discussion between key curriculum transition points occur among grades and schools to eliminate curriculum gaps and overlaps.	Academic Support Program	01/18/2013	07/31/2013	\$0	Amy Polston
Monitor	District leadership will develop a formal process "Pulaski Professional Growth System" designed to monitor and evaluate the impact of professional growth and evaluation plan on teacher and administrator practices and student performance. This process will include collaborative development of individual growth plan goals and incremental review of progress toward meeting those goals accompanied by ongoing, timely feedback. The Pulaski Professional Growth System protocol will ensure a direct connection between and among goals in the district and school comprehensive improvement plans, personnel evaluations and individual professional growth plans.	Professional Learning	02/22/2013	06/30/2014	\$0	Steve Butcher, Patrick Richardson

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Provide PD on 2012-2013 KDE Guidance Document for IEP Development	District special education administration will provide professional learning for special education teachers and therapists on the 2012-2013 KDE Guidance Document for Individual Education Program (IEP) Development. IEPs will be reviewed using the KDE 2012-2013 Compliance Record Review Document. The Admissions and Release Committee (ARC) develops the IEP, ensures IEP implementation, reviews progress toward the annual goal at least once every 12 months, and revises the IEP as appropriate. The ARC solicits parent input and concerns through ARC participation or other methods of contact if the parent does not participate in the ARC. This training update is to assist IEP Development with Kentucky Core Academic Standards (KCAS) to improve outcomes for students with disabilities.	Professional Learning	01/02/2013	05/31/2013	\$0	Angela L. Bray
Disseminate Brochure on Carl D. Perkins Vocational Training Center	District special education staff will provide copies of the brochure titled Carl D. Perkins Vocational Training Center to special education liaisons. Liaisons will distribute to special education case managers. Case managers will provide the brochure to appropriate parents as applicable to individual student needs as documented in parent contacts or meeting minutes.	Parent Involvement	01/02/2013	05/31/2013	\$0	Angela L. Bray
Disseminate Confidentiality of Your Child's School Records Brochure	District special education staff will provide copies of Confidentiality of Your Child's School Records brochure to special education liaisons to distribute to all special education case managers. Case managers will distribute to parents of students with disabilities at initial eligibility determination as documented in parent contacts or meeting minutes.	Parent Involvement	01/02/2013	05/31/2013	\$0	Angela L. Bray
District monitoring of AAAF folders for Alternate K-PREP	District Special Education Administration will observe each special education teacher, as applicable, conducting a portion of the Alternate K-PREP assessment for at least one student during a Spring testing window utilizing the Alternate Assessment and Accountability Folder (AAAF) District Checklist. District Special Education Administration will review all Alternate K-PREP AAAF folders at least one time during the Spring of 2013 for each special education teacher, as applicable.	Policy and Process	01/02/2013	05/31/2013	\$0	Angela L. Bray
College and Career Ready	District Rtl leadership Team will monitor the percent of students who are college and/or career ready based on assessment data and School Rtl Report Card.	Academic Support Program	11/01/2012	05/15/2013	\$0	Amy Polston
Creation of Informational Spreadsheet	District special education administration will create an informational spreadsheet to share with special education liaisons to assist with successful transition of students with disabilities from elementary to middle school and middle school to high school. Special education liaisons from the sending school will complete and share with special education liaisons at the receiving school.	Policy and Process	01/02/2013	07/31/2013	\$0	Angela L. Bray

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<p>Provide PD on 2012-2013 KDE Guidance Document for IEP Development</p>	<p>District special education administration will provide professional learning for special education teachers and therapists on the 2012-2013 KDE Guidance Document for Individual Education Program (IEP) Development. IEPs will be reviewed using the KDE 2012-2013 Compliance Record Review Document. The Admissions and Release Committee (ARC) develops the IEP, ensures IEP implementation, reviews progress toward the annual goal at least once every 12 months, and revises the IEP as appropriate. The ARC solicits parent input and concerns through ARC participation or other methods of contact if the parent does not participate in the ARC. This training update is to assist IEP Development with Kentucky Core Academic Standards (KCAS) to improve outcomes for students with disabilities.</p>	<p>Professional Learning</p>	<p>01/02/2013</p>	<p>05/31/2013</p>	<p>\$0</p>	<p>Angela L. Bray</p>
<p>Disseminate Brochure on Commission for Children with Special Health Care Needs to Parents</p>	<p>District special education staff will provide copies of a brochure titled Commission for Children with Special Health Care Needs to special education liaisons to distribute to all special education case managers. Case managers will provide this brochure to appropriate parents as applicable and document how parents were provided this information according to parent contacts or meeting minutes.</p>	<p>Parent Involvement</p>	<p>01/02/2013</p>	<p>05/31/2013</p>	<p>\$0</p>	<p>Angela L. Bray</p>
<p>District monitoring of AAAF folders for Alternate K-PREP</p>	<p>District Special Education Administration will observe each special education teacher, as applicable, conducting a portion of the Alternate K-PREP assessment for at least one student during a Spring testing window utilizing the Alternate Assessment and Accountability Folder (AAAF) District Checklist. District Special Education Administration will review all Alternate K-PREP AAAF folders at least one time during the Spring of 2013 for each special education teacher, as applicable.</p>	<p>Policy and Process</p>	<p>01/02/2013</p>	<p>05/31/2013</p>	<p>\$0</p>	<p>Angela L. Bray</p>
<p>Review LRE and class schedules for students with disabilities</p>	<p>District SPED Administration and/or Special Education Liaisons will meet with special education teachers to review least restrictive environment in the IEP and class schedule for students with disabilities on their caseload. Case managers will compile information to share with Admissions and Release Committees to determine if specific skill level interventions are needed in the regular classroom or in a special education setting for the 2013-2014 school year. Southeast Educational Cooperative Consultants to assist when available. Admissions and Release Committees should consider appropriate class scheduling for students depending on career or college focus along with the ILP discussion or multi year course of study.</p>	<p>Policy and Process</p>	<p>01/02/2013</p>	<p>05/31/2013</p>	<p>\$0</p>	<p>Angela L. Bray</p>

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Provide PD on 2012-2013 KDE Guidance Document for IEP Development	District special education administration will provide professional learning for special education teachers and therapists on the 2012-2013 KDE Guidance Document for Individual Education Program (IEP) Development. IEPs will be reviewed using the KDE 2012-2013 Compliance Record Review Document. The Admissions and Release Committee (ARC) develops the IEP, ensures IEP implementation, reviews progress toward the annual goal at least once every 12 months, and revises the IEP as appropriate. The ARC solicits parent input and concerns through ARC participation or other methods of contact if the parent does not participate in the ARC. This training update is to assist IEP Development with Kentucky Core Academic Standards (KCAS) to improve outcomes for students with disabilities.	Professional Learning	01/02/2013	07/31/2013	\$0	Angela L. Bray
PBIS	Provide training and support to assist high schools in expanding effective PBIS programs. District and school staff will partner with Kentucky Center for Instructional Discipline (KYCID) to provide positive, proactive behavior instructional supports to students in Pulaski County Schools. A District KYCID Coach is assigned to work with school KYCID teams/coaches and monitor program effectiveness.	Behavioral Support Program	02/01/2013	05/31/2014	\$0	Angela Murphy & Dusty Phelps
Disseminate The IEP: A Student Guide Brochure	District special education staff will provide copies of The IEP: A Student Guide (for students who already have an IEP) brochure to special education liaisons to distribute to all special education case managers. Case managers will distribute to all parents of age 14 and age 16 students with disabilities as documented in parent contacts or meeting minutes.	Parent Involvement	01/02/2013	05/31/2013	\$0	Angela L. Bray
Review LRE and class schedules for students with disabilities	District SPED Administration and/or Special Education Liaisons will meet with special education teachers to review least restrictive environment in the IEP and class schedule for students with disabilities on their caseload. Case managers will compile information to share with Admissions and Release Committees to determine if specific skill level interventions are needed in the regular classroom or in a special education setting for the 2013-2014 school year. Southeast Educational Cooperative Consultants to assist when available.	Policy and Process	01/02/2013	05/31/2013	\$0	Angela L. Bray
Assessments	District personnel will assist middle school teachers in learning to build school quality common assessments aligned with the KCAS for each instructional unit.	Professional Learning	01/31/2013	08/29/2014	\$0	Supervisor
Participation in English Language Arts Professional Learning Community	District Special Education Administration will periodically participate in the English Language Arts Professional Learning Community at PCHS with special education teachers.	Professional Learning	01/02/2013	05/31/2013	\$0	Angela L. Bray; Mardi Montgomery
Compile and Distribute State Assessment Data for Students with Disabilities	District Special Education Administration will compile and distribute state assessment data for students with disabilities to District Supervisors, Principals and Special Education Teachers.	Policy and Process	01/02/2013	07/31/2013	\$0	Angela L. Bray

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Review LRE and class schedules for students with disabilities	District SPED Administration and/or Special Education Liaisons will meet with special education teachers to review least restrictive environment in the IEP and class schedule for students with disabilities on their caseload. Case managers will compile information to share with Admissions and Release Committees to determine if specific skill level interventions are needed in the regular classroom or in a special education setting for the 2013-2014 school year. Southeast Educational Cooperative Consultants to assist when available.	Policy and Process	01/02/2013	05/31/2013	\$0	Angela L. Bray
Teacher Conferences	Preschool teachers will meet with kindergarten teachers to share behavioral and academic information (areas of strengths and needs) on incoming students.	Academic Support Program	04/19/2013	05/15/2013	\$0	Amy Polston
Professional Development	District leadership will provide on-going assistance to teachers in all schools to create building-level competence in creating rigorous, standards-based classroom assessments within CIITS.	Professional Learning	01/03/2013	07/31/2013	\$0	Amy Polston, Elementary Supervisor
Extended Student Service Monitoring	District leadership will identify a director to coordinate the review and/or modification of extended school opportunities with school level guidance staff for improved student achievement	Academic Support Program	02/28/2013	05/30/2013	\$0	Sonya Wilds
Provide PD on 2012-2013 KDE Guidance Document for IEP Development	District special education administration will provide professional learning for special education teachers and therapists on the 2012-2013 KDE Guidance Document for Individual Education Program (IEP) Development. IEPs will be reviewed using the KDE 2012-2013 Compliance Record Review Document. The Admissions and Release Committee (ARC) develops the IEP, ensures IEP implementation, reviews progress toward the annual goal at least once every 12 months, and revises the IEP as appropriate. The ARC solicits parent input and concerns through ARC participation or other methods of contact if the parent does not participate in the ARC. This training update is to assist IEP Development with Kentucky Core Academic Standards (KCAS) to improve outcomes for students with disabilities.	Professional Learning	01/02/2013	05/31/2013	\$0	Angela L. Bray
Learning Plan	District will support schools in creating a learning plan for next steps of instruction for Kindergarten students	Academic Support Program	09/03/2012	10/31/2012	\$0	Amy Polston
Monitor in-school and out-of-school suspensions for students with disabilities	District Special Education Administration will monitor in-school and out-of-school suspensions for students with disabilities. This information will be shared with District Superintendents, Principals, School Psychologists and Special Education Liaisons on a regular basis.	Policy and Process	01/02/2013	05/31/2013	\$0	Angela L. Bray
Reading Comprehension	Teachers will be provided appropriate reading passages with comprehension questions for practice. These passages will be of sufficient length and difficulty levels to build student proficiency in reading comprehension.	Academic Support Program	01/31/2013	05/30/2013	\$0	Supervisor and Curriculum Specialists

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<p>Provide PD on 2012-2013 KDE Guidance Document for IEP Development</p>	<p>District special education administration will provide professional learning for special education teachers and therapists on the 2012-2013 KDE Guidance Document for Individual Education Program (IEP) Development. IEPs will be reviewed using the KDE 2012-2013 Compliance Record Review Document. The Admissions and Release Committee (ARC) develops the IEP, ensures IEP implementation, reviews progress toward the annual goal at least once every 12 months, and revises the IEP as appropriate. The ARC solicits parent input and concerns through ARC participation or other methods of contact if the parent does not participate in the ARC. This training update is to assist IEP Development with Kentucky Core Academic Standards (KCAS) to improve outcomes for students with disabilities.</p>	<p>Professional Learning</p>	<p>01/02/2013</p>	<p>07/31/2013</p>	<p>\$0</p>	<p>Angela L. Bray</p>
<p>Participate in the State Toolkit for Examining Post-School Success for Students with Disabilities</p>	<p>The Director of Special Education, a High School Principal and a Special Education Teacher will participate in the State Toolkit for Examining Post-School Success (STEPSS) PD Project through University of Oregon for three years at the request of KDE. The purpose of this project is to design, develop, and test a professional development (PD) intervention to train district Data Teams to use Data Based Decision Making to develop, implement, and evaluate action plans that identify evidence-based practices and predictors of post-school successes to improve secondary transition skills for students with disabilities. The PD will accompany the STEPSS, a web-based, data-based decision making tool focused on use of secondary transition data to improve in-school transition programs for youth with disabilities. The district will provide a letter of support for the project, support team members with release time, provide access to teleconferencing equipment for team members, allow access to district data to the STEPSS PD Research staff, test professional development materials with the special education teacher in Year 2 and participate in a pilot of the PD materials in Year 3.</p>	<p>Professional Learning</p>	<p>01/02/2013</p>	<p>12/31/2016</p>	<p>\$0</p>	<p>Angela L. Bray</p>
<p>Participation in English Language Arts Professional Learning Community</p>	<p>District Special Education will periodically participate in the English Language Arts Professional Learning Community at PCHS with special education teachers.</p>	<p>Professional Learning</p>	<p>01/02/2013</p>	<p>05/31/2013</p>	<p>\$0</p>	<p>Angela L. Bray; Mardi Montgomery</p>
<p>PLCs</p>	<p>Teachers will participate in regularly scheduled PLCs in which they analyze student writing for the purpose of learning the direction their writing instruction will take. They will use protocols that are appropriate to the purpose of the PLC. PLC sign in sheets, lesson plans and examples of teacher submitted student work will be used to monitor the practice.</p>	<p>Professional Learning</p>	<p>01/18/2013</p>	<p>05/31/2013</p>	<p>\$0</p>	<p>Principals, Curriculum Specialists, and Supervisor.</p>

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Provide Assistive Technology according to the Individual Student Education Program	District Special Education Department provides Assistive Technology (AT) as addressed in the IEP for each student with a disability as determined by the Admission and Release Committee. The Director of Special Education assigns district staff to oversee student AT needs. The district provides an AT Resource Checkout Library and keeps documentation regarding use of AT devices and consultation of AT needs for students with disabilities. The district purchases any needed AT devices as indicated on student IEPs to include technology, software, and hardware needs for students with hearing and/or visual impairments, students with low incidence disabilities, students with speech/language disabilities etc. The cost for the district is not pre-determined but determined on an as needed basis per student IEPs. Southeast Educational Cooperative has a consultant certified to conduct AT evaluations if the need arises, at no cost to the district.	Technology	01/02/2013	05/31/2013	\$5000	Angela L. Bray
High School Awareness for Parents	Provide a workshop for parents regarding high school scheduling, career tracks, benchmarks, etc.	Parent Involvement	02/28/2013	04/30/2013	\$0	Angela Murphy
Monitor and Analyze Student Work Samples and Rubrics	District leadership will monitor schools to ensure samples of proficient work accompanied by rubrics and displayed in classrooms and throughout school buildings to serve as models of proficiency.	Academic Support Program	01/01/2013	05/31/2013	\$0	Amy Polston, Virginia Hess, Angela Murphy, Angela Murphy
Review LRE and class schedules for students with disabilities	District SPED Administration and/or Special Education Liaisons will meet with special education teachers to review least restrictive environment in the IEP and class schedule for students with disabilities on their caseload. Case managers will compile information to share with Admissions and Release Committees to determine if specific skill level interventions are needed in the regular classroom or in a special education setting for the 2013-2014 school year. Southeast Educational Cooperative Consultants to assist when available.	Policy and Process	01/02/2013	05/31/2013	\$0	Angela L. Bray
Disseminate IEP Development: A Guide for Parents Brochure	District special education staff will provide copies of IEP Development: A Guide for Parents brochure to special education liaisons to distribute to all special education case managers. Case managers will distribute to parents of students with disabilities at initial eligibility determination as documented in parent contacts or meeting minutes.	Parent Involvement	01/02/2013	05/31/2013	\$0	Angela L. Bray
Assessment of Implementation	District RtI Team will analyze, monitor, and share "Assessment of Implementation" data to support each school's RtI team.	Professional Learning	11/01/2012	05/15/2013	\$0	Amy Polston
Proficiency Rubrics	District leadership will provide training for all teachers in developing clearly articulated rubrics that enable students to know the expectations for proficiency.	Academic Support Program	01/01/2013	05/31/2013	\$0	Amy Polston, Virginia Hess, Angela Murphy, Angela Bray

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Review LRE and class schedules for students with disabilities	District SPED Administration and/or Special Education Liaisons will meet with special education teachers to review least restrictive environment in the IEP and class schedule for students with disabilities on their caseload. Case managers will compile information to share with Admissions and Release Committees to determine if specific skill level interventions are needed in the regular classroom or in a special education setting for the 2013-2014 school year. Southeast Educational Cooperative Consultants to assist when available.	Policy and Process	01/02/2013	05/31/2013	\$0	Angela L. Bray
Student Work Analysis Protocol Development	District leadership will collaborate with school leadership and teachers to select a formal protocol to guide teachers in analyzing student work consistently.	Professional Learning	09/03/2012	05/31/2013	\$0	Amy Polston, Virginia Hess, Angela Murphy, Angela Bray
Provide PD on 2012-2013 KDE Guidance Document for IEP Development	District special education administration will provide professional learning for special education teachers and therapists on the 2012-2013 KDE Guidance Document for Individual Education Program (IEP) Development. IEPs will be reviewed using the KDE 2012-2013 Compliance Record Review Document. The Admissions and Release Committee (ARC) develops the IEP, ensures IEP implementation, reviews progress toward the annual goal at least once every 12 months, and revises the IEP as appropriate. The ARC solicits parent input and concerns through ARC participation or other methods of contact if the parent does not participate in the ARC. This training update is to assist IEP Development with Kentucky Core Academic Standards (KCAS) to improve outcomes for students with disabilities.	Professional Learning	01/02/2013	05/31/2013	\$0	Angela L. Bray
PLC Meetings	Ensure that high schools have regularly scheduled PLC meetings for all Math and English teachers. Assist PLCs to analyze data, organize curriculum, provide job embedded PD, etc.	Direct Instruction	01/01/2013	05/31/2014	\$0	Angela Murphy
Total					\$5000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Assign Special Education Teacher for Participation in Teacher Leader Network	A special education teacher, Keith Rose, highly qualified in Mathematics will participate on a regular basis with the Teacher Leader Network through KDE and implement recommended best practices. (funding this year through CIITS for sub and mileage)	Professional Learning	01/02/2013	07/31/2013	\$1000	Angela L. Bray

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Co-Teaching Pilot Program	The Co-Teaching for Gap Closure Initiative is an opportunity for Priority Schools to assist with closing gaps in the areas of reading and math proficiency based on research-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 the University of Louisville. Participation is voluntary with a competitive application process due to limited capacity for spring 2013 implementation. This initiative requires a three year implementation commitment with on-going training, coaching, and technical assistance. One classroom (regular education teacher and special education teacher) will need to be identified to implement the Co-Teaching for Gap Closure Initiative. The Principal and Educational Recovery Specialist will select participants.	Professional Learning	03/01/2013	06/30/2016	\$3000	School Leadership: Principal, Assistant Principal, Curriculum Specialist, Instructor(s); District Leadership: Angela Bray, Virginia Hess
Assign Special Education Teacher for Participation in Teacher Leader Network	A special education teacher, Sonia Huff, highly qualified in English and Language Arts will participate on a regular basis with the Teacher Leader Network through KDE and implement recommended best practices. (funding this year through CIITS for sub and mileage)	Professional Learning	01/02/2013	07/31/2013	\$1000	Angela L. Bray
Implement the Community Based Work Transition Program for Students with Disabilities	Eligible junior and senior students with disabilities (maximum 12 per high school) participate in the Community Based Work Transition Program (CBWTP) for career exploration and job shadowing on a regular basis. Student Employment Coordinators document activities conducted with each student. Individual student reports are submitted to Vocational Rehabilitation for program reimbursement. Student Employment Coordinators complete the IEP Contribution Checklist and submits the checklist to applicable special education case managers for incorporation of transition information in the IEP. Mardi Montgomery coordinates the program and conducts regular team meetings with the Student Employment Coordinators. This program provides targeted career intervention for junior and senior students with disabilities based upon in-depth career analysis, job shadowing and job exploration activities throughout the school year with the goal of obtaining employment upon graduating high school.	Career Preparation/Orientation	01/02/2013	06/30/2013	\$25000	Angela L. Bray; Mardi Montgomery; Vocational Rehabilitation
Summer Transition Camp	Organize summer transition camp for eighth graders to familiarize them with the high school campus, procedures, etc.	Direct Instruction	06/01/2013	06/30/2013	\$10000	Angela Murphy, College Coaches
Total					\$40000	

School Council Funds

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Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Intervention Classes	Ensure that the high schools review EPAS data and identify students not meeting benchmark. Monitor the enrollment of students in Math and/or Reading intervention classes to improve student mastery of content. Progress monitor regularly to ensure progress and retest utilizing Compass and/or Kyote to gage success.	Academic Support Program	01/01/2013	05/31/2013	\$15000	School Leadership Teams Angela Murphy
On-line ACT Prep	Purchase on-line ACT prep program to utilize with all students.	Academic Support Program	01/01/2013	05/31/2013	\$4000	School Leadership Team, Angela Murphy
Total					\$19000	

Race to the Top

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PGES Training	Enroll all district administrators in PGES Training.	Professional Learning	06/01/2013	08/31/2014	\$12000	Angela Murphy
Total					\$12000	

Memorial Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Work Analysis	District leadership will provide training to teachers in mastering skills necessary to effectively engage in proficiency of student work analysis.	Professional Learning	01/01/2013	09/30/2013	\$0	Amy Polston, Virginia Hess, Angela Murphy, Angela Bray
Total					\$0	

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Provide professional learning to special education staff on how to utilize CIITS and PD360 for IEP Development and instructional growth opportunities	District special education administration will provide professional learning via teleconferencing, video or special education staff meeting on how special education staff can access Common Core Standards and Learning Progressions through CIITS and PD360 to assist with writing IEP measurable annual goals; professional learning will also include how to access PD360 videos to assist with instructional growth as needed.	Professional Learning	01/02/2013	07/31/2013	\$0	Angela L. Bray; District Leadership
Pulaski County System of Interventions (PCIS)	District leadership will train school administrators and staff on revised Pulaski County System of Interventions (PCIS) to ensure fidelity of implementation.	Professional Learning	05/15/2013	07/31/2013	\$500	Amy Polston
Rtl Report Card	District leadership will assist with data collection and analysis to ensure that students meet reading and math benchmarks; and ensure that schools are monitoring student progress within intervention systems.	Academic Support Program	11/01/2012	05/15/2013	\$0	Amy Polston
Assessment of Implementation	District Rtl Team will analyze, monitor, and share "Assessment of Implementation" data to support each school's Rtl team.	Professional Learning	11/01/2012	05/15/2013	\$0	Amy Polston
Provide professional learning to special education staff on how to utilize CIITS and PD360 for IEP Development and instructional growth opportunities	District special education administration will provide professional learning via teleconferencing or video on how special education staff can access Common Core Standards and Learning Progressions through CIITS and PD360 to assist with writing IEP measurable annual goals; professional learning will also include how to access PD360 videos to assist with instructional growth as needed.	Professional Learning	01/02/2013	07/31/2013	\$0	Angela L. Bray; District Leadership

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<p>Provide PD on 2012-2013 KDE Guidance Document for IEP Development</p>	<p>District special education administration will provide professional learning for special education teachers and therapists on the 2012-2013 KDE Guidance Document for Individual Education Program (IEP) Development. IEPs will be reviewed using the KDE 2012-2013 Compliance Record Review Document. The Admissions and Release Committee (ARC) develops the IEP, ensures IEP implementation, reviews progress toward the annual goal at least once every 12 months, and revises the IEP as appropriate. The ARC solicits parent input and concerns through ARC participation or other methods of contact if the parent does not participate in the ARC. This training update is to assist IEP Development with Kentucky Core Academic Standards (KCAS) to improve outcomes for students with disabilities.</p>	<p>Professional Learning</p>	<p>01/02/2013</p>	<p>05/31/2013</p>	<p>\$0</p>	<p>Angela L. Bray</p>
<p>Provide PD on 2012-2013 KDE Guidance Document for IEP Development</p>	<p>District special education administration will provide professional learning for special education teachers and therapists on the 2012-2013 KDE Guidance Document for Individual Education Program (IEP) Development. IEPs will be reviewed using the KDE 2012-2013 Compliance Record Review Document. The Admissions and Release Committee (ARC) develops the IEP, ensures IEP implementation, reviews progress toward the annual goal at least once every 12 months, and revises the IEP as appropriate. The ARC solicits parent input and concerns through ARC participation or other methods of contact if the parent does not participate in the ARC. This training update is to assist IEP Development with Kentucky Core Academic Standards (KCAS) to improve outcomes for students with disabilities.</p>	<p>Professional Learning</p>	<p>01/02/2013</p>	<p>05/31/2013</p>	<p>\$0</p>	<p>Angela L. Bray</p>
<p>Provide PD on 2012-2013 KDE Guidance Document for IEP Development</p>	<p>District special education administration will provide professional learning for special education teachers and therapists on the 2012-2013 KDE Guidance Document for Individual Education Program (IEP) Development. IEPs will be reviewed using the KDE 2012-2013 Compliance Record Review Document. The Admissions and Release Committee (ARC) develops the IEP, ensures IEP implementation, reviews progress toward the annual goal at least once every 12 months, and revises the IEP as appropriate. The ARC solicits parent input and concerns through ARC participation or other methods of contact if the parent does not participate in the ARC. This training update is to assist IEP Development with Kentucky Core Academic Standards (KCAS) to improve outcomes for students with disabilities.</p>	<p>Professional Learning</p>	<p>01/02/2013</p>	<p>05/31/2013</p>	<p>\$0</p>	<p>Angela L. Bray</p>

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Provide PD on 2012-2013 KDE Guidance Document for IEP Development	District special education administration will provide professional learning for special education teachers and therapists on the 2012-2013 KDE Guidance Document for Individual Education Program (IEP) Development. IEPs will be reviewed using the KDE 2012-2013 Compliance Record Review Document. The Admissions and Release Committee (ARC) develops the IEP, ensures IEP implementation, reviews progress toward the annual goal at least once every 12 months, and revises the IEP as appropriate. The ARC solicits parent input and concerns through ARC participation or other methods of contact if the parent does not participate in the ARC. This training update is to assist IEP Development with Kentucky Core Academic Standards (KCAS) to improve outcomes for students with disabilities.	Professional Learning	01/02/2013	05/31/2013	\$0	Angela L. Bray
vertical curriculum alignment	The district will schedule and host meetings for continued vertical alignment and communication to enhance instruction and student performance.	Professional Learning	01/16/2013	05/31/2013	\$0	Supervisors
Provide PD on 2012-2013 KDE Guidance Document for IEP Development	District special education administration will provide professional learning for special education teachers and therapists on the 2012-2013 KDE Guidance Document for Individual Education Program (IEP) Development. IEPs will be reviewed using the KDE 2012-2013 Compliance Record Review Document. The Admissions and Release Committee (ARC) develops the IEP, ensures IEP implementation, reviews progress toward the annual goal at least once every 12 months, and revises the IEP as appropriate. The ARC solicits parent input and concerns through ARC participation or other methods of contact if the parent does not participate in the ARC. This training update is to assist IEP Development with Kentucky Core Academic Standards (KCAS) to improve outcomes for students with disabilities.	Professional Learning	01/02/2013	05/31/2013	\$0	Angela L. Bray
Provide PD on 2012-2013 KDE Guidance Document for IEP Development	District special education administration will provide professional learning for special education teachers and therapists on the 2012-2013 KDE Guidance Document for Individual Education Program (IEP) Development. IEPs will be reviewed using the KDE 2012-2013 Compliance Record Review Document. The Admissions and Release Committee (ARC) develops the IEP, ensures IEP implementation, reviews progress toward the annual goal at least once every 12 months, and revises the IEP as appropriate. The ARC solicits parent input and concerns through ARC participation or other methods of contact if the parent does not participate in the ARC. This training update is to assist IEP Development with Kentucky Core Academic Standards (KCAS) to improve outcomes for students with disabilities.	Professional Learning	01/02/2013	05/31/2013	\$0	Angela L. Bray

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<p>Provide PD on 2012-2013 KDE Guidance Document for IEP Development</p>	<p>District special education administration will provide professional learning for special education teachers and therapists on the 2012-2013 KDE Guidance Document for Individual Education Program (IEP) Development. IEPs will be reviewed using the KDE 2012-2013 Compliance Record Review Document. The Admissions and Release Committee (ARC) develops the IEP, ensures IEP implementation, reviews progress toward the annual goal at least once every 12 months, and revises the IEP as appropriate. The ARC solicits parent input and concerns through ARC participation or other methods of contact if the parent does not participate in the ARC. This training update is to assist IEP Development with Kentucky Core Academic Standards (KCAS) to improve outcomes for students with disabilities.</p>	<p>Professional Learning</p>	<p>01/02/2013</p>	<p>05/31/2013</p>	<p>\$0</p>	<p>Angela L. Bray</p>
<p>Provide PD on 2012-2013 KDE Guidance Document for IEP Development</p>	<p>District special education administration will provide professional learning for special education teachers and therapists on the 2012-2013 KDE Guidance Document for Individual Education Program (IEP) Development. IEPs will be reviewed using the KDE 2012-2013 Compliance Record Review Document. The Admissions and Release Committee (ARC) develops the IEP, ensures IEP implementation, reviews progress toward the annual goal at least once every 12 months, and revises the IEP as appropriate. The ARC solicits parent input and concerns through ARC participation or other methods of contact if the parent does not participate in the ARC. This training update is to assist IEP Development with Kentucky Core Academic Standards (KCAS) to improve outcomes for students with disabilities.</p>	<p>Professional Learning</p>	<p>01/02/2013</p>	<p>05/31/2013</p>	<p>\$0</p>	<p>Angela L. Bray</p>
<p>Provide PD on 2012-2013 KDE Guidance Document for IEP Development</p>	<p>District special education administration will provide professional learning for special education teachers and therapists on the 2012-2013 KDE Guidance Document for Individual Education Program (IEP) Development. IEPs will be reviewed using the KDE 2012-2013 Compliance Record Review Document. The Admissions and Release Committee (ARC) develops the IEP, ensures IEP implementation, reviews progress toward the annual goal at least once every 12 months, and revises the IEP as appropriate. The ARC solicits parent input and concerns through ARC participation or other methods of contact if the parent does not participate in the ARC. This training update is to assist IEP Development with Kentucky Core Academic Standards (KCAS) to improve outcomes for students with disabilities.</p>	<p>Professional Learning</p>	<p>01/02/2013</p>	<p>05/31/2013</p>	<p>\$0</p>	<p>Angela L. Bray</p>

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Provide PD on 2012-2013 KDE Guidance Document for IEP Development	District special education administration will provide professional learning for special education teachers and therapists on the 2012-2013 KDE Guidance Document for Individual Education Program (IEP) Development. IEPs will be reviewed using the KDE 2012-2013 Compliance Record Review Document. The Admissions and Release Committee (ARC) develops the IEP, ensures IEP implementation, reviews progress toward the annual goal at least once every 12 months, and revises the IEP as appropriate. The ARC solicits parent input and concerns through ARC participation or other methods of contact if the parent does not participate in the ARC. This training update is to assist IEP Development with Kentucky Core Academic Standards (KCAS) to improve outcomes for students with disabilities.	Professional Learning	01/02/2013	07/31/2013	\$0	Angela L. Bray
Participate in ISLN Meetings	District Leadership will participate on a regular basis in regional ISLN meetings as offered by KDE.	Professional Learning	01/02/2013	05/31/2013	\$400	Amy Polston, Virginia Hess, Angela Murphy, Angela L. Bray
Provide PD on 2012-2013 KDE Guidance Document for IEP Development	District special education administration will provide professional learning for special education teachers and therapists on the 2012-2013 KDE Guidance Document for Individual Education Program (IEP) Development. IEPs will be reviewed using the KDE 2012-2013 Compliance Record Review Document. The Admissions and Release Committee (ARC) develops the IEP, ensures IEP implementation, reviews progress toward the annual goal at least once every 12 months, and revises the IEP as appropriate. The ARC solicits parent input and concerns through ARC participation or other methods of contact if the parent does not participate in the ARC. This training update is to assist IEP Development with Kentucky Core Academic Standards (KCAS) to improve outcomes for students with disabilities.	Professional Learning	01/02/2013	07/31/2013	\$0	Angela L. Bray
Monitor in-school and out-of-school suspensions for students with disabilities	District Special Education Administration will monitor in-school and out-of-school suspensions for students with disabilities. This information will be shared with District Superintendents, Principals, School Psychologists and Special Education Liaisons on a regular basis.	Policy and Process	01/02/2013	05/31/2013	\$0	Angela L. Bray
Creation of Informational Spreadsheet	District special education administration will create an informational spreadsheet to share with special education liaisons to assist with successful transition of students with disabilities from elementary to middle school and middle school to high school. Special education liaisons from the sending school will complete and share with special education liaisons at the receiving school.	Policy and Process	01/02/2013	07/31/2013	\$0	Angela L. Bray

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Compile and Distribute Special Education Trend Data	District Special Education Administration will compile and distribute trend data for students with disabilities based upon December 1st child count for the past 10 years. This information will be distributed to District Leadership, Principals, School Psychologists and Special Education Teachers.	Policy and Process	01/02/2013	05/31/2013	\$0	Angela L. Bray
Compile and Distribute State Assessment Data for Students with Disabilities	District Special Education Administration will compile and distribute state assessment data for students with disabilities to District Supervisors, Principals and Special Education Teachers.	Policy and Process	01/02/2013	07/31/2013	\$0	Angela L. Bray
Provide PD on 2012-2013 KDE Guidance Document for IEP Development	District special education administration will provide professional learning for special education teachers and therapists on the 2012-2013 KDE Guidance Document for Individual Education Program (IEP) Development. IEPs will be reviewed using the KDE 2012-2013 Compliance Record Review Document. The Admissions and Release Committee (ARC) develops the IEP, ensures IEP implementation, reviews progress toward the annual goal at least once every 12 months, and revises the IEP as appropriate. The ARC solicits parent input and concerns through ARC participation or other methods of contact if the parent does not participate in the ARC. This training update is to assist IEP Development with Kentucky Core Academic Standards (KCAS) to improve outcomes for students with disabilities.	Professional Learning	01/02/2013	05/31/2013	\$0	Angela L. Bray
Vertical Alignment and Communication	District and school leadership will develop and facilitate meetings among pre-K through 12th grade teachers to allow vertical alignment of curriculum and set transition points for students.	Professional Learning	01/01/2013	05/31/2013	\$0	Amy Polston Virginia Hess Angela Bray Angela Murphy
Monitor and Instructional Analysis of Student Work	District and school leadership will monitor teacher practices to ensure the results of the analysis to inform teaching and learning.	Academic Support Program	01/01/2013	09/30/2013	\$0	Amy Polston, Virginia Hess, Angela Murphy, Angela Bray
Monitor and Analyze Student Work Samples and Rubrics	District leadership will monitor schools to ensure samples of proficient work accompanied by rubrics and displayed in classrooms and throughout school buildings to serve as models of proficiency.	Academic Support Program	01/01/2013	05/31/2013	\$0	Amy Polston, Virginia Hess, Angela Murphy, Angela Murphy
Student Work Analysis Protocol Development	District leadership will collaborate with school leadership and teachers to select a formal protocol to guide teachers in analyzing student work consistently.	Professional Learning	09/03/2012	05/31/2013	\$0	Amy Polston, Virginia Hess, Angela Murphy, Angela Bray

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Establishment of Monitoring and Implementation of Classroom Assessments	During Professional Learning Communities leadership and classroom instructors will analyze and evaluate classroom assessment(s) data for benchmarking of high standards of rigor and alignment with Kentucky's Core Academic Standards	Professional Learning	01/01/2013	05/31/2013	\$0	Amy Polston, Virginia Hess, Angela Murphy, Angela Bray
Student Work Analysis	District leadership will provide training to teachers in mastering skills necessary to effectively engage in proficiency of student work analysis.	Professional Learning	01/01/2013	09/30/2013	\$0	Amy Polston, Virginia Hess, Angela Murphy, Angela Bray
Proficiency Rubrics	District leadership will provide training for all teachers in developing clearly articulated rubrics that enable students to know the expectations for proficiency.	Academic Support Program	01/01/2013	05/31/2013	\$0	Amy Polston, Virginia Hess, Angela Murphy, Angela Bray
Instructional Monitoring	District leadership and school leadership will conduct eWalks and observations to ensure all classroom instruction is rigorous and student-centered.	Professional Learning	02/28/2013	05/31/2013	\$0	District Level Leadership, School Level Leadership
Disseminate IEP Development: A Guide for Parents Brochure	District special education staff will provide copies of IEP Development: A Guide for Parents brochure to special education liaisons to distribute to all special education case managers. Case managers will distribute to parents of students with disabilities at initial eligibility determination as documented in parent contacts or meeting minutes.	Parent Involvement	01/02/2013	05/31/2013	\$0	Angela L. Bray
Participation in the Regional ASD Cadre	The District ASD Team (e.g., school psychologists, special education teachers, SLPs, Director of Special Education) will participate in the regional ASD cadre (in conjunction with the Kentucky Autism Training Center and Southeast Educational Cooperative). After receiving instruction on evidence-based practices for students with Autism Spectrum Disorders (ASD), the District ASD Team will provide professional learning opportunities for district staff and parents of students with ASD.	Professional Learning	01/02/2013	07/31/2013	\$300	Angela L. Bray
Disseminate The IEP: A Student Guide Brochure	District special education staff will provide copies of The IEP: A Student Guide (for students who already have an IEP) brochure to special education liaisons to distribute to all special education case managers. Case managers will distribute to all parents of age 14 and age 16 students with disabilities as documented in parent contacts or meeting minutes.	Parent Involvement	01/02/2013	05/31/2013	\$0	Angela L. Bray

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Provide Assistive Technology according to the Individual Student Education Program	District Special Education Department provides Assistive Technology (AT) as addressed in the IEP for each student with a disability as determined by the Admission and Release Committee. The Director of Special Education assigns district staff to oversee student AT needs. The district provides an AT Resource Checkout Library and keeps documentation regarding use of AT devices and consultation of AT needs for students with disabilities. The district purchases any needed AT devices as indicated on student IEPs to include technology, software, and hardware needs for students with hearing and/or visual impairments, students with low incidence disabilities, students with speech/language disabilities etc. The cost for the district is not pre-determined but determined on an as needed basis per student IEPs. Southeast Educational Cooperative has a consultant certified to conduct AT evaluations if the need arises, at no cost to the district.	Technology	01/02/2013	05/31/2013	\$5000	Angela L. Bray
Disseminate Support Programs and Services Handout to Parents	District special education staff will provide copies of the handout titled Support Programs and Services to special education liaisons to distribute to all special education case managers. Case managers will distribute to all parents of students with disabilities annually and document how parents were provided the information (e.g., parent contacts, meeting minutes). This handout informs parents of available community supports, resources and post-secondary transition information.	Parent Involvement	01/02/2013	05/31/2013	\$0	Angela L. Bray
Extended Student Service Monitoring	District leadership will identify a director to coordinate the review and/or modification of extended school opportunities with school level guidance staff for improved student achievement	Academic Support Program	02/28/2013	05/30/2013	\$0	Sonya Wilds
Disseminate Brochure on Commission for Children with Special Health Care Needs to Parents	District special education staff will provide copies of a brochure titled Commission for Children with Special Health Care Needs to special education liaisons to distribute to all special education case managers. Case managers will provide this brochure to appropriate parents as applicable and document how parents were provided this information according to parent contacts or meeting minutes.	Parent Involvement	01/02/2013	05/31/2013	\$0	Angela L. Bray
Special Education Liaison Meetings	District Special Education Administration meet with Special Education Liaisons on a regular basis to ensure technical assistance, collaboration and communication of compliance and/or instructional issues related to students with disabilities. These meetings ensure schools receive necessary information from district, regional, state and/or federal updates.	Policy and Process	01/02/2013	05/31/2013	\$0	Angela L. Bray
Provide Extended School Year Services for Students with Disabilities	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.	Policy and Process	01/02/2013	08/31/2013	\$2000	Angela L. Bray

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Disseminate Confidentiality of Your Child's School Records Brochure	District special education staff will provide copies of Confidentiality of Your Child's School Records brochure to special education liaisons to distribute to all special education case managers. Case managers will distribute to parents of students with disabilities at initial eligibility determination as documented in parent contacts or meeting minutes.	Parent Involvement	01/02/2013	05/31/2013	\$0	Angela L. Bray
School Psychologists participate in district and school level meetings	The district employs seven school psychologists to provide a variety of educational supports, both academic and behavioral, for students with disabilities. School psychologists participate in district level interoffice meetings to ensure consistent communication of services. School psychologists participate in a variety of school level meetings such as school based Rtl meetings, KYCID/PBIS meetings, and Strategic Planning Meetings (SPM). Principals, School Psychologists and Special Education Liaisons collaborate in Strategic Planning Meetings on a regular basis to discuss evaluation timelines in addition to other items for students with disabilities.	Policy and Process	01/02/2013	05/31/2013	\$3500	Angela L. Bray
Monitoring Continous System-wide Growth	District leadership and school leadership will analyze priority goals and ensure alignment among and between the comprehensive improvement plans, personnel evaluations and individual growth plans.	Academic Support Program	02/22/2013	08/31/2013	\$0	Steve Butcher, Patrick Richardson, School Leadership
Notify Special Education Staff and/or Administration of Professional Learning Opportunities	District Special Education Administration will notify special education teachers and/or school administration via email of professional learning opportunities in the district and/or Southeast Educational Cooperative to assist with effective instructional practices for students with disabilities. Professional Learning Opportunities could address compliance issues or instructional issues based upon evaluations, growth plans, record reviews or needs assessments.	Professional Learning	01/02/2013	07/31/2013	\$500	Angela L. Bray
Monitor	District leadership will develop a formal process "Pulaski Professional Growth System" designed to monitor and evaluate the impact of professional growth and evaluation plan on teacher and administrator practices and student performance. This process will include collaborative development of individual growth plan goals and incremental review of progress toward meeting those goals accompanied by ongoing, timely feedback. The Pulaski Professional Growth System protocol will ensure a direct connection between and among goals in the district and school comprehensive improvement plans, personnel evaluations and individual professional growth plans.	Professional Learning	02/22/2013	06/30/2014	\$0	Steve Butcher, Patrick Richardson

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Monitor	District leadership will establish a formal process to effectively monitor and evaluate the impact of professional development activities, resources and expenditures on the professional growth and learning of teachers to determine whether they are sufficient to meet identified needs of all students.	Professional Learning	02/22/2013	02/28/2014	\$0	Steve Butcher, Patrick Richardson, School Leadership, School Councils
PGES Training	Enroll all district administrators in PGES Training.	Professional Learning	06/01/2013	08/31/2014	\$12000	Angela Murphy
PGES Exit Exam	Ensure that each district administrator successfully completes the PGES Exit Exam.	Professional Learning	06/01/2013	08/31/2014	\$0	Angela Murphy
Total					\$24200	

Southwestern High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
District monitoring of AAAF folders for Alternate K-PREP	District Special Education Administration will observe each special education teacher, as applicable, conducting a portion of the Alternate K-PREP assessment for at least one student during a Spring testing window utilizing the Alternate Assessment and Accountability Folder (AAAF) District Checklist. District Special Education Administration will review all Alternate K-PREP AAAF folders at least one time during the Spring of 2013 for each special education teacher, as applicable.	Policy and Process	01/02/2013	05/31/2013	\$50	Angela L. Bray
Review LRE and class schedules for students with disabilities	District SPED Administration and/or Special Education Liaisons will meet with special education teachers to review least restrictive environment in the IEP and class schedule for students with disabilities on their caseload. Case managers will compile information to share with Admissions and Release Committees to determine if specific skill level interventions are needed in the regular classroom or in a special education setting for the 2013-2014 school year. Southeast Educational Cooperative Consultants to assist when available.	Policy and Process	01/02/2013	05/31/2013	\$0	Angela L. Bray
Implement Use of Data Boards for Students with Disabilities	District special education administration and/or Southeast Educational Cooperative Consultants will support SWHS faculty with the ongoing use of data boards to improve outcomes for students with disabilities in co-teaching and resource settings.	Professional Learning	01/02/2013	08/31/2013	\$0	Angela L. Bray

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Review LRE and class schedules for students with disabilities	District SPED Administration and/or Special Education Liaisons will meet with special education teachers to review least restrictive environment in the IEP and class schedule for students with disabilities on their caseload. Case managers will compile information to share with Admissions and Release Committees to determine if specific skill level interventions are needed in the regular classroom or in a special education setting for the 2013-2014 school year. Southeast Educational Cooperative Consultants to assist when available.	Policy and Process	01/02/2013	05/31/2013	\$0	Angela L. Bray
District monitoring of AAAP folders for Alternate K-PREP	District Special Education Administration will observe each special education teacher, as applicable, conducting a portion of the Alternate K-PREP assessment for at least one student during a Spring testing window utilizing the Alternate Assessment and Accountability Folder (AAAP) District Checklist. District Special Education Administration will review all Alternate K-PREP AAAP folders at least one time during the Spring of 2013 for each special education teacher, as applicable.	Policy and Process	01/02/2013	05/31/2013	\$0	Angela L. Bray
Implement Use of Data Boards for Students with Disabilities	District special education administration and/or Southeast Educational Cooperative Consultants will support SWHS faculty with the ongoing use of data boards to improve achievement for students with disabilities in co-teaching and resource settings.	Professional Learning	01/02/2013	08/31/2013	\$0	Angela L. Bray
Writing Professional Development	Host Dr. Whitaker for 2 training sessions on writing geared towards all teachers for implementation in their classroom instruction.	Professional Learning	02/12/2013	05/31/2013	\$300	Supervisors
Implement Use of Data Boards for Students with Disabilities	District special education administration and/or Southeast Educational Cooperative Consultants will support SWHS faculty with the ongoing use of data boards to improve achievement for students with disabilities in co-teaching and resource settings.	Professional Learning	01/02/2013	08/31/2013	\$0	Angela L. Bray
District monitoring of AAAP folders for Alternate K-PREP	District Special Education Administration will observe each special education teacher, as applicable, conducting a portion of the Alternate K-PREP assessment for at least one student during a Spring testing window utilizing the Alternate Assessment and Accountability Folder (AAAP) District Checklist. District Special Education Administration will review all Alternate K-PREP AAAP folders at least one time during the Spring of 2013 for each special education teacher, as applicable.	Policy and Process	01/02/2013	05/31/2013	\$0	Angela L. Bray
Provide Writing Strategy CD-ROMs	Special Education Director and Strategic Instruction Model Professional Developer/Leader will provide The Capitalization Strategies Program CD-ROM, The Commas Strategies Program CD-ROM, and The Punctuation Strategies Program CD-ROM for special education teachers to use with those students with disabilities who have identified needs with writing mechanics. The strategy CD-ROMs are through The University of Kansas Center for Research on Learning.	Academic Support Program	01/02/2013	05/31/2013	\$90	Angela L. Bray

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Review LRE and class schedules for students with disabilities	District SPED Administration and/or Special Education Liaisons will meet with special education teachers to review least restrictive environment in the IEP and class schedule for students with disabilities on their caseload. Case managers will compile information to share with Admissions and Release Committees to determine if specific skill level interventions are needed in the regular classroom or in a special education setting for the 2013-2014 school year. Southeast Educational Cooperative Consultants to assist when available.	Policy and Process	01/02/2013	05/31/2013	\$0	Angela L. Bray
Review LRE and class schedules for students with disabilities	District SPED Administration and/or Special Education Liaisons will meet with special education teachers to review least restrictive environment in the IEP and class schedule for students with disabilities on their caseload. Case managers will compile information to share with Admissions and Release Committees to determine if specific skill level interventions are needed in the regular classroom or in a special education setting for the 2013-2014 school year. Southeast Educational Cooperative Consultants to assist when available. Admissions and Release Committees should consider appropriate class scheduling for students depending on career or college focus along with the ILP discussion or multi year course of study.	Policy and Process	01/02/2013	05/31/2013	\$0	Angela L. Bray
CIITS Training	Train all staff to utilize CIITS for lesson planning, common assessments, resource development, data analysis, etc.	Professional Learning	01/01/2013	07/31/2014	\$10000	Angela Murphy
Career Pathways	Ensure that each CTE program has developed a career pathway with the necessary courses that lead to industry and/or KOSSA certification.	Career Preparation/Orientation	02/01/2013	07/31/2013	\$0	Angela Murphy
Common Assessments	Organize work sessions to develop common assessments in CIITS for each content course to be administered at the end of each trimester.	Direct Instruction	01/01/2013	07/31/2013	\$10000	Angela Murphy
Academic Advising	Assist schools in developing a student tracking system to ensure students are aware of career tracks, enroll in courses that allow for KOSSA assessment, and ultimately become completers.	Career Preparation/Orientation	05/01/2013	08/01/2013	\$0	Angela Murphy & CTE Department Chairs
Curriculum Alignment	Organize work sessions to allow teachers to revise curriculum maps and enter them into CIITS.	Direct Instruction	06/01/2013	08/01/2013	\$0	Angela Murphy & Curriculum Specialists
Walkthrough Observations	Visit classrooms regularly to provide feedback regarding curriculum, instruction, assessment, classroom management, organization, etc.	Direct Instruction	01/01/2013	05/31/2014	\$1000	Angela Murphy
Targeted Interventions	Organize a RTI Leadership Team that meets regularly to review data and facilitate the organization of the RTI Program. This team will submit reports three times per year for district review.	Academic Support Program	01/01/2013	05/31/2014	\$0	Angela Murphy

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PLC Meetings	Ensure that high schools have regularly scheduled PLC meetings for all Math and English teachers. Assist PLCs to analyze data, organize curriculum, provide job embedded PD, etc.	Direct Instruction	01/01/2013	05/31/2014	\$0	Angela Murphy
Intervention Classes	Ensure that the high schools review EPAS data and identify students not meeting benchmark. Monitor the enrollment of students in Math and/or Reading intervention classes to improve student mastery of content. Progress monitor regularly to ensure progress and retest utilizing Compass and/or Kyote to gage success.	Academic Support Program	01/01/2013	05/31/2013	\$30000	School Leadership Teams Angela Murphy
Walkthrough Data Analysis	The District Curriculum Team will analyze Walkthrough Data to determine areas of professional development need.	Professional Learning	01/01/2013	05/31/2014	\$0	Angela Murphy
Kentucky Post School Outcomes Center 2012 Youth One Year Out Interview Results	District Special Education Administration will distribute, discuss and analyze the Youth One Year Out (YOYO) interview data for students with disabilities with high school special education teachers to determine areas for future improvement related to college/career advising. One purpose of Individuals with Disabilities Education Act is to prepare students with disabilities for further education, employment and independent living. Data provided by Kentucky Post School Outcomes Center: percent of youth who are no longer in secondary school, had an Individual Education Program in effect at the time they left school: in higher education; higher education or competitively employed; or higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	Academic Support Program	01/02/2013	05/31/2013	\$0	Angela L. Bray
On-line ACT Prep	Purchase on-line ACT prep program to utilize with all students.	Academic Support Program	01/01/2013	05/31/2013	\$4000	School Leadership Team, Angela Murphy
Interagency Transition Fair for Students with Disabilities	Eligible junior and senior students with disabilities participate in the Interagency Transition Fair at The Center in Somerset, Kentucky on March 22, 2013. When information is received from Southeast Educational Cooperative, district special education administration will communicate registration information to high school special education teachers; special education teachers will notify and invite students with disabilities and parents to participate in this annual event.	Career Preparation/Orientation	01/02/2013	05/31/2013	\$200	Angela L. Bray
Credit Recovery	Implement and monitor opportunities for students to recover credits and graduate within four years including on line courses and ESS summer and after school programs.	Academic Support Program	01/01/2013	05/31/2014	\$20000	Angela Murphy

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PBIS	Provide training and support to assist high schools in expanding effective PBIS programs. District and school staff will partner with Kentucky Center for Instructional Discipline (KYCID) to provide positive, proactive behavior instructional supports to students in Pulaski County Schools. A District KYCID Coach is assigned to work with school KYCID teams/coaches and monitor program effectiveness.	Behavioral Support Program	02/01/2013	05/31/2014	\$0	Angela Murphy & Dusty Phelps
High School Awareness for Parents	Provide a workshop for parents regarding high school scheduling, career tracks, benchmarks, etc.	Parent Involvement	02/28/2013	04/30/2013	\$0	Angela Murphy
Participate in the State Toolkit for Examining Post-School Success for Students with Disabilities	The Director of Special Education, a High School Principal and a Special Education Teacher will participate in the State Toolkit for Examining Post-School Success (STEPSS) PD Project through University of Oregon for three years at the request of KDE. The purpose of this project is to design, develop, and test a professional development (PD) intervention to train district Data Teams to use Data Based Decision Making to develop, implement, and evaluate action plans that identify evidence-based practices and predictors of post-school successes to improve secondary transition skills for students with disabilities. The PD will accompany the STEPSS, a web-based, data-based decision making tool focused on use of secondary transition data to improve in-school transition programs for youth with disabilities. The district will provide a letter of support for the project, support team members with release time, provide access to teleconferencing equipment for team members, allow access to district data to the STEPSS PD Research staff, test professional development materials with the special education teacher in Year 2 and participate in a pilot of the PD materials in Year 3.	Professional Learning	01/02/2013	12/31/2016	\$0	Angela L. Bray
Student Advisory Program	Organize and implement a Student Advisory Program that offers individual assistance with ILP Development, Career Options, Academic Decisions, College Requirements, etc.	Career Preparation/Orientation	01/01/2013	05/31/2013	\$0	Angela Murphy
Implement the Community Based Work Transition Program for Students with Disabilities	Eligible junior and senior students with disabilities (maximum 12 per high school) participate in the Community Based Work Transition Program (CBWTP) for career exploration and job shadowing on a regular basis. Student Employment Coordinators document activities conducted with each student. Individual student reports are submitted to Vocational Rehabilitation for program reimbursement. Student Employment Coordinators complete the IEP Contribution Checklist and submits the checklist to applicable special education case managers for incorporation of transition information in the IEP. Mardi Montgomery coordinates the program and conducts regular team meetings with the Student Employment Coordinators. This program provides targeted career intervention for junior and senior students with disabilities based upon in-depth career analysis, job shadowing and job exploration activities throughout the school year with the goal of obtaining employment upon graduating high school.	Career Preparation/Orientation	01/02/2013	06/30/2013	\$25000	Angela L. Bray; Mardi Montgomery; Vocational Rehabilitation

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Academic Advising	Provide individual academic advising for all eighth grade students prior to scheduling.	Other	01/01/2013	03/31/2013	\$0	Angela Murphy
Participation in School RTI Leadership Team from Special Education	The school-based RTI Leadership Team meets regularly to review data. A school psychologist and special education liaison and/or special education department chair will participate on a regular basis in the School RTI Leadership Team meetings to review data to include F lists of students with disabilities; team will discuss and make a plan to address academic and/or behavioral needs as appropriate.	Academic Support Program	01/02/2013	05/31/2013	\$0	Angela L. Bray
Summer Transition Camp	Organize summer transition camp for eighth graders to familiarize them with the high school campus, procedures, etc.	Direct Instruction	06/01/2013	06/30/2013	\$10000	Angela Murphy, College Coaches
Disseminate Journey to Adulthood: A Transition Travel Guide	District special education staff will provide copies of Journey to Adulthood: A Transition Travel Guide to special education liaisons to distribute to all special education case managers. Case managers will distribute to all parents of age 14 and age 16 students with disabilities as documented in parent contacts or meeting minutes.	Parent Involvement	01/02/2013	05/31/2013	\$0	Angela L. Bray
Disseminate Access to Postsecondary Education: Planning for Education after High School	District special education staff will provide copies of Access to Postsecondary Education: Planning for Education after High School to liaisons to distribute to special education case managers. Case managers will provide copies to parents of age 14 and age 16 students with disabilities, if students plan to attend college after high school and document how parents were provided the information in parent contacts or meeting minutes.	Parent Involvement	01/02/2013	05/31/2013	\$0	Angela L. Bray
Disseminate Brochure on Carl D. Perkins Vocational Training Center	District special education staff will provide copies of the brochure titled Carl D. Perkins Vocational Training Center to special education liaisons. Liaisons will distribute to special education case managers. Case managers will provide the brochure to appropriate parents as applicable to individual student needs as documented in parent contacts or meeting minutes.	Parent Involvement	01/02/2013	05/31/2013	\$0	Angela L. Bray
Parent and Student Transition Surveys	District Special Education Administration provide transition surveys for parents and students with disabilities to complete beginning at age 14 in an effort to plan appropriate transition services. This information is included in IEP development, used in planning services and filed in the special education due process folder.	Parent Involvement	01/02/2013	05/31/2013	\$0	Angela L. Bray
Total					\$110640	

Southern Pulaski Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Writing Alignment	District will facilitate professional development of writing teachers, providing time to develop curriculum materials and resources. Implementation of the process and student success will be monitored through collected student data and reviewed regularly scheduled PLC meetings.	Policy and Process	01/18/2013	06/30/2014	\$0	Middle and Elementary Supervisors
Total					\$0	

Southern Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Curriculum Alignment	Teachers of like content will work collaboratively to develop and refine curriculum maps, share resources, and teaching strategies, so that all students will receive equitable academic access and instruction.	Professional Learning	02/01/2013	07/31/2013	\$0	Supervisors and Curriculum Specialists
Assessments	District personnel will assist middle school teachers in learning to build school quality common assessments aligned with the KCAS for each instructional unit.	Professional Learning	01/31/2013	08/29/2014	\$0	Supervisor
Lesson Plans	District personnel will assist middle school teachers in learning to use the CIITS lesson planning component to develop and schedule their weekly lessons.	Professional Learning	01/31/2013	08/30/2013	\$0	Supervisor
Reading Comprehension Passages	Teachers will intentionally seek out K-PREP like reading comprehension activities and provide students with multiple opportunities for practice. The district will assist teachers in locating quality sources that meet standard intent.	Academic Support Program	01/07/2013	05/30/2014	\$0	Principals, Curriculum Specialists, Teachers
Reading Comprehension	Teachers will be provided appropriate reading passages with comprehension questions for practice. These passages will be of sufficient length and difficulty levels to build student proficiency in reading comprehension.	Academic Support Program	01/31/2013	05/30/2013	\$0	Supervisor and Curriculum Specialists
Co-Teaching Pilot Program	The Co-Teaching for Gap Closure Initiative is an opportunity for Priority Schools to assist with closing gaps in the areas of reading and math proficiency based on research-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 the University of Louisville. Participation is voluntary with a competitive application process due to limited capacity for spring 2013 implementation. This initiative requires a three year implementation commitment with on-going training, coaching, and technical assistance. One classroom (regular education teacher and special education teacher) will need to be identified to implement the Co-Teaching for Gap Closure Initiative. The Principal and Educational Recovery Specialist will select participants.	Professional Learning	03/01/2013	06/30/2016	\$3000	School Leadership: Principal, Assistant Principal, Curriculum Specialist, Instructor(s); District Leadership: Angela Bray, Virginia Hess

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Pulaski County School System

District monitoring of AAAF folders for Alternate K-PREP	District Special Education Administration will observe each special education teacher, as applicable, conducting a portion of the Alternate K-PREP assessment for at least one student during a Spring testing window utilizing the Alternate Assessment and Accountability Folder (AAAF) District Checklist. District Special Education Administration will review all Alternate K-PREP AAAF folders at least one time during the Spring of 2013 for each special education teacher, as applicable.	Policy and Process	01/02/2013	05/31/2013	\$50	Angela L. Bray
Review LRE and class schedules for students with disabilities	District SPED Administration and/or Special Education Liaisons will meet with special education teachers to review least restrictive environment in the IEP and class schedule for students with disabilities on their caseload. Case managers will compile information to share with Admissions and Release Committees to determine if specific skill level interventions are needed in the regular classroom or in a special education setting for the 2013-2014 school year. Southeast Educational Cooperative Consultants to assist when available.	Policy and Process	01/02/2013	05/31/2013	\$0	Angela L. Bray
Math Interventions	District personnel will assist schools in locating and researching math interventions that will lead to increased numbers of students demonstrating proficiency in math.	Academic Support Program	01/14/2013	05/31/2013	\$0	Supervisor
District monitoring of AAAF folders for Alternate K-PREP	District Special Education Administration will observe each special education teacher, as applicable, conducting a portion of the Alternate K-PREP assessment for at least one student during a Spring testing window utilizing the Alternate Assessment and Accountability Folder (AAAF) District Checklist. District Special Education Administration will review all Alternate K-PREP AAAF folders at least one time during the Spring of 2013 for each special education teacher, as applicable.	Policy and Process	01/02/2013	05/31/2013	\$0	Angela L. Bray
Review LRE and class schedules for students with disabilities	District SPED Administration and/or Special Education Liaisons will meet with special education teachers to review least restrictive environment in the IEP and class schedule for students with disabilities on their caseload. Case managers will compile information to share with Admissions and Release Committees to determine if specific skill level interventions are needed in the regular classroom or in a special education setting for the 2013-2014 school year. Southeast Educational Cooperative Consultants to assist when available.	Policy and Process	01/02/2013	05/31/2013	\$0	Angela L. Bray

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Pulaski County School System

Provide PD on 2012-2013 KDE Guidance Document for IEP Development	District special education administration will provide professional learning for special education teachers and therapists on the 2012-2013 KDE Guidance Document for Individual Education Program (IEP) Development. IEPs will be reviewed using the KDE 2012-2013 Compliance Record Review Document. The Admissions and Release Committee (ARC) develops the IEP, ensures IEP implementation, reviews progress toward the annual goal at least once every 12 months, and revises the IEP as appropriate. The ARC solicits parent input and concerns through ARC participation or other methods of contact if the parent does not participate in the ARC. This training update is to assist IEP Development with Kentucky Core Academic Standards (KCAS) to improve outcomes for students with disabilities.	Professional Learning	01/02/2013	07/31/2013	\$0	Angela L. Bray
Participation in the Teaching American History Grant	Special education teachers, selected by the school, will have an opportunity to participate on a regular basis in the Teaching American History (TAH) Grant professional learning sessions offered through the Southeast Educational Cooperative to enhance instructional techniques and improve student outcomes in social studies. TAH grant incorporates professional learning on student engagement and KAGAN Cooperative Learning strategies. No district funding required.	Professional Learning	01/02/2013	07/31/2013	\$0	District Leadership; Southeast Educational Cooperative
Data Based Questions	The district will assist schools in locating and implementing data based questions in the social studies classrooms. These questions will help increase the writing and reading complexity in the middle schools. Social studies curriculum maps and lesson plans in CIITS will be used to monitor the implementation of this strategy.	Professional Learning	01/31/2013	05/31/2013	\$300	Supervisor and Curriculum Specialists
District monitoring of AAAF folders for Alternate K-PREP	District Special Education Administration will observe each special education teacher, as applicable, conducting a portion of the Alternate K-PREP assessment for at least one student during a Spring testing window utilizing the Alternate Assessment and Accountability Folder (AAAF) District Checklist. District Special Education Administration will review all Alternate K-PREP AAAF folders at least one time during the Spring of 2013 for each special education teacher, as applicable.	Policy and Process	01/02/2013	05/31/2013	\$0	Angela L. Bray
Social Studies Focus Group strategy	Teachers will monitor student performance through CIITS data.	Policy and Process	02/04/2013	06/30/2014	\$0	Principals, Supervisor, Curriculum Specialist, Social Studies Department Chair, Social Studies Teachers

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District monitoring of AAF folders for Alternate K-PREP	District Special Education Administration will observe each special education teacher, as applicable, conducting a portion of the Alternate K-PREP assessment for at least one student during a Spring testing window utilizing the Alternate Assessment and Accountability Folder (AAF) District Checklist. District Special Education Administration will review all Alternate K-PREP AAF folders at least one time during the Spring of 2013 for each special education teacher, as applicable.	Policy and Process	01/02/2013	05/31/2013	\$0	Angela L. Bray
Writing Alignment	District will facilitate professional development of writing teachers, providing time to develop curriculum materials and resources. Implementation of the process and student success will be monitored through collected student data and reviewed regularly scheduled PLC meetings.	Policy and Process	01/18/2013	06/30/2014	\$0	Middle and Elementary Supervisors
Review LRE and class schedules for students with disabilities	District SPED Administration and/or Special Education Liaisons will meet with special education teachers to review least restrictive environment in the IEP and class schedule for students with disabilities on their caseload. Case managers will compile information to share with Admissions and Release Committees to determine if specific skill level interventions are needed in the regular classroom or in a special education setting for the 2013-2014 school year. Southeast Educational Cooperative Consultants to assist when available.	Policy and Process	01/02/2013	05/31/2013	\$0	Angela L. Bray
PLCs	Teachers will participate in regularly scheduled PLCs in which they analyze student writing for the purpose of learning the direction their writing instruction will take. They will use protocols that are appropriate to the purpose of the PLC. PLC sign in sheets, lesson plans and examples of teacher submitted student work will be used to monitor the practice.	Professional Learning	01/18/2013	05/31/2013	\$0	Principals, Curriculum Specialists, and Supervisor.
Color Coding	Teachers will work on a system for self assessment of writing in which students will review and highlight their own writing pieces so as to see necessary corrections and changes that will improve their writing fluency.	Academic Support Program	02/19/2013	05/31/2013	\$0	Supervisor and Curriculum Specialists.
Writing Professional Development	Host Dr. Whitaker for 2 training sessions on writing geared towards all teachers for implementation in their classroom instruction.	Professional Learning	02/12/2013	05/31/2013	\$300	Supervisors
Disseminate Journey to Adulthood: A Transition Travel Guide	District special education staff will provide copies of Journey to Adulthood: A Transition Travel Guide to special education liaisons to distribute to all special education case managers. Case managers will distribute to all parents of age 14 and age 16 students with disabilities as documented in parent contacts or meeting minutes.	Parent Involvement	01/02/2013	05/31/2013	\$0	Angela L. Bray

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Disseminate Access to Postsecondary Education: Planning for Education after High School	District special education staff will provide copies of Access to Postsecondary Education: Planning for Education after High School to liaisons to distribute to special education case managers. Case managers will provide copies to parents of age 14 and age 16 students with disabilities, if students plan to attend college after high school and document how parents were provided the information in parent contacts or meeting minutes.	Parent Involvement	01/02/2013	05/31/2013	\$0	Angela L. Bray
Disseminate Brochure on Carl D. Perkins Vocational Training Center	District special education staff will provide copies of the brochure titled Carl D. Perkins Vocational Training Center to special education liaisons. Liaisons will distribute to special education case managers. Case managers will provide the brochure to appropriate parents as applicable to individual student needs as documented in parent contacts or meeting minutes.	Parent Involvement	01/02/2013	05/31/2013	\$0	Angela L. Bray
Parent and Student Transition Surveys	District Special Education Administration provide transition surveys for parents and students with disabilities to complete beginning at age 14 in an effort to plan appropriate transition services. This information is included in IEP development, used in planning services and filed in the special education due process folder.	Parent Involvement	01/02/2013	05/31/2013	\$0	Angela L. Bray
Total					\$3650	

Southern Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Early Learning Leadership Network	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.	Professional Learning	09/10/2012	07/31/2013	\$500	Amy Polston
Curriculum Gaps & Overlaps	District leadership will ensure that discussion between key curriculum transition points occur among grades and schools to eliminate curriculum gaps and overlaps.	Academic Support Program	01/18/2013	07/31/2013	\$0	Amy Polston
Protocols	District leadership will participate and utilize specific protocols to analyze samples of student work, teacher designed assignments, and data in regularly scheduled PLC meetings.	Academic Support Program	01/02/2013	05/31/2013	\$0	Amy Polston, Elementary Supervisor
Curriculum Mapping	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.	Academic Support Program	08/01/2012	07/31/2013	\$0	Amy Polston

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Pulaski County School System

Analyze BRIGANCE Results	Assess all kindergarten students at 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.	Academic Support Program	08/08/2012	02/28/2013	\$0	Amy Polston
Professional Development	District leadership will provide on-going assistance to teachers in all schools to create building-level competence in creating rigorous, standards-based classroom assessments within CIITS.	Professional Learning	01/03/2013	07/31/2013	\$0	Amy Polston, Elementary Supervisor
Learning Plan	District will support schools in creating a learning plan for next steps of instruction for Kindergarten students	Academic Support Program	09/03/2012	10/31/2012	\$0	Amy Polston
College and Career Ready	District Rtl leadership Team will monitor the percent of students who are college and/or career ready based on assessment data and School Rtl Report Card.	Academic Support Program	11/01/2012	05/15/2013	\$0	Amy Polston
Vertical Alignment	District Leadership will provide opportunities for vertical communication within and between schools.	Academic Support Program	01/18/2013	07/31/2013	\$0	Amy Polston, Elementary Supervisor
Teacher Conferences	Preschool teachers will meet with kindergarten teachers to share behavioral and academic information (areas of strengths and needs) on incoming students.	Academic Support Program	04/19/2013	05/15/2013	\$0	Amy Polston
Preschool Transition	District leadership will provide parental workshops for transition from preschool to kindergarten.	Academic Support Program	03/04/2013	05/08/2013	\$500	Amy Polston
Monitor Assessments	District leadership team will regularly monitor classroom assessments to ensure they are intentionally standards-based, rigorous and authentic and work with SBDM to plan goals for continuous involvement to enhance student learning outcomes and meet district RTTT measures.	Academic Support Program	01/02/2013	05/31/2013	\$0	Amy Polston, Elementary Supervisor
Training Sessions	District leadership will facilitate trainings and provide work sessions for staff to collaborate with grade levels and specific content areas to create common assessments and unit plans.	Professional Learning	01/02/2013	07/31/2013	\$80000	Amy Polston, Elementary Supervisor
Participation in SPLASH Cohorts	Andrea Acey (PES), Elizabeth Wolsey (NHES) and Teresa Parsons (Itinerant Elementary FMD Teacher/Coach) are participating in SPLASH Cohorts in conjunction with KDE, UK, UofL and Southeast Educational Cooperative. This initiative provides teachers, new to the field of moderate and severe cognitive 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 cognitive disabilities, and is focused on the Kentucky Common Core State Standards. Ms. Parsons is participating as a coach to assist other MSD teachers in our district as needed.	Academic Support Program	01/02/2013	07/31/2013	\$1500	Angela L. Bray

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Pulaski County School System

District Monitoring of AAAF for Alternate K-PREP	District Special Education Administration will observe each special education teacher, as applicable, conducting a portion of the Alternate K-PREP assessment for at least one student during a Spring testing window utilizing the Alternate Assessment and Accountability Folder (AAAF) District Checklist provided by KDE. District Special Education Administration will review all Alternate K-PREP AAAF folders at least one time during the Spring of 2013 for each special education teacher, as applicable.	Policy and Process	01/02/2013	05/31/2013	\$200	Angela L. Bray
District monitoring of AAAF folders for Alternate K-PREP	District Special Education Administration will observe each special education teacher, as applicable, conducting a portion of the Alternate K-PREP assessment for at least one student during a Spring testing window utilizing the Alternate Assessment and Accountability Folder (AAAF) District Checklist. District Special Education Administration will review all Alternate K-PREP AAAF folders at least one time during the Spring of 2013 for each special education teacher, as applicable.	Academic Support Program	01/02/2013	05/31/2013	\$0	Angela L. Bray
Participation in SPLASH Cohorts	Andrea Acey (PES), Elizabeth Wolsey (NHES) and Teresa Parsons (Itinerant Elementary FMD Teacher/Coach) are participating in SPLASH Cohorts in conjunction with KDE, UK, UofL and Southeast Educational Cooperative. This initiative provides teachers, new to the field of moderate and severe cognitive 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 cognitive disabilities, and is focused on the Kentucky Common Core State Standards. Ms. Parsons is participating as a coach to assist other MSD teachers in our district as needed.	Academic Support Program	01/02/2013	07/31/2013	\$1500	Angela L. Bray
District monitoring of AAAF folders for Alternate K-PREP	District Special Education Administration will observe each special education teacher, as applicable, conducting a portion of the Alternate K-PREP assessment for at least one student during a Spring testing window utilizing the Alternate Assessment and Accountability Folder (AAAF) District Checklist. District Special Education Administration will review all Alternate K-PREP AAAF folders at least one time during the Spring of 2013 for each special education teacher, as applicable.	Policy and Process	01/02/2013	05/31/2013	\$0	Angela L. Bray
Writing Alignment	District will facilitate professional development of writing teachers, providing time to develop curriculum materials and resources. Implementation of the process and student success will be monitored through collected student data and reviewed regularly scheduled PLC meetings.	Policy and Process	01/18/2013	06/30/2014	\$0	Middle and Elementary Supervisors

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Pulaski County School System

Participation in Lake Cumberland Early Childhood Transition Agreement	The Preschool Coordinator and/or Special Education Preschool Liaison will participate in the Lake Cumberland Early Childhood Transition Agreement to mutually support recruitment, child find, and outreach across agencies including First Steps.	Community Engagement	01/02/2013	05/31/2013	\$1000	Angela L. Bray; Phyllis Turpen
Total					\$85200	

Shopville Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Early Learning Leadership Network	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.	Professional Learning	09/10/2012	07/31/2013	\$500	Amy Polston
Curriculum Gaps & Overlaps	District leadership will ensure that discussion between key curriculum transition points occur among grades and schools to eliminate curriculum gaps and overlaps.	Academic Support Program	01/18/2013	07/31/2013	\$0	Amy Polston
Protocols	District leadership will participate and utilize specific protocols to analyze samples of student work, teacher designed assignments, and data in regularly scheduled PLC meetings.	Academic Support Program	01/02/2013	05/31/2013	\$0	Amy Polston, Elementary Supervisor
Curriculum Mapping	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.	Academic Support Program	08/01/2012	07/31/2013	\$0	Amy Polston
Analyze BRIGANCE Results	Assess all kindergarten students at 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.	Academic Support Program	08/08/2012	02/28/2013	\$0	Amy Polston
Professional Development	District leadership will provide on-going assistance to teachers in all schools to create building-level competence in creating rigorous, standards-based classroom assessments within CIITS.	Professional Learning	01/03/2013	07/31/2013	\$0	Amy Polston, Elementary Supervisor
Learning Plan	District will support schools in creating a learning plan for next steps of instruction for Kindergarten students	Academic Support Program	09/03/2012	10/31/2012	\$0	Amy Polston
College and Career Ready	District Rtl leadership Team will monitor the percent of students who are college and/or career ready based on assessment data and School Rtl Report Card.	Academic Support Program	11/01/2012	05/15/2013	\$0	Amy Polston

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Pulaski County School System

Vertical Alignment	District Leadership will provide opportunities for vertical communication within and between schools.	Academic Support Program	01/18/2013	07/31/2013	\$0	Amy Polston, Elementary Supervisor
Teacher Conferences	Preschool teachers will meet with kindergarten teachers to share behavioral and academic information (areas of strengths and needs) on incoming students.	Academic Support Program	04/19/2013	05/15/2013	\$0	Amy Polston
Preschool Transition	District leadership will provide parental workshops for transition from preschool to kindergarten.	Academic Support Program	03/04/2013	05/08/2013	\$500	Amy Polston
Monitor Assessments	District leadership team will regularly monitor classroom assessments to ensure they are intentionally standards-based, rigorous and authentic and work with SBDM to plan goals for continuous involvement to enhance student learning outcomes and meet district RTTT measures.	Academic Support Program	01/02/2013	05/31/2013	\$0	Amy Polston, Elementary Supervisor
Training Sessions	District leadership will facilitate trainings and provide work sessions for staff to collaborate with grade levels and specific content areas to create common assessments and unit plans.	Professional Learning	01/02/2013	07/31/2013	\$80000	Amy Polston, Elementary Supervisor
Participation in SPLASH Cohorts	Andrea Acey (PES), Elizabeth Wolsey (NHES) and Teresa Parsons (Itinerant Elementary FMD Teacher/Coach) are participating in SPLASH Cohorts in conjunction with KDE, UK, UofL and Southeast Educational Cooperative. This initiative provides teachers, new to the field of moderate and severe cognitive 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 cognitive disabilities, and is focused on the Kentucky Common Core State Standards. Ms. Parsons is participating as a coach to assist other MSD teachers in our district as needed.	Academic Support Program	01/02/2013	07/31/2013	\$1500	Angela L. Bray
District Monitoring of AAAP for Alternate K-PREP	District Special Education Administration will observe each special education teacher, as applicable, conducting a portion of the Alternate K-PREP assessment for at least one student during a Spring testing window utilizing the Alternate Assessment and Accountability Folder (AAAP) District Checklist provided by KDE. District Special Education Administration will review all Alternate K-PREP AAAP folders at least one time during the Spring of 2013 for each special education teacher, as applicable.	Policy and Process	01/02/2013	05/31/2013	\$200	Angela L. Bray

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District monitoring of AAAF folders for Alternate K-PREP	District Special Education Administration will observe each special education teacher, as applicable, conducting a portion of the Alternate K-PREP assessment for at least one student during a Spring testing window utilizing the Alternate Assessment and Accountability Folder (AAAF) District Checklist. District Special Education Administration will review all Alternate K-PREP AAAF folders at least one time during the Spring of 2013 for each special education teacher, as applicable.	Academic Support Program	01/02/2013	05/31/2013	\$0	Angela L. Bray
Participation in SPLASH Cohorts	Andrea Acey (PES), Elizabeth Wolsey (NHES) and Teresa Parsons (Itinerant Elementary FMD Teacher/Coach) are participating in SPLASH Cohorts in conjunction with KDE, UK, UofL and Southeast Educational Cooperative. This initiative provides teachers, new to the field of moderate and severe cognitive 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 cognitive disabilities, and is focused on the Kentucky Common Core State Standards. Ms. Parsons is participating as a coach to assist other MSD teachers in our district as needed.	Academic Support Program	01/02/2013	07/31/2013	\$1500	Angela L. Bray
District monitoring of AAAF folders for Alternate K-PREP	District Special Education Administration will observe each special education teacher, as applicable, conducting a portion of the Alternate K-PREP assessment for at least one student during a Spring testing window utilizing the Alternate Assessment and Accountability Folder (AAAF) District Checklist. District Special Education Administration will review all Alternate K-PREP AAAF folders at least one time during the Spring of 2013 for each special education teacher, as applicable.	Policy and Process	01/02/2013	05/31/2013	\$0	Angela L. Bray
Writing Alignment	District will facilitate professional development of writing teachers, providing time to develop curriculum materials and resources. Implementation of the process and student success will be monitored through collected student data and reviewed regularly scheduled PLC meetings.	Policy and Process	01/18/2013	06/30/2014	\$0	Middle and Elementary Supervisors
Participation in Lake Cumberland Early Childhood Transition Agreement	The Preschool Coordinator and/or Special Education Preschool Liaison will participate in the Lake Cumberland Early Childhood Transition Agreement to mutually support recruitment, child find, and outreach across agencies including First Steps.	Community Engagement	01/02/2013	05/31/2013	\$1000	Angela L. Bray; Phyllis Turpen
Total					\$85200	

Pulaski Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Pulaski County School System

Early Learning Leadership Network	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.	Professional Learning	09/10/2012	07/31/2013	\$500	Amy Polston
Curriculum Gaps & Overlaps	District leadership will ensure that discussion between key curriculum transition points occur among grades and schools to eliminate curriculum gaps and overlaps.	Academic Support Program	01/18/2013	07/31/2013	\$0	Amy Polston
Protocols	District leadership will participate and utilize specific protocols to analyze samples of student work, teacher designed assignments, and data in regularly scheduled PLC meetings.	Academic Support Program	01/02/2013	05/31/2013	\$0	Amy Polston, Elementary Supervisor
Curriculum Mapping	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.	Academic Support Program	08/01/2012	07/31/2013	\$0	Amy Polston
Analyze BRIGANCE Results	Assess all kindergarten students at 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.	Academic Support Program	08/08/2012	02/28/2013	\$0	Amy Polston
Professional Development	District leadership will provide on-going assistance to teachers in all schools to create building-level competence in creating rigorous, standards-based classroom assessments within CIITS.	Professional Learning	01/03/2013	07/31/2013	\$0	Amy Polston, Elementary Supervisor
Learning Plan	District will support schools in creating a learning plan for next steps of instruction for Kindergarten students	Academic Support Program	09/03/2012	10/31/2012	\$0	Amy Polston
College and Career Ready	District Rtl leadership Team will monitor the percent of students who are college and/or career ready based on assessment data and School Rtl Report Card.	Academic Support Program	11/01/2012	05/15/2013	\$0	Amy Polston
Vertical Alignment	District Leadership will provide opportunities for vertical communication within and between schools.	Academic Support Program	01/18/2013	07/31/2013	\$0	Amy Polston, Elementary Supervisor
Teacher Conferences	Preschool teachers will meet with kindergarten teachers to share behavioral and academic information (areas of strengths and needs) on incoming students.	Academic Support Program	04/19/2013	05/15/2013	\$0	Amy Polston
Preschool Transition	District leadership will provide parental workshops for transition from preschool to kindergarten.	Academic Support Program	03/04/2013	05/08/2013	\$500	Amy Polston

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Pulaski County School System

Monitor Assessments	District leadership team will regularly monitor classroom assessments to ensure they are intentionally standards-based, rigorous and authentic and work with SBDM to plan goals for continuous involvement to enhance student learning outcomes and meet district RTTT measures.	Academic Support Program	01/02/2013	05/31/2013	\$0	Amy Polston, Elementary Supervisor
Training Sessions	District leadership will facilitate trainings and provide work sessions for staff to collaborate with grade levels and specific content areas to create common assessments and unit plans.	Professional Learning	01/02/2013	07/31/2013	\$80000	Amy Polston, Elementary Supervisor
Participation in SPLASH Cohorts	Andrea Acey (PES), Elizabeth Wolsey (NHES) and Teresa Parsons (Itinerant Elementary FMD Teacher/Coach) are participating in SPLASH Cohorts in conjunction with KDE, UK, UofL and Southeast Educational Cooperative. This initiative provides teachers, new to the field of moderate and severe cognitive 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 cognitive disabilities, and is focused on the Kentucky Common Core State Standards. Ms. Parsons is participating as a coach to assist other MSD teachers in our district as needed.	Academic Support Program	01/02/2013	07/31/2013	\$1500	Angela L. Bray
District Monitoring of AAAF for Alternate K-PREP	District Special Education Administration will observe each special education teacher, as applicable, conducting a portion of the Alternate K-PREP assessment for at least one student during a Spring testing window utilizing the Alternate Assessment and Accountability Folder (AAAF) District Checklist provided by KDE. District Special Education Administration will review all Alternate K-PREP AAAF folders at least one time during the Spring of 2013 for each special education teacher, as applicable.	Policy and Process	01/02/2013	05/31/2013	\$200	Angela L. Bray
District monitoring of AAAF folders for Alternate K-PREP	District Special Education Administration will observe each special education teacher, as applicable, conducting a portion of the Alternate K-PREP assessment for at least one student during a Spring testing window utilizing the Alternate Assessment and Accountability Folder (AAAF) District Checklist. District Special Education Administration will review all Alternate K-PREP AAAF folders at least one time during the Spring of 2013 for each special education teacher, as applicable.	Academic Support Program	01/02/2013	05/31/2013	\$0	Angela L. Bray

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Participation in SPLASH Cohorts	Andrea Acey (PES), Elizabeth Wolsey (NHES) and Teresa Parsons (Itinerant Elementary FMD Teacher/Coach) are participating in SPLASH Cohorts in conjunction with KDE, UK, UofL and Southeast Educational Cooperative. This initiative provides teachers, new to the field of moderate and severe cognitive 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 cognitive disabilities, and is focused on the Kentucky Common Core State Standards. Ms. Parsons is participating as a coach to assist other MSD teachers in our district as needed.	Academic Support Program	01/02/2013	07/31/2013	\$1500	Angela L. Bray
District monitoring of AAAF folders for Alternate K-PREP	District Special Education Administration will observe each special education teacher, as applicable, conducting a portion of the Alternate K-PREP assessment for at least one student during a Spring testing window utilizing the Alternate Assessment and Accountability Folder (AAAF) District Checklist. District Special Education Administration will review all Alternate K-PREP AAAF folders at least one time during the Spring of 2013 for each special education teacher, as applicable.	Policy and Process	01/02/2013	05/31/2013	\$0	Angela L. Bray
Writing Alignment	District will facilitate professional development of writing teachers, providing time to develop curriculum materials and resources. Implementation of the process and student success will be monitored through collected student data and reviewed regularly scheduled PLC meetings.	Policy and Process	01/18/2013	06/30/2014	\$0	Middle and Elementary Supervisors
Participation in Lake Cumberland Early Childhood Transition Agreement	The Preschool Coordinator and/or Special Education Preschool Liaison will participate in the Lake Cumberland Early Childhood Transition Agreement to mutually support recruitment, child find, and outreach across agencies including First Steps.	Community Engagement	01/02/2013	05/31/2013	\$1000	Angela L. Bray; Phyllis Turpen
Total					\$85200	

Pulaski County High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Assign Special Education Teacher for Participation in Teacher Leader Network	A special education teacher, Sonia Huff, highly qualified in English and Language Arts will participate on a regular basis with the Teacher Leader Network through KDE and implement recommended best practices. (funding this year through CIITS for sub and mileage)	Professional Learning	01/02/2013	07/31/2013	\$1000	Angela L. Bray

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District monitoring of AAF folders for Alternate K-PREP	District Special Education Administration will observe each special education teacher, as applicable, conducting a portion of the Alternate K-PREP assessment for at least one student during a Spring testing window utilizing the Alternate Assessment and Accountability Folder (AAF) District Checklist. District Special Education Administration will review all Alternate K-PREP AAF folders at least one time during the Spring of 2013 for each special education teacher, as applicable.	Policy and Process	01/02/2013	05/31/2013	\$50	Angela L. Bray
Review LRE and class schedules for students with disabilities	District SPED Administration and/or Special Education Liaisons will meet with special education teachers to review least restrictive environment in the IEP and class schedule for students with disabilities on their caseload. Case managers will compile information to share with Admissions and Release Committees to determine if specific skill level interventions are needed in the regular classroom or in a special education setting for the 2013-2014 school year. Southeast Educational Cooperative Consultants to assist when available.	Policy and Process	01/02/2013	05/31/2013	\$0	Angela L. Bray
Participation in English Language Arts Professional Learning Community	District Special Education will periodically participate in the English Language Arts Professional Learning Community at PCHS with special education teachers.	Professional Learning	01/02/2013	05/31/2013	\$0	Angela L. Bray; Mardi Montgomery
Apply to Implement the Co-Teaching for Gap Closure Initiative	The Co-Teaching for Gap Closure Initiative is an opportunity for Priority Schools to assist with closing gaps in the areas of reading and math proficiency based on research-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 the University of Louisville. Participation is voluntary with a competitive application process due to limited capacity for spring 2013 implementation. This initiative requires a three year implementation commitment with on-going training, coaching, and technical assistance. One classroom (regular education teacher and special education teacher) will need to be identified to implement the Co-Teaching for Gap Closure Initiative. The Principal and Educational Recovery Specialist will select participants.	Academic Support Program	01/30/2013	06/30/2013	\$1000	Angela L. Bray
Review LRE and class schedules for students with disabilities	District SPED Administration and/or Special Education Liaisons will meet with special education teachers to review least restrictive environment in the IEP and class schedule for students with disabilities on their caseload. Case managers will compile information to share with Admissions and Release Committees to determine if specific skill level interventions are needed in the regular classroom or in a special education setting for the 2013-2014 school year. Southeast Educational Cooperative Consultants to assist when available.	Policy and Process	01/02/2013	05/31/2013	\$0	Angela L. Bray

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District monitoring of AAF folders for Alternate K-PREP	District Special Education Administration will observe each special education teacher, as applicable, conducting a portion of the Alternate K-PREP assessment for at least one student during a Spring testing window utilizing the Alternate Assessment and Accountability Folder (AAF) District Checklist. District Special Education Administration will review all Alternate K-PREP AAF folders at least one time during the Spring of 2013 for each special education teacher, as applicable.	Policy and Process	01/02/2013	05/31/2013	\$0	Angela L. Bray
Assign Special Education Teacher for Participation in Teacher Leader Network	A special education teacher, Keith Rose, highly qualified in Mathematics will participate on a regular basis with the Teacher Leader Network through KDE and implement recommended best practices. (funding this year through CIITS for sub and mileage)	Professional Learning	01/02/2013	07/31/2013	\$1000	Angela L. Bray
Participation in Math Professional Learning Communities	District Special Education Administration will periodically participate in the Math Professional Learning Community at PCHS with special education math teachers.	Professional Learning	01/02/2013	05/31/2013	\$0	Angela L. Bray; Mardi Montgomery
Writing Professional Development	Host Dr. Whitaker for 2 training sessions on writing geared towards all teachers for implementation in their classroom instruction.	Professional Learning	02/12/2013	05/31/2013	\$300	Supervisors
District monitoring of AAF folders for Alternate K-PREP	District Special Education Administration will observe each special education teacher, as applicable, conducting a portion of the Alternate K-PREP assessment for at least one student during a Spring testing window utilizing the Alternate Assessment and Accountability Folder (AAF) District Checklist. District Special Education Administration will review all Alternate K-PREP AAF folders at least one time during the Spring of 2013 for each special education teacher, as applicable.	Policy and Process	01/02/2013	05/31/2013	\$0	Angela L. Bray
Participation in English Language Arts Professional Learning Community	District Special Education Administration will periodically participate in the English Language Arts Professional Learning Community at PCHS with special education teachers.	Professional Learning	01/02/2013	05/31/2013	\$0	Angela L. Bray; Mardi Montgomery
Assign Special Education Teacher for Participation in Teacher Leader Network	A special education teacher, Sonia Huff, highly qualified in English and Language Arts will participate on a regular basis with the Teacher Leader Network through KDE and implement recommended best practices. (funding this year through CIITS for sub and mileage)	Professional Learning	01/02/2013	07/31/2013	\$0	Angela L. Bray
Review LRE and class schedules for students with disabilities	District SPED Administration and/or Special Education Liaisons will meet with special education teachers to review least restrictive environment in the IEP and class schedule for students with disabilities on their caseload. Case managers will compile information to share with Admissions and Release Committees to determine if specific skill level interventions are needed in the regular classroom or in a special education setting for the 2013-2014 school year. Southeast Educational Cooperative Consultants to assist when available.	Policy and Process	01/02/2013	05/31/2013	\$0	Angela L. Bray

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Review LRE and class schedules for students with disabilities	District SPED Administration and/or Special Education Liaisons will meet with special education teachers to review least restrictive environment in the IEP and class schedule for students with disabilities on their caseload. Case managers will compile information to share with Admissions and Release Committees to determine if specific skill level interventions are needed in the regular classroom or in a special education setting for the 2013-2014 school year. Southeast Educational Cooperative Consultants to assist when available. Admissions and Release Committees should consider appropriate class scheduling for students depending on career or college focus along with the ILP discussion or multi year course of study.	Policy and Process	01/02/2013	05/31/2013	\$0	Angela L. Bray
CIITS Training	Train all staff to utilize CIITS for lesson planning, common assessments, resource development, data analysis, etc.	Professional Learning	01/01/2013	07/31/2014	\$10000	Angela Murphy
Career Pathways	Ensure that each CTE program has developed a career pathway with the necessary courses that lead to industry and/or KOSSA certification.	Career Preparation/Orientation	02/01/2013	07/31/2013	\$0	Angela Murphy
Common Assessments	Organize work sessions to develop common assessments in CIITS for each content course to be administered at the end of each trimester.	Direct Instruction	01/01/2013	07/31/2013	\$10000	Angela Murphy
Academic Advising	Assist schools in developing a student tracking system to ensure students are aware of career tracks, enroll in courses that allow for KOSSA assessment, and ultimately become completers.	Career Preparation/Orientation	05/01/2013	08/01/2013	\$0	Angela Murphy & CTE Department Chairs
Curriculum Alignment	Organize work sessions to allow teachers to revise curriculum maps and enter them into CIITS.	Direct Instruction	06/01/2013	08/01/2013	\$0	Angela Murphy & Curriculum Specialists
Walkthrough Observations	Visit classrooms regularly to provide feedback regarding curriculum, instruction, assessment, classroom management, organization, etc.	Direct Instruction	01/01/2013	05/31/2014	\$1000	Angela Murphy
Targeted Interventions	Organize a RTI Leadership Team that meets regularly to review data and facilitate the organization of the RTI Program. This team will submit reports three times per year for district review.	Academic Support Program	01/01/2013	05/31/2014	\$0	Angela Murphy
PLC Meetings	Ensure that high schools have regularly scheduled PLC meetings for all Math and English teachers. Assist PLCs to analyze data, organize curriculum, provide job embedded PD, etc.	Direct Instruction	01/01/2013	05/31/2014	\$0	Angela Murphy
Intervention Classes	Ensure that the high schools review EPAS data and identify students not meeting benchmark. Monitor the enrollment of students in Math and/or Reading intervention classes to improve student mastery of content. Progress monitor regularly to ensure progress and retest utilizing Compass and/or Kyote to gauge success.	Academic Support Program	01/01/2013	05/31/2013	\$30000	School Leadership Teams Angela Murphy

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Walkthrough Data Analysis	The District Curriculum Team will analyze Walkthrough Data to determine areas of professional development need.	Professional Learning	01/01/2013	05/31/2014	\$0	Angela Murphy
Kentucky Post School Outcomes Center 2012 Youth One Year Out Interview Results	District Special Education Administration will distribute, discuss and analyze the Youth One Year Out (YOYO) interview data for students with disabilities with high school special education teachers to determine areas for future improvement related to college/career advising. One purpose of Individuals with Disabilities Education Act is to prepare students with disabilities for further education, employment and independent living. Data provided by Kentucky Post School Outcomes Center: percent of youth who are no longer in secondary school, had an Individual Education Program in effect at the time they left school: in higher education; higher education or competitively employed; or higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	Academic Support Program	01/02/2013	05/31/2013	\$0	Angela L. Bray
On-line ACT Prep	Purchase on-line ACT prep program to utilize with all students.	Academic Support Program	01/01/2013	05/31/2013	\$4000	School Leadership Team, Angela Murphy
Interagency Transition Fair for Students with Disabilities	Eligible junior and senior students with disabilities participate in the Interagency Transition Fair at The Center in Somerset, Kentucky on March 22, 2013. When information is received from Southeast Educational Cooperative, district special education administration will communicate registration information to high school special education teachers; special education teachers will notify and invite students with disabilities and parents to participate in this annual event.	Career Preparation/Orientation	01/02/2013	05/31/2013	\$200	Angela L. Bray
Credit Recovery	Implement and monitor opportunities for students to recover credits and graduate within four years including on line courses and ESS summer and after school programs.	Academic Support Program	01/01/2013	05/31/2014	\$20000	Angela Murphy
PBIS	Provide training and support to assist high schools in expanding effective PBIS programs. District and school staff will partner with Kentucky Center for Instructional Discipline (KYCID) to provide positive, proactive behavior instructional supports to students in Pulaski County Schools. A District KYCID Coach is assigned to work with school KYCID teams/coaches and monitor program effectiveness.	Behavioral Support Program	02/01/2013	05/31/2014	\$0	Angela Murphy & Dusty Phelps
High School Awareness for Parents	Provide a workshop for parents regarding high school scheduling, career tracks, benchmarks, etc.	Parent Involvement	02/28/2013	04/30/2013	\$0	Angela Murphy
Student Advisory Program	Organize and implement a Student Advisory Program that offers individual assistance with ILP Development, Career Options, Academic Decisions, College Requirements, etc.	Career Preparation/Orientation	01/01/2013	05/31/2013	\$0	Angela Murphy

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Implement the Community Based Work Transition Program for Students with Disabilities	Eligible junior and senior students with disabilities (maximum 12 per high school) participate in the Community Based Work Transition Program (CBWTP) for career exploration and job shadowing on a regular basis. Student Employment Coordinators document activities conducted with each student. Individual student reports are submitted to Vocational Rehabilitation for program reimbursement. Student Employment Coordinators complete the IEP Contribution Checklist and submits the checklist to applicable special education case managers for incorporation of transition information in the IEP. Mardi Montgomery coordinates the program and conducts regular team meetings with the Student Employment Coordinators. This program provides targeted career intervention for junior and senior students with disabilities based upon in-depth career analysis, job shadowing and job exploration activities throughout the school year with the goal of obtaining employment upon graduating high school.	Career Preparation/Orientation	01/02/2013	06/30/2013	\$25000	Angela L. Bray; Mardi Montgomery; Vocational Rehabilitation
Academic Advising	Provide individual academic advising for all eighth grade students prior to scheduling.	Other	01/01/2013	03/31/2013	\$0	Angela Murphy
Participation in School RTI Leadership Team from Special Education	The school-based RTI Leadership Team meets regularly to review data. A school psychologist and special education liaison and/or special education department chair will participate on a regular basis in the School RTI Leadership Team meetings to review data to include F lists of students with disabilities; team will discuss and make a plan to address academic and/or behavioral needs as appropriate.	Academic Support Program	01/02/2013	05/31/2013	\$0	Angela L. Bray
Summer Transition Camp	Organize summer transition camp for eighth graders to familiarize them with the high school campus, procedures, etc.	Direct Instruction	06/01/2013	06/30/2013	\$10000	Angela Murphy, College Coaches
Disseminate Journey to Adulthood: A Transition Travel Guide	District special education staff will provide copies of Journey to Adulthood: A Transition Travel Guide to special education liaisons to distribute to all special education case managers. Case managers will distribute to all parents of age 14 and age 16 students with disabilities as documented in parent contacts or meeting minutes.	Parent Involvement	01/02/2013	05/31/2013	\$0	Angela L. Bray
Participation in the ASD Model Site Program	The Kentucky Autism Training Center in conjunction with KDE and Southeast Educational Cooperative provides support to special education teachers with evidence based practices and data collection for students with Autism Spectrum Disorders.	Professional Learning	01/02/2013	07/31/2013	\$0	Angela L. Bray
Disseminate Access to Postsecondary Education: Planning for Education after High School	District special education staff will provide copies of Access to Postsecondary Education: Planning for Education after High School to liaisons to distribute to special education case managers. Case managers will provide copies to parents of age 14 and age 16 students with disabilities, if students plan to attend college after high school and document how parents were provided the information in parent contacts or meeting minutes.	Parent Involvement	01/02/2013	05/31/2013	\$0	Angela L. Bray

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Disseminate Brochure on Carl D. Perkins Vocational Training Center	District special education staff will provide copies of the brochure titled Carl D. Perkins Vocational Training Center to special education liaisons. Liaisons will distribute to special education case managers. Case managers will provide the brochure to appropriate parents as applicable to individual student needs as documented in parent contacts or meeting minutes.	Parent Involvement	01/02/2013	05/31/2013	\$0	Angela L. Bray
Parent and Student Transition Surveys	District Special Education Administration provide transition surveys for parents and students with disabilities to complete beginning at age 14 in an effort to plan appropriate transition services. This information is included in IEP development, used in planning services and filed in the special education due process folder.	Parent Involvement	01/02/2013	05/31/2013	\$0	Angela L. Bray
Total					\$113550	

Pulaski County Day Treatment Center

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Writing Alignment	District will facilitate professional development of writing teachers, providing time to develop curriculum materials and resources. Implementation of the process and student success will be monitored through collected student data and reviewed regularly scheduled PLC meetings.	Policy and Process	01/18/2013	06/30/2014	\$0	Middle and Elementary Supervisors
CIITS Training	Train all staff to utilize CIITS for lesson planning, common assessments, resource development, data analysis, etc.	Professional Learning	01/01/2013	07/31/2014	\$10000	Angela Murphy
Career Pathways	Ensure that each CTE program has developed a career pathway with the necessary courses that lead to industry and/or KOSSA certification.	Career Preparation/Orientation	02/01/2013	07/31/2013	\$0	Angela Murphy
Common Assessments	Organize work sessions to develop common assessments in CIITS for each content course to be administered at the end of each trimester.	Direct Instruction	01/01/2013	07/31/2013	\$10000	Angela Murphy
Academic Advising	Assist schools in developing a student tracking system to ensure students are aware of career tracks, enroll in courses that allow for KOSSA assessment, and ultimately become completers.	Career Preparation/Orientation	05/01/2013	08/01/2013	\$0	Angela Murphy & CTE Department Chairs
Curriculum Alignment	Organize work sessions to allow teachers to revise curriculum maps and enter them into CIITS.	Direct Instruction	06/01/2013	08/01/2013	\$0	Angela Murphy & Curriculum Specialists
Walkthrough Observations	Visit classrooms regularly to provide feedback regarding curriculum, instruction, assessment, classroom management, organization, etc.	Direct Instruction	01/01/2013	05/31/2014	\$1000	Angela Murphy

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PLC Meetings	Ensure that high schools have regularly scheduled PLC meetings for all Math and English teachers. Assist PLCs to analyze data, organize curriculum, provide job embedded PD, etc.	Direct Instruction	01/01/2013	05/31/2014	\$0	Angela Murphy
Intervention Classes	Ensure that the high schools review EPAS data and identify students not meeting benchmark. Monitor the enrollment of students in Math and/or Reading intervention classes to improve student mastery of content. Progress monitor regularly to ensure progress and retest utilizing Compass and/or Kyote to gage success.	Academic Support Program	01/01/2013	05/31/2013	\$30000	School Leadership Teams Angela Murphy
Walkthrough Data Analysis	The District Curriculum Team will analyze Walkthrough Data to determine areas of professional development need.	Professional Learning	01/01/2013	05/31/2014	\$0	Angela Murphy
On-line ACT Prep	Purchase on-line ACT prep program to utilize with all students.	Academic Support Program	01/01/2013	05/31/2013	\$4000	School Leadership Team, Angela Murphy
Credit Recovery	Implement and monitor opportunities for students to recover credits and graduate within four years including on line courses and ESS summer and after school programs.	Academic Support Program	01/01/2013	05/31/2014	\$20000	Angela Murphy
PBIS	Provide training and support to assist high schools in expanding effective PBIS programs. District and school staff will partner with Kentucky Center for Instructional Discipline (KYCID) to provide positive, proactive behavior instructional supports to students in Pulaski County Schools. A District KYCID Coach is assigned to work with school KYCID teams/coaches and monitor program effectiveness.	Behavioral Support Program	02/01/2013	05/31/2014	\$0	Angela Murphy & Dusty Phelps
Student Advisory Program	Organize and implement a Student Advisory Program that offers individual assistance with ILP Development, Career Options, Academic Decisions, College Requirements, etc.	Career Preparation/Orientation	01/01/2013	05/31/2013	\$0	Angela Murphy
Disseminate Journey to Adulthood: A Transition Travel Guide	District special education staff will provide copies of Journey to Adulthood: A Transition Travel Guide to special education liaisons to distribute to all special education case managers. Case managers will distribute to all parents of age 14 and age 16 students with disabilities as documented in parent contacts or meeting minutes.	Parent Involvement	01/02/2013	05/31/2013	\$0	Angela L. Bray
Disseminate Access to Postsecondary Education: Planning for Education after High School	District special education staff will provide copies of Access to Postsecondary Education: Planning for Education after High School to liaisons to distribute to special education case managers. Case managers will provide copies to parents of age 14 and age 16 students with disabilities, if students plan to attend college after high school and document how parents were provided the information in parent contacts or meeting minutes.	Parent Involvement	01/02/2013	05/31/2013	\$0	Angela L. Bray

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Disseminate Brochure on Carl D. Perkins Vocational Training Center	District special education staff will provide copies of the brochure titled Carl D. Perkins Vocational Training Center to special education liaisons. Liaisons will distribute to special education case managers. Case managers will provide the brochure to appropriate parents as applicable to individual student needs as documented in parent contacts or meeting minutes.	Parent Involvement	01/02/2013	05/31/2013	\$0	Angela L. Bray
Parent and Student Transition Surveys	District Special Education Administration provide transition surveys for parents and students with disabilities to complete beginning at age 14 in an effort to plan appropriate transition services. This information is included in IEP development, used in planning services and filed in the special education due process folder.	Parent Involvement	01/02/2013	05/31/2013	\$0	Angela L. Bray
Total					\$75000	

Pulaski Central High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
CIITS Training	Train all staff to utilize CIITS for lesson planning, common assessments, resource development, data analysis, etc.	Professional Learning	01/01/2013	07/31/2014	\$10000	Angela Murphy
Career Pathways	Ensure that each CTE program has developed a career pathway with the necessary courses that lead to industry and/or KOSSA certification.	Career Preparation/Orientation	02/01/2013	07/31/2013	\$0	Angela Murphy
Common Assessments	Organize work sessions to develop common assessments in CIITS for each content course to be administered at the end of each trimester.	Direct Instruction	01/01/2013	07/31/2013	\$10000	Angela Murphy
Academic Advising	Assist schools in developing a student tracking system to ensure students are aware of career tracks, enroll in courses that allow for KOSSA assessment, and ultimately become completers.	Career Preparation/Orientation	05/01/2013	08/01/2013	\$0	Angela Murphy & CTE Department Chairs
Curriculum Alignment	Organize work sessions to allow teachers to revise curriculum maps and enter them into CIITS.	Direct Instruction	06/01/2013	08/01/2013	\$0	Angela Murphy & Curriculum Specialists
Walkthrough Observations	Visit classrooms regularly to provide feedback regarding curriculum, instruction, assessment, classroom management, organization, etc.	Direct Instruction	01/01/2013	05/31/2014	\$1000	Angela Murphy
PLC Meetings	Ensure that high schools have regularly scheduled PLC meetings for all Math and English teachers. Assist PLCs to analyze data, organize curriculum, provide job embedded PD, etc.	Direct Instruction	01/01/2013	05/31/2014	\$0	Angela Murphy

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Intervention Classes	Ensure that the high schools review EPAS data and identify students not meeting benchmark. Monitor the enrollment of students in Math and/or Reading intervention classes to improve student mastery of content. Progress monitor regularly to ensure progress and retest utilizing Compass and/or Kyote to gage success.	Academic Support Program	01/01/2013	05/31/2013	\$30000	School Leadership Teams Angela Murphy
Walkthrough Data Analysis	The District Curriculum Team will analyze Walkthrough Data to determine areas of professional development need.	Professional Learning	01/01/2013	05/31/2014	\$0	Angela Murphy
On-line ACT Prep	Purchase on-line ACT prep program to utilize with all students.	Academic Support Program	01/01/2013	05/31/2013	\$4000	School Leadership Team, Angela Murphy
Credit Recovery	Implement and monitor opportunities for students to recover credits and graduate within four years including on line courses and ESS summer and after school programs.	Academic Support Program	01/01/2013	05/31/2014	\$20000	Angela Murphy
PBIS	Provide training and support to assist high schools in expanding effective PBIS programs. District and school staff will partner with Kentucky Center for Instructional Discipline (KYCID) to provide positive, proactive behavior instructional supports to students in Pulaski County Schools. A District KYCID Coach is assigned to work with school KYCID teams/coaches and monitor program effectiveness.	Behavioral Support Program	02/01/2013	05/31/2014	\$0	Angela Murphy & Dusty Phelps
Student Advisory Program	Organize and implement a Student Advisory Program that offers individual assistance with ILP Development, Career Options, Academic Decisions, College Requirements, etc.	Career Preparation/Orientation	01/01/2013	05/31/2013	\$0	Angela Murphy
Total					\$75000	

Oak Hill Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Early Learning Leadership Network	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.	Professional Learning	09/10/2012	07/31/2013	\$500	Amy Polston
Curriculum Gaps & Overlaps	District leadership will ensure that discussion between key curriculum transition points occur among grades and schools to eliminate curriculum gaps and overlaps.	Academic Support Program	01/18/2013	07/31/2013	\$0	Amy Polston
Protocols	District leadership will participate and utilize specific protocols to analyze samples of student work, teacher designed assignments, and data in regularly scheduled PLC meetings.	Academic Support Program	01/02/2013	05/31/2013	\$0	Amy Polston, Elementary Supervisor

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Curriculum Mapping	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.	Academic Support Program	08/01/2012	07/31/2013	\$0	Amy Polston
Analyze BRIGANCE Results	Assess all kindergarten students at 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.	Academic Support Program	08/08/2012	02/28/2013	\$0	Amy Polston
Professional Development	District leadership will provide on-going assistance to teachers in all schools to create building-level competence in creating rigorous, standards-based classroom assessments within CIITS.	Professional Learning	01/03/2013	07/31/2013	\$0	Amy Polston, Elementary Supervisor
Learning Plan	District will support schools in creating a learning plan for next steps of instruction for Kindergarten students	Academic Support Program	09/03/2012	10/31/2012	\$0	Amy Polston
College and Career Ready	District RtI leadership Team will monitor the percent of students who are college and/or career ready based on assessment data and School RtI Report Card.	Academic Support Program	11/01/2012	05/15/2013	\$0	Amy Polston
Vertical Alignment	District Leadership will provide opportunities for vertical communication within and between schools.	Academic Support Program	01/18/2013	07/31/2013	\$0	Amy Polston, Elementary Supervisor
Teacher Conferences	Preschool teachers will meet with kindergarten teachers to share behavioral and academic information (areas of strengths and needs) on incoming students.	Academic Support Program	04/19/2013	05/15/2013	\$0	Amy Polston
Preschool Transition	District leadership will provide parental workshops for transition from preschool to kindergarten.	Academic Support Program	03/04/2013	05/08/2013	\$500	Amy Polston
Monitor Assessments	District leadership team will regularly monitor classroom assessments to ensure they are intentionally standards-based, rigorous and authentic and work with SBDM to plan goals for continuous involvement to enhance student learning outcomes and meet district RTTT measures.	Academic Support Program	01/02/2013	05/31/2013	\$0	Amy Polston, Elementary Supervisor
Training Sessions	District leadership will facilitate trainings and provide work sessions for staff to collaborate with grade levels and specific content areas to create common assessments and unit plans.	Professional Learning	01/02/2013	07/31/2013	\$80000	Amy Polston, Elementary Supervisor

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Participation in SPLASH Cohorts	Andrea Acey (PES), Elizabeth Wolsey (NHES) and Teresa Parsons (Itinerant Elementary FMD Teacher/Coach) are participating in SPLASH Cohorts in conjunction with KDE, UK, UofL and Southeast Educational Cooperative. This initiative provides teachers, new to the field of moderate and severe cognitive 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 cognitive disabilities, and is focused on the Kentucky Common Core State Standards. Ms. Parsons is participating as a coach to assist other MSD teachers in our district as needed.	Academic Support Program	01/02/2013	07/31/2013	\$1500	Angela L. Bray
District Monitoring of AAAF for Alternate K-PREP	District Special Education Administration will observe each special education teacher, as applicable, conducting a portion of the Alternate K-PREP assessment for at least one student during a Spring testing window utilizing the Alternate Assessment and Accountability Folder (AAAF) District Checklist provided by KDE. District Special Education Administration will review all Alternate K-PREP AAAF folders at least one time during the Spring of 2013 for each special education teacher, as applicable.	Policy and Process	01/02/2013	05/31/2013	\$200	Angela L. Bray
District monitoring of AAAF folders for Alternate K-PREP	District Special Education Administration will observe each special education teacher, as applicable, conducting a portion of the Alternate K-PREP assessment for at least one student during a Spring testing window utilizing the Alternate Assessment and Accountability Folder (AAAF) District Checklist. District Special Education Administration will review all Alternate K-PREP AAAF folders at least one time during the Spring of 2013 for each special education teacher, as applicable.	Academic Support Program	01/02/2013	05/31/2013	\$0	Angela L. Bray
Participation in SPLASH Cohorts	Andrea Acey (PES), Elizabeth Wolsey (NHES) and Teresa Parsons (Itinerant Elementary FMD Teacher/Coach) are participating in SPLASH Cohorts in conjunction with KDE, UK, UofL and Southeast Educational Cooperative. This initiative provides teachers, new to the field of moderate and severe cognitive 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 cognitive disabilities, and is focused on the Kentucky Common Core State Standards. Ms. Parsons is participating as a coach to assist other MSD teachers in our district as needed.	Academic Support Program	01/02/2013	07/31/2013	\$1500	Angela L. Bray

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District monitoring of AAAF folders for Alternate K-PREP	District Special Education Administration will observe each special education teacher, as applicable, conducting a portion of the Alternate K-PREP assessment for at least one student during a Spring testing window utilizing the Alternate Assessment and Accountability Folder (AAAF) District Checklist. District Special Education Administration will review all Alternate K-PREP AAAF folders at least one time during the Spring of 2013 for each special education teacher, as applicable.	Policy and Process	01/02/2013	05/31/2013	\$0	Angela L. Bray
Writing Alignment	District will facilitate professional development of writing teachers, providing time to develop curriculum materials and resources. Implementation of the process and student success will be monitored through collected student data and reviewed regularly scheduled PLC meetings.	Policy and Process	01/18/2013	06/30/2014	\$0	Middle and Elementary Supervisors
Participation in Lake Cumberland Early Childhood Transition Agreement	The Preschool Coordinator and/or Special Education Preschool Liaison will participate in the Lake Cumberland Early Childhood Transition Agreement to mutually support recruitment, child find, and outreach across agencies including First Steps.	Community Engagement	01/02/2013	05/31/2013	\$1000	Angela L. Bray; Phyllis Turpen
Total					\$85200	

Northern Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Curriculum Alignment	Teachers of like content will work collaboratively to develop and refine curriculum maps, share resources, and teaching strategies, so that all students will receive equitable academic access and instruction.	Professional Learning	02/01/2013	07/31/2013	\$0	Supervisors and Curriculum Specialists
Assessments	District personnel will assist middle school teachers in learning to build school quality common assessments aligned with the KCAS for each instructional unit.	Professional Learning	01/31/2013	08/29/2014	\$0	Supervisor
Lesson Plans	District personnel will assist middle school teachers in learning to use the CIITS lesson planning component to develop and schedule their weekly lessons.	Professional Learning	01/31/2013	08/30/2013	\$0	Supervisor
Reading Comprehension Passages	Teachers will intentionally seek out K-PREP like reading comprehension activities and provide students with multiple opportunities for practice. The district will assist teachers in locating quality sources that meet standard intent.	Academic Support Program	01/07/2013	05/30/2014	\$0	Principals, Curriculum Specialists, Teachers
Reading Comprehension	Teachers will be provided appropriate reading passages with comprehension questions for practice. These passages will be of sufficient length and difficulty levels to build student proficiency in reading comprehension.	Academic Support Program	01/31/2013	05/30/2013	\$0	Supervisor and Curriculum Specialists

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District monitoring of AAAF folders for Alternate K-PREP	District Special Education Administration will observe each special education teacher, as applicable, conducting a portion of the Alternate K-PREP assessment for at least one student during a Spring testing window utilizing the Alternate Assessment and Accountability Folder (AAAF) District Checklist. District Special Education Administration will review all Alternate K-PREP AAAF folders at least one time during the Spring of 2013 for each special education teacher, as applicable.	Policy and Process	01/02/2013	05/31/2013	\$50	Angela L. Bray
Review LRE and class schedules for students with disabilities	District SPED Administration and/or Special Education Liaisons will meet with special education teachers to review least restrictive environment in the IEP and class schedule for students with disabilities on their caseload. Case managers will compile information to share with Admissions and Release Committees to determine if specific skill level interventions are needed in the regular classroom or in a special education setting for the 2013-2014 school year. Southeast Educational Cooperative Consultants to assist when available.	Policy and Process	01/02/2013	05/31/2013	\$0	Angela L. Bray
Math Interventions	District personnel will assist schools in locating and researching math interventions that will lead to increased numbers of students demonstrating proficiency in math.	Academic Support Program	01/14/2013	05/31/2013	\$0	Supervisor
District monitoring of AAAF folders for Alternate K-PREP	District Special Education Administration will observe each special education teacher, as applicable, conducting a portion of the Alternate K-PREP assessment for at least one student during a Spring testing window utilizing the Alternate Assessment and Accountability Folder (AAAF) District Checklist. District Special Education Administration will review all Alternate K-PREP AAAF folders at least one time during the Spring of 2013 for each special education teacher, as applicable.	Policy and Process	01/02/2013	05/31/2013	\$0	Angela L. Bray
Review LRE and class schedules for students with disabilities	District SPED Administration and/or Special Education Liaisons will meet with special education teachers to review least restrictive environment in the IEP and class schedule for students with disabilities on their caseload. Case managers will compile information to share with Admissions and Release Committees to determine if specific skill level interventions are needed in the regular classroom or in a special education setting for the 2013-2014 school year. Southeast Educational Cooperative Consultants to assist when available.	Policy and Process	01/02/2013	05/31/2013	\$0	Angela L. Bray

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Provide PD on 2012-2013 KDE Guidance Document for IEP Development	District special education administration will provide professional learning for special education teachers and therapists on the 2012-2013 KDE Guidance Document for Individual Education Program (IEP) Development. IEPs will be reviewed using the KDE 2012-2013 Compliance Record Review Document. The Admissions and Release Committee (ARC) develops the IEP, ensures IEP implementation, reviews progress toward the annual goal at least once every 12 months, and revises the IEP as appropriate. The ARC solicits parent input and concerns through ARC participation or other methods of contact if the parent does not participate in the ARC. This training update is to assist IEP Development with Kentucky Core Academic Standards (KCAS) to improve outcomes for students with disabilities.	Professional Learning	01/02/2013	07/31/2013	\$0	Angela L. Bray
Data Based Questions	The district will assist schools in locating and implementing data based questions in the social studies classrooms. These questions will help increase the writing and reading complexity in the middle schools. Social studies curriculum maps and lesson plans in CIITS will be used to monitor the implementation of this strategy.	Professional Learning	01/31/2013	05/31/2013	\$300	Supervisor and Curriculum Specialists
District monitoring of AAAF folders for Alternate K-PREP	District Special Education Administration will observe each special education teacher, as applicable, conducting a portion of the Alternate K-PREP assessment for at least one student during a Spring testing window utilizing the Alternate Assessment and Accountability Folder (AAAF) District Checklist. District Special Education Administration will review all Alternate K-PREP AAAF folders at least one time during the Spring of 2013 for each special education teacher, as applicable.	Policy and Process	01/02/2013	05/31/2013	\$0	Angela L. Bray
Writing Alignment	District will facilitate professional development of writing teachers, providing time to develop curriculum materials and resources. Implementation of the process and student success will be monitored through collected student data and reviewed regularly scheduled PLC meetings.	Policy and Process	01/18/2013	06/30/2014	\$0	Middle and Elementary Supervisors
Review LRE and class schedules for students with disabilities	District SPED Administration and/or Special Education Liaisons will meet with special education teachers to review least restrictive environment in the IEP and class schedule for students with disabilities on their caseload. Case managers will compile information to share with Admissions and Release Committees to determine if specific skill level interventions are needed in the regular classroom or in a special education setting for the 2013-2014 school year. Southeast Educational Cooperative Consultants to assist when available.	Policy and Process	01/02/2013	05/31/2013	\$0	Angela L. Bray

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PLCs	Teachers will participate in regularly scheduled PLCs in which they analyze student writing for the purpose of learning the direction their writing instruction will take. They will use protocols that are appropriate to the purpose of the PLC. PLC sign in sheets, lesson plans and examples of teacher submitted student work will be used to monitor the practice.	Professional Learning	01/18/2013	05/31/2013	\$0	Principals, Curriculum Specialists, and Supervisor.
Color Coding	Teachers will work on a system for self assessment of writing in which students will review and highlight their own writing pieces so as to see necessary corrections and changes that will improve their writing fluency.	Academic Support Program	02/19/2013	05/31/2013	\$0	Supervisor and Curriculum Specialists.
Writing Professional Development	Host Dr. Whitaker for 2 training sessions on writing geared towards all teachers for implementation in their classroom instruction.	Professional Learning	02/12/2013	05/31/2013	\$300	Supervisors
Disseminate Journey to Adulthood: A Transition Travel Guide	District special education staff will provide copies of Journey to Adulthood: A Transition Travel Guide to special education liaisons to distribute to all special education case managers. Case managers will distribute to all parents of age 14 and age 16 students with disabilities as documented in parent contacts or meeting minutes.	Parent Involvement	01/02/2013	05/31/2013	\$0	Angela L. Bray
Participation in the ASD Model Site Program	The Kentucky Autism Training Center in conjunction with KDE and Southeast Educational Cooperative provides support to special education teachers with evidence based practices and data collection for students with Autism Spectrum Disorders.	Professional Learning	01/02/2013	07/31/2013	\$0	Angela L. Bray
Disseminate Access to Postsecondary Education: Planning for Education after High School	District special education staff will provide copies of Access to Postsecondary Education: Planning for Education after High School to liaisons to distribute to special education case managers. Case managers will provide copies to parents of age 14 and age 16 students with disabilities, if students plan to attend college after high school and document how parents were provided the information in parent contacts or meeting minutes.	Parent Involvement	01/02/2013	05/31/2013	\$0	Angela L. Bray
Disseminate Brochure on Carl D. Perkins Vocational Training Center	District special education staff will provide copies of the brochure titled Carl D. Perkins Vocational Training Center to special education liaisons. Liaisons will distribute to special education case managers. Case managers will provide the brochure to appropriate parents as applicable to individual student needs as documented in parent contacts or meeting minutes.	Parent Involvement	01/02/2013	05/31/2013	\$0	Angela L. Bray
Parent and Student Transition Surveys	District Special Education Administration provide transition surveys for parents and students with disabilities to complete beginning at age 14 in an effort to plan appropriate transition services. This information is included in IEP development, used in planning services and filed in the special education due process folder.	Parent Involvement	01/02/2013	05/31/2013	\$0	Angela L. Bray
Total					\$650	

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Northern Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Early Learning Leadership Network	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.	Professional Learning	09/10/2012	07/31/2013	\$500	Amy Polston
Curriculum Gaps & Overlaps	District leadership will ensure that discussion between key curriculum transition points occur among grades and schools to eliminate curriculum gaps and overlaps.	Academic Support Program	01/18/2013	07/31/2013	\$0	Amy Polston
Protocols	District leadership will participate and utilize specific protocols to analyze samples of student work, teacher designed assignments, and data in regularly scheduled PLC meetings.	Academic Support Program	01/02/2013	05/31/2013	\$0	Amy Polston, Elementary Supervisor
Curriculum Mapping	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.	Academic Support Program	08/01/2012	07/31/2013	\$0	Amy Polston
Analyze BRIGANCE Results	Assess all kindergarten students at 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.	Academic Support Program	08/08/2012	02/28/2013	\$0	Amy Polston
Professional Development	District leadership will provide on-going assistance to teachers in all schools to create building-level competence in creating rigorous, standards-based classroom assessments within CIITS.	Professional Learning	01/03/2013	07/31/2013	\$0	Amy Polston, Elementary Supervisor
Learning Plan	District will support schools in creating a learning plan for next steps of instruction for Kindergarten students	Academic Support Program	09/03/2012	10/31/2012	\$0	Amy Polston
College and Career Ready	District RtI leadership Team will monitor the percent of students who are college and/or career ready based on assessment data and School RtI Report Card.	Academic Support Program	11/01/2012	05/15/2013	\$0	Amy Polston
Vertical Alignment	District Leadership will provide opportunities for vertical communication within and between schools.	Academic Support Program	01/18/2013	07/31/2013	\$0	Amy Polston, Elementary Supervisor
Teacher Conferences	Preschool teachers will meet with kindergarten teachers to share behavioral and academic information (areas of strengths and needs) on incoming students.	Academic Support Program	04/19/2013	05/15/2013	\$0	Amy Polston
Preschool Transition	District leadership will provide parental workshops for transition from preschool to kindergarten.	Academic Support Program	03/04/2013	05/08/2013	\$500	Amy Polston

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Monitor Assessments	District leadership team will regularly monitor classroom assessments to ensure they are intentionally standards-based, rigorous and authentic and work with SBDM to plan goals for continuous involvement to enhance student learning outcomes and meet district RTTT measures.	Academic Support Program	01/02/2013	05/31/2013	\$0	Amy Polston, Elementary Supervisor
Training Sessions	District leadership will facilitate trainings and provide work sessions for staff to collaborate with grade levels and specific content areas to create common assessments and unit plans.	Professional Learning	01/02/2013	07/31/2013	\$80000	Amy Polston, Elementary Supervisor
Participation in SPLASH Cohorts	Andrea Acey (PES), Elizabeth Wolsey (NHES) and Teresa Parsons (Itinerant Elementary FMD Teacher/Coach) are participating in SPLASH Cohorts in conjunction with KDE, UK, UofL and Southeast Educational Cooperative. This initiative provides teachers, new to the field of moderate and severe cognitive 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 cognitive disabilities, and is focused on the Kentucky Common Core State Standards. Ms. Parsons is participating as a coach to assist other MSD teachers in our district as needed.	Academic Support Program	01/02/2013	07/31/2013	\$1500	Angela L. Bray
District Monitoring of AAAF for Alternate K-PREP	District Special Education Administration will observe each special education teacher, as applicable, conducting a portion of the Alternate K-PREP assessment for at least one student during a Spring testing window utilizing the Alternate Assessment and Accountability Folder (AAAF) District Checklist provided by KDE. District Special Education Administration will review all Alternate K-PREP AAAF folders at least one time during the Spring of 2013 for each special education teacher, as applicable.	Policy and Process	01/02/2013	05/31/2013	\$200	Angela L. Bray
District monitoring of AAAF folders for Alternate K-PREP	District Special Education Administration will observe each special education teacher, as applicable, conducting a portion of the Alternate K-PREP assessment for at least one student during a Spring testing window utilizing the Alternate Assessment and Accountability Folder (AAAF) District Checklist. District Special Education Administration will review all Alternate K-PREP AAAF folders at least one time during the Spring of 2013 for each special education teacher, as applicable.	Academic Support Program	01/02/2013	05/31/2013	\$0	Angela L. Bray

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Participation in SPLASH Cohorts	Andrea Acey (PES), Elizabeth Wolsey (NHES) and Teresa Parsons (Itinerant Elementary FMD Teacher/Coach) are participating in SPLASH Cohorts in conjunction with KDE, UK, UofL and Southeast Educational Cooperative. This initiative provides teachers, new to the field of moderate and severe cognitive 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 cognitive disabilities, and is focused on the Kentucky Common Core State Standards. Ms. Parsons is participating as a coach to assist other MSD teachers in our district as needed.	Academic Support Program	01/02/2013	07/31/2013	\$1500	Angela L. Bray
District monitoring of AAAF folders for Alternate K-PREP	District Special Education Administration will observe each special education teacher, as applicable, conducting a portion of the Alternate K-PREP assessment for at least one student during a Spring testing window utilizing the Alternate Assessment and Accountability Folder (AAAF) District Checklist. District Special Education Administration will review all Alternate K-PREP AAAF folders at least one time during the Spring of 2013 for each special education teacher, as applicable.	Policy and Process	01/02/2013	05/31/2013	\$0	Angela L. Bray
Writing Alignment	District will facilitate professional development of writing teachers, providing time to develop curriculum materials and resources. Implementation of the process and student success will be monitored through collected student data and reviewed regularly scheduled PLC meetings.	Policy and Process	01/18/2013	06/30/2014	\$0	Middle and Elementary Supervisors
Participation in Lake Cumberland Early Childhood Transition Agreement	The Preschool Coordinator and/or Special Education Preschool Liaison will participate in the Lake Cumberland Early Childhood Transition Agreement to mutually support recruitment, child find, and outreach across agencies including First Steps.	Community Engagement	01/02/2013	05/31/2013	\$1000	Angela L. Bray; Phyllis Turpen
Participation in the ASD Model Site Program	The Kentucky Autism Training Center in conjunction with KDE and Southeast Educational Cooperative provides support to special education teachers with evidence based practices and data collection for students with Autism Spectrum Disorders.	Professional Learning	01/02/2013	07/31/2013	\$0	Angela L. Bray
Total					\$85200	

Nancy Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Early Learning Leadership Network	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.	Professional Learning	09/10/2012	07/31/2013	\$500	Amy Polston

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Curriculum Gaps & Overlaps	District leadership will ensure that discussion between key curriculum transition points occur among grades and schools to eliminate curriculum gaps and overlaps.	Academic Support Program	01/18/2013	07/31/2013	\$0	Amy Polston
Protocols	District leadership will participate and utilize specific protocols to analyze samples of student work, teacher designed assignments, and data in regularly scheduled PLC meetings.	Academic Support Program	01/02/2013	05/31/2013	\$0	Amy Polston, Elementary Supervisor
Curriculum Mapping	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.	Academic Support Program	08/01/2012	07/31/2013	\$0	Amy Polston
Professional Development	District leadership will provide on-going assistance to teachers in all schools to create building-level competence in creating rigorous, standards-based classroom assessments within CIITS.	Professional Learning	01/03/2013	07/31/2013	\$0	Amy Polston, Elementary Supervisor
Learning Plan	District will support schools in creating a learning plan for next steps of instruction for Kindergarten students	Academic Support Program	09/03/2012	10/31/2012	\$0	Amy Polston
College and Career Ready	District Rtl leadership Team will monitor the percent of students who are college and/or career ready based on assessment data and School Rtl Report Card.	Academic Support Program	11/01/2012	05/15/2013	\$0	Amy Polston
Vertical Alignment	District Leadership will provide opportunities for vertical communication within and between schools.	Academic Support Program	01/18/2013	07/31/2013	\$0	Amy Polston, Elementary Supervisor
Teacher Conferences	Preschool teachers will meet with kindergarten teachers to share behavioral and academic information (areas of strengths and needs) on incoming students.	Academic Support Program	04/19/2013	05/15/2013	\$0	Amy Polston
Preschool Transition	District leadership will provide parental workshops for transition from preschool to kindergarten.	Academic Support Program	03/04/2013	05/08/2013	\$500	Amy Polston
Monitor Assessments	District leadership team will regularly monitor classroom assessments to ensure they are intentionally standards-based, rigorous and authentic and work with SBDM to plan goals for continuous involvement to enhance student learning outcomes and meet district RTTT measures.	Academic Support Program	01/02/2013	05/31/2013	\$0	Amy Polston, Elementary Supervisor
Training Sessions	District leadership will facilitate trainings and provide work sessions for staff to collaborate with grade levels and specific content areas to create common assessments and unit plans.	Professional Learning	01/02/2013	07/31/2013	\$80000	Amy Polston, Elementary Supervisor

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Participation in SPLASH Cohorts	Andrea Acey (PES), Elizabeth Wolsey (NHES) and Teresa Parsons (Itinerant Elementary FMD Teacher/Coach) are participating in SPLASH Cohorts in conjunction with KDE, UK, UofL and Southeast Educational Cooperative. This initiative provides teachers, new to the field of moderate and severe cognitive 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 cognitive disabilities, and is focused on the Kentucky Common Core State Standards. Ms. Parsons is participating as a coach to assist other MSD teachers in our district as needed.	Academic Support Program	01/02/2013	07/31/2013	\$1500	Angela L. Bray
District Monitoring of AAAF for Alternate K-PREP	District Special Education Administration will observe each special education teacher, as applicable, conducting a portion of the Alternate K-PREP assessment for at least one student during a Spring testing window utilizing the Alternate Assessment and Accountability Folder (AAAF) District Checklist provided by KDE. District Special Education Administration will review all Alternate K-PREP AAAF folders at least one time during the Spring of 2013 for each special education teacher, as applicable.	Policy and Process	01/02/2013	05/31/2013	\$200	Angela L. Bray
District monitoring of AAAF folders for Alternate K-PREP	District Special Education Administration will observe each special education teacher, as applicable, conducting a portion of the Alternate K-PREP assessment for at least one student during a Spring testing window utilizing the Alternate Assessment and Accountability Folder (AAAF) District Checklist. District Special Education Administration will review all Alternate K-PREP AAAF folders at least one time during the Spring of 2013 for each special education teacher, as applicable.	Academic Support Program	01/02/2013	05/31/2013	\$0	Angela L. Bray
Participation in SPLASH Cohorts	Andrea Acey (PES), Elizabeth Wolsey (NHES) and Teresa Parsons (Itinerant Elementary FMD Teacher/Coach) are participating in SPLASH Cohorts in conjunction with KDE, UK, UofL and Southeast Educational Cooperative. This initiative provides teachers, new to the field of moderate and severe cognitive 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 cognitive disabilities, and is focused on the Kentucky Common Core State Standards. Ms. Parsons is participating as a coach to assist other MSD teachers in our district as needed.	Academic Support Program	01/02/2013	07/31/2013	\$1500	Angela L. Bray

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District monitoring of AAF folders for Alternate K-PREP	District Special Education Administration will observe each special education teacher, as applicable, conducting a portion of the Alternate K-PREP assessment for at least one student during a Spring testing window utilizing the Alternate Assessment and Accountability Folder (AAF) District Checklist. District Special Education Administration will review all Alternate K-PREP AAF folders at least one time during the Spring of 2013 for each special education teacher, as applicable.	Policy and Process	01/02/2013	05/31/2013	\$0	Angela L. Bray
Writing Alignment	District will facilitate professional development of writing teachers, providing time to develop curriculum materials and resources. Implementation of the process and student success will be monitored through collected student data and reviewed regularly scheduled PLC meetings.	Policy and Process	01/18/2013	06/30/2014	\$0	Middle and Elementary Supervisors
Participation in Lake Cumberland Early Childhood Transition Agreement	The Preschool Coordinator and/or Special Education Preschool Liaison will participate in the Lake Cumberland Early Childhood Transition Agreement to mutually support recruitment, child find, and outreach across agencies including First Steps.	Community Engagement	01/02/2013	05/31/2013	\$1000	Angela L. Bray; Phyllis Turpen
Total					\$85200	

Memorial Education Center

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Conferences	Preschool teachers will meet with kindergarten teachers to share behavioral and academic information (areas of strengths and needs) on incoming students.	Academic Support Program	04/19/2013	05/15/2013	\$0	Amy Polston
Preschool Transition	District leadership will provide parental workshops for transition from preschool to kindergarten.	Academic Support Program	03/04/2013	05/08/2013	\$500	Amy Polston
Participation in Lake Cumberland Early Childhood Transition Agreement	The Preschool Coordinator and/or Special Education Preschool Liaison will participate in the Lake Cumberland Early Childhood Transition Agreement to mutually support recruitment, child find, and outreach across agencies including First Steps.	Community Engagement	01/02/2013	05/31/2013	\$1000	Angela L. Bray; Phyllis Turpen
Total					\$1500	

Eubank Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Early Learning Leadership Network	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.	Professional Learning	09/10/2012	07/31/2013	\$500	Amy Polston

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Curriculum Gaps & Overlaps	District leadership will ensure that discussion between key curriculum transition points occur among grades and schools to eliminate curriculum gaps and overlaps.	Academic Support Program	01/18/2013	07/31/2013	\$0	Amy Polston
Protocols	District leadership will participate and utilize specific protocols to analyze samples of student work, teacher designed assignments, and data in regularly scheduled PLC meetings.	Academic Support Program	01/02/2013	05/31/2013	\$0	Amy Polston, Elementary Supervisor
Curriculum Mapping	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.	Academic Support Program	08/01/2012	07/31/2013	\$0	Amy Polston
Analyze BRIGANCE Results	Assess all kindergarten students at 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.	Academic Support Program	08/08/2012	02/28/2013	\$0	Amy Polston
Professional Development	District leadership will provide on-going assistance to teachers in all schools to create building-level competence in creating rigorous, standards-based classroom assessments within CIITS.	Professional Learning	01/03/2013	07/31/2013	\$0	Amy Polston, Elementary Supervisor
Learning Plan	District will support schools in creating a learning plan for next steps of instruction for Kindergarten students	Academic Support Program	09/03/2012	10/31/2012	\$0	Amy Polston
College and Career Ready	District RtI leadership Team will monitor the percent of students who are college and/or career ready based on assessment data and School RtI Report Card.	Academic Support Program	11/01/2012	05/15/2013	\$0	Amy Polston
Vertical Alignment	District Leadership will provide opportunities for vertical communication within and between schools.	Academic Support Program	01/18/2013	07/31/2013	\$0	Amy Polston, Elementary Supervisor
Teacher Conferences	Preschool teachers will meet with kindergarten teachers to share behavioral and academic information (areas of strengths and needs) on incoming students.	Academic Support Program	04/19/2013	05/15/2013	\$0	Amy Polston
Preschool Transition	District leadership will provide parental workshops for transition from preschool to kindergarten.	Academic Support Program	03/04/2013	05/08/2013	\$500	Amy Polston
Monitor Assessments	District leadership team will regularly monitor classroom assessments to ensure they are intentionally standards-based, rigorous and authentic and work with SBDM to plan goals for continuous involvement to enhance student learning outcomes and meet district RTTT measures.	Academic Support Program	01/02/2013	05/31/2013	\$0	Amy Polston, Elementary Supervisor

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Training Sessions	District leadership will facilitate trainings and provide work sessions for staff to collaborate with grade levels and specific content areas to create common assessments and unit plans.	Professional Learning	01/02/2013	07/31/2013	\$80000	Amy Polston, Elementary Supervisor
Participation in SPLASH Cohorts	Andrea Acey (PES), Elizabeth Wolsey (NHES) and Teresa Parsons (Itinerant Elementary FMD Teacher/Coach) are participating in SPLASH Cohorts in conjunction with KDE, UK, UofL and Southeast Educational Cooperative. This initiative provides teachers, new to the field of moderate and severe cognitive 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 cognitive disabilities, and is focused on the Kentucky Common Core State Standards. Ms. Parsons is participating as a coach to assist other MSD teachers in our district as needed.	Academic Support Program	01/02/2013	07/31/2013	\$1500	Angela L. Bray
District Monitoring of AAAF for Alternate K-PREP	District Special Education Administration will observe each special education teacher, as applicable, conducting a portion of the Alternate K-PREP assessment for at least one student during a Spring testing window utilizing the Alternate Assessment and Accountability Folder (AAAF) District Checklist provided by KDE. District Special Education Administration will review all Alternate K-PREP AAAF folders at least one time during the Spring of 2013 for each special education teacher, as applicable.	Policy and Process	01/02/2013	05/31/2013	\$200	Angela L. Bray
District monitoring of AAAF folders for Alternate K-PREP	District Special Education Administration will observe each special education teacher, as applicable, conducting a portion of the Alternate K-PREP assessment for at least one student during a Spring testing window utilizing the Alternate Assessment and Accountability Folder (AAAF) District Checklist. District Special Education Administration will review all Alternate K-PREP AAAF folders at least one time during the Spring of 2013 for each special education teacher, as applicable.	Academic Support Program	01/02/2013	05/31/2013	\$0	Angela L. Bray
Participation in SPLASH Cohorts	Andrea Acey (PES), Elizabeth Wolsey (NHES) and Teresa Parsons (Itinerant Elementary FMD Teacher/Coach) are participating in SPLASH Cohorts in conjunction with KDE, UK, UofL and Southeast Educational Cooperative. This initiative provides teachers, new to the field of moderate and severe cognitive 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 cognitive disabilities, and is focused on the Kentucky Common Core State Standards. Ms. Parsons is participating as a coach to assist other MSD teachers in our district as needed.	Academic Support Program	01/02/2013	07/31/2013	\$1500	Angela L. Bray

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Writing Alignment	District will facilitate professional development of writing teachers, providing time to develop curriculum materials and resources. Implementation of the process and student success will be monitored through collected student data and reviewed regularly scheduled PLC meetings.	Policy and Process	01/18/2013	06/30/2014	\$0	Middle and Elementary Supervisors
Participation in Lake Cumberland Early Childhood Transition Agreement	The Preschool Coordinator and/or Special Education Preschool Liaison will participate in the Lake Cumberland Early Childhood Transition Agreement to mutually support recruitment, child find, and outreach across agencies including First Steps.	Community Engagement	01/02/2013	05/31/2013	\$1000	Angela L. Bray; Phyllis Turpen
Total					\$85200	

Burnside Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Early Learning Leadership Network	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.	Professional Learning	09/10/2012	07/31/2013	\$500	Amy Polston
Curriculum Gaps & Overlaps	District leadership will ensure that discussion between key curriculum transition points occur among grades and schools to eliminate curriculum gaps and overlaps.	Academic Support Program	01/18/2013	07/31/2013	\$0	Amy Polston
Protocols	District leadership will participate and utilize specific protocols to analyze samples of student work, teacher designed assignments, and data in regularly scheduled PLC meetings.	Academic Support Program	01/02/2013	05/31/2013	\$0	Amy Polston, Elementary Supervisor
Curriculum Mapping	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.	Academic Support Program	08/01/2012	07/31/2013	\$0	Amy Polston

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Analyze BRIGANCE Results	Assess all kindergarten students at 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.	Academic Support Program	08/08/2012	02/28/2013	\$0	Amy Polston
Professional Development	District leadership will provide on-going assistance to teachers in all schools to create building-level competence in creating rigorous, standards-based classroom assessments within CIITS.	Professional Learning	01/03/2013	07/31/2013	\$0	Amy Polston, Elementary Supervisor
Learning Plan	District will support schools in creating a learning plan for next steps of instruction for Kindergarten students	Academic Support Program	09/03/2012	10/31/2012	\$0	Amy Polston
College and Career Ready	District Rtl leadership Team will monitor the percent of students who are college and/or career ready based on assessment data and School Rtl Report Card.	Academic Support Program	11/01/2012	05/15/2013	\$0	Amy Polston
Vertical Alignment	District Leadership will provide opportunities for vertical communication within and between schools.	Academic Support Program	01/18/2013	07/31/2013	\$0	Amy Polston, Elementary Supervisor
Teacher Conferences	Preschool teachers will meet with kindergarten teachers to share behavioral and academic information (areas of strengths and needs) on incoming students.	Academic Support Program	04/19/2013	05/15/2013	\$0	Amy Polston
Preschool Transition	District leadership will provide parental workshops for transition from preschool to kindergarten.	Academic Support Program	03/04/2013	05/08/2013	\$500	Amy Polston
Monitor Assessments	District leadership team will regularly monitor classroom assessments to ensure they are intentionally standards-based, rigorous and authentic and work with SBDM to plan goals for continuous involvement to enhance student learning outcomes and meet district RTTT measures.	Academic Support Program	01/02/2013	05/31/2013	\$0	Amy Polston, Elementary Supervisor
Training Sessions	District leadership will facilitate trainings and provide work sessions for staff to collaborate with grade levels and specific content areas to create common assessments and unit plans.	Professional Learning	01/02/2013	07/31/2013	\$80000	Amy Polston, Elementary Supervisor
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