KDE Comprehensive Improvement

Plan for Districts

Meade County

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 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.

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 27 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 8,000 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 will be adding four new programs through a renovation project at the Technology Center--Machine Tool/Advanced Computerized Manufacturing, Allied Health, Robotics, and Information Technology. 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 Proficient classification on the 2014-15 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.

2015-16 Meade County Schools CDIP

Overview

Plan Name

2015-16 Meade County Schools CDIP

Plan Description

Last Revised December 18, 2015

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: 3 Activities: 5	Organizational	$17000
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: 5	Organizational	$0
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: 7	Organizational	$12024000
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 Program Review reaches Proficiency in the Spring of the school year.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	$0
6	Meade County Schools will reduce the number of novice scoring students in reading from ___% in 2015 to less than ___% in 2020 and in math from ___% to less than ___% in 2020 as measured by state and local assessments.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	$19000
7	Increase the cohort graduation rate from 88% in 2015 to 94% in 2020.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	$6500

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 59.6% to 68.5% by 05/31/2016 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 for ages 3-5 of school readiness and what that means for their child.

Category: Early Learning

Activity - Parent Awareness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A district team will revise our current parent resources as well as how we educate/inform parents of the developmental and academic skills that ensure kindergarten readiness. This team will also evaluate our plan for involving community partners to disseminate this information to parents of children ages 3-5 in our district. Revisions to this plan will be implemented in the Spring/Summer of 2016. Schools: Payneville Elementary School, Brandenburg Primary School, Ekron Elementary School, Flaherty Primary School	Parent Involvement, Community Engagement	11/24/2015	08/26/2016	$1000	Title I Part A	Building Principal/Cousenlor or designee (BPS, FPS, PES, Ekron); Assessment and Intervetion Specialists (where applicable); Preschool Coordinator; FRYSC Coordinator; Preschool Staff

Strategy 2:

K-6 Implementation of Research Based Curriculum - Ensuring research based instruction in grades K-6 will support the fidelity of the KSI process as well as support rigorous instruction.

Category:

Activity - Reading and Math Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

As our elementary schools continue to ensure that all grades K-6 reading and math classrooms are taught through research-based curriculum, discussions of best practice in the implementation and monitoring of a research based series will be facilitated monthly at District PLC and Curriculum Leadership Team Meetings. Schools: David T. Wilson Elementary, Payneville Elementary School, Brandenburg Primary School, Ekron Elementary School, Flaherty Primary School, Flaherty Elementary School	Academic Support Program	07/24/2014	05/31/2016	$0	No Funding Required	Instructional Supervisor; Superintendent; Building Principals

Strategy 3:

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

Category:

Activity - 7-12 iWave: iLearn Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On-going training will be provided in various platforms throughout the school year to continue to increase the implementation of technology into instruction. Google Docs, Google Drive and Google Classroom will be introduced and supported through training as an additional tool/resource for students and teachers. Schools: Meade County High School, Stuart Pepper Middle School	Academic Support Program	07/21/2014	05/31/2017	$1000	State Funds	Building Principals; District Support Staff; Superintendent

Activity - Student Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
First Semester -- Teams will be identified from each participating school to be involved in PD sessions hosted by Meade Co Schools and sponsored through GRREC with a focus on student engagement in a 1:1 setting. Training will be led by Terri Stice from GRREC and John Antonetti. Second Semester -- L2L Walks will be coordinated for each participating school to provide schools/teacher feedback and data on student engagement. Schools: All Schools	Academic Support Program, Professional Learning	07/29/2015	05/31/2016	$5000	State Funds	District Instructional Supervisor; Building Administrators

Activity - MAP Learning Continuum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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. 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	05/31/2016	$10000	General Fund	Superintendent; Building Principals; Coordinator of Support Services; Instructional Supervisor, AIS (where applicable)

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 increse the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 46.0% to 53.9% by 05/31/2016 as measured by KPREP reading and math proficiency scores.

Strategy 1:

Progress Monitoring - District/schools will use a continuous montoring 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
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 distrtict protocol. In addition, each school will provide guidance to teachers on entering KSI Intervention Records into IC. Schools: All Schools	Academic Support Program	08/01/2013	05/31/2016	$0	No Funding Required	School Admintrators; designated KSI coordinator; Classroom Teachers

Activity - Administration and Inclusion Regulation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In an effort to help staff gain a solid understanding of the new regulations and focus on some of the newer components within this regulation, the Instructional Supervisor prior to monthly Principals' Meetings will email reminders/tips related to the testing regulations. Monthly, principals will work with their staff in a setting of their choice to review and revisit these reminders/tips. The intent is to break the regulation down into smaller parts to reinforce training already provided. This will also allow ongoing discussion on implementation and practices that are being implemented this year (i.e., students advocating for their accommodations). Schools: All Schools	Professional Learning	12/05/2014	04/29/2016	$0	No Funding Required	Instructional Supervisor; Building Principals; Building Assessment Coordinators

Activity - Data Notebooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Each Co-Teaching Primary Team K-12 will select one student to monitor progress through the use of a data notebook. Teams will use content standards to assess the current level of performance on selected power standards. Once the current level of performance is determined, data notebooks will be used to collect data and student work samples on student progress. Once teams become familiar with this process, they will be encouraged to expand this practice to monitoring progress of additional students. Schools: All Schools	Academic Support Program	07/28/2015	05/31/2016	$0	No Funding Required	DOSE; Instructional Supervisor; Building Principal; Assessment Intervention Specialist (where applicable); Co-Teaching Teams

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 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	05/27/2016	$0	No Funding Required	DOSE; Instructional Supervisors; Building Principals; Co-teaching Teams

Activity - LRE Consideration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As a district, we will revisit the placement continuum for students to receive services and Specially Designed Instruction. As an ARC considers the LRE for a student, strong consideration prior to recommending SDI in the Resource Setting will be the following: "What SDI will be provided in the resource setting that CANNOT be provided in the Regular/Co-Teaching setting?" Schools: All Schools	Academic Support Program	04/13/2015	08/05/2016	$0	No Funding Required	DOSE; Instructional Supervisor; Building Principals; ARC Chairpersons; Regular Ed and Special Ed Teachers

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% to 70.8% by 05/31/2016 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 Pathways Expansion	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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. Schools: Meade County High School	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

Activity - CCR Graduation Requirement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Board and SBDM policies will be considered for adoption that increase the minimum graduations requirements for Meade County students to either be college or career ready upon graduation. Schools: Meade County High School	Policy and Process	01/01/2016	05/31/2016	$0	No Funding Required	Superintendent and School Board; Instructional Supervisor; MCHS Principal and SBDM Council

Activity - Work Ethic Certification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Working with the local school system and the Chamber of Commerce, options will be explored to offer a Work Ethic Certifications beginning in the 2016-17 school year.

Schools: All Schools | Career Preparation/Orientation | 01/01/2016 | 05/31/2016 | $0 | No Funding Required | Director of Pupil Personnel; Coordinator of Student Services; High School Guidance Department; Superintendent |

Strategy 2:

Increasing Collge 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, Stuart Pepper Middle School	Academic Support Program	08/10/2015	05/31/2016	$14000	Text Books, School Council Funds	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, Stuart Pepper Middle School	Academic Support Program	08/10/2015	05/31/2016	$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, Stuart Pepper Middle School	Academic Support Program	08/10/2015	05/31/2016	$0	No Funding Required	Building Principals; Instructional Supervisor; Classroom Teachers

Activity - KAPLAN ACT Courses	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Afterschool KAPLAN course will be offered prior to the December and June National Test Dates and the March State Test Date. Priority will be given to seniors and juniors for the Nov/Dec and Jan/Feb sessions, respectively. Schools: Meade County High School	Academic Support Program	09/28/2015	06/18/2016	$10000	School Council Funds, Other	MCHS Principal; Guidance Department; Instructional Supervisor

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

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

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. Schools: Ekron Elementary School, Flaherty Primary School, Flaherty Elementary School	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

Goal 5: Ensure that each Program Review reaches Proficiency in the Spring of the school year.

Measurable Objective 1:

collaborate to ensure all program reviews score at proficiency by 05/31/2016 as measured by each individualProgram Review rubric.

Strategy 1:

External Review Process - As schools complete periodic reviews, they will identify evidence, complete rubrics, and prepare reports they will provide their SBDM

council. A district review team will be able to request and review these reports for monitoring and support purposes.

Category: Management Systems

Activity - External Review Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district shall organize a program review timeline and process that will be used when conducting an external review. The external review shall be conducted in March/April to ensure schools time to use provided feedback to make revisions to evidence that will be used to support school scores. Schools: All Schools	Policy and Process	08/05/2013	04/29/2016	$0	No Funding Required	School Administrators; District Support Staff; Program Review Administrators/Teacher Leads

Strategy 2:

Professional Learning and Support - As Next Generation Instructional Support Programs is added into accountability in the 2013-14 school year, efforts will be

extended to a develop a comprehensive understanding of the four standards.

Category: Continuous Improvement

Activity - WLGC Program Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each school in the district will designate a WLGC Program Review Team. At the middle and elementary level, this team will be charged with developing an awareness level of each of the four standards and identifying areas of improvement. At the high school level, this team will be charged with identifying focus areas and working toward improvement in these areas in an effort to attain proficiency. Schools: All Schools	Professional Learning	07/01/2015	05/31/2016	$0	No Funding Required	District Instructional Supervisor; Building Principals; Program Review WLGC Team Members; AIS (where applicable)

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

Measurable Objective 1:

collaborate to reduce the number of novice performing student in reading and math by 05/31/2016 as measured by KPREP and EOC 2016 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	05/31/2016	$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

	Academic Support Program	08/06/2015	05/31/2016	$19000	Title I Schoolwide, Text Books, General Fund	District Instructional Supervisor; District Title 1 Coordinator; Building Administration; AIS (where applicable); Classroom Teachers
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						

Activity - Analyze and Apply Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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. Schools: All Schools	Professional Learning	11/30/2015	05/31/2016	$0	No Funding Required	District Instructional Supervisor; Building Administrators; AIS (where applicable); Classroom Teachers

Goal 7: Increase the 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 95.5% by 06/30/2016 as measured by cohort gradutaion 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 - AT Guided Study Hall	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
AT Guided Study Hall groups will be establish second semester to target an group of students that are At Risk of being "Not On Time Graduates" and that will fall from their NCLB Cohort Year. Schools: Meade County High School	Academic Support Program	12/01/2015	06/30/2016	$0	No Funding Required	Guidance Department; Building Principal

Activity - Second Chance Term Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using an ESS Daytime Waiver position, targeted students will be scheduled to "recover" a Term Grade through Edgenuity Course work. Recovering a Term Grade will increase the likelihood that students will earn full credits and remain on track for graduation with their NCLB Cohort Schools: Meade County High School	Academic Support Program	01/04/2016	06/30/2016	$5000	State Funds	Guidance Department; Building Principal; Instructional Supervisor; ESS Daytime Waiver Teacher(s)

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	03/31/2016	$1500	District Funding	Middle/High School Principals and Guidance Departments; District Support Staff; Select MCHS Staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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	03/31/2016	$1500	Middle/High School Principals and Guidance Departments; District Support Staff; Select MCHS Staff
				Total	$2000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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.	Academic Support Program	08/06/2015	05/31/2016	$10000	Superintendent; Building Principals; Coordinator of Support Services; Instructional Supervisor, 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	05/31/2016	$10000	District Instructional Supervisor; District Title 1 Coordinator; Building Administration; AIS (where applicable); Classroom Teachers
				Total	$20000	

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	05/31/2016	$10000	Middle and High School Principals; Instructional Supervisor; Classroom Teachers
KAPLAN ACT Courses	Afterschool KAPLAN course will be offered prior to the December and June National Test Dates and the March State Test Date. Priority will be given to seniors and juniors for the Nov/Dec and Jan/Feb sessions, respectively.	Academic Support Program	09/28/2015	06/18/2016	$5000	MCHS Principal; Guidance Department; Instructional Supervisor
				Total	$15000	

Text Books

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	05/31/2016	$4000	District Instructional Supervisor; District Title 1 Coordinator; Building Administration; AIS (where applicable); Classroom Teachers

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	05/31/2016	$4000	Middle and High School Principals; Instructional Supervisor; Classroom Teachers
				Total	$8000	

No Funding Required

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
WLGC Program Review	Each school in the district will designate a WLGC Program Review Team. At the middle and elementary level, this team will be charged with developing an awareness level of each of the four standards and identifying areas of improvement. At the high school level, this team will be charged with identifying focus areas and working toward improvement in these areas in an effort to attain proficiency.	Professional Learning	07/01/2015	05/31/2016	$0	District Instructional Supervisor; Building Principals; Program Review WLGC Team Members; AIS (where applicable)
Reading and Math Curriculum	As our elementary schools continue to ensure that all grades K-6 reading and math classrooms are taught through research-based curriculum, discussions of best practice in the implementation and monitoring of a research based series will be facilitated monthly at District PLC and Curriculum Leadership Team Meetings.	Academic Support Program	07/24/2014	05/31/2016	$0	Instructional Supervisor; Superintendent; Building Principals

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	05/31/2016	$0	Building Principals; Instructional Supervisor; Classroom Teachers
Administration and Inclusion Regulation	In an effort to help staff gain a solid understanding of the new regulations and focus on some of the newer components within this regulation, the Instructional Supervisor prior to monthly Principals' Meetings will email reminders/tips related to the testing regulations. Monthly, principals will work with their staff in a setting of their choice to review and revisit these reminders/tips. The intent is to break the regulation down into smaller parts to reinforce training already provided. This will also allow ongoing discussion on implementation and practices that are being implemented this year (i.e., students advocating for their accommodations).	Professional Learning	12/05/2014	04/29/2016	$0	Instructional Supervisor; Building Principals; Building Assessment Coordinators
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 distrtict protocol. In addition, each school will provide guidance to teachers on entering KSI Intervention Records into IC.	Academic Support Program	08/01/2013	05/31/2016	$0	School Admintrators; designated KSI coordinator; Classroom Teachers
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	05/27/2016	$0	DOSE; Instructional Supervisors; Building Principals; Co-teaching Teams
LRE Consideration	As a district, we will revisit the placement continuum for students to receive services and Specially Designed Instruction. As an ARC considers the LRE for a student, strong consideration prior to recommending SDI in the Resource Setting will be the following: "What SDI will be provided in the resource setting that CANNOT be provided in the Regular/Co-Teaching setting?"	Academic Support Program	04/13/2015	08/05/2016	$0	DOSE; Instructional Supervisor; Building Principals; ARC Chairpersons; Regular Ed and Special Ed 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	05/31/2016	$0	District Instructional Supervisor; Building Administrators; AIS (where applicable); Classroom Teachers
CCR Graduation Requirement	Board and SBDM policies will be considered for adoption that increase the minimum graduations requirements for Meade County students to either be college or career ready upon graduation.	Policy and Process	01/01/2016	05/31/2016	$0	Superintendent and School Board; Instructional Supervisor; MCHS Principal and SBDM Council
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	05/31/2016	$0	Instructional Supervisor; Building Principals; Classroom Teachers
Work Ethic Certification	Working with the local school system and the Chamber of Commerce, options will be explored to offer a Work Ethic Certifications beginning in the 2016-17 school year.	Career Preparation/Orientation	01/01/2016	05/31/2016	$0	Director of Pupil Personnel; Coordinator of Student Services; High School Guidance Department; Superintendent
External Review Team	The district shall organize a program review timeline and process that will be used when conducting an external review. The external review shall be conducted in March/April to ensure schools time to use provided feedback to make revisions to evidence that will be used to support school scores.	Policy and Process	08/05/2013	04/29/2016	$0	School Administrators; District Support Staff; Program Review Administrators/Teacher Leads
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

AT Guided Study Hall	AT Guided Study Hall groups will be establish second semester to target an group of students that are At Risk of being "Not On Time Graduates" and that will fall from their NCLB Cohort Year.	Academic Support Program	12/01/2015	06/30/2016	$0	Guidance Department; Building Principal
Data Notebooks	Each Co-Teaching Primary Team K-12 will select one student to monitor progress through the use of a data notebook. Teams will use content standards to assess the current level of performance on selected power standards. Once the current level of performance is determined, data notebooks will be used to collect data and student work samples on student progress. Once teams become familiar with this process, they will be encouraged to expand this practice to monitoring progress of additional students.	Academic Support Program	07/28/2015	05/31/2016	$0	DOSE; Instructional Supervisor; Building Principal; Assessment Intervention Specialist (where applicable); Co-Teaching Teams
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	05/31/2016	$0	Principals, Assessment Intervention Specialists, District Instructional Supervisor, Classroom Teachers
				Total	$0	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
7-12 iWave: iLearn Initiative	On-going training will be provided in various platforms throughout the school year to continue to increase the implementation of technology into instruction. Google Docs, Google Drive and Google Classroom will be introduced and supported through training as an additional tool/resource for students and teachers.	Academic Support Program	07/21/2014	05/31/2017	$1000	Building Principals; District Support Staff; Superintendent
Second Chance Term Work	Using an ESS Daytime Waiver position, targeted students will be scheduled to "recover" a Term Grade through Edgenuity Course work. Recovering a Term Grade will increase the likelihood that students will earn full credits and remain on track for graduation with their NCLB Cohort	Academic Support Program	01/04/2016	06/30/2016	$5000	Guidance Department; Building Principal; Instructional Supervisor; ESS Daytime Waiver Teacher(s)

Student Engagement	First Semester -- Teams will be identified from each participating school to be involved in PD sessions hosted by Meade Co Schools and sponsored through GRREC with a focus on student engagement in a 1:1 setting. Training will be led by Terri Stice from GRREC and John Antonetti. Second Semester -- L2L Walks will be coordinated for each participating school to provide schools/teacher feedback and data on student engagement.	Academic Support Program, Professional Learning	07/29/2015	05/31/2016	$5000	District Instructional Supervisor; Building Administrators
				Total	$11000	

Capital Improvement Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Career Pathways Expansion	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	Superintendent; Director of Pupil Personnel; Student Support Services Coordinator; MCHS and ATC Principals; School Board; Instructional Supervisor
				Total	$12000000	

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	05/31/2016	$5000	District Instructional Supervisor; District Title 1 Coordinator; Building Administration; AIS (where applicable); Classroom Teachers
				Total	$5000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
KAPLAN ACT Courses	Afterschool KAPLAN course will be offered prior to the December and June National Test Dates and the March State Test Date. Priority will be given to seniors and juniors for the Nov/Dec and Jan/Feb sessions, respectively.	Academic Support Program	09/28/2015	06/18/2016	$5000	MCHS Principal; Guidance Department; Instructional Supervisor
				Total	$5000	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Awareness	A district team will revise our current parent resources as well as how we educate/inform parents of the developmental and academic skills that ensure kindergarten readiness. This team will also evaluate our plan for involving community partners to disseminate this information to parents of children ages 3-5 in our district. Revisions to this plan will be implemented in the Spring/Summer of 2016.	Parent Involvement, Community Engagement	11/24/2015	08/26/2016	$1000	Building Principal/Cousenlor or designee (BPS, FPS, PES, Ekron); Assessment and Intervetion Specialists (where applicable); Preschool Coordinator; FRYSC Coordinator; Preschool Staff
				Total	$1000	

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	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 distrtict protocol. In addition, each school will provide guidance to teachers on entering KSI Intervention Records into IC.	Academic Support Program	08/01/2013	05/31/2016	$0	School Admintrators; designated KSI coordinator; Classroom Teachers
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	05/27/2016	$0	DOSE; Instructional Supervisors; Building Principals; Co-teaching Teams
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
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
External Review Team	The district shall organize a program review timeline and process that will be used when conducting an external review. The external review shall be conducted in March/April to ensure schools time to use provided feedback to make revisions to evidence that will be used to support school scores.	Policy and Process	08/05/2013	04/29/2016	$0	School Administrators; District Support Staff; Program Review Administrators/Teacher Leads

Administration and Inclusion Regulation	In an effort to help staff gain a solid understanding of the new regulations and focus on some of the newer components within this regulation, the Instructional Supervisor prior to monthly Principals' Meetings will email reminders/tips related to the testing regulations. Monthly, principals will work with their staff in a setting of their choice to review and revisit these reminders/tips. The intent is to break the regulation down into smaller parts to reinforce training already provided. This will also allow ongoing discussion on implementation and practices that are being implemented this year (i.e., students advocating for their accommodations).	Professional Learning	12/05/2014	04/29/2016	$0	Instructional Supervisor; Building Principals; Building Assessment Coordinators
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	05/31/2016	$0	Principals, Assessment Intervention Specialists, District Instructional Supervisor, Classroom Teachers
WLGC Program Review	Each school in the district will designate a WLGC Program Review Team. At the middle and elementary level, this team will be charged with developing an awareness level of each of the four standards and identifying areas of improvement. At the high school level, this team will be charged with identifying focus areas and working toward improvement in these areas in an effort to attain proficiency.	Professional Learning	07/01/2015	05/31/2016	$0	District Instructional Supervisor; Building Principals; Program Review WLGC Team Members; 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	05/31/2016	$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	05/31/2016	$0	District Instructional Supervisor; Building Administrators; AIS (where applicable); Classroom Teachers
Work Ethic Certification	Working with the local school system and the Chamber of Commerce, options will be explored to offer a Work Ethic Certifications beginning in the 2016-17 school year.	Career Preparation/Orientation	01/01/2016	05/31/2016	$0	Director of Pupil Personnel; Coordinator of Student Services; High School Guidance Department; Superintendent
Student Engagement	First Semester -- Teams will be identified from each participating school to be involved in PD sessions hosted by Meade Co Schools and sponsored through GRREC with a focus on student engagement in a 1:1 setting. Training will be led by Terri Stice from GRREC and John Antonetti. Second Semester -- L2L Walks will be coordinated for each participating school to provide schools/teacher feedback and data on student engagement.	Academic Support Program, Professional Learning	07/29/2015	05/31/2016	$5000	District Instructional Supervisor; Building Administrators
Data Notebooks	Each Co-Teaching Primary Team K-12 will select one student to monitor progress through the use of a data notebook. Teams will use content standards to assess the current level of performance on selected power standards. Once the current level of performance is determined, data notebooks will be used to collect data and student work samples on student progress. Once teams become familiar with this process, they will be encouraged to expand this practice to monitoring progress of additional students.	Academic Support Program	07/28/2015	05/31/2016	$0	DOSE; Instructional Supervisor; Building Principal; Assessment Intervention Specialist (where applicable); Co-Teaching Teams
LRE Consideration	As a district, we will revisit the placement continuum for students to receive services and Specially Designed Instruction. As an ARC considers the LRE for a student, strong consideration prior to recommending SDI in the Resource Setting will be the following: "What SDI will be provided in the resource setting that CANNOT be provided in the Regular/Co-Teaching setting?"	Academic Support Program	04/13/2015	08/05/2016	$0	DOSE; Instructional Supervisor; Building Principals; ARC Chairpersons; Regular Ed and Special Ed Teachers

	Total	$24500

Stuart Pepper Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
7-12 iWave: iLearn Initiative	On-going training will be provided in various platforms throughout the school year to continue to increase the implementation of technology into instruction. Google Docs, Google Drive and Google Classroom will be introduced and supported through training as an additional tool/resource for students and teachers.	Academic Support Program	07/21/2014	05/31/2017	$1000	Building Principals; District Support Staff; Superintendent
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	05/31/2016	$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	05/31/2016	$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	05/31/2016	$0	Building Principals; Instructional Supervisor; Classroom Teachers
				Total	$15000	

Payneville Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible

Parent Awareness	A district team will revise our current parent resources as well as how we educate/inform parents of the developmental and academic skills that ensure kindergarten readiness. This team will also evaluate our plan for involving community partners to disseminate this information to parents of children ages 3-5 in our district. Revisions to this plan will be implemented in the Spring/Summer of 2016.	Parent Involvement, Community Engagement	11/24/2015	08/26/2016	$1000	Building Principal/Cousenlor or designee (BPS, FPS, PES, Ekron); Assessment and Intervetion Specialists (where applicable); Preschool Coordinator; FRYSC Coordinator; Preschool Staff
Reading and Math Curriculum	As our elementary schools continue to ensure that all grades K-6 reading and math classrooms are taught through research-based curriculum, discussions of best practice in the implementation and monitoring of a research based series will be facilitated monthly at District PLC and Curriculum Leadership Team Meetings.	Academic Support Program	07/24/2014	05/31/2016	$0	Instructional Supervisor; Superintendent; Building Principals
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.	Academic Support Program	08/06/2015	05/31/2016	$10000	Superintendent; Building Principals; Coordinator of Support Services; Instructional Supervisor, AIS (where applicable)
				Total	$11000	

Meade County High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
7-12 iWave: iLearn Initiative	On-going training will be provided in various platforms throughout the school year to continue to increase the implementation of technology into instruction. Google Docs, Google Drive and Google Classroom will be introduced and supported through training as an additional tool/resource for students and teachers.	Academic Support Program	07/21/2014	05/31/2017	$1000	Building Principals; District Support Staff; Superintendent

Career Pathways Expansion	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	Superintendent; Director of Pupil Personnel; Student Support Services Coordinator; MCHS and ATC Principals; School Board; Instructional Supervisor
CCR Graduation Requirement	Board and SBDM policies will be considered for adoption that increase the minimum graduations requirements for Meade County students to either be college or career ready upon graduation.	Policy and Process	01/01/2016	05/31/2016	$0	Superintendent and School Board; Instructional Supervisor; MCHS Principal and SBDM Council
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	05/31/2016	$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	05/31/2016	$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	05/31/2016	$0	Building Principals; Instructional Supervisor; Classroom Teachers
KAPLAN ACT Courses	Afterschool KAPLAN course will be offered prior to the December and June National Test Dates and the March State Test Date. Priority will be given to seniors and juniors for the Nov/Dec and Jan/Feb sessions, respectively.	Academic Support Program	09/28/2015	06/18/2016	$10000	MCHS Principal; Guidance Department; Instructional Supervisor

AT Guided Study Hall	AT Guided Study Hall groups will be establish second semester to target an group of students that are At Risk of being "Not On Time Graduates" and that will fall from their NCLB Cohort Year.	Academic Support Program	12/01/2015	06/30/2016	$0	Guidance Department; Building Principal
Second Chance Term Work	Using an ESS Daytime Waiver position, targeted students will be scheduled to "recover" a Term Grade through Edgenuity Course work. Recovering a Term Grade will increase the likelihood that students will earn full credits and remain on track for graduation with their NCLB Cohort	Academic Support Program	01/04/2016	06/30/2016	$5000	Guidance Department; Building Principal; Instructional Supervisor; ESS Daytime Waiver Teacher(s)
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	03/31/2016	$1500	Middle/High School Principals and Guidance Departments; District Support Staff; Select MCHS Staff
				Total	$12031500	

Flaherty Primary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Awareness	A district team will revise our current parent resources as well as how we educate/inform parents of the developmental and academic skills that ensure kindergarten readiness. This team will also evaluate our plan for involving community partners to disseminate this information to parents of children ages 3-5 in our district. Revisions to this plan will be implemented in the Spring/Summer of 2016.	Parent Involvement, Community Engagement	11/24/2015	08/26/2016	$1000	Building Principal/Counselor or designee (BPS, FPS, PES, Ekron); Assessment and Intervetion Specialists (where applicable); Preschool Coordinator; FRYSC Coordinator; Preschool Staff

Reading and Math Curriculum	As our elementary schools continue to ensure that all grades K-6 reading and math classrooms are taught through research-based curriculum, discussions of best practice in the implementation and monitoring of a research based series will be facilitated monthly at District PLC and Curriculum Leadership Team Meetings.	Academic Support Program	07/24/2014	05/31/2016	$0	Instructional Supervisor; Superintendent; Building Principals
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.	Academic Support Program	08/06/2015	05/31/2016	$10000	Superintendent; Building Principals; Coordinator of Support Services; Instructional Supervisor, AIS (where applicable)
				Total	$11000	

Flaherty Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading and Math Curriculum	As our elementary schools continue to ensure that all grades K-6 reading and math classrooms are taught through research-based curriculum, discussions of best practice in the implementation and monitoring of a research based series will be facilitated monthly at District PLC and Curriculum Leadership Team Meetings.	Academic Support Program	07/24/2014	05/31/2016	$0	Instructional Supervisor; Superintendent; Building Principals

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.	Academic Support Program	08/06/2015	05/31/2016	$10000	Superintendent; Building Principals; Coordinator of Support Services; Instructional Supervisor, AIS (where applicable)
				Total	$10000	

Ekron Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Awareness	A district team will revise our current parent resources as well as how we educate/inform parents of the developmental and academic skills that ensure kindergarten readiness. This team will also evaluate our plan for involving community partners to disseminate this information to parents of children ages 3-5 in our district. Revisions to this plan will be implemented in the Spring/Summer of 2016.	Parent Involvement, Community Engagement	11/24/2015	08/26/2016	$1000	Building Principal/Cousenlor or designee (BPS, FPS, PES, Ekron); Assessment and Intervetion Specialists (where applicable); Preschool Coordinator; FRYSC Coordinator; Preschool Staff

Reading and Math Curriculum	As our elementary schools continue to ensure that all grades K-6 reading and math classrooms are taught through research-based curriculum, discussions of best practice in the implementation and monitoring of a research based series will be facilitated monthly at District PLC and Curriculum Leadership Team Meetings.	Academic Support Program	07/24/2014	05/31/2016	$0	Instructional Supervisor; Superintendent; Building Principals
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.	Academic Support Program	08/06/2015	05/31/2016	$10000	Superintendent; Building Principals; Coordinator of Support Services; Instructional Supervisor, AIS (where applicable)
				Total	$11000	

David T. Wilson Elementary

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading and Math Curriculum	As our elementary schools continue to ensure that all grades K-6 reading and math classrooms are taught through research-based curriculum, discussions of best practice in the implementation and monitoring of a research based series will be facilitated monthly at District PLC and Curriculum Leadership Team Meetings.	Academic Support Program	07/24/2014	05/31/2016	$0	Instructional Supervisor; Superintendent; Building Principals

| 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. | Academic Support Program | 08/06/2015 | 05/31/2016 | $10000 | Superintendent; Building Principals; Coordinator of Support Services; Instructional Supervisor, AIS (where applicable) |

| | | | | **Total** | $10000 | |

Brandenburg Primary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Awareness	A district team will revise our current parent resources as well as how we educate/inform parents of the developmental and academic skills that ensure kindergarten readiness. This team will also evaluate our plan for involving community partners to disseminate this information to parents of children ages 3-5 in our district. Revisions to this plan will be implemented in the Spring/Summer of 2016.	Parent Involvement, Community Engagement	11/24/2015	08/26/2016	$1000	Building Principal/Cousenlor or designee (BPS, FPS, PES, Ekron); Assessment and Intervetion Specialists (where applicable); Preschool Coordinator; FRYSC Coordinator; Preschool Staff
Reading and Math Curriculum	As our elementary schools continue to ensure that all grades K-6 reading and math classrooms are taught through research-based curriculum, discussions of best practice in the implementation and monitoring of a research based series will be facilitated monthly at District PLC and Curriculum Leadership Team Meetings.	Academic Support Program	07/24/2014	05/31/2016	$0	Instructional Supervisor; Superintendent; Building Principals
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.	Academic Support Program	08/06/2015	05/31/2016	$10000	Superintendent; Building Principals; Coordinator of Support Services; Instructional Supervisor, AIS (where applicable)

Total $11000

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:

- We have reached a plateau in most content areas for proficiency. Reading was up slightly at the ES and MS level only. Math was only up at the MS level. Social Studies was only up at the HS level. Writing was up at the ES and HS level. Although we are glad to see increases in several areas, we want to see more of a continuous increasing trend across content areas in proficiency. As a district, we are continuing to work toward meeting our Delivery Targets for Reading and Math Proficiency.

-- We have made gains in the combined Reading/Math proficiency rate for our non-duplicated GAP groups at the ES and MS level. However, as a district, we are working to meet our Delivery Targets for Reading and Math Proficiency for our non-duplicated GAP.

- We have seen a continuous trend upward in CCR at the MS level. However, after seeing great increases the first few years in regards to CCR at the HS, we have reached a plateau where we are seeing a roller coater trend in our data. This is the first year since the 2009-10 school year that we did not reach the CCR Delivery Target as a district. Reading scores are higher than math scores.

- After moving to the Cohort Graduation Rate, we have seen a slight negative trend in our data. We have not met the Graduation Rate delivery target as a district for the last two years and have strategies in place to improve in this area.

What the data/information does not tell us is:

- CCR data on this year's school report card does not show Average ACT Sub-Score 5 Year Trend Data. Our data indicates that we made significant gains in Reading. English, Math and Science each saw a slight decline, however our 5 Year Trend data indicates that we are holding at current levels of performance, with Science being the area of greatest challenge.

- 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 -- 4 Year Upward Trends in ES Writing; MS Reading

Gap -- ES/MS/HS improved in 11 of 16 areas; above State Average in 11 of 16

Growth

SPMS performed above the State Average in combined RD/MA 4 out of 4 years

MCHS performed above the State Average in combined RD/MA 3 out of 4 years

CCR -- 4 Year Upward Trend at SPMS

Graduation Rate -- Our District Rate Continues to be above State Average

2012 Rate -- 88.6 (AFGR State Average -- 77.8)

2013 Rate -- 94.1 (State Average -- 87.4)

2014 Rate -- 96.0 (State Average -- 88.0)

2015 Rate -- 93.7 (State Average -- 88.9)

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.

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 -- Language Mechanics Alignment

    Gap -- Elementary Level (across all content areas)

    Growth -- Elementary Reading and Math

    CCR -- College Readiness and Career Readiness

    Graduation Rate -- Cohort Monitoring

Areas of focus and strategies for improvement include:

    Novice Reduction and Growth

        PBIS

        LRE/Co-Teaching Strategies

        Data Notebooks

        MAP Learning Progressions

    Student Engagement

        iWave: iLearn/Google

        PGES -- Domain 2 and Domain 3

    College & Career Readiness

        CERT Formative Assessment and Interventions

        Career Pathways

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

- District wide initiative to re-evaluate AR Instructional Practices and Protocols continues

- 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?

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.

- Curriculum Team Meetings will be held as determined by the District PLC to focus on work targeted by the District PLC Team.

- SGG will be monitored at midyear to determine progress and determine focus areas for improvement.

- Quarterly follow-up with special education teachers and our DOSE with the implementation of strategies that have been put in place to target students this school year.

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 percentage of students who are college-   and career- ready from ___% in 2015 to ___% by 2020.

Measurable Objective 1:

collaborate to increase the percentage of students who are college- and career- ready in Meade County from 65.9% to 70.8% by 05/31/2016 as measured by the Unbridled Learning CCR Formula.

Strategy1:

Increasing Collge 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	05/31/2016	$4000 - Text Books $10000 - School Council Funds	Middle and High School Principals; Instructional Supervisor; Classroom Teachers

Activity - CCR Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	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.	Academic Support Program	08/10/2015	05/31/2016	$0 - No Funding Required	Instructional Supervisor; Building Principals; Classroom Teachers

Activity - ACT Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	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.	Academic Support Program	08/10/2015	05/31/2016	$0 - No Funding Required	Building Principals; Instructional Supervisor; Classroom Teachers

Activity - KAPLAN ACT Courses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Afterschool KAPLAN course will be offered prior to the December and June National Test Dates and the March State Test Date. Priority will be given to seniors and juniors for the Nov/Dec and Jan/Feb sessions, respectively.	Academic Support Program	09/28/2015	06/18/2016	$5000 - School Council Funds $5000 - Other	MCHS Principal; Guidance Department; Instructional Supervisor

Strategy2:

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 - CCR Graduation Requirement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Board and SBDM policies will be considered and adopted that increase the minimum graduations requirements for Meade County students to either be college or career ready upon graduation.	Policy and Process	01/01/2016	05/31/2016	$0 - No Funding Required	Superintendent and School Board; Instructional Supervisor; MCHS Principal and SBDM Council

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

Activity - Work Ethic Certification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Working with the local school system and the Chamber of Commerce, options will be explored to offer a Work Ethic Certifications beginning in the 2016-17 school year.	Career Preparation/ Orientation	01/01/2016	05/31/2016	$0 - No Funding Required	Director of Pupil Personnel; Coordinator of Student Services; High School Guidance Department; Superintendent

Goal 2:

Meade County Schools will reduce the number of novice scoring students in reading from ___% in 2015 to less than ___% in 2020 and in

math from ___% to less than ___% in 2020 as measured by state and local assessments.

Measurable Objective 1:

collaborate to reduce the number of novice performing student in reading and math by 05/31/2016 as measured by KPREP and EOC 2016

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 - 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	05/31/2016	$5000 - Title I Schoolwide $4000 - Text Books $10000 - General Fund	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	05/31/2016	$0 - No Funding Required	Principals, Assessment Intervention Specialists, District Instructional Supervisor, Classroom Teachers

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	05/31/2016	$0 - No Funding Required	District Instructional Supervisor; Building Administrators; AIS (where applicable); Classroom Teachers

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

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

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

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

KDE 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	http://www.meade.kyschools.us/?DivisionID=3464&DepartmentID=3155&ToggleSideNav=	

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		

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 complied 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		

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		

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		

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		

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		

Equitable Access Diagnostic

Introduction

Description

As part of No Child Left Behind (NCLB) each state is required to develop strategies to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. The results of this effort became a national push to ensure all teachers were highly qualified (HQT); meaning each teacher holds the appropriate certification for the content and/or grade level for which they are assigned. National data show that poor and minority continue to be taught by inexperienced, unqualified, or out-of-field teachers. As a result, in 2014, the United States Department of Education (USDOE) required states to develop equity plans and use evidence based strategies to address this issue. The focus of the plan is to move away from the concept of "highly qualified" to "high effective".

Needs Assessment

Label	Assurance	Response	Comment	Attachment
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the district?	Yes	Yes. All principals conducted a data review with district-level administrative staff and multiple data review sessions with school leadership and with school staff. The data was analyzed to determine the performance of all student groups.	

What are the barriers?

One barrier to achieving equitable access to effective educators is the limited pool of teaching candidates available. Another barrier is a high teacher turnover rate in some district schools. In addition, some schools have had more retirements in recent years and have a staff with fewer years of experience.

List the data sources used to identify the barriers.

Personnel Reports, SRC Data, Employee Files, Staff Evaluation Documentation, TELL Survey

A review of the Interview Record Sheets shows that for 19 certified positions hired within the district for the 2016/2016 school year, an average of 2.16 candidates were interviewed for each position.

MCHS: 8 hires; 1.5 candidates interviewed per hire

DTW: 2 hires; 1.5 candidates interviewed per hire

Ekron: 3 hires; 3.67 candidates interviewed per hire

FPS: 2 hires; 3.5 candidates interviewed per hire

BPS: 1 hire; 2 candidates interviewed per hire

FES: 3 hires; 3 candidates interviewed per hire

SPMS: 1 hire; 1 candidate interviewed per hire

PES: no hires made

District: 1 hire; 2 candidates interviewed per hire

District Average: 2.16 candidates interviewed per hire (total of 19 hires for 2015/2016)

What are the root causes of those identified barriers?

No University is located within 1 hour of Meade County, meaning that the pool of applicants must travel some distance to work in Meade County. Applicants from area Universities frequently choose to stay close to those Universities/population centers. Furthermore, many of the teachers in Meade County reside in bordering counties and are likely to apply to schools in those counties as positions come open.

FPS, FES, and Ekron are the schools in the county with the highest Low Income Measure based on the 2015/2016 Title I Ranking Report. Those three schools all exceeded the district average for candidates interviewed per hires.

What does the Professional Growth and Effectiveness System data say about the effectiveness of teachers and leaders in the district?

A review of PGES data shows no teacher quality inequity between the schools within the district. District level administrators work closely with all district schools to ensure that every teacher in the district has access to the same professional development opportunities. All schools within the district are subject to district wide review of training opportunities to ensure equity of opportunity.

All schools within the district utilize the Professional Learning Community model to provide time for teachers to collaborate with colleagues, administrators, and district-level support staff to ensure that teachers in every building have access to resources intended to foster professional growth.

Equitable Access Strategies

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

Elementary/Primary schools within the district review teacher rosters to ensure that all children have equal opportunities to be successful in school. No school in the district has any out-of-field teachers.

Middle/High schools within the district use a schedule maker that randomly assigns students based on a variety of student selection options. This ensures equity in scheduling.

Staffing at all 8 schools have equitable staffing based on our district staffing formula. If a disabled student needs cannot be met at their home school, the district will transport them to a central location where supports and services are provided to meet individual needs.

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

Elementary/Primary schools within the district make adjustments to student schedules to ensure that all students have equal access to the most skilled teachers and that no student group is disproportionately enrolled in classes taught by inexperienced/ineffective teachers more often than their peers.

Middle/High schools within the district use a schedule maker that randomly assigns students based on a variety of student selection options. This ensures equity in scheduling. Middle/High school administrators make decisions on placement of teaching staff (ineffective/inexperienced) to ensure that there is equity in all levels of courses being taught.

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

Each school principal aggressively recruits and targets effective teachers for each opening through networking, and through working with the district-level personnel director. Each school principal analyzes student data to determine teacher characteristics that would be effective in his/her building.

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

We hire the best candidate from our candidate pool and put supports in place to keep the best through our PLC structure.

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

The candidate pool data indicates that principals within the Meade County School District typically have a small pool of candidates to choose from for each position. This means that they must train teachers to be effective in implementing practices that are targeted to support the diverse learning needs of minority students, low income students, Limited English Proficient and Exceptional Children and Youth. In addition, district representatives attend various Job Fair Recruitment events in our region of the state.

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

Each school works to foster a collaborative culture through Professional Learning Communities. Pairing teachers with each other and providing work/learning time is essential in teacher retainment and the cultivation of a positive work environment. District level administrators thoughtfully plan appropriate professional learning opportunities that are considered "best practice" in the field. Our district also offers a fair salary schedule for our region.
Principals analyze school working conditions to identify areas of improvement.
District leadership is careful to ensure that student teachers are not always assigned to the schools with the lowest achievement.

Professional Learning: Identify district supports, including mentoring and/or induction, provided to meet the needs of first year, inexperienced and out-of-field teachers.

New teachers to the Meade County School system receive intensive mentoring through the Kentucky approved KTIP model or through the district established MTIP model. Each school implements an induction program for new staff. Each new teacher is assigned to an experienced colleague to help mentor/induct the new staff member. We provide training at the district level for new substitute teachers.

Professional Learning: Utilizing PGES data, how are the professional learning needs of teacher with an effectiveness rating below accomplished being addressed?

Principals meet with teaching staff regularly to review professional learning needs. This is particularly true of teachers with areas rated below accomplished. Principals and teachers work together to develop goals and strategies intended to elicit improvement in the below accomplished areas. Data is collected to monitor growth in these areas. Teachers with areas rated below accomplished are surrounded by effective teachers and are given opportunities to interact with these colleagues to encourage growth in the below accomplished areas. Specialists in teaching and learning are often paired with teachers who have performance areas rated below accomplished.

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

Each principal has reviewed TELL Kentucky data with district-level administrative staff to identify trends and priority areas. Building principals worked with district-level administrators to develop strategies intended to make improvement in the priority areas.

Questions

Identify all goals, objectives, strategies and activities created that support equitable access and the responses in this diagnostic.

Each school has implemented scheduling practices to ensure that disadvantaged students are being taught in an equitable manner within the school. Additionally, each school has prioritized learning needs for the 2015-2016 school year. As a district this year our TELL goal is to focus on increasing favorable results in the areas of Time, Professional Development and Managing Student Conduct. Our GAP Goal will have an emphasis on Co-Teaching, LRE and using Data Notebooks to identify gaps in student achievement. In addition, our Professional Development will focus on increasing opportunities for content specific PD and Student Engagement. All staff are involved in the work of a PLC. We will also continue to focus on improving our PLC structures and implementation in each school.