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 district consists of six elementary schools for students preschool-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. Our current enrollment is 5,102 students. Fifty-three 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.

In 2001, we set a goal of performing in the top ten percent of school districts in the state of Kentucky. At that time, we were in the top 34%-- the 54th district out of 174. Since then, we have made student achievement a top priority focusing on four critical questions: What do we want our students to know? How will we determine if they know? What will we do if they already know? What will we do if they don't know? By building relationships with students and individualizing our instruction to meet their needs, we have been steadily improving. This year's test scores indicate that Meade County performed in the top eighteen percent, ranking 31st out of Kentucky's 173 districts.

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.

Meade County Schools has made a large investment in technology. All of our classrooms are equipped with video projectors and voice enhancement and many also have interactive whiteboards. All schools have some locations with wireless access and Meade County High School and Stuart Pepper Middle School have wireless access throughout. Students and staff can access the internet on their own devices through our network. Five of our six elementary schools have at least one iPad cart for use during instruction. In February of 2014, all students in grades 7-12 received an iPad to use during the school day. Approximately 80% of students pay the insurance that allows them to take the iPad home with them to continue their work in the evening.

2014-15 Meade County Schools CSIP

Overview

Plan Name

2014-15 Meade County Schools CSIP

Plan Description

Final Document Created December 23, 2014

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the averaged combined reading and math K-PREP scores for elementary and middle school students from 44% to 72% in 2017.	Objectives: 1 Strategies: 3 Activities: 5	Organizational	$2000
2	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	$0
3	Increase the percentage of students who are college- and career- ready from 34% to 68% by 2015.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	$7450
4	Increase the average freshman graduation rate from 76 to 90% by 2015.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	$0
5	To increase the percentages of favorable TELL Survey results to 90% by 2015 (where applicable with resources and legalities).	Objectives: 1 Strategies: 1 Activities: 2	Organizational	$500
6	Ensure that each Program Review reaches Proficiency in the Spring of the school year.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	$500
7	Ensure that every student is taught by an effective teacher and every school led by an effective leader.	Objectives: 1 Strategies: 4 Activities: 9	Organizational	$3800

Goal 1: Increase the averaged combined reading and math K-PREP scores for elementary and middle school students from 44% to 72% in 2017.

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 05/29/2015 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.

Category: Early Learning

Activity - Brigance Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All kindergarten staff (including select shcool psychologists) will complete on-going training on the administration, data entry and interpretation of results including communication with parents. Schools: Payneville Elementary School, Brandenburg Primary School, Ekron Elementary School, Flaherty Primary School	Professional Learning	07/07/2014	08/07/2015	$0	No Funding Required	Elementary Curriculum Specialist; Principals; Kindergarten Staff

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 that are intended to help 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 2015. Schools: Payneville Elementary School, Brandenburg Primary School, Ekron Elementary School, Flaherty Primary School	Parent Involvement	12/01/2014	08/28/2015	$1000	Title I Part A	Building Principal/Counselor or designee (BPS, FPS, PES, Ekron); Assessment and Intervetion Specialists; Preschool Coordinator; FRYSC Coordinator

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 - AR Parent Awareness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
One Call and the email feature in the Accelerated Reading program will be utilized to make parents aware of the importance of reading and the progress on their student. Schools: David T. Wilson Elementary, Payneville Elementary School, Brandenburg Primary School, Ekron Elementary School, Flaherty Primary School, Flaherty Elementary School	Parent Involvement	09/02/2013	05/29/2015	$0	No Funding Required	Elementary Principals, Superintendent

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	06/26/2015	$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 iLearn: iWave 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	08/07/2015	$1000	State Funds	Building Principals; District Support Staff; Superintendent

Goal 2: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.

Measurable Objective 1:

collaborate to increse the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 48.5% to 60.2% by 05/29/2015 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:

Activity - Monitoring the Gap	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Working with the DOSE, schools will develop a 20/50/30 model that will target students with disabilities for improvement and proficiency. A monitoring tool to track student achievment relative to district and school assessments will be developed at the school level. Academic Supports will also be identified and implemented at the school level. Progress toward school goals will be discussed on a regular basis as the DOSE works with special education teachers and building principals. Schools: All Schools	Academic Support Program	09/01/2014	05/27/2016	$0	No Funding Required	Principals and teachers; DOSE; Instructional Supervisor

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. This is a new KDE requirement for the 2014-15 school year. Schools: All Schools	Academic Support Program	08/01/2013	05/29/2015	$0	No Funding Required	School Admintrators; designated KSI coordinator; district support staff

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	04/30/2015	$0	No Funding Required	Instructional Supervisor; Building Principals

Goal 3: Increase the percentage of students who are college-   and career- ready from 34% to 68% by 2015.

Measurable Objective 1:

collaborate to increase the percentage of students who are college- and career- ready in Meade County from 68.4% to 75% by 05/29/2015 as measured by the Unbridled Learning CCR Formula.

Strategy 1:

KAPLAN Training and Supports - Leveraging Kaplan's deep experience in test preparation and academic skill building, Kaplan K12 Learning Services partners with schools, districts, and community-based organizations across the country to support students on the pathway to college.

Category: Professional Learning & Support

Research Cited: KAPLAN effective, research-based programs for state test readiness and collegeadmissions are a trusted resource for K-12 students, educators, and the community.

Activity - KAPLAN Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
KAPLAN will deliver training to Math/Science and Reading/English teacher 7-12 to increase the quality of instruction in math, science and English classrooms to better prepare students for the ACT test. Schools: Meade County High School, Stuart Pepper Middle School	Professional Learning	01/05/2015	06/19/2015	$2900	Title II Part A	Instructional Supervisor; Middle and High School Principal; Teachers

Activity - ACT Classrooms	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A pilot group of students will be targetted to participate in a KAPLAN taught ACT Classroom session in January/February. Depending of the success of this activity, other KAPLAN taught ACT Classroom sessions will be scheduled for our students. Schools: Meade County High School	Academic Support Program	11/03/2014	06/26/2015	$4550	Other	Instructional Supervisor; High School Principal

Goal 4: Increase the average freshman graduation rate from 76 to 90% by 2015.

Measurable Objective 1:

collaborate to increase the 4 year adjusted cohort graduation rate for Meade County from 92.5 to 95.0% by 05/29/2015 as measured by the cohort graduation rate formula..

Strategy 1:

Cohort Monitoring - Use an Excel tracking document created at the district level to monitor each cohort group through their four years at Meade County High School to target individual students 9-12 who are not on track to graduate with their cohort.

Category:

Activity - Cohort Monitoring Tool	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Cohort Graduation Tool will be developed at the district level to monitor "On Time" and "Not On Time" graduates. A system will be developed to update this tool and evaluate student progress quarterly. Working with district staff, our high school will developm and implement supports for students that are "At-Risk" of being a "Not On Time" graduate. Schools: Meade County High School	Other	11/03/2014	05/29/2015	$0	No Funding Required	District Staff; Building Principals; Guidance Counselors

Strategy 2:

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

Category:

Activity - Career Pathways Exploration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Current Career Pathways will be reviewed and a long range plan will be developed to consider the addition/revision of pathways offered both at Meade County High School and the Meade County Area Technology Center. In exploring the possibility of additional pathways, course selections along with human and financial resources will be considered. Schools: Meade County High School	Career Preparation/Orientation	12/01/2014	05/27/2016	$0	No Funding Required	Superintendent; Director of Federal Programs; Instructional Supervisor; High School and ATC Principals and Staff

Goal 5: To increase the percentages of favorable TELL Survey results to 90% by 2015 (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 05/29/2015 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	05/29/2015	$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	05/29/2015	$500	District Funding	District PLC Team Members

Goal 6: 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 05/29/2015 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	04/30/2015	$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:

Activity - Google Drive Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Select staff from each school will be trained by two lead teachers on the use of Google Drive to save and organize evidence for program reviews -- Train the Trainer Model. Selected staff will then train their building level staff in the use of Google Drive. Schools: All Schools	Professional Learning	08/07/2014	05/29/2015	$500	District Funding	District Support Staff; School Administrators; Program Review Teacher Leads and other selected staff

Goal 7: Ensure that every student is taught by an effective teacher and every school led by an effective leader.

Measurable Objective 1:

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

Strategy 1:

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

Category: Professional Learning & Support

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

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

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

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

Strategy 2:

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

and measurable Professional Growth Goal.

Category: Professional Learning & Support

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

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

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

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

Strategy 3:

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

Category: Teacher PGES

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

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

Strategy 4:

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

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

Category: Teacher PGES

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

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

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Peer Observer	Teachers identified as Peer Observers will be required to complete the KET Peer Observer Module. Afterwards, additional training will be provided to Peer Observers to review district procedures/expectations and to provide guidance and direction on entering the information in CIITS.	Policy and Process	08/07/2014	08/29/2014	$0	Instructional Supervisor; Building Principals; Peer Observers
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	04/30/2015	$0	Instructional Supervisor; Building Principals
Professional Growth Goals Guidance and Support	Provde principals with exemplars for TPGES/OPGES PGP's and provide guidance on how to use data and other resources for writing PPGES and TPGES/OPGES professional growth goals and entering goals into CIITS.	Professional Learning	08/11/2014	09/30/2014	$0	Superintendent; Director of Personnel; Instructional Supervisor; Building Administrators
Initial Self Reflection	Guide principals through the process of teacher and principal self-reflection utilizing the PPGES Standards and TPGES/OPGES Frameworks that apply to professional roles. Provide guidance, resources and direction on entering this information in CIITS.	Professional Learning	07/24/2014	08/15/2014	$0	Instructional Supervisor; District Support Staff; Building Administrators

Brigance Training	All kindergarten staff (including select shcool psychologists) will complete on-going training on the administration, data entry and interpretation of results including communication with parents.	Professional Learning	07/07/2014	08/07/2015	$0	Elementary Curriculum Specialist; Principals; Kindergarten Staff
AR Parent Awareness	One Call and the email feature in the Accelerated Reading program will be utilized to make parents aware of the importance of reading and the progress on their student.	Parent Involvement	09/02/2013	05/29/2015	$0	Elementary Principals, Superintendent
Monitoring the Gap	Working with the DOSE, schools will develop a 20/50/30 model that will target students with disabilities for improvement and proficiency. A monitoring tool to track student achievment relative to district and school assessments will be developed at the school level. Academic Supports will also be identified and implemented at the school level. Progress toward school goals will be discussed on a regular basis as the DOSE works with special education teachers and building principals.	Academic Support Program	09/01/2014	05/27/2016	$0	Principals and teachers; DOSE; Instructional Supervisor
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	04/30/2015	$0	School Administrators; District Support Staff; Program Review Administrators/Teacher Leads
SGG Mid-Year Review	Provide guidance and resources for the expectations of a mid-year review of TPGES Student Growth Goals. Facilitate discussion and feedback on progress during a mid-year conference.	Professional Learning	12/11/2014	01/30/2015	$0	Instructional Supervisor; Building Principals; Teachers
Cohort Monitoring Tool	A Cohort Graduation Tool will be developed at the district level to monitor "On Time" and "Not On Time" graduates. A system will be developed to update this tool and evaluate student progress quarterly. Working with district staff, our high school will developm and implement supports for students that are "At-Risk" of being a "Not On Time" graduate.	Other	11/03/2014	05/29/2015	$0	District Staff; Building Principals; Guidance Counselors
Student Voice Guidance and Support	Provide principals and teachers with information on the administration of the student voice survey the research behind student voice survey and provide guidance on interpreting the results to determine growth areas.	Professional Learning	01/05/2015	05/29/2015	$0	Instructional Supervisor; Building Principals

Career Pathways Exploration	Current Career Pathways will be reviewed and a long range plan will be developed to consider the addition/revision of pathways offered both at Meade County High School and the Meade County Area Technology Center. In exploring the possibility of additional pathways, course selections along with human and financial resources will be considered.	Career Preparation/Orientation	12/01/2014	05/27/2016	$0	Superintendent; Director of Federal Programs; Instructional Supervisor; High School and ATC Principals and Staff
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	05/29/2015	$0	Distirct PLC Team Members
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. This is a new KDE requirement for the 2014-15 school year.	Academic Support Program	08/01/2013	05/29/2015	$0	School Admintrators; designated KSI coordinator; district support staff
PGG Mid-Year Review	Provide guidance and resources for the expectations of a mid-year review of TPGES PGP's and PPGES PGP's. Facilitate discussion and feedback on progress during a mid-year conference.	Policy and Process	10/09/2014	01/30/2015	$0	Superintendent; Director of Personnel; Instructional Supervisor; Building Principals
SGG Guidance and Support	Provide teachers and principals with resources and exemplars for SGGs and guidance on the process to gather data for writing measurable TPGES and PPGES SGGs. Instruction and support will also be provided on enterning goals into CIITS.	Professional Learning	06/02/2014	10/31/2014	$0	Superintendent; Director of Personnel; Instructional Supervisor; Building Principals; Assessment/Intervention Specialists
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	06/26/2015	$0	Instructional Supervisor; Superintendent; Building Principals
				Total	$0	

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	05/29/2015	$500	District PLC Team Members
Google Drive Training	Select staff from each school will be trained by two lead teachers on the use of Google Drive to save and organize evidence for program reviews -- Train the Trainer Model. Selected staff will then train their building level staff in the use of Google Drive.	Professional Learning	08/07/2014	05/29/2015	$500	District Support Staff; School Administrators; Program Review Teacher Leads and other selected staff
				Total	$1000	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
KAPLAN Training	KAPLAN will deliver training to Math/Science and Reading/English teacher 7-12 to increase the quality of instruction in math, science and English classrooms to better prepare students for the ACT test.	Professional Learning	01/05/2015	06/19/2015	$2900	Instructional Supervisor; Middle and High School Principal; Teachers
Teachscape Certification	New Certified Evaluators will complete the required Teachscape Certification to ensure knowledge of scoring practice for the new PGES System	Professional Learning	07/24/2014	08/29/2014	$1200	New school/District Administrators; Instructional Supervisor
				Total	$4100	

State Funds

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

7-12 iLearn: iWave 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	08/07/2015	$1000	Building Principals; District Support Staff; Superintendent
				Total	$1000	

Race to the Top

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

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 that are intended to help 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 2015.	Parent Involvement	12/01/2014	08/28/2015	$1000	Building Principal/Counselor or designee (BPS, FPS, PES, Ekron); Assessment and Intervetion Specialists; Preschool Coordinator; FRYSC Coordinator
				Total	$1000	

Other

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

ACT Classrooms	A pilot group of students will be targetted to participate in a KAPLAN taught ACT Classroom session in January/February. Depending of the success of this activity, other KAPLAN taught ACT Classroom sessions will be scheduled for our students.	Academic Support Program	11/03/2014	06/26/2015	$4550	Instructional Supervisor; High School Principal
				Total	$4550	

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
Monitoring the Gap	Working with the DOSE, schools will develop a 20/50/30 model that will target students with disabilities for improvement and proficiency. A monitoring tool to track student achievment relative to district and school assessments will be developed at the school level. Academic Supports will also be identified and implemented at the school level. Progress toward school goals will be discussed on a regular basis as the DOSE works with special education teachers and building principals.	Academic Support Program	09/01/2014	05/27/2016	$0	Principals and teachers; DOSE; Instructional Supervisor
KSI Protocol Fidelity	School administrations are required to ensure that 1) KSI Protocol is reviewed annually with school staff; 2) ALL students not on grade level with basic skills receive additional instruction; 3) KSI data review is conducted with fidelity; and 4) district guidelines for the transition of KSI data and documentation are followed as outlined in distrtict protocol. In addition, each school will provide guidance to teachers on entering KSI Intervention Records into IC. This is a new KDE requirement for the 2014-15 school year.	Academic Support Program	08/01/2013	05/29/2015	$0	School Admintrators; designated KSI coordinator; district support staff
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	05/29/2015	$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	05/29/2015	$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	04/30/2015	$0	School Administrators; District Support Staff; Program Review Administrators/Teacher Leads

Google Drive Training	Select staff from each school will be trained by two lead teachers on the use of Google Drive to save and organize evidence for program reviews -- Train the Trainer Model. Selected staff will then train their building level staff in the use of Google Drive.	Professional Learning	08/07/2014	05/29/2015	$500	District Support Staff; School Administrators; Program Review Teacher Leads and other selected staff
Calibration Training	The district will provide observer calibration training to ensure and adhere to the requirements of regulation. Calibration training will occur in three different windows throughout the school year to ensure ongoing accuracy in scoring teaching practice; an awareness of the potential risk for rater bias; and ensures that observers refresh their knowledge of the training and scoring practice.	Professional Learning	07/24/2014	03/20/2015	$2600	District and School Administrators; Instructional Supervisor
Teachscape Certification	New Certified Evaluators will complete the required Teachscape Certification to ensure knowledge of scoring practice for the new PGES System	Professional Learning	07/24/2014	08/29/2014	$1200	New school/District Administrators; Instructional Supervisor
Initial Self Reflection	Guide principals through the process of teacher and principal self-reflection utilizing the PPGES Standards and TPGES/OPGES Frameworks that apply to professional roles. Provide guidance, resources and direction on entering this information in CIITS.	Professional Learning	07/24/2014	08/15/2014	$0	Instructional Supervisor; District Support Staff; Building Administrators
Professional Growth Goals Guidance and Support	Provde principals with exemplars for TPGES/OPGES PGP's and provide guidance on how to use data and other resources for writing PPGES and TPGES/OPGES professional growth goals and entering goals into CIITS.	Professional Learning	08/11/2014	09/30/2014	$0	Superintendent; Director of Personnel; Instructional Supervisor; Building Administrators
PGG Mid-Year Review	Provide guidance and resources for the expectations of a mid-year review of TPGES PGP's and PPGES PGP's. Facilitate discussion and feedback on progress during a mid-year conference.	Policy and Process	10/09/2014	01/30/2015	$0	Superintendent; Director of Personnel; Instructional Supervisor; Building Principals

Peer Observer	Teachers identified as Peer Observers will be required to complete the KET Peer Observer Module. Afterwards, additional training will be provided to Peer Observers to review district procedures/expectations and to provide guidance and direction on entering the information in CIITS.	Policy and Process	08/07/2014	08/29/2014	$0	Instructional Supervisor; Building Principals; Peer Observers
SGG Guidance and Support	Provide teachers and principals with resources and exemplars for SGGs and guidance on the process to gather data for writing measurable TPGES and PPGES SGGs. Instruction and support will also be provided on enterning goals into CIITS.	Professional Learning	06/02/2014	10/31/2014	$0	Superintendent; Director of Personnel; Instructional Supervisor; Building Principals; Assessment/Intervention Specialists
Student Voice Guidance and Support	Provide principals and teachers with information on the administration of the student voice survey the research behind student voice survey and provide guidance on interpreting the results to determine growth areas.	Professional Learning	01/05/2015	05/29/2015	$0	Instructional Supervisor; Building Principals
SGG Mid-Year Review	Provide guidance and resources for the expectations of a mid-year review of TPGES Student Growth Goals. Facilitate discussion and feedback on progress during a mid-year conference.	Professional Learning	12/11/2014	01/30/2015	$0	Instructional Supervisor; Building Principals; 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	04/30/2015	$0	Instructional Supervisor; Building Principals
				Total	$4800	

Stuart Pepper Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
7-12 iLearn: iWave 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	08/07/2015	$1000	Building Principals; District Support Staff; Superintendent

KAPLAN Training	KAPLAN will deliver training to Math/Science and Reading/English teacher 7-12 to increase the quality of instruction in math, science and English classrooms to better prepare students for the ACT test.	Professional Learning	01/05/2015	06/19/2015	$2900	Instructional Supervisor; Middle and High School Principal; Teachers
				Total	$3900	

Payneville Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Brigance Training	All kindergarten staff (including select shcool psychologists) will complete on-going training on the administration, data entry and interpretation of results including communication with parents.	Professional Learning	07/07/2014	08/07/2015	$0	Elementary Curriculum Specialist; Principals; Kindergarten Staff
Parent Awareness	A district team will revise our current parent resources that are intended to help 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 2015.	Parent Involvement	12/01/2014	08/28/2015	$1000	Building Principal/Cousenlor or designee (BPS, FPS, PES, Ekron); Assessment and Intervetion Specialists; Preschool Coordinator; FRYSC Coordinator
AR Parent Awareness	One Call and the email feature in the Accelerated Reading program will be utilized to make parents aware of the importance of reading and the progress on their student.	Parent Involvement	09/02/2013	05/29/2015	$0	Elementary Principals, Superintendent
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	06/26/2015	$0	Instructional Supervisor; Superintendent; Building Principals
				Total	$1000	

Meade County High School

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

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
7-12 iLearn: iWave 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	08/07/2015	$1000	Building Principals; District Support Staff; Superintendent
Cohort Monitoring Tool	A Cohort Graduation Tool will be developed at the district level to monitor "On Time" and "Not On Time" graduates. A system will be developed to update this tool and evaluate student progress quarterly. Working with district staff, our high school will developm and implement supports for students that are "At-Risk" of being a "Not On Time" graduate.	Other	11/03/2014	05/29/2015	$0	District Staff; Building Principals; Guidance Counselors
KAPLAN Training	KAPLAN will deliver training to Math/Science and Reading/English teacher 7-12 to increase the quality of instruction in math, science and English classrooms to better prepare students for the ACT test.	Professional Learning	01/05/2015	06/19/2015	$2900	Instructional Supervisor; Middle and High School Principal; Teachers
ACT Classrooms	A pilot group of students will be targetted to participate in a KAPLAN taught ACT Classroom session in January/February. Depending of the success of this activity, other KAPLAN taught ACT Classroom sessions will be scheduled for our students.	Academic Support Program	11/03/2014	06/26/2015	$4550	Instructional Supervisor; High School Principal
Career Pathways Exploration	Current Career Pathways will be reviewed and a long range plan will be developed to consider the addition/revision of pathways offered both at Meade County High School and the Meade County Area Technology Center. In exploring the possibility of additional pathways, course selections along with human and financial resources will be considered.	Career Preparation/Orientation	12/01/2014	05/27/2016	$0	Superintendent; Director of Federal Programs; Instructional Supervisor; High School and ATC Principals and Staff
				Total	$8450	

Flaherty Primary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Brigance Training	All kindergarten staff (including select shcool psychologists) will complete on-going training on the administration, data entry and interpretation of results including communication with parents.	Professional Learning	07/07/2014	08/07/2015	$0	Elementary Curriculum Specialist; Principals; Kindergarten Staff

Parent Awareness	A district team will revise our current parent resources that are intended to help 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 2015.	Parent Involvement	12/01/2014	08/28/2015	$1000	Building Principal/Cousenlor or designee (BPS, FPS, PES, Ekron); Assessment and Intervetion Specialists; Preschool Coordinator; FRYSC Coordinator
AR Parent Awareness	One Call and the email feature in the Accelerated Reading program will be utilized to make parents aware of the importance of reading and the progress on their student.	Parent Involvement	09/02/2013	05/29/2015	$0	Elementary Principals, Superintendent
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	06/26/2015	$0	Instructional Supervisor; Superintendent; Building Principals
				Total	$1000	

Flaherty Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
AR Parent Awareness	One Call and the email feature in the Accelerated Reading program will be utilized to make parents aware of the importance of reading and the progress on their student.	Parent Involvement	09/02/2013	05/29/2015	$0	Elementary Principals, Superintendent
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	06/26/2015	$0	Instructional Supervisor; Superintendent; Building Principals
				Total	$0	

Ekron Elementary School

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

Brigance Training	All kindergarten staff (including select shcool psychologists) will complete on-going training on the administration, data entry and interpretation of results including communication with parents.	Professional Learning	07/07/2014	08/07/2015	$0	Elementary Curriculum Specialist; Principals; Kindergarten Staff
Parent Awareness	A district team will revise our current parent resources that are intended to help 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 2015.	Parent Involvement	12/01/2014	08/28/2015	$1000	Building Principal/Cousenlor or designee (BPS, FPS, PES, Ekron); Assessment and Intervetion Specialists; Preschool Coordinator; FRYSC Coordinator
AR Parent Awareness	One Call and the email feature in the Accelerated Reading program will be utilized to make parents aware of the importance of reading and the progress on their student.	Parent Involvement	09/02/2013	05/29/2015	$0	Elementary Principals, Superintendent
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	06/26/2015	$0	Instructional Supervisor; Superintendent; Building Principals
				Total	$1000	

David T. Wilson Elementary

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
AR Parent Awareness	One Call and the email feature in the Accelerated Reading program will be utilized to make parents aware of the importance of reading and the progress on their student.	Parent Involvement	09/02/2013	05/29/2015	$0	Elementary Principals, Superintendent
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	06/26/2015	$0	Instructional Supervisor; Superintendent; Building Principals
				Total	$0	

Brandenburg Primary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Brigance Training	All kindergarten staff (including select shcool psychologists) will complete on-going training on the administration, data entry and interpretation of results including communication with parents.	Professional Learning	07/07/2014	08/07/2015	$0	Elementary Curriculum Specialist; Principals; Kindergarten Staff
Parent Awareness	A district team will revise our current parent resources that are intended to help 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 2015.	Parent Involvement	12/01/2014	08/28/2015	$1000	Building Principal/Cousenlor or designee (BPS, FPS, PES, Ekron); Assessment and Intervetion Specialists; Preschool Coordinator; FRYSC Coordinator
AR Parent Awareness	One Call and the email feature in the Accelerated Reading program will be utilized to make parents aware of the importance of reading and the progress on their student.	Parent Involvement	09/02/2013	05/29/2015	$0	Elementary Principals, Superintendent
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	06/26/2015	$0	Instructional Supervisor; Superintendent; Building Principals
				Total	$1000	

KDE Needs Assessment

Introduction

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

Data Analysis

What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you? What does the data/information not tell you?

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

What the data/information tells us is:

- At the elementary school level, writing is the lowest score on K-PREP and second lowest at the middle school level. Language Mechanics being the lowest at the middle school level.

-Writing is not the lowest score at the high school level, however, it trended backward significantly.

- At the elementary, middle and high school level, reading scores are lower than those on math for Achievement Scores. In addition, GAP Math scores are lower than Reading Scores.

-As a district, we did not meet any of our Delivery Targets for Reading and Math. We did meet the CCR Delivery Target. We also did not meet the Graduation Rate Delivery Target.

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 are making significant gains in English and Math. Reading and Science have made gains over a 5 Year Period but need to continue to be a focus for us.

- 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:

- Our Combined Reading and Math Score are continually trending upward. With the implementation of Common Core Standards that are much more rigorous it is cause to celebrate that our scores are NOT seeing a drop as anticipated by KDE and that we are making gains in areas/levels that are not seeing gains across the state.

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

- Common pacing and district interim assessments K-12 will be continued.
- Data analysis will continue to identify gaps and guide instruction.
- Tighter interventions programs for both reading and math are being implemented and progress will be documented in Infinate Campus and monitored closer as a result.

Opportunities for Improvement

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

Areas in need of improvement include reading and writing across the district and across content areas. In addition, there is still a significant achievment gap for our students with disabilities in terms of reaching proficiency.

Plans the district is making to improve the areas of need include the following:
- Targeted work will continue with teachers and administration at our lowest performing elementary school
- School specific work with writing standards including evaluating the effectiveness of the school writing plans
- District wide initiative to educate all teachers on reading strategies that can be used across the curriculum
- District wide initiative to re-evaluate AR Instructional Practices and Protocols
- District wide initiative to re-evaluate KSI Instructional Practices and Protocols
- District wide initiative to implement a 20/50/30 model for student with disabilities

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.

- 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.

Conclusion

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

Take our three areas of greatest concern (Reading, Writing, and Achievement for Student with Disablilities) and through discuss with our Curriculum Resource Team, Board of Education, and District PLC Team identify ways that support can be provided from the district level. Once those have been identified, develop a process to monitor the progress on those goals. Implementation and Impact will be reflected upon following the 30/60/90 day model.

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

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

Goal 1:

Increase the averaged combined reading and math K-PREP scores for elementary and middle school students from 44% to 72% in 2017.

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 05/29/2015 as measured by K-PREP scores.

Strategy1:

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:

Research Cited:

Activity - AR Parent Awareness	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
One Call and the email feature in the Accelerated Reading program will be utilized to make parents aware of the importance of reading and the progress on their student.	Parent Involvement			09/02/2013	05/29/2015	$0 - No Funding Required	Elementary Principals, Superintendent

Activity - Reading and Math Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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.	Academic Support Program			07/24/2014	06/26/2015	$0 - No Funding Required	Instructional Supervisor; Superintendent; Building Principals

Strategy2:

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.

Category: Early Learning

Research Cited:

Activity - Parent Awareness	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A district team will revise our current parent resources that are intended to help 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 2015.	Parent Involvement			12/01/2014	08/28/2015	$1000 - Title I Part A	Building Principal/Cousenlor or designee (BPS, FPS, PES, Ekron); Assessment and Intervetion Specialists; Preschool Coordinator; FRYSC Coordinator

Activity - Brigance Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All kindergarten staff (including select shcool psychologists) will complete on-going training on the administration, data entry and interpretation of results including communication with parents.	Professional Learning			07/07/2014	08/07/2015	$0 - No Funding Required	Elementary Curriculum Specialist; Principals; Kindergarten Staff

Strategy3:

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

Category:

Research Cited:

Activity - 7-12 iLearn: iWave Initiative	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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.	Academic Support Program			07/21/2014	08/07/2015	$1000 - State Funds	Building Principals; District Support Staff; Superintendent

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from

48.5% to 60.2% by 05/29/2015 as measured by KPREP reading and math proficiency scores.

Strategy1:

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:

Research Cited:

Activity - Monitoring the Gap	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Working with the DOSE, schools will develop a 20/50/30 model that will target students with disabilities for improvement and proficiency. A monitoring tool to track student achievment relative to district and school assessments will be developed at the school level. Academic Supports will also be identified and implemented at the school level. Progress toward school goals will be discussed on a regular basis as the DOSE works with special education teachers and building principals.	Academic Support Program			09/01/2014	05/27/2016	$0 - No Funding Required	Principals and teachers; DOSE; Instructional Supervisor

Activity - KSI Protocol Fidelity	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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. This is a new KDE requirement for the 2014-15 school year.	Academic Support Program			08/01/2013	05/29/2015	$0 - No Funding Required	School Admintrators; designated KSI coordinator; district support staff

Goal 3:

Increase the percentage of students who are college- and career- ready from 34% to 68% by 2015.

Measurable Objective 1:

collaborate to increase the percentage of students who are college- and career- ready in Meade County from 68.4% to 75% by 05/29/2015 as measured by the Unbridled Learning CCR Formula.

Strategy1:

KAPLAN Training and Supports - Leveraging Kaplan's deep experience in test preparation and academic skill building, Kaplan K12 Learning Services partners with schools, districts, and community-based organizations across the country to support students on the pathway to college.

Category: Professional Learning & Support

Research Cited: KAPLAN effective, research-based programs for state test readiness and collegeadmissions are a trusted resource for K-12 students, educators, and the community.

Activity - KAPLAN Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
KAPLAN will deliver training to Math/Science and Reading/English teacher 7-12 to increase the quality of instruction in math, science and English classrooms to better prepare students for the ACT test.	Professional Learning			01/05/2015	06/19/2015	$2900 - Title II Part A	Instructional Supervisor; Middle and High School Principal; Teachers

Activity - ACT Classrooms	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A pilot group of students will be targetted to participate in a KAPLAN taught ACT Classroom session in January/February. Depending of the success of this activity, other KAPLAN taught ACT Classroom sessions will be scheduled for our students.	Academic Support Program			11/03/2014	06/26/2015	$4550 - Other	Instructional Supervisor; High School Principal

Goal 4:

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

Measurable Objective 1:

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

Strategy1:

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

Category: Professional Learning & Support

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

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

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

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

Strategy2:

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

Category: Teacher PGES

Research Cited:

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

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

Strategy3:

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

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

Category: Teacher PGES

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

of teaching quality.

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

Strategy4:

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

Peer Observers Module.

Category: Professional Learning & Support

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

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

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

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

Our 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 2015 (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 05/29/2015 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	Tier	Phase	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	05/29/2015	$500 - District Funding	District PLC Team Members

Activity - Time	Activity Type	Tier	Phase	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	05/29/2015	$0 - No Funding Required	Distirct PLC Team Members

Goal 2:

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

Measurable Objective 1:

collaborate to ensure that all principals and teachers are trained and coached in the multiple measures of PGES by 05/29/2015 as measured

by the training and guidance provided during the initial implementation pilot phase..

Strategy1:

Writing Professional Growth Goals - Provide instructional resources and sessions for all principals on the PGES and PPGES multiple

measures for writing an effective and measurable Professional Growth Goal.

Category: Professional Learning & Support

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

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

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

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

KDE Superintendent Assurances

Introduction

Assurances are intended to provide evidence that the Superintendent has shared and discussed in open board meetings the progress and performance in the areas of goals and targets for student achievement that have/have not been met as well as the operational requirements for the district and the operational needs for schools and support staff.

Evidence of these discussions is required to support all responses through the upload of Board Meeting Minutes that includes each of the areas and feedback received in conjunction with a Comprehensive District Improvement Plan that outlines "the plan" to address, monitor, track progress and sustainability in student achievement, and operational needs for both the district and schools.

Delivery Targets

Five year delivery goals are set for schools and districts to ensure that students are college and career-ready. Within the school and district goals Delivery Targets are set to identify the annual incremental growth needed to achieve the five year goal in the areas of Proficiency, College and Career Readiness, Achievement Gap, and Graduation Rate. These targets shall be used to set goals and monitor progress in student achievement throughout the instructional year.

Next Generation Professionals will be addressed through identifying the district's plan for implementation of the Professional Growth and Effectiveness System for Teachers and Principals in the 2014-2015 school year. Supporting documentation for these responses can be provided by additional narrative responses, the district Certified Evaluation Plan and an APPROVED Waiver if applicable.

The Superintendent has communicated in open board meetings the progress of the goals and targets throughout the instructional year and has communicated the vision and strategy for moving the work forward through the Comprehensive District Improvement Plan (CDIP).

The CDIP discussions include updates on student achievement through the use of student performance data, goals and plans created to achieve and monitor student success and areas for improvement, sustainability of growth and resources used for student achievement, and measuring the effectiveness of teachers and principals.

	Statement or Question	Response	Rating
1. Proficiency:	Increase the averaged combined reading and math K-Prep scores for elementary students.	Has Not Met District Targets	N/A

	Statement or Question	Response	Rating
2. Proficiency:	Increase the averaged combined reading and math K-Prep scores for middle students.	Has Not Met District Targets	N/A

	Statement or Question	Response	Rating
3. Proficiency:	Increase the averaged combined reading and math EOC scores for high schools.	Has Not Met District Targets	N/A

	Statement or Question	Response	Rating
4. Graduation Rate:	Increase the cohort graduation rate.	Has Not Met District Targets	N/A

	Statement or Question	Response	Rating
5. College and Career Readiness:	Increase the percentage of students who graduate college and career ready.	Has Met District Targets	N/A

	Statement or Question	Response	Rating
6. Closing Achievement Gap:	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group.	Has Not Met District Targets	N/A

Label	Assurance	Response	Comment	Attachment
7. Next Generation Professionals for Teachers:	The district will:	Fully implement the Kentucky Professional Growth and Effectiveness System for Teachers in 2014-2015 as set forth in the district's Certified Evaluation Plan.		

Label	Assurance	Response	Comment	Attachment
8. Next Generation Professionals for Principals:	The district will:	Fully Implement the Kentucky Professional Growth and Effectiveness System for Principals in 2014-2015 as set forth in the District's Certified Evaluation Plan.		

Label	Assurance	Response	Comment	Attachment
9.	Delivery Targets and PGES implementation artifacts have been documented in The LOCAL BOARD MINUTES (UPLOAD OF BOARD MINUTES TO SUPPORT ALL RESPONSES IS REQUIRED).	Yes		Board Minutes May/June 2014 Board Minutes July/August 2014 Board Minutes September/October /November

Resources and Support Systems

Resources and Support Systems identify the district's operational areas and their status and progress. In open board meetings the Superintendent must have communicated the health and status of the operational budget for the district and ensures that the district is operating in compliance of all ethical, legal and policy standards of the district, state and federal government.

Label	Assurance	Response	Comment	Attachment
1. Operational Budget:	Establishes a balanced operational budget for school programs and activities which include correct prior year audit findings and submit a balanced working budget and tentative budget that includes the required 2% contingency.	Has developed a balanced Operational Budget		

Label	Assurance	Response	Comment	Attachment
2. Compliance:	Maintains compliance with legal, ethical and policy standards. External audit for 2014-2015 school year will indicate 0 violations of ethics and policy standards.	Is in compliance		

Label	Assurance	Response	Comment	Attachment
3. Direct Communication:	Effectively communicates the district's budget and resource allocation to the local board. Provides budget updates to the board at every regularly scheduled meeting.	Superintendent has provided budget and resource allocation updates		

Label	Assurance	Response	Comment	Attachment
4.	Delivery artifacts have been incorporated into the Superintendent assurances and documented in the artifacts in the areas of budget and resources of LOCAL BOARD MINUTES (UPLOAD OF BOARD MINUTES TO SUPPORT ALL RESPONSES IS REQUIRED).	Yes		Board Minutes May/June 2014 Board Minutes July/August 2014 Board Minutes Sept/Oct/Nov 2014

Facilities/Support Systems

Facilities and Support Systems identify the operational needs and environment for district schools. In open board meetings the Superintendent must have communicated progress, actions taken and updates in the areas of instruction, materials, technology, educational materials and resources and overall environment from the KY TELL Survey. In non-KY TELL Survey years the Superintendent may explain progress and updates to the prior year targets.

	Statement or Question	Response	Rating
a)	Teachers have sufficient access to appropriate instructional materials.	Strongly Agree	N/A

	Statement or Question	Response	Rating
b)	Teachers have sufficient access to instructional technology, including computers, printers, software and internet access.	Strongly Agree	N/A

	Statement or Question	Response	Rating
c)	Teachers have access to reliable communication technology, including phones, faxes and email.	Strongly Agree	N/A

	Statement or Question	Response	Rating
d)	Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	Strongly Agree	N/A

	Statement or Question	Response	Rating
e)	Teachers have sufficient access to a broad range of professional support personnel.	Strongly Agree	N/A

	Statement or Question	Response	Rating
f)	The school environment is clean and well maintained.	Strongly Agree	N/A

	Statement or Question	Response	Rating
g)	Teachers have adequate space to work productively.	Strongly Agree	N/A

	Statement or Question	Response	Rating
h)	The physical environment of classrooms in the school supports teaching and learning.	Strongly Agree	N/A

	Statement or Question	Response	Rating
i)	The reliability and speed of internet connections in the school are sufficient to support instructional practices.	Strongly Agree	N/A

Label	Assurance	Response	Comment	Attachment
j)	Delivery artifacts have been incorporated into the Superintendent assurances and have been documented in the artifacts of LOCAL BOARD MINUTES (UPLOAD OF BOARD MINUTES TO SUPPORT ALL RESPONSES IS REQUIRED).	Yes		Board Minutes May/June 2014 Board Mintues July/August 2014 Board Minutes Sept/Oct/Nov 2014

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		

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 ensure that program funds are targeted to schools that have the lowest proportion of highly qualified teachers, have the largest average class size, or are identified as focus or priority schools.	Yes		

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 ensure 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 ensure that all personnel compensated from federal program funds are performing assignments aligned to the program purpose according to the program plan and appropriate documentation is maintained.	Yes		

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 setaside 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		