



Comprehensive District Improvement Plan

Meade County

MITCH CRUMP
1155 Old Ekron Rd
Brandenburg, KY 40108

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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 2014. 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 district'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.

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 district consists of six elementary schools for students preschool -grade 6: Brandenburg Primary, David T. Wilson, Ekron, Flaherty, Flaherty Primary, Muldraugh, 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. Our current enrollment is 5172 students. Fifty-one percent of our students receive free or reduced meals with 7.5% of our total population made up of minority students. The school system is the largest employer in the county. Over the past three years, we have experienced some growth in our military population during the Defense Base Relocation and Closure (BRAC) process at Fort Knox.

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.

"Making Excellence A District-Wide Endeavor" defines the vision of the Meade County School District, a system whose academic coursework, extracurricular activities, and athletic programs reflect our belief in providing a quality educational experience for all students, preschool through grade twelve.

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.

In 2001, we set a goal of performing in the top ten percent of school districts in the state of Kentucky. At that time, we were in the top 34%-- the 54th district out of 174. Since then, we have made student achievement a top priority focusing on four critical questions: What do we want our students to know? How will we determine if they know? What will we do if they already know? What will we do if they don't know? Additionally, we have made our motto, "Every Child, Every Day." By building relationships with students and individualizing our instruction to meet their needs, we steadily improved and this year reached our goal. This year's test scores indicated that Meade County performed in the top nine percent of all districts in the state of Kentucky and the 5th highest county school district. While we are proud of the performance of our students, we know we still have more room for improvement and are already working toward moving forward.

Additional Information

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

Meade County Schools has made a large investment in technology. All of our classrooms are equipped with video projectors and voice enhancement and many also have interactive whiteboards. In the 2013-14 school year, we will have at least partial wireless access in all of our buildings. Students and staff can access the internet on their own devices through our network. Seven of our eight schools have at least one iPad cart for use during instruction.

KDE 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 is:

- At the elementary and middle school, writing is the lowest score on K-PREP.
- Writing is not the lowest score at the high school level, however, the EOC analysis shows that students usually do better on multiple choice than on constructed response. As a general rule, the constructed response answers tends to lower a students' score. Therefore, improving writing is also a need at the high school.
- At the elementary and middle school level, reading scores on KPREP are lower than those on math.
- Achievement, GAP, and Growth scores all show a need for improving reading and writing.

What the data/information does not tell us is:

- CCR data on this year's school report card does not show reading as the greatest concern; however, the data from Fall 2012 Explore does show a considerable drop in reading 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.
- if timing and an impact on student reading scores. (Were students able to finish reading the passage and answering the questions or were there multiple blank responses?)

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 include:

-Math is higher than reading for 5/6 elementary schools and the middle school. There is still room for improvement, but five years ago, math was our greatest area of weakness. There is cause to celebrate that even with more rigorous standards. We did not see the drop that was anticipated according to KDE guidance.

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

-Common pacing and district interim assessments K-12 will be continued.

-Data analysis will continue to identify gaps and guide instruction.

-We have made a district commitment to limit calculator use in order to build a stronger number sense and basic computation skills. There is intentional instruction on the appropriate use of a calculator.

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 reading and writing across the district and across content areas.

Plans the district is making to improve the areas of need include the following:

- targeted work with teachers and administration at our lowest performing elementary school.
- school specific work with writing standards including the revision of the district writing folder requirements and process
- district wide initiative to educate all teachers on reading strategies that can be used across the curriculum

Oversight and Monitoring

Describe your processes and interventions for monitoring continuous improvement.

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

-District interim assessment//interventions are in place for reading and math at all levels K-12 and all content areas at the middle and high school level.

-There are 3 writing folder checks district wide for all levels, K-12.

Conclusion

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

Take our three areas of greatest concern, reading, writing, and Flaherty Primary School and developing goals and a plan for addressing those areas. Once those have been identified, develop a process to monitor the progress on those goals.

Meade County C-DIP 2012-13

Overview

Plan Name

Meade County C-DIP 2012-13

Plan Description

This plan outlines goals, strategies, and activities to ensure the district has continual academic growth.

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	Measurable Objective	Total Funding
1	Increase the average combined reading and math K-PREP scores for elementary from 55.3 % to 77.7%and for middle from 54.7% to 77.4% in 2017.	Objectives: 1 Strategies: 2 Activities: 7	Organizational	Collaborate to increase the average combined reading and math proficiency to 59.8 % for elementary and 59.2% for middle by 06/07/2013 as measured by K-PREP scores .	\$2000
2	Increase achievement for all student groups in Meade County so that the achievement gap decreases from an average 59.5% in 2012 to an average of 33.5 % by 2017 as measured by school reports.	Objectives: 1 Strategies: 3 Activities: 6	Organizational	Collaborate to decrease the average achievement gap to 53.5% by 05/22/2013 as measured by gap scores for combined reading and math.	\$7000
3	Increase the percentage of students who are college and career ready from 65.6% to 68.5% by 2015.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	Collaborate to have 70% of students CCR by 05/30/2013 as measured by the Unbridled Learning Formula.	\$6000
4	Increase the average freshman graduation rate from 81.1% to 85.6% by 2015.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	Collaborate to increase the freshman graduation rate for Meade County by 05/30/2013 as measured by the graduation rate.	\$0

Goal 1: Increase the average combined reading and math K-PREP scores for elementary from 55.3 % to 77.7%and for middle from 54.7% to 77.4% in 2017.

Measurable Objective 1:

Collaborate to increase the average combined reading and math proficiency to 59.8 % for elementary and 59.2% for middle by 06/07/2013 as measured by K-PREP scores .

Strategy 1:

Literacy Initiative - kkjjkj;jadk;jfa;

Activity - 18 month reading strategies calendar	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create a calendar with a monthly reading strategy focus to be used with students across content Schools: All Schools	Academic Support Program	01/10/2013	02/14/2013	\$0	No Funding Required	Instructional supervisors and curriculum resource teacher(s)
Activity - PLC agenda item	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At district monthly PLC meetings, principals will bring evidence and share successes and/or concerns about the implementation of the strategy in their school. Schools: All Schools	Professional Learning	01/31/2013	05/22/2014	\$0	No Funding Required	principals
Activity - Train the Trainer for Principals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The monthly reading strategy will be modeled for principals through direct instruction and guided practice at the monthly principals' meeting. Schools: All Schools	Professional Learning	01/10/2013	05/30/2014	\$0	No Funding Required	instructional supervisors
Activity - Revision of Writing Plans/Folders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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After awareness of writing standards work has been completed, a district team will be selected to revise writing plans. This team will specifically look at the contents of the writing folder as well as the Writing Program Review rubric to ensure congruency.. The focus of our writing folders will shift from the three types of writing to the three purposes for writing as outlined by the standards. Revised writing plans will be enacted in the 2013-14 school year.	Policy and Process	03/01/2013	07/31/2013	\$1500	General Fund	Instructional supervisors; curriculum resource teachers; staff representative from selected schools
Schools: All Schools						

Activity - Awareness of Writing Standards K-12	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional supervisors at the district level guided principals and curriculum resource teachers through the writing standards. Principals are then required to create a writing improvement plan at their school. This plan will lead to increased understanding of the writing standards and how they can be implemented in individual classrooms for instruction.	Professional Learning	01/04/2013	05/30/2014	\$0	No Funding Required	Instructional supervisors, principals, curriculum resource teachers
Schools: All Schools						

Activity - Language Mechanics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Aligning grade level curriculum for language mechanics grades 2 through 12 to both ELA standards and EPAS standards and creating a plan to assess student proficiency.	Academic Support Program	01/04/2013	05/30/2014	\$500	Title I Part A	Instructional Supervisors; Curriculum Resource teachers
Schools: All Schools						

Strategy 2:

School Readiness - The Brigance Kindergarten Screener will be administered to all kindergarten students before school began. This work was supported by the district. The data will be used to put interventions in support for targeted students as soon as students enter kindergarten.

Activity - Brigance Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All kindergarten staff (including select school psychologists) will complete on-going training on the administration, data entry and interpretation of results including communication with parents.	Professional Learning	08/09/2012	08/16/2013	\$0	No Funding Required	Elementary Instructional Supervisor and Elementary Curriculum Specialist; Principals
Schools: Payneville Elementary School, Brandenburg Primary School, Ekron Elementary School, Flaherty Primary School						

Goal 2: Increase achievement for all student groups in Meade County so that the achievement gap decreases from an average 59.5% in 2012 to an average of 33.5 % by 2017 as measured by

school reports.

Measurable Objective 1:

Collaborate to decrease the average achievement gap to 53.5% by 05/22/2013 as measured by gap scores for combined reading and math.

Strategy 1:

Best Practice - Focus School - Using 2011-12 data as found on the school report card as well as KDE cut-points, principals will be taught the various ways a district could become a "focus district" and how a school could become a "focus school."

Activity - District Support for Focus School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze student achievement by gap groups, relative to state cut-points for the non-duplicated group and third standard deviation. Schools: All Schools	Policy and Process	01/10/2013	02/14/2013	\$0	No Funding Required	Instructional supervisors, principals

Activity - Language Mechanics -- Focus School Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Release time will be utilized with ELA teachers in grades 7-11 to develop a comprehensive and cohesive Language Mechanics curriculum. A process to monitor student progress will also be implemented to monitor the curriculum. Schools: Meade County High School, Stuart Pepper Middle School	Academic Support Program	11/14/2012	05/30/2014	\$5000	General Fund	Secondary Instructional Supervisor; Building Principals; ELA Teachers

Strategy 2:

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.

Activity - Monitoring the Gap	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Schools will identify a monitoring tool of choice to analyze student achievement of the non-duplicated gap population relative to district and school assessment. Progress toward school goals will be discussed bi-monthly at district PLC meetings. Schools: All Schools	Academic Support Program	01/31/2013	06/06/2014	\$0	No Funding Required	Principals and teachers; district support staff

Activity - KSI Protocol Fidelity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School administrations are required to ensure that 1) KSI Protocol is reviewed annually with school staff; 2) ALL students not on grade level with basic skills receive additional instruction; 3) KSI data review is conducted with fidelity; and 4) district guidelines for the transition of KSI data and documentation are followed as outlined in district protocol. Schools: All Schools	Academic Support Program	07/02/2012	06/06/2014	\$0	No Funding Required	School Administrators; designated KSI coordinator; district support staff
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Strategy 3:

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.

Activity - Co-Teaching Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Newly identified co-teaching teams will attend training through our coop; preliminary training for new teams will be provided at the district level Schools: All Schools	Academic Support Program	03/15/2013	05/30/2014	\$2000	Other	DOSE; Building Principals; Instructional Supervisors; Co-teaching Teams

Activity - Co-Teaching Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each school will work to provide time within the school day for common planning for co-teaching teams a minimum of once a week. In addition, the district will work with schools to develop co-teaching team expectations. Schools: All Schools	Academic Support Program	03/15/2013	05/30/2014	\$0	No Funding Required	DOSE; Instructional Supervisors; Building Principals; Co-teaching Teams

Goal 3: Increase the percentage of students who are college and career ready from 65.6% to 68.5% by 2015.

Measurable Objective 1:

Collaborate to have 70% of students CCR by 05/30/2013 as measured by the Unbridled Learning Formula.

Strategy 1:

Academic and Career Advising - Our middle and high school will collaborate to build a comprehensive plan to advise students and parents grades 7-12.

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Activity - Academic/Advisor Folder Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The administration teams at the middle and high school will work collaboratively to develop a folder that will travel with our students from grade 7 to grade 12. The goal of this folder is to guide students through a 6 year plan to help students develop and implement a post-secondary goal. Schools: Meade County High School, Stuart Pepper Middle School	Academic Support Program	11/26/2012	05/30/2014	\$1000	School Council Funds	School counselors, Building Principals, teachers

Strategy 2:

EPAS Assessments - EPAS Assessment will be administered in grades 7 and 9 for baseline data

Activity - Grade 7 EXPLORE Data Disaggregation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data from the Fall administration of the grade 7 EXPLORE test will be disaggregated by each elementary school in the district. This data will be used to inform elementary schools of readiness for their students and to monitor improvement in elementary student readiness Schools: All Schools	Academic Support Program	11/29/2012	10/30/2014	\$0	No Funding Required	Middle School Building Assessment Coordinator; Secondary Instructional Supervisor

Activity - EPAS Item Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
EXPLORE testing in grade 7 and PLAN testing in grade 9 will be administered. Item analysis from these assessments will be used to determine programming issues. Targetted gaps in currilcum will be addressed instructionally once identified. Schools: Meade County High School, Stuart Pepper Middle School	Academic Support Program	11/05/2012	11/10/2014	\$5000	General Fund	Secondary Instructional Supervisor; Building Assessment Coordinators; Building Principals; teachers

Goal 4: Increase the average freshman graduation rate from 81.1% to 85.6% by 2015.

Measurable Objective 1:

Collaborate to increase the freshman graduation rate for Meade County by 05/30/2013 as measured by the graduation rate.

Strategy 1:

Persistence to Graduation - Use PtG tool to identify students at high risk of not graduating. Develop a mentoring program for this target population.

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Activity - Check and Connect	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Check and Connect Program will be continued to target students that are at a high-risk of NOT graduating. Mentors will be identified and trained to work with this target population of students. Schools: Meade County High School, Stuart Pepper Middle School	Other	12/04/2012	05/30/2014	\$0	No Funding Required	Youth Service Center Coordinators; Building Principals; Mentors

Strategy 2:

Career Readiness Pathways - Career Readiness Pathways will be clearly communicated to stakeholders

Activity - Career Pathway Coursework Handouts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Career Pathway Course work handouts will be developed for each Career Pathway at both MCHS and the Meade County Area Technology Center. These handouts will be shared with students in 8th grade so students and parents can begin making informed decisions about course selection in the 9th grade. These handouts will be reviewed with students each year in grades 9-11 as students complete course selection forms for the next school year. Schools: Meade County High School, Stuart Pepper Middle School	Career Preparation/Orientation	01/02/2013	02/28/2014	\$0	No Funding Required	ATC Administrator; CTE Teachers; High School Guidance Department

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Academic/Advisor Folder Development	The administration teams at the middle and high school will work collaboratively to develop a folder that will travel with our students from grade 7 to grade 12. The goal of this folder is to guide students through a 6 year plan to help students develop and implement a post-secondary goal.	Academic Support Program	11/26/2012	05/30/2014	\$1000	School counselors, Building Principals, teachers
Total					\$1000	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Language Mechanics	Aligning grade level curriculum for language mechanics grades 2 through 12 to both ELA standards and EPAS standards and creating a plan to assess student proficiency.	Academic Support Program	01/04/2013	05/30/2014	\$500	Instructional Supervisors; Curriculum Resource teachers
Total					\$500	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Revision of Writing Plans/Folders	After awareness of writing standards work has been completed, a district team will be selected to revise writing plans. This team will specifically look at the contents of the writing folder as well as the Writing Program Review rubric to ensure congruency.. The focus of our writing folders will shift from the three types of writing to the three purposes for writing as outlined by the standards. Revised writing plans will be enacted in the 2013-14 school year.	Policy and Process	03/01/2013	07/31/2013	\$1500	Instructional supervisors; curriculum resource teachers; staff representative from selected schools

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EPAS Item Analysis	EXPLORE testing in grade 7 and PLAN testing in grade 9 will be administered. Item analysis from these assessments will be used to determine programming issues. Targetted gaps in curriculum will be addressed instructionally once identified.	Academic Support Program	11/05/2012	11/10/2014	\$5000	Secondary Instructional Supervisor; Building Assessment Coordinators; Building Principals; teachers
Language Mechanics -- Focus School Support	Release time will be utilized with ELA teachers in grades 7-11 to develop a comprehensive and cohesive Language Mechanics curriculum. A process to monitor student progress will also be implemented to monitor the curriculum.	Academic Support Program	11/14/2012	05/30/2014	\$5000	Secondary Instructional Supervisor; Building Principals; ELA Teachers
Total					\$11500	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Co-Teaching Training	Newly identified co-teaching teams will attend training through our coop; preliminary training for new teams will be provided at the district level	Academic Support Program	03/15/2013	05/30/2014	\$2000	DOSE; Building Principals; Instructional Supervisors; Co-teaching Teams
Total					\$2000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitoring the Gap	Schools will identify a monitoring tool of choice to analyze student achievement of the non-duplicated gap population relative to district and school assessment. Progress toward school goals will be discussed bi-monthly at district PLC meetings.	Academic Support Program	01/31/2013	06/06/2014	\$0	Principals and teachers; district support staff
Train the Trainer for Principals	The monthly reading strategy will be modeled for principals through direct instruction and guided practice at the monthly principals' meeting.	Professional Learning	01/10/2013	05/30/2014	\$0	instructional supervisors
PLC agenda item	At district monthly PLC meetings, principals will bring evidence and share successes and/or concerns about the implementation of the strategy in their school.	Professional Learning	01/31/2013	05/22/2014	\$0	principals

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Career Pathway Coursework Handouts	Career Pathway Course work handouts will be developed for each Career Pathway at both MCHS and the Meade County Area Technology Center. These handouts will be shared with students in 8th grade so students and parents can begin making informed decisions about course selection in the 9th grade. These handouts will be reviewed with students each year in grades 9-11 as students complete course selection forms for the next school year.	Career Preparation/Orientation	01/02/2013	02/28/2014	\$0	ATC Administrator; CTE Teachers; High School Guidance Department
Brigance Training	All kindergarten staff (including select school psychologists) will complete on-going training on the administration, data entry and interpretation of results including communication with parents.	Professional Learning	08/09/2012	08/16/2013	\$0	Elementary Instructional Supervisor and Elementary Curriculum Specialist; Principals
Check and Connect	A Check and Connect Program will be continued to target students that are at a high-risk of NOT graduating. Mentors will be identified and trained to work with this target population of students.	Other	12/04/2012	05/30/2014	\$0	Youth Service Center Coordinators; Building Principals; Mentors
District Support for Focus School	Analyze student achievement by gap groups, relative to state cut-points for the non-duplicated group and third standard deviation.	Policy and Process	01/10/2013	02/14/2013	\$0	Instructional supervisors, principals
Awareness of Writing Standards K-12	Instructional supervisors at the district level guided principals and curriculum resource teachers through the writing standards. Principals are then required to create a writing improvement plan at their school. This plan will lead to increased understanding of the writing standards and how they can be implemented in individual classrooms for instruction.	Professional Learning	01/04/2013	05/30/2014	\$0	Instructional supervisors, principals, curriculum resource teachers
Grade 7 EXPLORE Data Disaggregation	Data from the Fall administration of the grade 7 EXPLORE test will be disaggregated by each elementary school in the district. This data will be used to inform elementary schools of readiness for their students and to monitor improvement in elementary student readiness	Academic Support Program	11/29/2012	10/30/2014	\$0	Middle School Building Assessment Coordinator; Secondary Instructional Supervisor
KSI Protocol Fidelity	School administrations are required to ensure that 1) KSI Protocol is reviewed annually with school staff; 2) ALL students not on grade level with basic skills receive additional instruction; 3) KSI data review is conducted with fidelity; and 4) district guidelines for the transition of KSI data and documentation are followed as outlined in district protocol.	Academic Support Program	07/02/2012	06/06/2014	\$0	School Administrators; designated KSI coordinator; district support staff

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Co-Teaching Planning	Each school will work to provide time within the school day for common planning for co-teaching teams a minimum of once a week. In addition, the district will work with schools to develop co-teaching team expectations.	Academic Support Program	03/15/2013	05/30/2014	\$0	DOSE; Instructional Supervisors; Building Principals; Co-teaching Teams
18 month reading strategies calendar	Create a calendar with a monthly reading strategy focus to be used with students across content	Academic Support Program	01/10/2013	02/14/2013	\$0	Instructional supervisors and curriculum resource teacher(s)
Total					\$0	

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
18 month reading strategies calendar	Create a calendar with a monthly reading strategy focus to be used with students across content	Academic Support Program	01/10/2013	02/14/2013	\$0	Instructional supervisors and curriculum resource teacher(s)
PLC agenda item	At district monthly PLC meetings, principals will bring evidence and share successes and/or concerns about the implementation of the strategy in their school.	Professional Learning	01/31/2013	05/22/2014	\$0	principals
Train the Trainer for Principals	The monthly reading strategy will be modeled for principals through direct instruction and guided practice at the monthly principals' meeting.	Professional Learning	01/10/2013	05/30/2014	\$0	instructional supervisors
Revision of Writing Plans/Folders	After awareness of writing standards work has been completed, a district team will be selected to revise writing plans. This team will specifically look at the contents of the writing folder as well as the Writing Program Review rubric to ensure congruency.. The focus of our writing folders will shift from the three types of writing to the three purposes for writing as outlined by the standards. Revised writing plans will be enacted in the 2013-14 school year.	Policy and Process	03/01/2013	07/31/2013	\$1500	Instructional supervisors; curriculum resource teachers; staff representative from selected schools
Awareness of Writing Standards K-12	Instructional supervisors at the district level guided principals and curriculum resource teachers through the writing standards. Principals are then required to create a writing improvement plan at their school. This plan will lead to increased understanding of the writing standards and how they can be implemented in individual classrooms for instruction.	Professional Learning	01/04/2013	05/30/2014	\$0	Instructional supervisors, principals, curriculum resource teachers
Language Mechanics	Aligning grade level curriculum for language mechanics grades 2 through 12 to both ELA standards and EPAS standards and creating a plan to assess student proficiency.	Academic Support Program	01/04/2013	05/30/2014	\$500	Instructional Supervisors; Curriculum Resource teachers
District Support for Focus School	Analyze student achievement by gap groups, relative to state cut-points for the non-duplicated group and third standard deviation.	Policy and Process	01/10/2013	02/14/2013	\$0	Instructional supervisors, principals

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Monitoring the Gap	Schools will identify a monitoring tool of choice to analyze student achievement of the non-duplicated gap population relative to district and school assessment. Progress toward school goals will be discussed bi-monthly at district PLC meetings.	Academic Support Program	01/31/2013	06/06/2014	\$0	Principals and teachers; district support staff
KSI Protocol Fidelity	School administrations are required to ensure that 1) KSI Protocol is reviewed annually with school staff; 2) ALL students not on grade level with basic skills receive additional instruction; 3) KSI data review is conducted with fidelity; and 4) district guidelines for the transition of KSI data and documentation are followed as outlined in district protocol.	Academic Support Program	07/02/2012	06/06/2014	\$0	School Administrators; designated KSI coordinator; district support staff
Co-Teaching Training	Newly identified co-teaching teams will attend training through our coop; preliminary training for new teams will be provided at the district level	Academic Support Program	03/15/2013	05/30/2014	\$2000	DOSE; Building Principals; Instructional Supervisors; Co-teaching Teams
Co-Teaching Planning	Each school will work to provide time within the school day for common planning for co-teaching teams a minimum of once a week. In addition, the district will work with schools to develop co-teaching team expectations.	Academic Support Program	03/15/2013	05/30/2014	\$0	DOSE; Instructional Supervisors; Building Principals; Co-teaching Teams
Grade 7 EXPLORE Data Disaggregation	Data from the Fall administration of the grade 7 EXPLORE test will be disaggregated by each elementary school in the district. This data will be used to inform elementary schools of readiness for their students and to monitor improvement in elementary student readiness	Academic Support Program	11/29/2012	10/30/2014	\$0	Middle School Building Assessment Coordinator; Secondary Instructional Supervisor
Total					\$4000	

Stuart Pepper Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Language Mechanics -- Focus School Support	Release time will be utilized with ELA teachers in grades 7-11 to develop a comprehensive and cohesive Language Mechanics curriculum. A process to monitor student progress will also be implemented to monitor the curriculum.	Academic Support Program	11/14/2012	05/30/2014	\$5000	Secondary Instructional Supervisor; Building Principals; ELA Teachers

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Academic/Advisor Folder Development	The administration teams at the middle and high school will work collaboratively to develop a folder that will travel with our students from grade 7 to grade 12. The goal of this folder is to guide students through a 6 year plan to help students develop and implement a post-secondary goal.	Academic Support Program	11/26/2012	05/30/2014	\$1000	School counselors, Building Principals, teachers
EPAS Item Analysis	EXPLORE testing in grade 7 and PLAN testing in grade 9 will be administered. Item analysis from these assessments will be used to determine programming issues. Targetted gaps in curriculum will be addressed instructionally once identified.	Academic Support Program	11/05/2012	11/10/2014	\$5000	Secondary Instructional Supervisor; Building Assessment Coordinators; Building Principals; teachers
Check and Connect	A Check and Connect Program will be continued to target students that are at a high-risk of NOT graduating. Mentors will be identified and trained to work with this target population of students.	Other	12/04/2012	05/30/2014	\$0	Youth Service Center Coordinators; Building Principals; Mentors
Career Pathway Coursework Handouts	Career Pathway Course work handouts will be developed for each Career Pathway at both MCHS and the Meade County Area Technology Center. These handouts will be shared with students in 8th grade so students and parents can begin making informed decisions about course selection in the 9th grade. These handouts will be reviewed with students each year in grades 9-11 as students complete course selection forms for the next school year.	Career Preparation/Orientation	01/02/2013	02/28/2014	\$0	ATC Administrator; CTE Teachers; High School Guidance Department
Total					\$11000	

Payneville Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Brigance Training	All kindergarten staff (including select school psychologists) will complete on-going training on the administration, data entry and interpretation of results including communication with parents.	Professional Learning	08/09/2012	08/16/2013	\$0	Elementary Instructional Supervisor and Elementary Curriculum Specialist; Principals
Total					\$0	

Meade County High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Language Mechanics -- Focus School Support	Release time will be utilized with ELA teachers in grades 7-11 to develop a comprehensive and cohesive Language Mechanics curriculum. A process to monitor student progress will also be implemented to monitor the curriculum.	Academic Support Program	11/14/2012	05/30/2014	\$5000	Secondary Instructional Supervisor; Building Principals; ELA Teachers
Academic/Advisor Folder Development	The administration teams at the middle and high school will work collaboratively to develop a folder that will travel with our students from grade 7 to grade 12. The goal of this folder is to guide students through a 6 year plan to help students develop and implement a post-secondary goal.	Academic Support Program	11/26/2012	05/30/2014	\$1000	School counselors, Building Principals, teachers
EPAS Item Analysis	EXPLORE testing in grade 7 and PLAN testing in grade 9 will be administered. Item analysis from these assessments will be used to determine programming issues. Targetted gaps in curriculum will be addressed instructionally once identified.	Academic Support Program	11/05/2012	11/10/2014	\$5000	Secondary Instructional Supervisor; Building Assessment Coordinators; Building Principals; teachers
Check and Connect	A Check and Connect Program will be continued to target students that are at a high-risk of NOT graduating. Mentors will be identified and trained to work with this target population of students.	Other	12/04/2012	05/30/2014	\$0	Youth Service Center Coordinators; Building Principals; Mentors
Career Pathway Coursework Handouts	Career Pathway Course work handouts will be developed for each Career Pathway at both MCHS and the Meade County Area Technology Center. These handouts will be shared with students in 8th grade so students and parents can begin making informed decisions about course selection in the 9th grade. These handouts will be reviewed with students each year in grades 9-11 as students complete course selection forms for the next school year.	Career Preparation/Orientation	01/02/2013	02/28/2014	\$0	ATC Administrator; CTE Teachers; High School Guidance Department
Total					\$11000	

Flaherty Primary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Brigance Training	All kindergarten staff (including select school psychologists) will complete on-going training on the administration, data entry and interpretation of results including communication with parents.	Professional Learning	08/09/2012	08/16/2013	\$0	Elementary Instructional Supervisor and Elementary Curriculum Specialist; Principals
Total					\$0	

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Ekron Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Brigance Training	All kindergarten staff (including select school psychologists) will complete on-going training on the administration, data entry and interpretation of results including communication with parents.	Professional Learning	08/09/2012	08/16/2013	\$0	Elementary Instructional Supervisor and Elementary Curriculum Specialist; Principals
Total					\$0	

Brandenburg Primary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Brigance Training	All kindergarten staff (including select school psychologists) will complete on-going training on the administration, data entry and interpretation of results including communication with parents.	Professional Learning	08/09/2012	08/16/2013	\$0	Elementary Instructional Supervisor and Elementary Curriculum Specialist; Principals
Total					\$0	