



# **Comprehensive District Improvement Plan**

## **Meade County**

1155 Old Ekron Rd  
Brandenburg, KY 40108

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## **Introduction**

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: <http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf>

Goals: <http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf>

Objectives: <http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf>

Strategies: <http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf>

Activities: <http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf>

Executive Summary: <http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf>

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

# **Phase I - Equitable Access to Effective Educators District Diagnostic**

## **Introduction**

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive District Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

<http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf>

**Equitable Access to Effective Educators - District**

Label	Assurance	Response	Comment	Attachment
District Equity Data (1)	<p>Complete the District Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration.                      *Self-selected data could come from a variety of sources. It should be relevant to the needs of the district. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data; TELL results; turnover data.                      **The district should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA).                      Follow the steps below:</p>	I acknowledge that I have uploaded the District Equity Data.		Equity Diagnostic

**Provide a brief analysis the of district data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.**

A review of the data in the equity diagnostic shows reasonable equity among all schools in the district. All of the teachers in all of the schools are certified to teach the courses they are teaching. The Flaherty schools (Flaherty Elementary and Flaherty Primary) have the highest percentage of students from poverty and the lowest percentage of teachers with four or more years of teaching experience. However, the numbers are fairly close to the district average.

**After the data analysis is complete, the district will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.**

Meade County High School continues to have the greatest amount of teacher turnover each year. Flaherty Primary and Flaherty Elementary also have a turnover rate higher than the district average. both of those schools, (FPS and FES) are schools with the highest percentage of students coming from poverty. However, both FES and FPS were able to attract more candidates than the district average for each position.

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Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	<p>Complete the District Equity Goals tab for this diagnostic. Include at least one other self-selected indicator for consideration.                      *Self-selected data could come from a variety of sources. It should be relevant to the needs of the district. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data; TELL results; turnover data.                      **The district should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA).                      Follow the steps below:</p>	I acknowledge that I have uploaded the District Equity Goals Data.		

**Strategies and Activities** Equitable access to effective educators must be reflected in the Comprehensive District Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the district in meeting the goals set in the previous section. If there are strategies and activities within one of the five major goals of the CDIP, which adequately addresses equitable access, the district may select the appropriate goal, objective, strategies and activities.

OR

The district may create a new goal to address equitable access to effective educators. Once a new goal has been created, the district will need to include appropriate objectives, strategies and activities.

The district may choose to provide an optional narrative response to include any additional information, but this is not required.

**Goal 1:**

To increase the percentages of favorable TELL Survey results to 90% by 2017 (where applicable with resources and legalities).

**Measurable Objective 1:**

collaborate to identify focus areas of improvement and implement a plan of increasing the results by 05/31/2017 as measured by the Kentucky TELL Survey..

**Strategy1:**

Data Analysis - By documenting and analyzing how educators view critical teaching and learning conditions, this initiative focuses on providing each our district and schools with its own data that can become a part of the ongoing improvement planning processes in our buildings, in our school districts and at the state level.

Category: Management Systems

Research Cited: [www.tellkentucky.org](http://www.tellkentucky.org)



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Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A plan and process will be developed to involve teachers in identifying professional development activities. The plan will also include a follow-up component and an evaluation process.	Professional Learning	12/02/2013	05/31/2017	\$500 - District Funding	District PLC Team Members

Activity - Managing Student Conduct	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Working with district staff, building principals will work with school level staff to identify ways to increase favorable results within the focus area of time. A PBIS Leadership Team will be established and work to reestablish PBIS at the school level. Activities will be added to individual school CSIPs as identified for monitoring.	Behavioral Support Program	07/01/2015	05/31/2017	\$0 - No Funding Required	Building Administration at FES, FPS, and EES; District Instructional Supervisor; PBIS Leadership Team at each of the three designated schools; School Staffs -- Classified and Certified

Activity - Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Working with district staff, building principals will work with school level staff to identify ways to increase favorable results within the focus area of time. Activities will be added to individual school CSIPs as identified for monitoring.	Policy and Process	12/02/2013	05/31/2017	\$0 - No Funding Required	Distirct PLC Team Members

## Goal 2:

Increase the percentage of effective Principals from \_\_\_\_% in 2015 to \_\_\_\_% in 2020.

## Measurable Objective 1:

collaborate to set goals and develop objectives by 05/29/2015 as measured by baseline data received from first year implementatoin of TPGES.

## Strategy1:

Professional Learning and Support - 2013-14 is about scaling up to implement the system in full beginning in 2014-15.

Category:

Research Cited: Charlotte Danielson Work -- The Framework for Teaching is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching.

Activity - PPGES PD360 Module Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On a snow day in January of 2014, the Superintendent and Instructional Supervisor will meet with all building principals to complete the module training in PD360. PPGES binders will be created with all needed resources for this training and the implementation of PPGES in 2014-15.	Professional Learning	11/04/2013	01/31/2014	\$100 - General Fund	Superintendent, Instructional Supervisor, Principals

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Activity - PPGES Implementation Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At monthly principal meetings, develop an implementation plan for PPGES for 2014-15 to ensure all leadership are knowledgeable of PPGES components and expectations; recommend modifications to policy and procedures to support principal effectiveness.	Policy and Process	01/06/2014	05/29/2015	\$0 - No Funding Required	Superintendent; Personal Director; Instructional Supervisor; Principals

### Goal 3:

Increase the percentage of effective Teachers from \_\_\_\_% in 2015 to \_\_\_\_% in 2020.

### Measurable Objective 1:

collaborate to set goals and develop objectives by 05/22/2015 as measured by baseline data received from first year implementation of TPGES.

### Strategy1:

Professional Learning and Support - 2013-14 is about scaling up to implement the system in full beginning in 2014-15. Each principal will identify a pilot group to begin building capacity amongst teachers and begin the work of scaling up on identified components with their full staff and identified components with their pilot group

Category:

Research Cited: Charlotte Danielson Work -- The Framework for Teaching is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching.

Activity - Scaling TPGES	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each building principal will develop a TPGES Rollout Calendar for the 2013-14 School Year. Items that must be included: Student Voice Survey, Verifying Class Rosters, and PD 360.	Professional Learning	07/29/2013	05/30/2014	\$0 - No Funding Required	Building Principal; Teachers; Instructional Supervisor

Activity - Pilot Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each school will select a TPGES Pilot group of teachers. Items that ALL Principals and PILOT teachers will need to be familiar with by the end of the 2013-14 school year include:  <ul style="list-style-type: none"> <li>• Completing the Initial Self-Reflection in EDS</li> <li>• Writing your Student Growth Goal in EDS (Goal 1)</li> <li>• Writing your Professional Growth Goal in EDS (Goal 2)</li> <li>• Observations using the PGES Framework</li> </ul>	Professional Learning	08/05/2013	05/30/2014	\$0 - No Funding Required	Building Principals; Pilot Teachers; Instructional Supervisor

### Goal 4:

Ensure that every student is taught by an effective teacher and every school led by an effective leader.

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## Measurable Objective 1:

collaborate to ensure that all principals and teachers are trained and coached in the multiple measures of PGES by 05/29/2015 as measured by the training and guidance provided during the initial implementation pilot phase..

## Strategy1:

Writing Professional Growth Goals - Provide instructional resources and sessions for all principals on the PGES and PPGES multiple measures for writing an effective and measurable Professional Growth Goal.

Category: Professional Learning & Support

Research Cited: Charlotte Danielson Work -- The Framework for Teaching Professionals

Activity - Professional Growth Goals Guidance and Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide principals with exemplars for TPGES/OPGES PGP's and provide guidance on how to use data and other resources for writing PPGES and TPGES/OPGES professional growth goals and entering goals into CIITS.	Professional Learning	08/11/2014	09/30/2014	\$0 - No Funding Required	Superintendent; Director of Personnel; Instructional Supervisor; Building Administrators

Activity - Initial Self Reflection	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Guide principals through the process of teacher and principal self-reflection utilizing the PPGES Standards and TPGES/OPGES Frameworks that apply to professional roles. Provide guidance, resources and direction on entering this information in CIITS.	Professional Learning	07/24/2014	08/15/2014	\$0 - No Funding Required	Instructional Supervisor; District Support Staff; Building Administrators

Activity - PGG Mid-Year Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide guidance and resources for the expectations of a mid-year review of TPGES PGP's and PPGES PGP's. Facilitate discussion and feedback on progress during a mid-year conference.	Policy and Process	10/09/2014	01/30/2015	\$0 - No Funding Required	Superintendent; Director of Personnel; Instructional Supervisor; Building Principals

## Strategy2:

Student Growth Goal Guidance and Support - Provide resources and instructional sessions for all principals on the PGES multiple measures for writing an effective and measurable Student Growth Goal.

Category: Teacher PGES

Research Cited:

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Activity - SGG Mid-Year Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide guidance and resources for the expectations of a mid-year review of TPGES Student Growth Goals. Facilitate discussion and feedback on progress during a mid-year conference.	Professional Learning	12/11/2014	01/30/2015	\$0 - No Funding Required	Instructional Supervisor; Building Principals; Teachers

Activity - SGG Guidance and Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide teachers and principals with resources and exemplars for SGGs and guidance on the process to gather data for writing measurable TPGES and PPGES SGGs. Instruction and support will also be provided on entering goals into CIITS.	Professional Learning	06/02/2014	10/31/2014	\$0 - No Funding Required	Superintendent; Director of Personnel; Instructional Supervisor; Building Principals; Assessment/Intervention Specialists

### Strategy3:

PGES Training - Building Level and District Level Administrators will training with Teachscope and Peer Observers will train with the KET Peer Observers Module.

Category: Professional Learning & Support

Research Cited: Charlotte Danielson Work and Research -- The Framework for Teaching

Activity - Peer Observer	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers identified as Peer Observers will be required to complete the KET Peer Observer Module. Afterwards, additional training will be provided to Peer Observers to review district procedures/expectations and to provide guidance and direction on entering the information in CIITS.	Policy and Process	08/07/2014	08/29/2014	\$0 - No Funding Required	Instructional Supervisor; Building Principals; Peer Observers

Activity - Teachscope Certification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
New Certified Evaluators will complete the required Teachscope Certification to ensure knowledge of scoring practice for the new PGES System	Professional Learning	07/24/2014	08/29/2014	\$1200 - Title II Part A	New school/District Administrators; Instructional Supervisor

Activity - Calibration Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will provide observer calibration training to ensure and adhere to the requirements of regulation. Calibration training will occur in three different windows throughout the school year to ensure ongoing accuracy in scoring teaching practice; an awareness of the potential risk for rater bias; and ensures that observers refresh their knowledge of the training and scoring practice.	Professional Learning	07/24/2014	03/20/2015	\$2600 - Race to the Top	District and School Administrators; Instructional Supervisor

### Strategy4:

Student Voice Survey - Provide resources and instructional sessions for all principals and teachers on the PGES for the multiple measures

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from the results of the Student Voice Survey and interpreting the results to determine professional growth areas.

Category: Teacher PGES

Research Cited: The effective use of student voice surveys is features in the Gates Foundation Measures of Effective Teaching (MET) study of teaching quality.

Activity - Student Voice Guidance and Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide principals and teachers with information on the administration of the student voice survey the research behind student voice survey and provide guidance on interpreting the results to determine growth areas.	Professional Learning	01/05/2015	05/29/2015	\$0 - No Funding Required	Instructional Supervisor; Building Principals

# **Phase I - GAP Target Assurance**

## **Introduction**

Pursuant to KRS 158.649 (9) The superintendent shall report to the commissioner of education if a school fails to meet its targets to reduce the gap in student achievement for any student group for two (2) consecutive years. The schools improvement plan shall be subject to review and approval by the Kentucky Department of Education and the school shall submit an annual status report. The Department of Education may provide assistance to schools as it deems necessary to assist the school in meeting its goals.

Gap Target Assurance

Label	Assurance	Response	Comment	Attachment
	As superintendent of the district, I hereby certify that:	The following school(s) have failed to meet their gap target for two (2) consecutive years and are listed in the text box provided below	David T Wilson Elementary School Ekron Elementary School Flaherty Elementary School Meade County High School	



# **Phase I - Needs Assessment**

## **Introduction**

The purpose of the School District (system) Needs Assessment is to use data and information to prioritize allocation of resources and activities.

## **Data Analysis**

**What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?**

**What does the data/information not tell you?**

The key question we are trying to answer at the district level is "What is our main area(s) of weakness(es)," as well as, "When looking at individual schools, what are possible targeted outliers that may be need to be addressed on an individual basis?"

What the data/information tells us when comparing Spring 2014 data to Spring 2016 data (3 Year Trend data):

- Total Scores have improved at all three levels -- ES, MS, HS -- with our greatest gains in Gap at the ES and HS levels.
- Achievement dropped at the ES and MS level: ES dropped in Reading, Social Studies, Writing; MS dropped in Social Studies and Language Mechanics. Although the HS Achievement score improved there were drops in Reading, Social Studies and Language Mechanics.
- Gap -- overall non-duplicated Gap scores are down at the ES level and up at MS and HS. ES had gains in Reading and Language Mechanics: MS had gains in Math and Writing; HS had gains in all areas except Science. Novice Reduction had a positive impact on Gap scores at ES and HS levels.
- Growth -- Student Growth Percentile scores improve at the ES and MS level and dropped significantly at the HS in both Reading and Math. Categorical Growth was higher than Student Growth Percentiles scores at the ES and MS with the exception of MS Math.
- CCR -- our overall score including bonus remains 81.6, without bonus is 69.7 (slightly above the 2014 score). Although we were able to maintain a score of 81.6, this score was significantly above the state average in 2014 and is now slightly below the state average.
- Graduation Rate -- although we have seen a slight positive trend in our Graduate Rate data from 2015 to 2016, we have not met the Graduation Rate delivery target as a district for the last two years. In addition, our Graduation Rate is down from 2014.

What the data/information does not tell us is:

- CCR data on this year's school report card does not indicate a CCR score at the middle school level nor does this data give us ACT specific information. ACT data analysis is a relevant piece for continuous improvement.
- Our MS in Meade County is grades 7-8. The district MS scores as reported are grades 6-8. We have to look at this data a little differently to see how 6th grade affects MS scores.
- How students scored on multiple choice verses constructed response (for grades 3-8).
- How students scored on passage based writing prompts in comparison to stand alone writing prompts.

## Areas of Strengths

**What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?**

Areas of strength/celebration include:

Achievement -- MS scores improved in Reading, Math and Writing. Math scores saw an increase at all three levels -- ES, MS, HS.

Gap -- we scored well above the state average at all three levels -- ES, MS, HS. We saw significant gains in math at all three levels.

Students with Disabilities met 100% of our Novice Reduction goals in ES Reading, MS and HS Math. ES Math met 90.5% of the goal.

Growth -- MS scored above state averages in all areas. Both ES and MS scored above state averages in Categorical Growth for both Reading and Math.

CCR -- our % of students graduating CCR increased by 1.3%. The number of students Career Ready/Academics increased by 19.2% and our number of students Career Ready/Total increased by 10.6%.

Graduation Rate -- MCHS met its Graduate Rate AMO.

What actions are you implementing to sustain the areas of strength?

- Strong Building Level PLC Structures were data analysis will continue to identify gaps and guide instruction.
- Tighter interventions programs for both reading and math.
- ATC Renovation and increasing Career Pathway options

## **Opportunities for Improvement**

### **What were areas in need of improvement? What plans are you making to improve the areas of need?**

Areas in need of improvement include:

Achievement -- ES Writing and Social Studies; MS Social Studies; HS Reading and Language Mechanics

Gap -- ES Writing and Social Studies and Novice Reduction in Reading; MS Social Studies and Novice Reduction in Reading; HS Novice Reduction in Reading with an emphasis on Students with Disabilities.

Growth -- Elementary Reading and Math

CCR -- SGP in ES Reading and Math, MS Reading, HS Reading; CG at the ES level.

Graduation Rate -- both the 4 Year and 5 Year rates at all three institutions

Areas of focus and strategies for improvement include:

Novice Reduction and Growth

PBIS

LRE/Co-Teaching Strategies

Data Notebooks

MAP Learning Continuum and Student Profile Reports

Student Engagement

iWave: iLearn/Google

PGES -- Domain 2 and Domain 3

College & Career Readiness with an emphasis on Work Ethic Certification and Soft Skills

CERT Formative Assessment and Interventions

Cohort Monitoring Increase Career Pathway Options

In addition to the items listed above, the district is making plans to improve the areas of need below:

- Targeted work will continue with teachers and administration at our lowest performing elementary school
- A District wide initiative to re-evaluate KSI Instructional Practices and Protocols continues

## **Oversight and Monitoring**

### **Describe your processes and interventions for monitoring continuous improvement.**

Part of our district's process for monitoring continuous improvement include:

- Monthly District PLC work to discuss success/barriers in the monitoring of continuous improvement at the school level.
- SGG will be monitored at midyear to determine progress and determine focus areas for improvement.
- Regular follow-up with special education teachers and DOSE with the implementation of Data Notebooks and Domain 3: Questioning and Discussion strategies.
- Quarterly classroom visits of Primary Co-Teach Team by DOSE and Instructional Supervisor. Feedback will be shared with teams after visits.

## **Conclusion**

**Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?**

As a District PLC Team we have reflected and analyzed data throughout the first semester to determine priority needs and areas of concern. As of the date of submission of our Consolidated District Improvement Plan strategies and activities have been put in place to address identified Priority 1, Priority 2 and Priority 3 Needs. In January we will reflect on our 30 Day Plan and created a 60-90 Day Plan for continuous improvement. Part of this work will include identifying Professional Development needs and creating a district plan for 2017-18.

# **2016-17 Meade County Schools CDIP**



## **Overview**

### **Plan Name**

2016-17 Meade County Schools CDIP

### **Plan Description**

Last Updated December 28, 2016

## 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/math K-PREP scores for elementary/middle students from 46.8 in 2014 to 73.4% in 2019.	Objectives: 1 Strategies: 2 Activities: 5	Organizational	\$13500
2	Increase the average combined reading/math proficiency ratings for all students in the non-duplicated gap group from 36% in 2014 to 68% in 2019.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$2500
3	Increase the percentage of students who are college- and career- ready from 66.9% in 2015 to 84.1% by 2020.	Objectives: 1 Strategies: 2 Activities: 6	Organizational	\$14000
4	To increase the percentages of favorable TELL Survey results to 90% by 2017 (where applicable with resources and legalities).	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$500
5	Ensure that each identified Program Review reaches Proficiency in the Spring of the school year.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
6	Meade County Schools will reduce the number of novice scoring students in reading from 21.7% in 2015 to less than 10.9% in 2020 and in math from 16.2% to less than 8.1% in 2020 as measured by state and local assessments.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$19000
7	Increase the 4-year adjusted cohort graduation rate from 88% in 2015 to 94% in 2020.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$1500

## Goal 1: Increase the averaged combined reading/math K-PREP scores for elementary/middle students from 46.8 in 2014 to 73.4% in 2019.

### Measurable Objective 1:

collaborate to increase the average combined reading and math scores for elementary and middle students in Meade County Schools from 61.5% to 69.9% by 05/31/2017 as measured by K-PREP scores.

### Strategy 1:

School Readiness - The Brigance Kindergarten Screener will be administered to all kindergarten students before school begins in a Kindergarten Bootcamp. The data will be used to put supports in place for targeted students as soon as students enter kindergarten. As a district we will seek ways to strengthen the parent education component as well as raise community awareness in the area of school readiness for children ages 3-5.

Category: Early Learning

Activity - Parent and Community Awareness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>A district team will raise awareness in the area of school readiness by educating parents as well as the community on the results of Meade County's Early Childhood Profile and the actual school readiness skills needed by the time children enter kindergarten. In addition, Meade County Preschool will collaborate with community partners who support families with children birth to five.</p> <p>Schools: Payneville Elementary School, Brandenburg Primary School, Ekron Elementary School, Flaherty Primary School</p>	Community Engagement, Parent Involvement	11/01/2016	08/31/2017	\$1000	Title I Part A	Building Principal/Counselor or designee (BPS, FPS, PES, Ekron); Assessment and Intervention Specialists (where applicable); Preschool Coordinator; FRYSC Coordinator; Preschool Staff

### Strategy 2:

Increasing Instructional Rigor - Instructional strategies and resources to increase instructional rigor in the classroom will be implemented.

Category:

Activity - MAP Learning Continuum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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As a district we will move to online MAP; teachers will be trained on the new reporting system and how to use to Learning Continuum on how to target Standards/Skills to move learning for each individual student using the Student Profile feature.  Schools: David T. Wilson Elementary, Payneville Elementary School, Brandenburg Primary School, Ekron Elementary School, Flaherty Primary School, Flaherty Elementary School	Academic Support Program	08/06/2015	05/31/2017	\$10000	General Fund	Superintendent; Building Principals; Coordinator of Support Services; Associate Superintendent of Curriculum and Instruction, AIS (where applicable)
<b>Activity - Instructional Practices</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Instructional Practices will be developed and implemented in each Core Area to monitor the implementation of instructional and assessment fidelity.  Schools: All Schools	Academic Support Program	07/11/2016	05/31/2017	\$1000	State Funds	Building Principals and Associate Superintendent of Curriculum and Instruction
<b>Activity - Professional Learning Community</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Time will be set aside for each PLC team to meet regularly, share expertise, and works collaboratively to improve teaching skills and the academic performance of students. Data will be used to drive instructional decisions.  Schools: All Schools	Academic Support Program	07/11/2016	05/31/2017	\$0	No Funding Required	Building Principals, Associate Superintendent of Curriculum and Instruction
<b>Activity - Google Educator Cadre</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
A small cadre of teacher leaders from a variety of grade levels and content areas with a basic understanding of technology will be identified to become Google Certified Educators (GCE). This cadre will work through lessons and assessments on the Fundamentals (GCE Level 1) and Advanced Use of Google (GCE Level 2). This cadre will help grow our use of Google Apps for Education with students. The group would meet together up to two afternoons each month beginning in January and there may be a small amount of outside work expected.  Schools: All Schools	Technology	11/28/2016	06/30/2017	\$1500	Other	Cadre Teachers, Coordinator for Student Services

## Goal 2: Increase the average combined reading/math proficiency ratings for all students in the non-duplicated gap group from 36% in 2014 to 68% in 2019.

### Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 50.5% to 59.6% by 05/31/2017 as measured by KPREP reading and math proficiency scores.

### Strategy 1:

Progress Monitoring - District/schools will use a continuous monitoring process to identify strategies and interventions for addressing gaps for special needs students and students performing significantly below their grade level peers.

Category: Learning Systems

Activity - KSI Protocol Fidelity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District KSI Protocol will be reviewed and revised to include 1) Expectations for annual review with school staff; 2) Procedures to identify students not at proficiency or on target to be on grade level in reading and math; 3) Procedures for KSI data review; and 4) District guidelines for the transition of KSI data and documentation. In addition, guidance will be provided minimum requirements on entering KSI Intervention Records into IC.  Schools: All Schools	Academic Support Program	07/21/2016	06/30/2017	\$0	No Funding Required	School Administrators; designated KSI coordinator; Classroom Teachers; DOSE; Associate Superintendent of Curriculum and Instruction

Activity - 2-Year and 3-Year Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using MAP Data and Spring to Spring Projected Growth Goals (when available) plans will be developed for students below the 61 percentile to address deficits in both reading and math in an effort to close achievement gaps.  Schools: David T. Wilson Elementary, Payneville Elementary School, Brandenburg Primary School, Ekron Elementary School, Flaherty Primary School, Flaherty Elementary School, Stuart Pepper Middle School	Academic Support Program	11/21/2016	12/28/2016	\$2500	Title I Part A, State Funds	Superintendent, Associate Superintendent of Curriculum and Instruction, K-8 Building Principals, Math and Reading Teachers

## Comprehensive District Improvement Plan

Meade County

### Strategy 2:

Co-Teaching Team Development - The district will work with schools to increase the number of co-teaching teams that are trained to work collaboratively in a co-teaching environment to provide additional support to students within the LRE.

Category: Professional Learning & Support

Activity - Co-Teaching Team Visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly classroom visits will be conducted to provide feedback to co-teaching teams on instructional practices.  Schools: All Schools	Academic Support Program	08/15/2016	04/28/2017	\$0	No Funding Required	DOSE, Associate Superintendent of Curriculum and Instruction, Building Administrators

## Goal 3: Increase the percentage of students who are college- and career- ready from 66.9% in 2015 to 84.1% by 2020.

### Measurable Objective 1:

collaborate to increase the percentage of students who are college- and career- ready in Meade County from 65.9% in 2015 to 72.7% by 05/31/2017 as measured by the Unbridled Learning CCR Formula.

### Strategy 1:

Increasing Career Readiness - Research will be conducted at the district and school level to identify Career Pathways that can be added to increase opportunities for students to earn career ready credentials.

Category: Career Readiness Pathways

Activity - Career Pathway Posters	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Current pathway posters will be reviewed and revised to identify courses in which we have a current articulation agreement and dual credit options available.  Schools: Meade County High School, James R. Allen High School, Brandenburg High School	Career Preparation/Orientation	10/17/2016	03/31/2017	\$0	No Funding Required	District Staff, CTE/ATC Administration and Staff

## Comprehensive District Improvement Plan

Meade County

Activity - Work Ethic Focus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beginning in the 2016-17 school year each school will have a plan in place that will make work ethic an area of focus that is developmentally appropriate.  Schools: All Schools	Career Preparation/Orientation	08/01/2016	05/19/2017	\$0	No Funding Required	District Staff, Building Administrators, Guidance Counselors

### Strategy 2:

Increasing College Readiness - In grades 7-11 students will be assessed during the school year to determine their progress toward college benchmarks. Based on the assessment data, students will be prescribed individual interventions to increase academic achievement.

Category: Learning Systems

Activity - CERT Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Fall, Winter and Spring Assessment will be administered to determine progress toward college benchmarks. Data will be analyzed to determine skills for whole group instruction, small group instruction/intervention, and individualize instruction.  Schools: Meade County High School, James R. Allen High School	Academic Support Program	08/10/2015	05/31/2017	\$14000	School Council Funds, Text Books	Middle and High School Principals; Instructional Supervisor; Classroom Teachers

Activity - CCR Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through the CERT Program students will be assigned "Exam Room" and "Study Hall" interventions. In addition, identified students will receive additional small group intervention.  Schools: Meade County High School, James R. Allen High School	Academic Support Program	08/10/2015	05/31/2017	\$0	No Funding Required	Instructional Supervisor; Building Principals; Classroom Teachers

Activity - ACT Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In freshman, sophomore, and junior math, English, and science courses one day a week will be dedicated to ACT Preparation (i.e., KAPLAN strategies, CERT Interventions). Student growth and progress toward college benchmarks will be monitored as a student growth goal for both teachers and principals.  Schools: Meade County High School	Academic Support Program	08/10/2015	05/31/2017	\$0	No Funding Required	Building Principals; Instructional Supervisor; Classroom Teachers

Activity - Dual Credit Access	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive District Improvement Plan

Meade County

Through roundtable discussion and in cooperation with ECTC, dual credit options will be evaluated and a plan created that provides all graduates access and the opportunity to earn 9+ hours toward college.  Schools: Meade County High School, James R. Allen High School, Brandenburg High School	Academic Support Program	09/21/2016	05/31/2017	\$0	No Funding Required	District Staff, ATC/MCHS Staff/Administration, Guidance Counselors
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### Goal 4: To increase the percentages of favorable TELL Survey results to 90% by 2017 (where applicable with resources and legalities).

#### Measurable Objective 1:

collaborate to identify focus areas of improvement and implement a plan of increasing the results by 05/31/2017 as measured by the Kentucky TELL Survey..

#### Strategy 1:

Data Analysis - By documenting and analyzing how educators view critical teaching and learning conditions, this initiative focuses on providing each our district and schools with its own data that can become a part of the ongoing improvement planning processes in our buildings, in our school districts and at the state level.

Category: Management Systems

Research Cited: [www.tellkentucky.org](http://www.tellkentucky.org)

Activity - Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Working with district staff, building principals will work with school level staff to identify ways to increase favorable results within the focus area of time. Activities will be added to individual school CSIPs as identified for monitoring.  Schools: All Schools	Policy and Process	12/02/2013	05/31/2017	\$0	No Funding Required	Distirct PLC Team Members

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A plan and process will be developed to involve teachers in identifying professional development activities. The plan will also include a follow-up component and an evaluation process.  Schools: All Schools	Professional Learning	12/02/2013	05/31/2017	\$500	District Funding	District PLC Team Members

Activity - Managing Student Conduct	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**Comprehensive District Improvement Plan**

Meade County

<p>Working with district staff, building principals will work with school level staff to identify ways to increase favorable results within the focus area of time. A PBIS Leadership Team will be established and work to reestablish PBIS at the school level. Activities will be added to individual school CSIPs as identified for monitoring.</p> <p>Schools: Ekron Elementary School, Flaherty Primary School, Flaherty Elementary School</p>	<p>Behavioral Support Program</p>	<p>07/01/2015</p>	<p>05/31/2017</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Building Administration at FES, FPS, and EES; District Instructional Supervisor; PBIS Leadership Team at each of the three designated schools; School Staffs -- Classified and Certified</p>
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**Goal 5: Ensure that each identified Program Review reaches Proficiency in the Spring of the school year.**

**Measurable Objective 1:**

collaborate to ensure that identified program reviews score at proficiency by 05/31/2017 as measured by each individual Program Review rubric.

**Strategy 1:**

Progress Monitoring - Using a district template, each school for each program review will complete a rubric summary/score sheet to identify areas of strength and focus.

Category: Continuous Improvement

Activity - Rubric Evaluation/Evidence Collection/Work Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Time will be allocated for each team to complete internal and ongoing work utilizing the new program review rubrics in order to meet expectations of proficiency as well as to meet timelines/procedures for the district and state requirements. Staff will be coached to efficiently and effectively understand the natural collection of evidence in the school setting and to develop work plans from improvement.</p> <p>Schools: All Schools</p>	<p>Academic Support Program</p>	<p>10/10/2016</p>	<p>05/31/2017</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Building Principals, Program Review Teams, Associate Superintendent of Curriculum</p>

**Goal 6: Meade County Schools will reduce the number of novice scoring students in reading from 21.7% in 2015 to less than 10.9% in 2020 and in math from 16.2% to less than 8.1% in 2020 as measured by state and local assessments.**

**Measurable Objective 1:**

collaborate to reduce the number of novice performing student to less than 18.8% in reading and 11.1% in math by 05/31/2017 as measured by KPREP and EOC scores.

**Strategy 1:**

Novice Reduction - Teachers at all grade levels will work to ensure strong instruction and monitoring of student performance below level/Novice in areas of ELA and Math.

Category: Continuous Improvement

Activity - Mastery Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will teach to mastery in ELA and Math where they will show at least 80% of their students demonstrating knowledge of standards on assessments. This will include weekly lesson plans with skills focused standards listed, daily formative assessment on each focus skill in lesson plan with documentation of student mastery in lesson plans, and guided planning on formative assessment use.  Schools: All Schools	Direct Instruction	11/30/2015	05/31/2017	\$0	No Funding Required	Principals, Assessment Intervention Specialists, District Instructional Supervisor, Classroom Teachers
Activity - Name and Claim Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will name and claim novice performing students for the purpose of targeted interventions using 2015 KPREP scores, fall MAP scores, fall CERT scores, and common assessment data. These students will receive additional instructional opportunities such as ESS, CERT Exam Room and Study Hall, Academic Time Small Group Instruction, and supplemental blocks of instruction.  Schools: All Schools	Academic Support Program	08/06/2015	05/31/2017	\$19000	Text Books, General Fund, Title I Schoolwide	District Instructional Supervisor; District Title 1 Coordinator; Building Administration ; AIS (where applicable); Classroom Teachers
Activity - Analyze and Apply Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## Comprehensive District Improvement Plan

Meade County

Teachers will analyze and apply data using five key questions and the CIA (curriculum, instruction, and assessment) format during PLC's. Teachers will use a data analysis tool after each topic and unit test and will review the results to determine curriculum and instructional changes to be made in their classrooms to help increase student achievement and decrease novice student performance.  Schools: All Schools	Professional Learning	11/30/2015	05/31/2017	\$0	No Funding Required	District Instructional Supervisor; Building Administrators; AIS (where applicable); Classroom Teachers
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## Goal 7: Increase the 4-year adjusted cohort graduation rate from 88% in 2015 to 94% in 2020.

### Measurable Objective 1:

collaborate to increase the 4-year adjusted cohort graduation rate in Meade County to 94.2% by 06/30/2017 as measured by cohort graduation rate formula..

### Strategy 1:

Cohort Monitoring - Student progress toward earning minimum graduation requirement credits will be monitored after the 2nd and 3rd Grading Terms.

Category: Persistence to Graduation

Activity - Student Scheduling Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 8-11 will have a one-on-one scheduling conference to review and update their 4 year course scheduling plan to ensure course placement to maximize student success.  Schools: Meade County High School	Academic Support Program	12/01/2015	03/31/2017	\$1500	District Funding	Middle/High School Principals and Guidance Departments; District Support Staff; Select MCHS Staff

Activity - Cohort Student Listings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create a student listing to monitor "On-Time" and "Not On-Time" Graduates. Create individualized plans for "Not On-Time" Graduates for students enrolled in BHS/JRA/MCHS. Assign individual plans to a guidance counselor and meet monthly for a progress monitoring report.  Schools: Meade County High School, James R. Allen High School, Brandenburg High School	Academic Support Program	10/17/2016	06/30/2017	\$0	No Funding Required	District Staff, High School Principal and Guidance Counselors

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
2-Year and 3-Year Plan	Using MAP Data and Spring to Spring Projected Growth Goals (when available) plans will be developed for students below the 61 percentile to address deficits in both reading and math in an effort to close achievement gaps.	Academic Support Program	11/21/2016	12/28/2016	\$2000	Superintendent, Associate Superintendent of Curriculum and Instruction, K-8 Building Principals, Math and Reading Teachers
Parent and Community Awareness	A district team will raise awareness in the area of school readiness by educating parents as well as the community on the results of Meade County's Early Childhood Profile and the actual school readiness skills needed by the time children enter kindergarten. In addition, Meade County Preschool will collaborate with community partners who support families with children birth to five.	Community Engagement, Parent Involvement	11/01/2016	08/31/2017	\$1000	Building Principal/Counselor or designee (BPS, FPS, PES, Ekron); Assessment and Intervention Specialists (where applicable); Preschool Coordinator; FRYSC Coordinator; Preschool Staff
<b>Total</b>					<b>\$3000</b>	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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# Comprehensive District Improvement Plan

Meade County

Career Pathway Posters	Current pathway posters will be reviewed and revised to identify courses in which we have a current articulation agreement and dual credit options available.	Career Preparation/Orientation	10/17/2016	03/31/2017	\$0	District Staff, CTE/ATC Administration and Staff
Mastery Instruction	Classroom teachers will teach to mastery in ELA and Math where they will show at least 80% of their students demonstrating knowledge of standards on assessments. This will include weekly lesson plans with skills focused standards listed, daily formative assessment on each focus skill in lesson plan with documentation of student mastery in lesson plans, and guided planning on formative assessment use.	Direct Instruction	11/30/2015	05/31/2017	\$0	Principals, Assessment Intervention Specialists, District Instructional Supervisor, Classroom Teachers
Cohort Student Listings	Create a student listing to monitor "On-Time" and "Not On-Time" Graduates. Create individualized plans for "Not On-Time" Graduates for students enrolled in BHS/JRA/MCHS. Assign individual plans to a guidance counselor and meet monthly for a progress monitoring report.	Academic Support Program	10/17/2016	06/30/2017	\$0	District Staff, High School Principal and Guidance Counselors
Dual Credit Access	Through roundtable discussion and in cooperation with ECTC, dual credit options will be evaluated and a plan created that provides all graduates access and the opportunity to earn 9+ hours toward college.	Academic Support Program	09/21/2016	05/31/2017	\$0	District Staff, ATC/MCHS Staff/Administration, Guidance Counselors
Professional Learning Community	Time will be set aside for each PLC team to meet regularly, share expertise, and works collaboratively to improve teaching skills and the academic performance of students. Data will be used to drive instructional decisions.	Academic Support Program	07/11/2016	05/31/2017	\$0	Building Principals, Associate Superintendent of Curriculum and Instruction
ACT Preparation	In freshman, sophomore, and junior math, English, and science courses one day a week will be dedicated to ACT Preparation (i.e., KAPLAN strategies, CERT Interventions). Student growth and progress toward college benchmarks will be monitored as a student growth goal for both teachers and principals.	Academic Support Program	08/10/2015	05/31/2017	\$0	Building Principals; Instructional Supervisor; Classroom Teachers
Work Ethic Focus	Beginning in the 2016-17 school year each school will have a plan in place that will make work ethic an area of focus that is developmentally appropriate.	Career Preparation/Orientation	08/01/2016	05/19/2017	\$0	District Staff, Building Administrators, Guidance Counselors
CCR Intervention	Through the CERT Program students will be assigned "Exam Room" and "Study Hall" interventions. In addition, identified students will receive additional small group intervention.	Academic Support Program	08/10/2015	05/31/2017	\$0	Instructional Supervisor; Building Principals; Classroom Teachers

# Comprehensive District Improvement Plan

Meade County

Time	Working with district staff, building principals will work with school level staff to identify ways to increase favorable results within the focus area of time. Activities will be added to individual school CSIPs as identified for monitoring.	Policy and Process	12/02/2013	05/31/2017	\$0	Distirct PLC Team Members
KSI Protocol Fidelity	District KSI Protocol will be reviewed and revised to include 1) Expectations for annual review with school staff; 2) Procedures to identify students not at proficiency or on target to be on grade level in reading and math; 3) Procedures for KSI data review; and 4) District guidelines for the transition of KSI data and documentation. In addition, guidance will be provided minimum requirements on entering KSI Intervention Records into IC.	Academic Support Program	07/21/2016	06/30/2017	\$0	School Admintrators; designated KSI coordinator; Classroom Teachers; DOSE; Associate Superintende nt of Curriculum and Instruction
Co-Teaching Team Visits	Monthly classroom visits will be conducted to provide feedback to co-teaching teams on instructional practices.	Academic Support Program	08/15/2016	04/28/2017	\$0	DOSE, Associate Superintende nt of Curriculum and Instruction, Building Administrator s
Rubric Evaluation/Evidence Collection/Work Plans	Time will be allocated for each team to complete internal and ongoing work utilizing the new program review rubrics in order to meet expectations of proficiency as well as to meet timelines/procedures for the district and state requirements. Staff will be coached to efficiently and effectively understand the natural collection of evidence in the school setting and to develop work plans from improvement.	Academic Support Program	10/10/2016	05/31/2017	\$0	Building Principals, Program Review Teams, Associate Superintende nt of Curriculum
Analyze and Apply Data	Teachers will analyze and apply data using five key questions and the CIA (curriculum, instruction, and assessment) format during PLC's. Teachers will use a data analysis tool after each topic and unit test and will review the results to determine curriculum and instructional changes to be made in their classrooms to help increase student achievement and decrease novice student performance.	Professional Learning	11/30/2015	05/31/2017	\$0	District Instructional Supervisor; Building Administrator s; AIS (where applicable); Classroom Teachers

**Comprehensive District Improvement Plan**

Meade County

Managing Student Conduct	Working with district staff, building principals will work with school level staff to identify ways to increase favorable results within the focus area of time. A PBIS Leadership Team will be established and work to reestablish PBIS at the school level. Activities will be added to individual school CSIPs as identified for monitoring.	Behavioral Support Program	07/01/2015	05/31/2017	\$0	Building Administration at FES, FPS, and EES; District Instructional Supervisor; PBIS Leadership Team at each of the three designated schools; School Staffs -- Classified and Certified
<b>Total</b>					\$0	

**Title I Schoolwide**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Name and Claim Students	Classroom teachers will name and claim novice performing students for the purpose of targeted interventions using 2015 KPREP scores, fall MAP scores, fall CERT scores, and common assessment data. These students will receive additional instructional opportunities such as ESS, CERT Exam Room and Study Hall, Academic Time Small Group Instruction, and supplemental blocks of instruction.	Academic Support Program	08/06/2015	05/31/2017	\$5000	District Instructional Supervisor; District Title 1 Coordinator; Building Administration ; AIS (where applicable); Classroom Teachers
<b>Total</b>					\$5000	

**General Fund**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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# Comprehensive District Improvement Plan

Meade County

MAP Learning Continuum	As a district we will move to online MAP; teachers will be trained on the new reporting system and how to use to Learning Continuum on how to target Standards/Skills to move learning for each individual student using the Student Profile feature.	Academic Support Program	08/06/2015	05/31/2017	\$10000	Superintendent; Building Principals; Coordinator of Support Services; Associate Superintendent of Curriculum and Instruction, AIS (where applicable)
Name and Claim Students	Classroom teachers will name and claim novice performing students for the purpose of targeted interventions using 2015 KPREP scores, fall MAP scores, fall CERT scores, and common assessment data. These students will receive additional instructional opportunities such as ESS, CERT Exam Room and Study Hall, Academic Time Small Group Instruction, and supplemental blocks of instruction.	Academic Support Program	08/06/2015	05/31/2017	\$10000	District Instructional Supervisor; District Title 1 Coordinator; Building Administration; AIS (where applicable); Classroom Teachers
<b>Total</b>					<b>\$20000</b>	

## District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	A plan and process will be developed to involve teachers in identifying professional development activities. The plan will also include a follow-up component and an evaluation process.	Professional Learning	12/02/2013	05/31/2017	\$500	District PLC Team Members
Student Scheduling Conferences	Students in grades 8-11 will have a one-on-one scheduling conference to review and update their 4 year course scheduling plan to ensure course placement to maximize student success.	Academic Support Program	12/01/2015	03/31/2017	\$1500	Middle/High School Principals and Guidance Departments; District Support Staff; Select MCHS Staff
<b>Total</b>					<b>\$2000</b>	

## Text Books



# Comprehensive District Improvement Plan

Meade County

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
CERT Assessments	Fall, Winter and Spring Assessment will be administered to determine progress toward college benchmarks. Data will be analyzed to determine skills for whole group instruction, small group instruction/intervention, and individualize instruction.	Academic Support Program	08/10/2015	05/31/2017	\$4000	Middle and High School Principals; Instructional Supervisor; Classroom Teachers
Name and Claim Students	Classroom teachers will name and claim novice performing students for the purpose of targeted interventions using 2015 KPREP scores, fall MAP scores, fall CERT scores, and common assessment data. These students will receive additional instructional opportunities such as ESS, CERT Exam Room and Study Hall, Academic Time Small Group Instruction, and supplemental blocks of instruction.	Academic Support Program	08/06/2015	05/31/2017	\$4000	District Instructional Supervisor; District Title 1 Coordinator; Building Administration ; AIS (where applicable); Classroom Teachers
<b>Total</b>					<b>\$8000</b>	

## State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Practices	Instructional Practices will be developed and implemented in each Core Area to monitor the implementation of instructional and assessment fidelity.	Academic Support Program	07/11/2016	05/31/2017	\$1000	Building Principals and Associate Superintendent of Curriculum and Instruction
2-Year and 3-Year Plan	Using MAP Data and Spring to Spring Projected Growth Goals (when available) plans will be developed for students below the 61 percentile to address deficits in both reading and math in an effort to close achievement gaps.	Academic Support Program	11/21/2016	12/28/2016	\$500	Superintendent, Associate Superintendent of Curriculum and Instruction, K-8 Building Principals, Math and Reading Teachers
<b>Total</b>					<b>\$1500</b>	

**Comprehensive District Improvement Plan**

Meade County

**Other**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Google Educator Cadre	A small cadre of teacher leaders from a variety of grade levels and content areas with a basic understanding of technology will be identified to become Google Certified Educators (GCE). This cadre will work through lessons and assessments on the Fundamentals (GCE Level 1) and Advanced Use of Google (GCE Level 2). This cadre will help grow our use of Google Apps for Education with students. The group would meet together up to two afternoons each month beginning in January and there may be a small amount of outside work expected.	Technology	11/28/2016	06/30/2017	\$1500	Cadre Teachers, Coordinator for Student Services
<b>Total</b>					\$1500	

**School Council Funds**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
CERT Assessments	Fall, Winter and Spring Assessment will be administered to determine progress toward college benchmarks. Data will be analyzed to determine skills for whole group instruction, small group instruction/intervention, and individualize instruction.	Academic Support Program	08/10/2015	05/31/2017	\$10000	Middle and High School Principals; Instructional Supervisor; Classroom Teachers
<b>Total</b>					\$10000	

## 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
KSI Protocol Fidelity	District KSI Protocol will be reviewed and revised to include 1) Expectations for annual review with school staff; 2) Procedures to identify students not at proficiency or on target to be on grade level in reading and math; 3) Procedures for KSI data review; and 4) District guidelines for the transition of KSI data and documentation. In addition, guidance will be provided minimum requirements on entering KSI Intervention Records into IC.	Academic Support Program	07/21/2016	06/30/2017	\$0	School Administrators; designated KSI coordinator; Classroom Teachers; DOSE; Associate Superintendent of Curriculum and Instruction
Time	Working with district staff, building principals will work with school level staff to identify ways to increase favorable results within the focus area of time. Activities will be added to individual school CSIPs as identified for monitoring.	Policy and Process	12/02/2013	05/31/2017	\$0	District PLC Team Members
Professional Development	A plan and process will be developed to involve teachers in identifying professional development activities. The plan will also include a follow-up component and an evaluation process.	Professional Learning	12/02/2013	05/31/2017	\$500	District PLC Team Members
Mastery Instruction	Classroom teachers will teach to mastery in ELA and Math where they will show at least 80% of their students demonstrating knowledge of standards on assessments. This will include weekly lesson plans with skills focused standards listed, daily formative assessment on each focus skill in lesson plan with documentation of student mastery in lesson plans, and guided planning on formative assessment use.	Direct Instruction	11/30/2015	05/31/2017	\$0	Principals, Assessment Intervention Specialists, District Instructional Supervisor, Classroom Teachers

# Comprehensive District Improvement Plan

Meade County

Name and Claim Students	Classroom teachers will name and claim novice performing students for the purpose of targeted interventions using 2015 KPREP scores, fall MAP scores, fall CERT scores, and common assessment data. These students will receive additional instructional opportunities such as ESS, CERT Exam Room and Study Hall, Academic Time Small Group Instruction, and supplemental blocks of instruction.	Academic Support Program	08/06/2015	05/31/2017	\$19000	District Instructional Supervisor; District Title 1 Coordinator; Building Administration ; AIS (where applicable); Classroom Teachers
Analyze and Apply Data	Teachers will analyze and apply data using five key questions and the CIA (curriculum, instruction, and assessment) format during PLC's. Teachers will use a data analysis tool after each topic and unit test and will review the results to determine curriculum and instructional changes to be made in their classrooms to help increase student achievement and decrease novice student performance.	Professional Learning	11/30/2015	05/31/2017	\$0	District Instructional Supervisor; Building Administrator s; AIS (where applicable); Classroom Teachers
Work Ethic Focus	Beginning in the 2016-17 school year each school will have a plan in place that will make work ethic an area of focus that is developmentally appropriate.	Career Preparation/Orientation	08/01/2016	05/19/2017	\$0	District Staff, Building Administrators, Guidance Counselors
Rubric Evaluation/Evidence Collection/Work Plans	Time will be allocated for each team to complete internal and ongoing work utilizing the new program review rubrics in order to meet expectations of proficiency as well as to meet timelines/procedures for the district and state requirements. Staff will be coached to efficiently and effectively understand the natural collection of evidence in the school setting and to develop work plans from improvement.	Academic Support Program	10/10/2016	05/31/2017	\$0	Building Principals, Program Review Teams, Associate Superintendent of Curriculum
Instructional Practices	Instructional Practices will be developed and implemented in each Core Area to monitor the implementation of instructional and assessment fidelity.	Academic Support Program	07/11/2016	05/31/2017	\$1000	Building Principals and Associate Superintendent of Curriculum and Instruction
Professional Learning Community	Time will be set aside for each PLC team to meet regularly, share expertise, and works collaboratively to improve teaching skills and the academic performance of students. Data will be used to drive instructional decisions.	Academic Support Program	07/11/2016	05/31/2017	\$0	Building Principals, Associate Superintendent of Curriculum and Instruction

## Comprehensive District Improvement Plan

Meade County

Google Educator Cadre	A small cadre of teacher leaders from a variety of grade levels and content areas with a basic understanding of technology will be identified to become Google Certified Educators (GCE). This cadre will work through lessons and assessments on the Fundamentals (GCE Level 1) and Advanced Use of Google (GCE Level 2). This cadre will help grow our use of Google Apps for Education with students. The group would meet together up to two afternoons each month beginning in January and there may be a small amount of outside work expected.	Technology	11/28/2016	06/30/2017	\$1500	Cadre Teachers, Coordinator for Student Services
Co-Teaching Team Visits	Monthly classroom visits will be conducted to provide feedback to co-teaching teams on instructional practices.	Academic Support Program	08/15/2016	04/28/2017	\$0	DOSE, Associate Superintendent of Curriculum and Instruction, Building Administrators
<b>Total</b>					<b>\$22000</b>	

### Stuart Pepper Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
2-Year and 3-Year Plan	Using MAP Data and Spring to Spring Projected Growth Goals (when available) plans will be developed for students below the 61 percentile to address deficits in both reading and math in an effort to close achievement gaps.	Academic Support Program	11/21/2016	12/28/2016	\$2500	Superintendent, Associate Superintendent of Curriculum and Instruction, K-8 Building Principals, Math and Reading Teachers
<b>Total</b>					<b>\$2500</b>	

### Payneville Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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**Comprehensive District Improvement Plan**

Meade County

Parent and Community Awareness	A district team will raise awareness in the area of school readiness by educating parents as well as the community on the results of Meade County's Early Childhood Profile and the actual school readiness skills needed by the time children enter kindergarten. In addition, Meade County Preschool will collaborate with community partners who support families with children birth to five.	Community Engagement, Parent Involvement	11/01/2016	08/31/2017	\$1000	Building Principal/Counselor or designee (BPS, FPS, PES, Ekron); Assessment and Intervention Specialists (where applicable); Preschool Coordinator; FRYSC Coordinator; Preschool Staff
MAP Learning Continuum	As a district we will move to online MAP; teachers will be trained on the new reporting system and how to use to Learning Continuum on how to target Standards/Skills to move learning for each individual student using the Student Profile feature.	Academic Support Program	08/06/2015	05/31/2017	\$10000	Superintendent; Building Principals; Coordinator of Support Services; Associate Superintendent of Curriculum and Instruction, AIS (where applicable)
2-Year and 3-Year Plan	Using MAP Data and Spring to Spring Projected Growth Goals (when available) plans will be developed for students below the 61 percentile to address deficits in both reading and math in an effort to close achievement gaps.	Academic Support Program	11/21/2016	12/28/2016	\$2500	Superintendent, Associate Superintendent of Curriculum and Instruction, K-8 Building Principals, Math and Reading Teachers
<b>Total</b>					<b>\$13500</b>	

**Meade County High School**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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# Comprehensive District Improvement Plan

Meade County

CERT Assessments	Fall, Winter and Spring Assessment will be administered to determine progress toward college benchmarks. Data will be analyzed to determine skills for whole group instruction, small group instruction/intervention, and individualize instruction.	Academic Support Program	08/10/2015	05/31/2017	\$14000	Middle and High School Principals; Instructional Supervisor; Classroom Teachers
CCR Intervention	Through the CERT Program students will be assigned "Exam Room" and "Study Hall" interventions. In addition, identified students will receive additional small group intervention.	Academic Support Program	08/10/2015	05/31/2017	\$0	Instructional Supervisor; Building Principals; Classroom Teachers
ACT Preparation	In freshman, sophomore, and junior math, English, and science courses one day a week will be dedicated to ACT Preparation (i.e., KAPLAN strategies, CERT Interventions). Student growth and progress toward college benchmarks will be monitored as a student growth goal for both teachers and principals.	Academic Support Program	08/10/2015	05/31/2017	\$0	Building Principals; Instructional Supervisor; Classroom Teachers
Student Scheduling Conferences	Students in grades 8-11 will have a one-on-one scheduling conference to review and update their 4 year course scheduling plan to ensure course placement to maximize student success.	Academic Support Program	12/01/2015	03/31/2017	\$1500	Middle/High School Principals and Guidance Departments; District Support Staff; Select MCHS Staff
Cohort Student Listings	Create a student listing to monitor "On-Time" and "Not On-Time" Graduates. Create individualized plans for "Not On-Time" Graduates for students enrolled in BHS/JRA/MCHS. Assign individual plans to a guidance counselor and meet monthly for a progress monitoring report.	Academic Support Program	10/17/2016	06/30/2017	\$0	District Staff, High School Principal and Guidance Counselors
Career Pathway Posters	Current pathway posters will be reviewed and revised to identify courses in which we have a current articulation agreement and dual credit options available.	Career Preparation/Orientation	10/17/2016	03/31/2017	\$0	District Staff, CTE/ATC Administration and Staff
Dual Credit Access	Through roundtable discussion and in cooperation with ECTC, dual credit options will be evaluated and a plan created that provides all graduates access and the opportunity to earn 9+ hours toward college.	Academic Support Program	09/21/2016	05/31/2017	\$0	District Staff, ATC/MCHS Staff/Administration, Guidance Counselors
<b>Total</b>					<b>\$15500</b>	

## James R. Allen High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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## Comprehensive District Improvement Plan

Meade County

CERT Assessments	Fall, Winter and Spring Assessment will be administered to determine progress toward college benchmarks. Data will be analyzed to determine skills for whole group instruction, small group instruction/intervention, and individualize instruction.	Academic Support Program	08/10/2015	05/31/2017	\$14000	Middle and High School Principals; Instructional Supervisor; Classroom Teachers
CCR Intervention	Through the CERT Program students will be assigned "Exam Room" and "Study Hall" interventions. In addition, identified students will receive additional small group intervention.	Academic Support Program	08/10/2015	05/31/2017	\$0	Instructional Supervisor; Building Principals; Classroom Teachers
Cohort Student Listings	Create a student listing to monitor "On-Time" and "Not On-Time" Graduates. Create individualized plans for "Not On-Time" Graduates for students enrolled in BHS/JRA/MCHS. Assign individual plans to a guidance counselor and meet monthly for a progress monitoring report.	Academic Support Program	10/17/2016	06/30/2017	\$0	District Staff, High School Principal and Guidance Counselors
Career Pathway Posters	Current pathway posters will be reviewed and revised to identify courses in which we have a current articulation agreement and dual credit options available.	Career Preparation/Orientation	10/17/2016	03/31/2017	\$0	District Staff, CTE/ATC Administration and Staff
Dual Credit Access	Through roundtable discussion and in cooperation with ECTC, dual credit options will be evaluated and a plan created that provides all graduates access and the opportunity to earn 9+ hours toward college.	Academic Support Program	09/21/2016	05/31/2017	\$0	District Staff, ATC/MCHS Staff/Administration, Guidance Counselors
<b>Total</b>					<b>\$14000</b>	

### Flaherty Primary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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**Comprehensive District Improvement Plan**

Meade County

<p>Parent and Community Awareness</p>	<p>A district team will raise awareness in the area of school readiness by educating parents as well as the community on the results of Meade County's Early Childhood Profile and the actual school readiness skills needed by the time children enter kindergarten. In addition, Meade County Preschool will collaborate with community partners who support families with children birth to five.</p>	<p>Community Engagement, Parent Involvement</p>	<p>11/01/2016</p>	<p>08/31/2017</p>	<p>\$1000</p>	<p>Building Principal/Counselor or designee (BPS, FPS, PES, Ekron); Assessment and Intervention Specialists (where applicable); Preschool Coordinator; FRYSC Coordinator; Preschool Staff</p>
<p>Managing Student Conduct</p>	<p>Working with district staff, building principals will work with school level staff to identify ways to increase favorable results within the focus area of time. A PBIS Leadership Team will be established and work to reestablish PBIS at the school level. Activities will be added to individual school CSIPs as identified for monitoring.</p>	<p>Behavioral Support Program</p>	<p>07/01/2015</p>	<p>05/31/2017</p>	<p>\$0</p>	<p>Building Administration at FES, FPS, and EES; District Instructional Supervisor; PBIS Leadership Team at each of the three designated schools; School Staffs -- Classified and Certified</p>
<p>MAP Learning Continuum</p>	<p>As a district we will move to online MAP; teachers will be trained on the new reporting system and how to use to Learning Continuum on how to target Standards/Skills to move learning for each individual student using the Student Profile feature.</p>	<p>Academic Support Program</p>	<p>08/06/2015</p>	<p>05/31/2017</p>	<p>\$10000</p>	<p>Superintendent; Building Principals; Coordinator of Support Services; Associate Superintendent of Curriculum and Instruction, AIS (where applicable)</p>

## Comprehensive District Improvement Plan

Meade County

2-Year and 3-Year Plan	Using MAP Data and Spring to Spring Projected Growth Goals (when available) plans will be developed for students below the 61 percentile to address deficits in both reading and math in an effort to close achievement gaps.	Academic Support Program	11/21/2016	12/28/2016	\$2500	Superintendent, Associate Superintendent of Curriculum and Instruction, K-8 Building Principals, Math and Reading Teachers
<b>Total</b>					<b>\$13500</b>	

### Flaherty Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Managing Student Conduct	Working with district staff, building principals will work with school level staff to identify ways to increase favorable results within the focus area of time. A PBIS Leadership Team will be established and work to reestablish PBIS at the school level. Activities will be added to individual school CSIPs as identified for monitoring.	Behavioral Support Program	07/01/2015	05/31/2017	\$0	Building Administration at FES, FPS, and EES; District Instructional Supervisor; PBIS Leadership Team at each of the three designated schools; School Staffs -- Classified and Certified
MAP Learning Continuum	As a district we will move to online MAP; teachers will be trained on the new reporting system and how to use to Learning Continuum on how to target Standards/Skills to move learning for each individual student using the Student Profile feature.	Academic Support Program	08/06/2015	05/31/2017	\$10000	Superintendent; Building Principals; Coordinator of Support Services; Associate Superintendent of Curriculum and Instruction, AIS (where applicable)

**Comprehensive District Improvement Plan**

Meade County

2-Year and 3-Year Plan	Using MAP Data and Spring to Spring Projected Growth Goals (when available) plans will be developed for students below the 61 percentile to address deficits in both reading and math in an effort to close achievement gaps.	Academic Support Program	11/21/2016	12/28/2016	\$2500	Superintendent, Associate Superintendent of Curriculum and Instruction, K-8 Building Principals, Math and Reading Teachers
<b>Total</b>					<b>\$12500</b>	

**Ekron Elementary School**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent and Community Awareness	A district team will raise awareness in the area of school readiness by educating parents as well as the community on the results of Meade County's Early Childhood Profile and the actual school readiness skills needed by the time children enter kindergarten. In addition, Meade County Preschool will collaborate with community partners who support families with children birth to five.	Community Engagement, Parent Involvement	11/01/2016	08/31/2017	\$1000	Building Principal/Counselor or designee (BPS, FPS, PES, Ekron); Assessment and Intervention Specialists (where applicable); Preschool Coordinator; FRYSC Coordinator; Preschool Staff

**Comprehensive District Improvement Plan**

Meade County

Managing Student Conduct	Working with district staff, building principals will work with school level staff to identify ways to increase favorable results within the focus area of time. A PBIS Leadership Team will be established and work to reestablish PBIS at the school level. Activities will be added to individual school CSIPs as identified for monitoring.	Behavioral Support Program	07/01/2015	05/31/2017	\$0	Building Administration at FES, FPS, and EES; District Instructional Supervisor; PBIS Leadership Team at each of the three designated schools; School Staffs -- Classified and Certified
MAP Learning Continuum	As a district we will move to online MAP; teachers will be trained on the new reporting system and how to use to Learning Continuum on how to target Standards/Skills to move learning for each individual student using the Student Profile feature.	Academic Support Program	08/06/2015	05/31/2017	\$10000	Superintendent; Building Principals; Coordinator of Support Services; Associate Superintendent of Curriculum and Instruction, AIS (where applicable)
2-Year and 3-Year Plan	Using MAP Data and Spring to Spring Projected Growth Goals (when available) plans will be developed for students below the 61 percentile to address deficits in both reading and math in an effort to close achievement gaps.	Academic Support Program	11/21/2016	12/28/2016	\$2500	Superintendent, Associate Superintendent of Curriculum and Instruction, K-8 Building Principals, Math and Reading Teachers
<b>Total</b>					<b>\$13500</b>	

**David T. Wilson Elementary**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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## Comprehensive District Improvement Plan

Meade County

MAP Learning Continuum	As a district we will move to online MAP; teachers will be trained on the new reporting system and how to use to Learning Continuum on how to target Standards/Skills to move learning for each individual student using the Student Profile feature.	Academic Support Program	08/06/2015	05/31/2017	\$10000	Superintendent; Building Principals; Coordinator of Support Services; Associate Superintendent of Curriculum and Instruction, AIS (where applicable)
2-Year and 3-Year Plan	Using MAP Data and Spring to Spring Projected Growth Goals (when available) plans will be developed for students below the 61 percentile to address deficits in both reading and math in an effort to close achievement gaps.	Academic Support Program	11/21/2016	12/28/2016	\$2500	Superintendent, Associate Superintendent of Curriculum and Instruction, K-8 Building Principals, Math and Reading Teachers
<b>Total</b>					<b>\$12500</b>	

### Brandenburg Primary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent and Community Awareness	A district team will raise awareness in the area of school readiness by educating parents as well as the community on the results of Meade County's Early Childhood Profile and the actual school readiness skills needed by the time children enter kindergarten. In addition, Meade County Preschool will collaborate with community partners who support families with children birth to five.	Community Engagement, Parent Involvement	11/01/2016	08/31/2017	\$1000	Building Principal/Counselor or designee (BPS, FPS, PES, Ekron); Assessment and Intervention Specialists (where applicable); Preschool Coordinator; FRYSC Coordinator; Preschool Staff

## Comprehensive District Improvement Plan

Meade County

MAP Learning Continuum	As a district we will move to online MAP; teachers will be trained on the new reporting system and how to use to Learning Continuum on how to target Standards/Skills to move learning for each individual student using the Student Profile feature.	Academic Support Program	08/06/2015	05/31/2017	\$10000	Superintendent; Building Principals; Coordinator of Support Services; Associate Superintendent of Curriculum and Instruction, AIS (where applicable)
2-Year and 3-Year Plan	Using MAP Data and Spring to Spring Projected Growth Goals (when available) plans will be developed for students below the 61 percentile to address deficits in both reading and math in an effort to close achievement gaps.	Academic Support Program	11/21/2016	12/28/2016	\$2500	Superintendent, Associate Superintendent of Curriculum and Instruction, K-8 Building Principals, Math and Reading Teachers
<b>Total</b>					<b>\$13500</b>	

### Brandenburg High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Cohort Student Listings	Create a student listing to monitor "On-Time" and "Not On-Time" Graduates. Create individualized plans for "Not On-Time" Graduates for students enrolled in BHS/JRA/MCHS. Assign individual plans to a guidance counselor and meet monthly for a progress monitoring report.	Academic Support Program	10/17/2016	06/30/2017	\$0	District Staff, High School Principal and Guidance Counselors
Career Pathway Posters	Current pathway posters will be reviewed and revised to identify courses in which we have a current articulation agreement and dual credit options available.	Career Preparation/Orientation	10/17/2016	03/31/2017	\$0	District Staff, CTE/ATC Administration and Staff
Dual Credit Access	Through roundtable discussion and in cooperation with ECTC, dual credit options will be evaluated and a plan created that provides all graduates access and the opportunity to earn 9+ hours toward college.	Academic Support Program	09/21/2016	05/31/2017	\$0	District Staff, ATC/MCHS Staff/Administration, Guidance Counselors
<b>Total</b>					<b>\$0</b>	

## **Phase II - Assurances - District**

## **Introduction**

KDE Assurances for Districts



**District Assurances**

Label	Assurance	Response	Comment	Attachment
1.	All schools in our district have planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of data and information.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	The current school year Comprehensive District Improvement Plan (CDIP) and all our schools Comprehensive School Improvement Plans (CSIPs) are available for stakeholders to examine on the district website.	Yes	<a href="http://www.meade.kyschools.us/?DivisionID=3464&amp;DepartmentID=3155&amp;ToggleSideNav=">http://www.meade.kyschools.us/?DivisionID=3464&amp;DepartmentID=3155&amp;ToggleSideNav=</a>	

Label	Assurance	Response	Comment	Attachment
3.	All teachers in our district including those providing services to private school students are highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
4.	All paraeducators in our district including those providing services to private school students are highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	All schools in our district notify parents when their children are taught for four or more consecutive weeks by teachers who are not highly qualified. If no, list the schools below.	Yes		

Label	Assurance	Response	Comment	Attachment
6.	Our district provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes		

Label	Assurance	Response	Comment	Attachment
7.	Our district has planned strategies to recruit and retain highly qualified teachers.	Yes		

# Comprehensive District Improvement Plan

Meade County

Label	Assurance	Response	Comment	Attachment
8.	Our district will allocate and spend federal program funds only on programs and activities for identified eligible students and will maintain appropriate financial records in this regard.	Yes		

Label	Assurance	Response	Comment	Attachment
9.	Our district ensures that program funds are targeted to schools that have the lowest proportion of highly qualified teachers, have the largest average class size, or are identified as focus or priority schools.	Yes		

Label	Assurance	Response	Comment	Attachment
10.	Our district ensures that all class-size reduction teachers are utilized to reduce class size below the state requirements. Paraprofessionals are utilized to meet the state requirements before hiring any additional teachers serving in that capacity.	Yes		

Label	Assurance	Response	Comment	Attachment
11.	Our district ensures class-size reduction needs are determined by analysis of data compiled through such processes as achievement test results, needs assessments, and class size data reviews.	Yes		

Label	Assurance	Response	Comment	Attachment
12.	Our district ensures that all personnel compensated from federal program funds are performing assignments aligned to the program purpose according to the program plan and appropriate documentation is maintained.	Yes		

Label	Assurance	Response	Comment	Attachment
13.	Our district ensures that private schools have been consulted with regard to available federal funds for use with eligible students and/or teachers according to federal program requirements.	Yes		

Label	Assurance	Response	Comment	Attachment
14.	Our district ensures that services provided to private schools with federal funds are delivered according to specific federal program requirements and appropriate documentation is maintained.	Yes		

# Comprehensive District Improvement Plan

Meade County

Label	Assurance	Response	Comment	Attachment
15.	Procedures have been established for the identification and tracking of purchases made with federal funds, including the retrieval and/or disposal of materials when no longer needed.	Yes		

Label	Assurance	Response	Comment	Attachment
16.	Our district ensures that all federal program complaint procedures have been communicated to all stakeholders and are properly implemented when applicable.	Yes		

Label	Assurance	Response	Comment	Attachment
17.	Our district maintains proper time and effort documentation for all personnel paid with federal funds according to specific federal program requirements.	Yes		

Label	Assurance	Response	Comment	Attachment
18.	Our district ensures proper maintenance of records according to federal program guidelines.	Yes		

Label	Assurance	Response	Comment	Attachment
19.	Our district has followed the proper procedures for the acquisition of equipment and materials with federal funds.	Yes		

Label	Assurance	Response	Comment	Attachment
20.	Our district ensures that all federal programs are evaluated annually for program effectiveness and compliance.	Yes		

Label	Assurance	Response	Comment	Attachment
21.	Our district ensures that only eligible schools are served by Title I, Part A.	Yes		

Label	Assurance	Response	Comment	Attachment
22.	Our district ensures that low-income data for all schools is taken on the same day.	Yes		

Label	Assurance	Response	Comment	Attachment
23.	Our district ensures that district and school allocations on the Title I Ranking Report correspond with the MUNIS budget.	Yes		

# Comprehensive District Improvement Plan

Meade County

Label	Assurance	Response	Comment	Attachment
24.	Our district ensures that there is documentation to support the child count for local institutions for neglected children that was submitted to KDE.	Yes		

Label	Assurance	Response	Comment	Attachment
25.	Our district ensures that set-aside funds for neglected institutions in the district are expended on identified student needs.	Yes		

Label	Assurance	Response	Comment	Attachment
26.	Our district ensures that neglected student needs were identified through consultation with staff at all neglected institutions in the district.	Yes		

Label	Assurance	Response	Comment	Attachment
27.	Our district ensures that Title I funds are reserved and expended to meet the needs of homeless children and youth in non-Title I schools.	Yes		

Label	Assurance	Response	Comment	Attachment
28.	Our district ensures that if it receives more than \$500,000 in Title I, Part A funding, 1% of the total district allocation has been reserved for parent involvement activities and that 95% of the reserved funds has been allocated to eligible schools including eligible private schools.	Yes		

Label	Assurance	Response	Comment	Attachment
29.	Our district ensures that parents are involved in deciding ways in which parent involvement funds are used.	Yes		

Label	Assurance	Response	Comment	Attachment
30.	Our district ensures that there is an annual meeting to inform parents of program requirements, including the right of parents to be involved in planning, review and improvement of parent programs.	Yes		

# Comprehensive District Improvement Plan

Meade County

Label	Assurance	Response	Comment	Attachment
31.	Our district ensures that all parents of students in Title I schools have been notified that they may request information regarding the professional qualifications of their child's teachers.	Yes		

Label	Assurance	Response	Comment	Attachment
32.	Our district ensures that it communicates with school councils/school staff on an ongoing basis including information on program requirements, analysis of data and review of the schoolwide program (SWP) or targeted assistance (TAS) program plan to ensure compliance and effectiveness.	Yes		

Label	Assurance	Response	Comment	Attachment
33.	Our district ensures that private schools (within and outside the district) serving students from participating public school attendance areas have been contacted to offer equitable services.	Yes		

Label	Assurance	Response	Comment	Attachment
34.	Our district ensures that written affirmation signed by an official from each of the participating private schools that consultation occurred during the design, implementation, and assessment of the Title I activities in the private schools is maintained.	Yes		

Label	Assurance	Response	Comment	Attachment
35.	For any staff member that does not meet the highly qualified teacher status, the district develops an individual plan to assist them with becoming highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
36.	Our district ensures that district and school allocations on the Title II Teacher Quality Program Budget correspond with the MUNIS budget.	Yes		

Label	Assurance	Response	Comment	Attachment
37.	We certify that we are a District of Innovation and attach the approved application.	N/A		

# Comprehensive District Improvement Plan

Meade County

Label	Assurance	Response	Comment	Attachment
38.	The district certifies it has submitted the required District School Safety Report in ASSIST to verify compliance with SB/HB345 to assure schools are safer places for students and staff and that school safety practices are being developed and are in place.	Yes		

## **Phase II - Compliance and Accountability - Districts**

## **Introduction**

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.



## Planning and Accountability Requirements

The district ensures that teachers are equitably distributed throughout the district to ensure that all students are college and career ready. **Equitable distribution: poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers.**

**Goal 1:**

Increase the averaged combined reading/math K-PREP scores for elementary/middle students from 46.8 in 2014 to 73.4% in 2019.

**Measurable Objective 1:**

collaborate to increase the average combined reading and math scores for elementary and middle students in Meade County Schools from 61.5% to 69.9% by 05/31/2017 as measured by K-PREP scores.

**Strategy1:**

Increasing Instructional Rigor - Instructional strategies and resources to increase instructional rigor in the classroom will be implemented.

Category:

Research Cited:

Activity - Professional Learning Community	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Time will be set aside for each PLC team to meet regularly, share expertise, and works collaboratively to improve teaching skills and the academic performance of students. Data will be used to drive instructional decisions.	Academic Support Program	07/11/2016	05/31/2017	\$0 - No Funding Required	Building Principals, Associate Superintendent of Curriculum and Instruction

**Goal 2:**

Increase the average combined reading/math proficiency ratings for all students in the non-duplicated gap group from 36% in 2014 to 68% in 2019.

**Measurable Objective 1:**

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 50.5% to 59.6% by 05/31/2017 as measured by KPREP reading and math proficiency scores.

**Strategy1:**

Progress Monitoring - District/schools will use a continuous monitoring process to identify strategies and interventions for addressing gaps for special needs students and students performing significantly below their grade level peers.

Category: Learning Systems

Research Cited:

# Comprehensive District Improvement Plan

Meade County

Activity - 2-Year and 3-Year Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using MAP Data and Spring to Spring Projected Growth Goals (when available) plans will be developed for students below the 61 percentile to address deficits in both reading and math in an effort to close achievement gaps.	Academic Support Program	11/21/2016	12/28/2016	\$500 - State Funds \$2000 - Title I Part A	Superintendent, Associate Superintendent of Curriculum and Instruction, K-8 Building Principals, Math and Reading Teachers

## Strategy2:

Co-Teaching Team Development - The district will work with schools to increase the number of co-teaching teams that are trained to work collaboratively in a co-teaching environment to provide additional support to students within the LRE.

Category: Professional Learning & Support

Research Cited:

Activity - Co-Teaching Team Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monthly classroom visits will be conducted to provide feedback to co-teaching teams on instructional practices.	Academic Support Program	08/15/2016	04/28/2017	\$0 - No Funding Required	DOSE, Associate Superintendent of Curriculum and Instruction, Building Administrators

## Goal 3:

Increase the percentage of students who are college- and career- ready from 66.9% in 2015 to 84.1% by 2020.

### Measurable Objective 1:

collaborate to increase the percentage of students who are college- and career- ready in Meade County from 65.9% in 2015 to 72.7% by 05/31/2017 as measured by the Unbridled Learning CCR Formula.

## Strategy1:

Increasing Career Readiness - Research will be conducted at the district and school level to identify Career Pathways that can be added to increase opportunities for students to earn career ready credentials.

Category: Career Readiness Pathways

Research Cited:

Activity - Career Pathway Posters	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Current pathway posters will be reviewed and revised to identify courses in which we have a current articulation agreement and dual credit options available.	Career Preparation/ Orientation	10/17/2016	03/31/2017	\$0 - No Funding Required	District Staff, CTE/ATC Administration and Staff

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Activity - Work Ethic Focus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Beginning in the 2016-17 school year each school will have a plan in place that will make work ethic an area of focus that is developmentally appropriate.	Career Preparation/Orientation	08/01/2016	05/19/2017	\$0 - No Funding Required	District Staff, Building Administrators, Guidance Counselors

Activity - Career Pathways Expansion	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
an ATC Renovation Project has been approved by our local school board that will allow the expansion of Career Pathways offered to Meade County students. Local and Regional Business/Educational Partnerships will be formed to best determine programs and course offerings both at MCHS and our ATC to allow Meade County students the greatest opportunities for postsecondary or employment.	Career Preparation/Orientation	09/01/2015	05/31/2017	\$12000000 - Capital Improvement Fund	Superintendent; Director of Pupil Personnel; Student Support Services Coordinator; MCHS and ATC Principals; School Board; Instructional Supervisor

## Strategy2:

Increasing College Readiness - In grades 7-11 students will be assessed during the school year to determine their progress toward college benchmarks. Based on the assessment data, students will be prescribed individual interventions to increase academic achievement.

Category: Learning Systems

Research Cited:

Activity - CERT Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Fall, Winter and Spring Assessment will be administered to determine progress toward college benchmarks. Data will be analyzed to determine skills for whole group instruction, small group instruction/intervention, and individualize instruction.	Academic Support Program	08/10/2015	05/31/2017	\$10000 - School Council Funds \$4000 - Text Books	Middle and High School Principals; Instructional Supervisor; Classroom Teachers

Activity - Dual Credit Access	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through roundtable discussion and in cooperation with ECTC, dual credit options will be evaluated and a plan created that provides all graduates access and the opportunity to earn 9+ hours toward college.	Academic Support Program	09/21/2016	05/31/2017	\$0 - No Funding Required	District Staff, ATC/MCHS Staff/Administration, Guidance Counselors

## Goal 4:

To increase the percentages of favorable TELL Survey results to 90% by 2017 (where applicable with resources and legalities).

### Measurable Objective 1:

collaborate to identify focus areas of improvement and implement a plan of increasing the results by 05/31/2017 as measured by the Kentucky TELL Survey..

## Strategy1:

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Data Analysis - By documenting and analyzing how educators view critical teaching and learning conditions, this initiative focuses on providing each our district and schools with its own data that can become a part of the ongoing improvement planning processes in our buildings, in our school districts and at the state level.

Category: Management Systems

Research Cited: [www.tellkentucky.org](http://www.tellkentucky.org)

Activity - Managing Student Conduct	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Working with district staff, building principals will work with school level staff to identify ways to increase favorable results within the focus area of time. A PBIS Leadership Team will be established and work to reestablish PBIS at the school level. Activities will be added to individual school CSIPs as identified for monitoring.	Behavioral Support Program	07/01/2015	05/31/2017	\$0 - No Funding Required	Building Administration at FES, FPS, and EES; District Instructional Supervisor; PBIS Leadership Team at each of the three designated schools; School Staffs -- Classified and Certified

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A plan and process will be developed to involve teachers in identifying professional development activities. The plan will also include a follow-up component and an evaluation process.	Professional Learning	12/02/2013	05/31/2017	\$500 - District Funding	District PLC Team Members

Activity - Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Working with district staff, building principals will work with school level staff to identify ways to increase favorable results within the focus area of time. Activities will be added to individual school CSIPs as identified for monitoring.	Policy and Process	12/02/2013	05/31/2017	\$0 - No Funding Required	Distirct PLC Team Members

## Goal 5:

Meade County Schools will reduce the number of novice scoring students in reading from 21.7% in 2015 to less than 10.9% in 2020 and in math from 16.2% to less than 8.1% in 2020 as measured by state and local assessments.

## Measurable Objective 1:

collaborate to reduce the number of novice performing student to less than 18.8% in reading and 11.1% in math by 05/31/2017 as measured by KPREP and EOC scores.

## Strategy1:

Novice Reduction - Teachers at all grade levels will work to ensure strong instruction and monitoring of student performance below level/Novice in areas of ELA and Math.

Category: Continuous Improvement

Research Cited:

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Activity - Analyze and Apply Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze and apply data using five key questions and the CIA (curriculum, instruction, and assessment) format during PLC's. Teachers will use a data analysis tool after each topic and unit test and will review the results to determine curriculum and instructional changes to be made in their classrooms to help increase student achievement and decrease novice student performance.	Professional Learning	11/30/2015	05/31/2017	\$0 - No Funding Required	District Instructional Supervisor; Building Administrators; AIS (where applicable); Classroom Teachers

Activity - Name and Claim Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will name and claim novice performing students for the purpose of targeted interventions using 2015 KPREP scores, fall MAP scores, fall CERT scores, and common assessment data. These students will receive additional instructional opportunities such as ESS, CERT Exam Room and Study Hall, Academic Time Small Group Instruction, and supplemental blocks of instruction.	Academic Support Program	08/06/2015	05/31/2017	\$5000 - Title I Schoolwide \$10000 - General Fund \$4000 - Text Books	District Instructional Supervisor; District Title 1 Coordinator; Building Administration; AIS (where applicable); Classroom Teachers

Activity - Mastery Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will teach to mastery in ELA and Math where they will show at least 80% of their students demonstrating knowledge of standards on assessments. This will include weekly lesson plans with skills focused standards listed, daily formative assessment on each focus skill in lesson plan with documentation of student mastery in lesson plans, and guided planning on formative assessment use.	Direct Instruction	11/30/2015	05/31/2017	\$0 - No Funding Required	Principals, Assessment Intervention Specialists, District Instructional Supervisor, Classroom Teachers

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

**Goal 1:**

Increase the averaged combined reading/math K-PREP scores for elementary/middle students from 46.8 in 2014 to 73.4% in 2019.

**Measurable Objective 1:**

collaborate to increase the average combined reading and math scores for elementary and middle students in Meade County Schools from 61.5% to 69.9% by 05/31/2017 as measured by K-PREP scores.

**Strategy1:**

Increasing Instructional Rigor - Instructional strategies and resources to increase instructional rigor in the classroom will be implemented.

Category:

Research Cited:

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Activity - Professional Learning Community	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Time will be set aside for each PLC team to meet regularly, share expertise, and works collaboratively to improve teaching skills and the academic performance of students. Data will be used to drive instructional decisions.	Academic Support Program	07/11/2016	05/31/2017	\$0 - No Funding Required	Building Principals, Associate Superintendent of Curriculum and Instruction

## Goal 2:

To increase the percentages of favorable TELL Survey results to 90% by 2017 (where applicable with resources and legalities).

## Measurable Objective 1:

collaborate to identify focus areas of improvement and implement a plan of increasing the results by 05/31/2017 as measured by the Kentucky TELL Survey..

## Strategy1:

Data Analysis - By documenting and analyzing how educators view critical teaching and learning conditions, this initiative focuses on providing each our district and schools with its own data that can become a part of the ongoing improvement planning processes in our buildings, in our school districts and at the state level.

Category: Management Systems

Research Cited: [www.tellkentucky.org](http://www.tellkentucky.org)

Activity - Managing Student Conduct	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Working with district staff, building principals will work with school level staff to identify ways to increase favorable results within the focus area of time. A PBIS Leadership Team will be established and work to reestablish PBIS at the school level. Activities will be added to individual school CSIPs as identified for monitoring.	Behavioral Support Program	07/01/2015	05/31/2017	\$0 - No Funding Required	Building Administration at FES, FPS, and EES; District Instructional Supervisor; PBIS Leadership Team at each of the three designated schools; School Staffs -- Classified and Certified

Activity - Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Working with district staff, building principals will work with school level staff to identify ways to increase favorable results within the focus area of time. Activities will be added to individual school CSIPs as identified for monitoring.	Policy and Process	12/02/2013	05/31/2017	\$0 - No Funding Required	Distirct PLC Team Members

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A plan and process will be developed to involve teachers in identifying professional development activities. The plan will also include a follow-up component and an evaluation process.	Professional Learning	12/02/2013	05/31/2017	\$500 - District Funding	District PLC Team Members

## Goal 3:

SY 2016-2017

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# Comprehensive District Improvement Plan

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Meade County Schools will reduce the number of novice scoring students in reading from 21.7% in 2015 to less than 10.9% in 2020 and in math from 16.2% to less than 8.1% in 2020 as measured by state and local assessments.

## Measurable Objective 1:

collaborate to reduce the number of novice performing student to less than 18.8% in reading and 11.1% in math by 05/31/2017 as measured by KPREP and EOC scores.

## Strategy1:

Novice Reduction - Teachers at all grade levels will work to ensure strong instruction and monitoring of student performance below level/Novice in areas of ELA and Math.

Category: Continuous Improvement

Research Cited:

Activity - Mastery Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will teach to mastery in ELA and Math where they will show at least 80% of their students demonstrating knowledge of standards on assessments. This will include weekly lesson plans with skills focused standards listed, daily formative assessment on each focus skill in lesson plan with documentation of student mastery in lesson plans, and guided planning on formative assessment use.	Direct Instruction	11/30/2015	05/31/2017	\$0 - No Funding Required	Principals, Assessment Intervention Specialists, District Instructional Supervisor, Classroom Teachers

# **Executive Summary**



## **Introduction**

Every school system has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school system makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school system stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school system, and the kinds of programs and services that a school system implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school system with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the community will have a more complete picture of how the school system perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school system to reflect on how it provides teaching and learning on a day to day basis.

## **Description of the School System**

**Describe the school system's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school system serves?**

Meade County is located on the Ohio River, southwest of Louisville and bordering the Fort Knox reservation. We are a small, rural community of caring people. The Meade County School District is a system of approximately 5000 students whose academic coursework, extracurricular activities, and athletic programs reflect our belief in providing a quality educational experience for all students, preschool through grade twelve. The district consists of six elementary schools for students preschool through grade 6: Brandenburg Primary, David T. Wilson, Ekron, Flaherty, Flaherty Primary, and Payneville. Students attend Stuart Pepper Middle School for grades 7 and 8 and James R. Allen Freshman Academy/Meade County High School for grades 9-12. In addition, the Meade County Area Technology Center offers many programs to prepare students for the career of their choice. Fifty-four percent of our students receive free or reduced meals with 9.07% of our total population made up of minority students. The school system is the largest employer in the county.

## System's Purpose

**Provide the school system's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school system embodies its purpose through its program offerings and expectations for students.**

### Meade County Vision

The Meade County School District and its schools will be recognized for EXCELLENCE and improvement in all areas of student performance. We aspire for every child to be proficient and prepared for success after graduation.

### Meade County Mission

Meade County Schools will establish an atmosphere of EXCELLENCE by exhibiting a "We CARE" attitude as evidenced by:

Supporting our students, families and each other through our actions, attitudes, and teamwork in both academic and extra-curricular programs.

Using best practices in instruction and continually searching for ways to improve.

Encouraging lifelong learning and believing in the unique gifts and abilities of all students.

Maintaining flexibility when change is needed.

Holding ourselves and students to higher standards.

Showing passion and persistence in our continued efforts of EXCELLENCE!

## **Notable Achievements and Areas of Improvement**

**Describe the school system's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school system is striving to achieve in the next three years.**

Our staff strives to provide a top-notch educational experience each day and build relationships with students and families. We have an 18 to 1 student to teacher ratio with 30 National Board Certified Teachers currently serving in Meade County. Our teaching staff has an average of 12.5 years of experience in the field of education. Almost 4000 parents had at least one conference with his/her child's teacher last year. In addition, our parents spent more than 6,000 hours volunteering in our schools for a wide array of purposes.

Each of our schools has a strong curriculum in all core academic areas, as well as solid programs in arts and humanities and practical living and vocational studies. This culminates at Meade County High School which offers a rigorous curriculum including 11 dual credit courses and 12 AP courses, along with a myriad of elective offerings to prepare students for their future. The Meade County Area Technology Center on the Meade County High School campus currently offers programs in HVAC, Carpentry, Fire/EMS, Welding, Automotive, Marketing, and Health Sciences. We are proud to announce that we have added three new programs this school year -- Allied Health, Robotics, and Information Technology -- and through a renovation project at the Technology Center we will be adding Machine Tool/Advanced Computerized Manufacturing next school year. These state-of-the-art programs will allow us to offer many additional career pathways that will help even more of our students compete for jobs or be ready for college or technical school.

We are quite proud of the hard work of our staff and students in the classroom as proven by our Distinguished classification on the 2015-16 state accountability cycle, placing us in the 89th percentile of all Kentucky districts. Regardless of this achievement, our steady focus remains on improvement and working to find ways that we can help every student reach his or her full potential.

Over the next three years, we will strive to:

- Continue to improve our financial stability;
- Continue to improve the number of schools in our district that receive a rating of proficient or higher;
- Improve our district's facilities to better meet the needs of our students;
- Improve college/career readiness indicators via the state assessment and accountability system;
- Improve the implementation and effective usage of technology by our students and teachers with the iWave:iLearn Initiative.

## **Additional Information**

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

Outside the classroom, Meade County students excel in many extracurricular activities. Whether in athletics, the performing arts, or within our many clubs and organizations, our students compete at a high level receiving local, state, and national honors.

Technology is integrated into teaching and learning at all levels. All classrooms are equipped with age-appropriate instructional tools. In addition, each elementary school has at least one classroom set of iPads for student use with all middle and high school students having their own iPad to use during the school day. Approximately 75% of those students take their iPad home to continue their work in the evening. Teachers and students are using Google accounts to store, create, and collaborate in a safe online environment.

The Meade County School District realizes the important responsibility that we have to the children of our community and we invest our time and energy to help each child learn at a high level.