KDE Comprehensive Improvement

Plan for Districts

Christian County

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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?

Christian County Public Schools is located in Christian County, Kentucky. Christian County is situated on the Kentucky-Tennessee border in what is considered Western Kentucky. Christian County covers 724 square miles. The county is home to the incorporated towns of Crofton, Hopkinsville, LaFayette, Oak Grove and Pembroke. The county is comprised of several smaller unincorporated communities of Fairview, Fruithill, Fearsville, Fort Campbell North, Gracey, Herndon, Kelly, Lacy and St. Elmo. From modern subdivisions to old historic homes to inner-city neighborhoods to rural farms, the diversity of Christian County is reflected in its population.

Christian County Public Schools (CCPS) is the one of the largest school district in Western Kentucky. The student population of over 9,000 students is reflective of the larger diverse Christian County community. The district's free/reduced lunch rate is seventy-four percent. Thirty - three percent of our students are African American, six percent of our students are Hispanic, and fifty-six percent of our students are Caucasian. Twelve percent of our students are students with disabilities and the mobility of students within our district is 5.37%. Within the school district, there are at least 22 different languages represented. The district consists of eight elementary schools, two middle schools, and two high schools. The district also has a Career and Technical Center - The Gateway Academy to Innovation, Alternative School, Day Treatment Facility, and the 21st Century Academy which is a voluntary alternative program for students at-risk of graduating. Fort Campbell, Kentucky, United States Army installation, is an integral part of the Christian County community. Many of our students are from military-connected families.

In the last three years, the System has been under the leadership of a new Superintendent. A new shared Vision, Mission and Goals have been developed and formally adopted by the Board of Education. As decisions are made, they are evaluated against the Vision that has been adopted. Systems for monitoring have been and continue to be developed and the efficiency of programs and practices are questioned through deliberate conversations among all divisions of the system.

The unique challenges of the local community include high poverty (74% free/reduced lunch) and high student mobility. Over the past several years there has been a population shift toward the southern end of the county that has required the realignment of services to best meet the needs of our student population.

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.

The system adopted shared vision, mission and goals statements in 2014 as part of a strategic plan. The broad goals and strategies of the plan are placed into actionable terms in the Comprehensive District Improvement Plan.

Our Vision: "Transform the educational environment to meet the ongoing demands of 21st Century learning so that all students are engaged in a high quality, equitable education and are prepared for community and global responsibilities."

Our Mission: "Create an educational culture of continuous growth through shared partnerships and responsibilities."

Goals:

Goal 1- Ensure academic proficiency and successful transition to life.

Goal 2- Provide internal and external stakeholders with sustainable resources, promoting equitable services to ensure the growth and success of all students.

Goal 3- Maintain fiscal responsibility.

Core Values

- Student achievement will be high or steadily improving in ALL schools with equitable outcomes for ALL students

- All students can meet and exceed high performance standards and must be continuously challenged to do so.

- Each person in the school system must be focused on the development of the whole child and student success.

- We must understand and embrace our students' diverse cultures and learning styles.

- The district and the community, together, are responsible for giving students academic and other essential support so they can focus on learning.

- Effective, collaborative work with the community will produce success for students.

- We must base all of our decisions on evidence and the best interest of students.

- We have the ability to meet all state and federal government requirements.

CCPS believes that every student can and will learn through effective teaching and leadership. This core value drives the fundamental work of the school system. The district works in collaboration with school leadership and in partnership with our community to establish and support rigorous learning standards for all students. A curriculum built upon the Kentucky Core Academic Standards is implemented through varied program offerings that includes Advanced Placement and Dual Credit courses. The District is working to expand CTE programs to provide relevant learning opportunities for students within their desired career pathways. Board policy requires all students to take a course sequence of electives within a career pathway as identified on the student's Individual Learning Plan.

Our expectation is that all of our students should have rigorous educations that prepare them for life beyond high school--whether that be college or career or both of those areas.

It is through promoting a culture and commitment to continuous improvement that CCPS will effect long-lasting, positive change for the students of our community. Data drives the decision making of the district. Using multiple data points, district and school leaders meet through a collaborative planning process where the needs of individual school sites are addressed and common needs to the district are identified. This process ensures that district and school site allocations are aligned to support student achievement and development.

Additionally, the District has implemented procedures and policies to support equitable discipline for students. Positive Behavior Intervention Supports (PBIS) is used in all schools currently. Discipline data is monitored, analyzed and evaluated for fidelity of implementation and published on the district website. The expectations that have been established for behavior and positive intervention and support will impact the teaching and learning environment.

The comprehensive planning process is built to create transparent plans for all stakeholders to support local schools as a community for improving learning environments for all students. The process serves to document and support schools as they strive to meet the Unbridled Learning accountability measures and to fulfill the District's Vision and Mission. The goals will assist the district in decisions regarding the allocation of resources, in determining professional development, and in monitoring improvement. The Comprehensive District Improvement Plan (CDIP) is the action plan for implementing the overarching Strategic Plan. All schools and districts in Kentucky are required to have goals in their CDIP/CSIP aligned to the state goals for Gap, Graduation, K-PREP Proficiency, and College and Career Readiness, using the targets defined in the accountability results. The CDIP uses accountability results and district-wide data from a variety of resources to identify goals, construct measurable objectives, identify strategies and define activities for the overall improvement of student achievement and development. The improvement goals and strategies are identified using data from K-PREP, MAP scores, ACT, PLAN and EXPLORE. Additionally, in 2015-16, schools were provided with a specific structure for goals and measurable objectives within their local plans.

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.

Over the last four years, district and school leadership have focused on ensuring student achievement and development were the top priority of the district. A few of the districts' greatest accomplishments include:

- KPREP Results

o Moving from the 21st percentile in 2011-2012 to the 59th percentile

o 2015 - The district's first school scores Distinguished - Sinking Fork Elementary

o Moving from 1 proficient school in 2011-2012 to 7 in 2015.

o Increase in meeting elementary reading targets from 42.2 in 2011-2012 to 47.4 in 2014-2015

o Increase in meeting middle school reading targets from 37.4 in 2011-2012 to 45.4 in 2014-2015

o Increase in meeting high school reading targets from 41.2 in 2011-2012 to 49.6 in 2014-2015

o Increase in meeting elementary school math targets from 39.5 in 2011-2012 to 43.6 in 2014-2015

o The four year adjusted cohort for graduation moved from 81.3 in 2011-2012 to 88.1 in 2014-2014

o Receipt of Department of Defense Education Activity Grant for $1 million to provide systemic math intervention programs and professional development for teachers.

o Receipt of a Lenovo grant at the Gateway Academy of Innovation and Technology and a NorthStar Process and Performance Improvement Grant

o Leadership and participation in implementing Senate Bill 200 and the FAIR Team on behalf of students

o Implementation of equitable discipline practices and Positive Behavior Intervention Supports

o A well-established relationship with supportive businesses of Christian County through the Christian County Chamber of Commerce's Partners in Education Program

o Focus on developing and implementing systems to provide greater structure and efficient operations

While the district celebrates the achievements, there are areas for improvement for the future:

o Indian Hills Elementary and Martin Luther King, Jr. Elementary School are identified as "Focus" Schools.

o Christian County High School is classified as a "Priority" School

o The achievement gap for African American students and students with disabilities is not closing.

o   Better definition of the continuous improvement process and application to all work occurring throughout the system

o   Analysis and refinement of internal operational processes that are more efficient and effective

o   Continue the conversation with the broader community on defining how to meet the needs of 21st Century learners.

Additional Information

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

Christian County Public Schools is making strides in improving the overall educational quality as evidenced by our improvements over the past four years--moving from the 22nd percentile to the 59th, increasing from one Proficient school to seven, having the first Distinguished school identified in the district and our work to create continuity throughout the system through structures and continuous improvement efforts.

Much work remains to be done and it will require shared partnerships and responsibilities throughout the larger Christian County community for this to occur. Our focus remains on steady improvement in academic achievement and student development in order to prepare our students for the challenges of global citizenship. We remain very open to suggestions for improvement and desire feedback that will continue our systemic growth as we move forward in realizing our Vision.

2015 - 2016 Comprehensive Improvement Plan for Christian County

Overview

Plan Name

2015 - 2016 Comprehensive Improvement Plan for Christian County

Plan Description

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	Transform the educational environment to meet the on-going demands of the 21st Century so that all students are engaged in a high-quality, equitable education and are prepared for community and global responsibilities.	Objectives: 6 Strategies: 17 Activities: 45	Organizational	$1576249
2	Increase the average combined reading and math proficient and distinguished K-PREP scores for all students by 2016 as follows: from 45.5% to 54.2% in elementary; 39.0% to 49.9% for middle school; 37.6% to 49.8% for high school. STRATEGIC PLAN GOAL 1	Objectives: 5 Strategies: 5 Activities: 14	Organizational	$59500
3	Christian County Public Schools will increase the number of non-duplicated gap students scoring Proficient/Distinguished as follows from: 39.3% to 49.3% for elementary; 33.1 to 44.3% for middle; 31.8 to 44.2% for high by May 2016 STRATEGIC PLAN GOAL 1	Objectives: 1 Strategies: 7 Activities: 12	Organizational	$1234400
4	Increase the percentage of students deemed college and/or career ready from 56.6 to 69.6% by 2016 as measured by the Unbridled Learning College and Career Readiness formula. STRATEGIC PLAN GOAL 1	Objectives: 2 Strategies: 5 Activities: 17	Organizational	$30250
5	Collaborate to increase district 5-Year Adjusted Cohort Graduation rate from 86.1% to 89.1% by 06/30/2016 as measured by the graduation formula in Unbridled Learning. STRATEGIC PLAN GOAL 1	Objectives: 1 Strategies: 3 Activities: 13	Organizational	$62100
6	Decrease the percentage of students scoring novice in READING at elementary from 28.6% to 24.9%, middle from 29.4% to 25.6%, and high from 41.5% to 36.2%; MATH-- elem. from 22.4% to 19.5%, middle from 25% to 21.6% and high from 31% to 27.1%.	Objectives: 1 Strategies: 6 Activities: 12	Organizational	$382701

Goal 1: Transform the educational environment to meet the on-going demands of the 21st Century so that all students are engaged in a high-quality, equitable education and are prepared for community and global responsibilities.

Measurable Objective 1:

collaborate to create an educational culture of continuous growth through shared partnerships and responsibilities by 06/30/2016 as measured by various measures established in the CCPS Strategic Plan.

Strategy 1:

Improve Working Conditions -- STRATEGIC PLAN GOAL 2 - Stakeholder communication

Category: Human Capital Management

Research Cited: TELL Survey 2015

Activity - Community and Parent Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Christian County Public School will monitor the development and implementation of individual school plans to enroll families in the Infinite Campus Parent Portal. Parents will have the ability to view student discipline, grades, and participate in student online registration. Schools: All Schools	Parent Involvement, Community Engagement	08/03/2015	05/01/2016	$0	No Funding Required	Director of Pupil Personnel, Director of Technology, Director of Communications, Director of Strategic Planning, Federal Programs and Grant Development.

Activity - Parent and Community Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create ConnectU TV video segments to be made available on the district website on topics such as: EL program, attendance policies, Parent Portal, IEP process, graduation requirements, requirements for students to be college and career ready, and accountability measures. Schools: All Schools	Parent Involvement, Community Engagement	08/03/2015	06/30/2017	$3000	Grant Funds	District Staff, School Principals

Strategy 2:

Positive Behavior Intervention Supports - STRATEGIC PLAN GOAL 2 - Academic failure is a major predictor of inappropriate behavior and other adjustment problems

and needs to be explicitly, and consistently addressed as part of an effective and comprehensive school program. As such, schools need to be accountable for improved student behavior incorporating intervention strategies to address student needs. The approach would mirror the system used to address student achievement and academic needs. Safe, effective, and supportive schools utilize ongoing school improvement processes to set measurable goals and objectives, and integrate interventions into school and district accountability and planning systems.

Category: Management Systems

Research Cited: American Psychological Association, What Works Clearinghouse, SAMSA, Institute for Education Science

Activity - Academic and Behavioral Support Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academic and behavioral support plans are developing through each school's RTI Behavior/Academic Plan and are based on the intensity of student needs. Schools: All Schools	Behavioral Support Program	07/15/2015	06/30/2016	$500	General Fund	District Discipline Administrator/ District Discipline Coordinator

Activity - Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Families, students, and school personnel regularly provide and receive feedback on the fidelity and acceptability of the supports provided and on the outcomes achieved for every student. This is typically achieved through a climate survey that will be administered once a year. Schools: All Schools	Behavioral Support Program	09/01/2015	06/30/2016	$0	No Funding Required	District Discipline Administrator/ District Discipline Coordinator

Activity - Student Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be involved in a student forums each year to address any issues they may have with the Code of Acceptable Behavior and the culture of their school. Schools: All Schools	Behavioral Support Program	01/01/2016	06/30/2016	$0	No Funding Required	District Discipline Administrator/ District Discipline Coordinator

Activity - Increase Instructional Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District staff will consult and provide support to schools in implementing the process utilizing the data that will be used as a basis for changing, modifying or intensifying intervention supports which will support PBIS programs. The structure of the program is to proactively increase student instructional time and decrease time spent out of the classroom for disciplinary actions. Schools: All Schools	Academic Support Program	08/03/2015	06/30/2017	$0	No Funding Required	District Discipline Administrator/ District Discipline Coordinator

Strategy 3:

Effective Processes and Procedures - STRATEGIC PLAN GOAL 3 - b

Category: Continuous Improvement

Activity - Process Performance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leadership teams will continue the work with APQC to identify targeted district-level processes and procedures to improve effectiveness and identify potential cost savings. Schools: All Schools	Policy and Process	07/06/2015	06/30/2016	$46500	Grant Funds	Superintendent/Chief Operations Officer/Chief Administrative Officer/Chief Instructional Officer/Director of Strategic Planning, Federal Programs, Grant Development

Strategy 4:

Recruitment and Retention of a Highly Qualified Workforce   STRATEGIC PLAN GOAL 2 - Work to recruit and retain highly qualified and effective teachers particularly

in high-needs certification areas. Information from the Professional Growth and Effectiveness System will be used to measure teacher effectiveness.

Category: Human Capital Management

Research Cited: Wallace Foundation, Recruiting, Preparing and Retaining Teachers for America's Schools

Activity - New Teacher Induction Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Sessions for new teachers will occur prior to the start of each school year. This will prepare new teachers with tools necessary for beginning a successful school year. Sessions will focus on the Kentucky Framework for Teaching and Positive Behavior Support for the classroom. Schools: All Schools	Recruitment and Retention	08/03/2015	06/30/2016	$40000	General Fund	Chief Administrative Officer; Director of Personnel

Activity - Recruit and Retain	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Host and attend job fairs to recruitment high quality applicants. CCPS administrators and current teachers will attend recruitment fairs to inform future applicants of the benefits of working for Christian County Public Schools. Teachers completing KTIP will be assigned a mentor at the school level for the first year of employment. Schools: All Schools	Recruitment and Retention	01/08/2015	09/01/2016	$4000	General Fund	Director of Personnel/Chief Administrative Officer

Strategy 5:

Cultural Responsiveness - STRATEGIC PLAN GOAL 1 & 2 - Culture is central to learning. It plays a role not only in communicating and receiving information, but also in shaping the thinking process of groups and individuals. Professional learning opportunities will be explored and developed in order to be shared with all staff.

Category: Professional Learning & Support

Research Cited: K-PREP Non-Duplicated Gap Data,

Activity - Professional Learning - Cultural Responsiveness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide opportunities for discussion and reflection on aspects of cultural responsiveness as it relates to school settings: Positive perspectives on parents and families; Communication of high expectations; Learning within the context of culture; and Student-centered instruction. Schools: All Schools	Professional Learning	03/16/2015	06/30/2017	$50000	General Fund	Chief Administrative Officer Chief Instructional Officer

Strategy 6:

Community Partnerships - The district will continue to build strong community partnerships through the demonstration of an articulated vision and mission.

Category: Stakeholder Engagement

Research Cited: Wallace Foundation

Activity - Shared Goals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will actively share the vision and mission of the district, identify common needs of community partners, and work to align with community partner organizations. Schools: All Schools	Other	08/03/2015	06/30/2017	$6000	General Fund	Superintendent, Chief Operations Officer, Chief Instructional Officer, Chief Administrative Officer

Activity - Community Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| The district is actively involved and supports a variety of activities through meeting attendance, event attendance, and promotional information distributed to students and families.

Schools: All Schools | Other | 07/01/2015 | 06/30/2017 | $1000 | General Fund | Director of Communications |

Activity - Long Range Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Advertise for professional consulting firm to provide guidance on long-range facility planning to assist with defining how to meet the education needs of 21st Century learners. Schools: All Schools	Parent Involvement, Community Engagement	11/02/2015	02/01/2016	$2000	General Fund	Chief Operations Officer

Activity - Long Range Planning Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborate with Board selected professional consulting firm to determine how best to involve the community in the solicitation of input on the design of future facilities to best meet the needs of 21st Century learners. Schools: All Schools	Parent Involvement, Community Engagement	03/01/2016	03/01/2017	$20000	General Fund	Chief Operations Officer

Measurable Objective 2:

demonstrate a proficiency in the percentage of programs reviewed (Unbridled Learning Program Reviews) scored Proficient/Distinguished to 86.9% by 06/30/2016 as measured by KPREP results (Unbridled Learning) for program reviews   STRATEGIC PLAN GOAL 1.

Strategy 1:

Arts & Humanities Program Review - STRATEGIC PLAN GOAL 1 - I

Category: Continuous Improvement

Activity - District Art Show	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The District will host a juried art show for all grades that allows for exhibition of visual art works. Schools: All Schools	Academic Support Program	07/01/2015	06/30/2016	$1500	General Fund	Chief Instructional Officer; Paula Gieske

Activity - The Big Read	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Participate in The Big Read--a community-wide reading initiative through Family Reading Nights and classroom instructional activities. Schools: All Schools	Community Engagement	07/01/2015	06/30/2016	$1000	General Fund	Director of Elementary Education

Strategy 2:

Practical Living and Career Studies - STRATEGIC PLAN GOAL 1 - I

Category: Continuous Improvement

Activity - District College Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The District will coordinate resources to bring community speakers from Hopkinsville Community College and Murray State University Hopkinsville Regional Campus to targeted grade levels to create awareness of the importance of attending college and connecting to career aspirations. Schools: Crofton Elementary School, South Christian Elementary School, Indian Hills Elementary School, Martin Luther King Jr. Elementary School, Sinking Fork Elementary School, Pembroke Elementary School, Hopkinsville Middle School, Christian County Middle School, Millbrooke Elementary School, Freedom Elementary School, North Drive Middle School	Academic Support Program	08/03/2015	06/30/2016	$0	No Funding Required	District Assessment Coordinator; Communications Director

Activity - College Application Week	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
High schools will complete activities during College Application Week to promote student application for college and college awareness in general. The District will host a Connect U session for parents and students during this week in the vein of "What You Need to Know to Apply for College." Schools: Hopkinsville High School, 21st Century Academy, Christian County Alternative School, Christian County Day Treatment, Christian County High School	Career Preparation/Orientation	07/01/2014	06/30/2016	$1500	Grant Funds	District Assessment Coordinator; Communications Director; Grant Facilitator; Guidance Counselor

Strategy 3:

Primary Program Review - STRATEGIC PLAN GOAL 1 - I

Category: Continuous Improvement

Activity - Primary Program Review Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District support, guidance, and feedback will be provided to schools through the Program Review process. Schools: Crofton Elementary School, South Christian Elementary School, Indian Hills Elementary School, Martin Luther King Jr. Elementary School, Sinking Fork Elementary School, Pembroke Elementary School, Millbrooke Elementary School, Freedom Elementary School	Academic Support Program	09/11/2012	06/30/2016	$0	No Funding Required	Director of Elementary Education

Strategy 4:

World Language and Global Competency Review - STRATEGIC PLAN GOAL 1 - I

Category: Continuous Improvement

Research Cited: Kentucky Department of Education

Activity - World Language and Global Competency Guidance - High School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District guidance will continue to be provided to high schools during the pilot the World Language Program Review 2015-16 Schools: Hopkinsville High School, Christian County High School	Academic Support Program	08/01/2015	06/30/2016	$0	No Funding Required	District Assessment Coordinator, Director of Elementary Education, Program Review Committee

Activity - World Language and Global Competency - Middle and Elementary	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide elementary and middle schools with an opportunity to become more familiar with the rubric, examine current practices, identify needs, and create a stronger programmatic improvement plan PRIOR to the required statewide pilot/baseline setting year. Schools: Crofton Elementary School, South Christian Elementary School, Indian Hills Elementary School, Martin Luther King Jr. Elementary School, Sinking Fork Elementary School, Pembroke Elementary School, Hopkinsville Middle School, Christian County Middle School, Millbrooke Elementary School, Freedom Elementary School	Academic Support Program	08/12/2014	06/30/2016	$0	No Funding Required	Chief Instructional Officer, Director of Elementary Education, District Assessment Coordinator, Program Review Committee

Measurable Objective 3:

collaborate to improve the quality and quantity of early learning programs and services by 06/30/2016 as measured by preschool data measures, including ECERS instruments   STRATEGIC PLAN GOAL 1.

Strategy 1:

Preschool Expansion and Program Improvement - STRATEGIC PLAN GOAL 1 - Recent research reveals that while one-year-olds are on average equal in their development, a gap appears by the age of three. That gap tends to grow as these children continue in school, unless they get more time, better teaching, and more resources to help them catch up. Access to high-quality pre-kindergarten programs that emphasize vocabulary development, and early literacy skills can do a great deal to narrow the achievement gap. Some of the long term benefits of high-quality pre-kindergarten programs include higher rates of high school graduation and post-high school employment (Coley, 2002 and Sadowski, 2006).

The District will establish an Early Learning Task Force comprised of community members and school officials to determine avenues available to expand opportunities for early learning, including a needs assessment. A report will be made to the Board of Education summarizing the Task Force's work with recommendations for program expansion.

Category: Early Learning

Research Cited: • Coley, R. J. 2002. An Uneven Start: Indication of Inequities in School Readiness. Educational Testing Service Policy Center.

• Hart, B.; and Risley, T. 1995. Meaningful Differences in the Everyday Experiences of Young American Children. Brookes Publishing.

• Lee, Valerie; and Burkham, David. 2006. Inequality at the Starting Gate: Social Background Differences in Achievement as Children Begin School. Economic Policy Institute.

Activity - Preschool Integration Into Primary Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Connect, align, and expand preschool programs and staff within and beyond the K-3 system so that all children are prepared to make a successful transition to kindergarten and subsequent grades. Schools will include preschool teachers in PLCs and integrate the preschool programs into the instructional program of the school. Principals, curriculum specialists, and instructional coaches will be trained in early learning standards, observation protocols, and program design. Schools: Crofton Elementary School, South Christian Elementary School, Indian Hills Elementary School, Martin Luther King Jr. Elementary School, Sinking Fork Elementary School, Pembroke Elementary School, Millbrooke Elementary School, Freedom Elementary School	Academic Support Program	06/01/2016	06/30/2017	$2000	General Fund	Chief Instructional Officer; Director of Elementary Education; Director of Special Education and Preschool

Activity - Training for Preschool Parents	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Partner with local child care providers, FRYSC Directors, school daycares and community-based agencies to provide and expand exemplary parent training and empowerment programs to help parents provide the early learning their infants and young children need, and to build parent capacity to be effective partners with their children's K-12 teachers. Schools: Crofton Elementary School, South Christian Elementary School, Indian Hills Elementary School, Martin Luther King Jr. Elementary School, Sinking Fork Elementary School, Pembroke Elementary School, Millbrooke Elementary School, Freedom Elementary School	Parent Involvement	05/01/2015	06/30/2016	$3000	General Fund	Director of Special Education and Preschool; Preschool/Early Learning Consultants

Strategy 2:

Foster Partnerships with Community Partners - The District will work collaboratively with community partners to improve early learning for all students and improve kindergarten readiness rates.

Category: Early Learning

Activity - Seamless Pathway to Kindergarten	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Provide training to parents and caregivers in developmentally appropriate language and math development that aligns with the K-3 system. Create partnerships with pre-school programs and providers of programs serving birth to five-year-olds to create a seamless pathway through kindergarten. . Schools: Crofton Elementary School, South Christian Elementary School, Indian Hills Elementary School, Martin Luther King Jr. Elementary School, Sinking Fork Elementary School, Pembroke Elementary School, Millbrooke Elementary School, Freedom Elementary School	Parent Involvement	06/01/2014	06/30/2016	$3000	General Fund	Director of Special Education and Preschool; Director of Elementary Education

Measurable Objective 4:

collaborate to eliminate Focus and Priority School classifications and improve all schools to above the 60th percentile. by 06/01/2017 as measured by schools earning Progressing classifications and percentile ranks above the 60th percentile..

Strategy 1:

District Support Teams - STRATEGIC PLAN GOAL 1 - District Support Teams will be established to work with Focus Schools and lowest performing elementary

schools focusing on such work as analyzing non-cognitive data for gap groups, and coaching staff in the use of instructional best practices for all students to include co-

teaching for students with disabilities.

Category: Continuous Improvement

Research Cited: Kentucky Department of Education, Gates Foundation, Wallace Foundation, International Center for Effective Leadership

Activity - District Support Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District staff will meet with principals of focus schools and low performing elementary schools to monitor implementation of effective instructional practices. Schools: All Schools	Other	06/01/2015	06/30/2017	$0	No Funding Required	Chief Instructional Officer

Activity - School Support Visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Support Teams will conduct four School Support Visits throughout the year which include classroom observations using the ELEOT instrument from AdvancEd, targeted debriefing of the visit, and next steps in the continuous improvement plan. Schools: All Schools	Other	07/01/2015	06/01/2016	$500	General Fund	Chief Instructional Officer

Activity - Support Structure for Priority School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

A District Support Plan will be developed for priority schools which pulls together the varied resources from the district in order to develop (or to improve existing) structures and processes, to build teacher and leader efficacy, and to improve student learning. Areas of assistance include: PGES, student behavior and PBIS implementation, instructional support in monitoring non-negotiables for teaching and learning, special education services, PLCs, RTI, and coaching. Schools: Christian County High School	Policy and Process	06/01/2015	06/01/2016	$80000	State Funds	Chief Instructional Officer

Strategy 2:

Differentiated Instruction - STRATEGIC PLAN GOAL 1 - Differentiated instruction is an instructional theory that allows teachers to face this challenge by taking diverse student factors into account when planning and delivering instruction. Based on this theory, teachers can structure learning environments that address the variety of learning styles, interests, and abilities found within a classroom. Differentiated instruction is based upon the belief that students learn best when they make connections between the curriculum and their diverse interests and experiences, and that the greatest learning occurs when students are pushed slightly beyond the point where they can work without assistance. This point differs for students who are working below grade level and for those who are gifted in a given area.

Rather than simply "teaching to the middle" by providing a single avenue for learning for all students in a class, teachers using differentiated instruction match tasks, activities, and assessments with their students' interests, abilities, and learning preferences.

Category: Learning Systems

Research Cited: • Subban, P. (2006). Differentiated instruction: A research basis. International Education Journal, 7(7), 935-947. Retrieved from http://files.eric.ed.gov/fulltext/EJ854351.pdf.

• Tomlinson, C.A. "Differentiated instruction." Fundamentals of Gifted Education: Considering Multiple Perspectives. Ed. C. M. Callahan and H.L. Hertberg-Davis. (2013). New York, NY: Routledge. 287-300.

• Hattie, J. (2009). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. New York: Routledge.

Activity - Training - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional coaches will develop and deliver training for staff in how to differentiate instruction. Schools: All Schools	Professional Learning	02/01/2015	06/30/2016	$2500	General Fund	Chief Instructional Officer; Director of Elementary Education

Activity - Differentiation Walk-Throughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

	Academic Support Program	09/01/2015	06/01/2016	$250	Title II Part A	Chief Instructional Officer; Director of Elementary Education
Four times annually, instructional coaches will participate in differentiation classroom observations with the Chief Instructional Officer and district staff as part of IBC meetings with results shared with the school and used for determining scaling of training needs in this area. Schools: All Schools						

Strategy 3:

Research-based Best Practices - STRATEGIC PLAN GOAL 1 - c

Category: Professional Learning & Support

Activity - Family Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Engage families in their children's education through Connect U, online academic support programs and parent outreach, including translations services. Schools: All Schools	Parent Involvement	08/01/2014	06/30/2015	$5000	Grant Funds	Director of Federal Programs, Strategic Planning and Grant Development, Community and Communications Director, Grant Facilitator, Director of Special Education/Pre-school

Activity - Guidance on Writing IEPs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District staff will provide training on writing IEPs aligned to individual needs and will provide support to schools in the development of Individual Education Plans (IEPs) aligned with the Common Core State Standards and behavioral expectations. Schools: All Schools	Academic Support Program	04/01/2015	06/30/2016	$5000	IDEA	Director of Special Education/Pre school

Activity - Diversity and Equity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District will offer training in diversity, culturally responsive teaching, and equitable learning environments. All teachers will receive training on Ruby Payne Strategies and participate in the Equity Institute. Schools: All Schools	Professional Learning	08/01/2014	06/30/2016	$8000	General Fund	Chief Administrative Officer Chief Instructional Officer

Activity - Reducing Barriers to Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide resources and support to address barriers to learning, including but not limited to transportation, access to healthcare and social services (i.e., school nurses, social workers, SRO's) in collaboration with stakeholders. Schools: All Schools	Other	09/30/2015	06/30/2016	$1035000	Grant Funds, General Fund	Chief Instructional Officer, Chief Operations Officer

Activity - Reduction of Suspensions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to support schools in reducing the number of out-of-school and in-school suspensions of all students by continuing to build the capacity of administrators and teachers in Positive Behavior Supports and alternatives to suspension. The Save Our Students initiative will be implemented during the 2015-2016 school year to reduced suspensions in all schools. Schools: All Schools	Other	08/01/2015	06/30/2017	$12000	Title II Part D	District Discipline Administrator; District Discipline Coordinator

Activity - Language Acquisition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Explore and implement research-based strategies for language acquisition. Schools: All Schools	Academic Support Program	08/01/2014	06/30/2016	$222999	Title III, General Fund, Title I Part A	Director of Federal Programs, Strategic Planning, and Grant Development

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Establish, implement and monitor professional learning in research-based strategies for at-risk students from diverse backgrounds, including: language and content objectives for EL, meeting the needs of students of poverty; meeting the needs of transient students and military-dependent students; and specific strategies for instructing students with disabilities. Schools: All Schools	Professional Learning	08/01/2014	06/30/2016	$5000	General Fund	Chief Instructional Officer; Director of Special Education and Preschool; Director of Elementary Schools; Director of Pupil Personnel; Director of Federal Programs; Instructional Supervisor

Activity - Effective Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Establish protocol and procedures to expand the use of effective co-teaching and collaboration across the district in all classrooms. Provide training and support for regular and special education teacher teams on effective collaboration and implement a monitoring system that includes: establishing a baseline as to where the district is in the use of effective collaboration and co-teaching; identification of barriers to effective collaboration/co-teaching at each school and training and support for all schools to build the professional capacity of regular and special educators. Schools: All Schools	Academic Support Program	08/01/2014	06/30/2016	$10000	General Fund	Director of Special Education and Preschool; Special Education Program Consultant

Activity - Accommodations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training on appropriate use of student's accommodations on their IEP or PSP in the regular education classroom. Schools: All Schools	Academic Support Program	08/01/2014	06/30/2016	$5000	General Fund	Director of Special Education and Preschool; Special Education Consultant

Activity - Monitoring of Communications Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A 30-60-90 day plan will be used to monitor progress for this goal. Schools: All Schools	Parent Involvement, Community Engagement	08/18/2015	06/30/2016	$0	No Funding Required	Chief Administrative Officer and District Staff

Measurable Objective 5:

collaborate to develop, implement, and monitor a comprehensive communication process for informing the community regarding student learning, assessment results, school effectiveness and school improvement goals by 06/30/2016 as measured by a 30 - 60 - 90 day plan. IMPROVEMENT PRIORITY 5.

Strategy 1:

District Communications IP 5 Team - The IP5 Communication Team will develop a comprehensive communication plan related to processes that ensure student

progress is communicated to students, families, and stakeholders.

Category: Stakeholder Engagement

Research Cited: AdvancEd

Activity - District Organizational Meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will form a IP5 Communications Team to develop a comprehensive communication plan. Schools: All Schools	Parent Involvement, Community Engagement	08/01/2015	07/30/2017	$0	No Funding Required	Chief Administrative Officer and District Staff

Activity - Technology Communication Tools	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Research current technology communication resources. Schools: All Schools	Parent Involvement, Community Engagement	09/30/2015	06/30/2016	$0	No Funding Required	Chief Administrative Officer and District Staff

Activity - Communication Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Compile a listing of communication resources. Schools: All Schools	Parent Involvement, Community Engagement	09/30/2015	06/30/2016	$0	No Funding Required	Chief Administrative Officer and District Staff

Measurable Objective 6:

collaborate to develop, implement, and monitor a district-wide continuous improvement process by 06/30/2016 as measured by a 30 - 60 - 90 day plan. IMPROVEMENT PRIORITY 6.

Strategy 1:

Classroom-level Instructional Improvement - Christian County Public Schools will utilize the DMAIC Continuous Improvement Model.

Category: Continuous Improvement

Research Cited: Six Sigma

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Professional Learning Communities will focus on student learning and using student data to make instructional decisions to meet the needs of students. Schools: All Schools	Academic Support Program, Professional Learning	07/01/2015	06/30/2016	$0	No Funding Required	Chief Operations Officer, Director of Strategic Planning, Federal Programs and Grant Development, District Discipline Supervisor, and District Technology Coordinator

Activity - Instructional Behavioral Coaches	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Instructional Behavioral Coaches will provide job-embedded professional development to classroom teachers to assist with classroom-level instructional improvement. Schools: All Schools	Behavioral Support Program, Academic Support Program, Professional Learning	07/01/2015	06/30/2016	$0	No Funding Required	Chief Academic Officer

Activity - Positive Behavior Intervention Supports	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be supported in implementing PBIS to establish a climate in which appropriate behavior is the norm and learning can occur unimpeded. Schools: All Schools	Behavioral Support Program, Academic Support Program, Professional Learning	07/01/2015	06/30/2016	$0	No Funding Required	District Discipline Supervisor

Goal 2: Increase the average combined reading and math proficient and distinguished K-PREP scores for all students by 2016 as follows: from 45.5% to 54.2% in elementary; 39.0% to 49.9% for middle school; 37.6% to 49.8% for high school.   STRATEGIC PLAN GOAL 1

Measurable Objective 1:

demonstrate a proficiency in standards attainment in reading of 59% for elementary grades 3-5, 56% for middle grades 6-8, and 59% for high school English II by 06/30/2015 as measured by results of KPREP assessments.

Strategy 1:

Deepening Instructional Practices in all content areas (IMPROVEMENT PRIORITY 1, 2, 6) - Content area teachers will be provided with training and resources in order to deliver instruction that matches the cognitive demand of the standards.   Included in this strategy is resource development, job-embedded training, and coaching.

Category: Professional Learning & Support

Research Cited: • Frey, N. and Fisher, D. (2013). Rigorous Reading: 5 Access Points for Comprehending Complex Texts. Thousand Oaks, CA: Corwin.

• Hoffman, J.V., Roller, C.M., Maloch, B., Sailors, M. and Beretvas, N. & theNational Commission on Excellence in Elementary Teacher Preparation for Reading Instruction (2003). Prepared to Make a Difference: Final Report of the National Commission on Excellence in Elementary Teacher Preparation for Reading Instruction. Newark, DE: The

• International Reading Association.

• Teaching reading well: A Synthesis of the International Reading Association's Research on Teacher Preparation for Reading Instruction. (2007).   Status of Reading Instruction Institute. Newark, DE: The International Reading Association.

• Zemelman, S., Daniels, H., and Hyde, A. (2005). BEST PRACTICE: Today's Standards for Teaching and Learning in America's Schools. Third Edition. Portsmouth, NH: Corwin.

Activity - Training on iREAD Resources for P-2	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-2 teachers will be provided with an overview of the extensive resources available in the iREAD system for instruction and personalization of instruction. Schools: Crofton Elementary School, South Christian Elementary School, Indian Hills Elementary School, Martin Luther King Jr. Elementary School, Sinking Fork Elementary School, Pembroke Elementary School, Millbrooke Elementary School, Freedom Elementary School	Professional Learning	02/01/2015	06/30/2016	$500	Grant Funds	Director of Strategic Planning, Federal Programs and Grant Development; Grant Facilitator

Activity - Training- High Impact Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development will be provided to all certified employees throughout the 15-16 school year for implementing High Impact Instruction strategies to include Content Planning:Learning Maps/ Guiding Questions and Formative Assessment into daily instructional practices. Schools: All Schools	Professional Learning	06/04/2015	06/30/2016	$5000	Title I Part A	Chief Instructional Officer

Activity - Monitoring -High Impact Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher and student work samples will be submitted and assessed during CLT and Deep Dive leadership sessions throughout the school year. Specific feedback and Next Steps will be provided for each individual school. Schools: All Schools	Professional Learning	10/28/2015	06/30/2016	$0	General Fund	Chief Instructional Officer; Director of Elementary Education, Instructional Coaches

Activity - LDC and MDC Cohorts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train teacher leaders and Instructional Coaches to implement and support LDC and MDC models of instruction and processes to include ELA, Science, Social Studies, and Math. Schools: All Schools	Direct Instruction	07/01/2014	12/30/2016	$3000	Grant Funds	Chief Instructional Officer Director of Elementary Education

Activity - Differentiated Instruction Model	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Development of a District Differentiated Instruction model to be used to train all certified staff at all grade levels in all content areas. Schools: All Schools	Academic Support Program	12/07/2015	05/30/2016	$5000	District Funding	Chief Instructional Officer Director of Elementary Education Instructional Coaches

Activity - Training- Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development provided to all certified staff using the District developed Differentiated Instruction Model across all grade levels and all content areas Schools: All Schools	Academic Support Program	06/01/2016	12/30/2016	$5000	District Funding	Chief Instructional Officer Director of Elementary Education Instructional Coaches

(shared) Strategy 2:

Systemic Alignment of District Professional Learning (IMPROVEMENT PRIORITY 6) - The District will develop a Systemic Approach to Professional Learning that includes the following:

• Deep Dive Professional Learning Community: this comprehensive group will include principals and assistant principals, instructional coaches, curriculum specialists, High Impact Teacher Team members, and district leadership staff. The Deep Dive will collaboratively determine the focus for professional learning that is disseminated across the groups/offerings below and encompass content standards, professional learning, assessment literacy, and implementation of PGES. Meets quarterly.

• Curriculum Leadership Team – composed of instructional coaches, curriculum specialists principals and district instructional administrators. Meets monthly.

• Principal Learning Network to support PGES and PPGES – composed of principals, Chief Administrative Officer, Chief Instructional Officer, Superintendent. Meets monthly.

• Content Academies—facilitated by KLN teachers and instructional coaches for teachers quarterly with an emphasis on deepening knowledge of standards and underpinnings, appropriate strategies for instructing to the cognitive demand of the standards, and assessment practices including formative assessment lessons

• Summer Professional Learning- offerings determined based upon Needs Assessment survey of all staff and feedback from all professional learning groups

Category: Management Systems

Research Cited: • Croft, A., Coggshall, J.,Dolan, M., Powers, E. and Killion, J. (2010). Job-embedded professional development: what it is, who is responsible, and how to get it done well. (Issues Brief). Washington, DC. National Comprehensive Center for Teacher Quality. Retrieved December 6, 2014, from http://learningforward.org/docs/pdf/jobembeddedpdbrief.pdf?sfvrsn=0.

• Hord, S. (1997). Professional learning communities: Communities of continuous inquiry and improvement. Austin, TX: Southwest Educational Development Laboratory.

• Hord, S. M., Rutherford, W. L., Huling-Austin, L., & Hall, G. E. (1998). Taking charge of change. Austin, Texas: Southwest Educational Development Laboratory.

• Killion, J., & Roy, P. (2009). Becoming a learning school. Oxford, OH: National Staff Development Council.

• Yoon, K. S., Duncan, T., Lee, S. W., Scarloss, B., & Shapley, K. L. (2007).

• Reviewing the evidence on how teacher professional development affects student achievement (Issues & Answers report, REL 2007–No. 033). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance,

• Regional Educational Laboratory Southwest. Retrieved December 6, 2014, from http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/REL_2007033.pdf

Activity - Deep Dive Professional Learning Community	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Establish the Deep Dive Professional Learning teams to include district leadership, principals, assistant principals, instructional coaches, curriculum specialist, and High Impact Teacher Team members through the Transformation Grant. The focused work for this group will include analyzing priorities for closing the achievement gap using a Core Processes KDE tool, implementation of High Impact Instruction and other key practices related to the fidelity of KCAS implementation, teacher leadership, and assessment literacy. Meetings will occur quarterly throughout the 2015-2016 school year. (September 10, November 10, January 13, and March 9) Schools: All Schools	Academic Support Program	09/10/2015	06/30/2016	$25000	Grant Funds	Chief Instructional Officer; Director of Elementary Education

Activity - Training- Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development provided to all certified staff using the District developed Differentiated Instruction Model across all grade levels in all content areas. Schools: All Schools	Academic Support Program	06/01/2016	12/30/2016	$5000	District Funding	Chief Instructional Officer Director of Elementary Education Instructional Coaches

(shared) Strategy 3:

Curriculum Development and Refinement (IMPROVEMENT PRIORITY 1, 6) - The District will develop and implement a systemic process for developing and refining district curriculum documents and benchmark assessments. Elementary and middle will include a process for refining existing documents; high school will focus on the development of benchmark assessments.

Category: Management Systems

Research Cited: • Hayes Jacobs, H. (1997).Mapping the big picture: Integrating curriculum and assessment K-12. Association for Supervision and Curriculum Development, Alexandria, VA.

• Kauffman, D., Johnson, S. M., Kardos, S. M., Liu, E., & Peske, H. G. (2002). "Lost at sea": New teachers' experiences with curriculum and assessment. Teachers College Record, 104(2), 273–300.

• Schilling, T. (2013). Opportunities and Challenges of Curriculum Mapping Implementation in One School Setting: Considerations for School Leaders.   Journal of Curriculum and Instruction (JoCI) 7(2), (20-37).

Activity - Pacing Guides	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create a systematic process for curriculum development that includes annual refinement based upon assessment results and teacher feedback. Schools: All Schools	Policy and Process	06/01/2014	07/30/2016	$0	No Funding Required	Chief Instructional Officer, Director of Elementary Education, District Assessment Coordinator

Activity - Benchmark Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Refine and/or create district benchmark assessments that are congruent to curriculum documents, standards, and state assessment measures with results used to further refine curriculum documents and provide intervention services to students. Refinement to occur in elementary and middle ELA and math; creation to occur in high school English II, Algebra II, Biology, and U.S. History. Schools: All Schools	Academic Support Program	07/01/2014	07/30/2016	$2000	Grant Funds	Chief Instructional Officer, Director of Elementary Education, District Assessment Coordinator

Strategy 4:

Assessment System (IMPROVEMENT PRIORITY 4, 6) - All administrators and teachers will work collaboratively to access, understand, and utilize their data to make instructional decisions in order to improve student outcomes.

Category: Learning Systems

Research Cited: High Impact Instruction, AdvancEd - Diagnostic Review

Activity - Assessment Data Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The District Assessment Coordinator will work with schools to provide training on COMPASS, DISCOVERY, MAP, Administrative Code, KYOTE, new EOC platform, PLAN, and any assessment changes or updates. Schools: All Schools	Academic Support Program	09/01/2015	06/30/2016	$0	No Funding Required	DAC

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

	Academic Support Program	08/01/2015	06/30/2016	$5000	Grant Funds	DAC; Systems Support Specialist; Director of Strategic Planning, Federal Programs, and Grant Development
Continue to work with Systems Support Specialist to include all pertinent academic databases to be accessed by Tyler Pulse for longitudinal analysis of student academic data. Schools: All Schools						

Activity - Assessment Calendars	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All schools will develop assessment calendars in order to provide training in an appropriate time frame, monitor student data, analyze results, and communicate with stakeholders. Schools: All Schools	Academic Support Program	08/01/2015	06/30/2016	$0	No Funding Required	DAC; School administrators : BACs

Measurable Objective 2:

demonstrate a proficiency in standards attainment in math of 58% for elementary grades 3-5, 52% for middle grades 6-8, and 54% for high school Algebra II by 06/30/2015 as measured by results of KPREP assessments.

(shared) Strategy 1:

Systemic Alignment of District Professional Learning (IMPROVEMENT PRIORITY 6) - The District will develop a Systemic Approach to Professional Learning that includes the following:

• Deep Dive Professional Learning Community: this comprehensive group will include principals and assistant principals, instructional coaches, curriculum specialists, High Impact Teacher Team members, and district leadership staff. The Deep Dive will collaboratively determine the focus for professional learning that is disseminated across the groups/offerings below and encompass content standards, professional learning, assessment literacy, and implementation of PGES. Meets quarterly.

• Curriculum Leadership Team – composed of instructional coaches, curriculum specialists principals and district instructional administrators. Meets monthly.

• Principal Learning Network to support PGES and PPGES – composed of principals, Chief Administrative Officer, Chief Instructional Officer, Superintendent. Meets monthly.

• Content Academies—facilitated by KLN teachers and instructional coaches for teachers quarterly with an emphasis on deepening knowledge of standards and underpinnings, appropriate strategies for instructing to the cognitive demand of the standards, and assessment practices including formative assessment lessons

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• Hord, S. (1997). Professional learning communities: Communities of continuous inquiry and improvement. Austin, TX: Southwest Educational Development

Laboratory.

• Hord, S. M., Rutherford, W. L., Huling-Austin, L., & Hall, G. E. (1998). Taking charge of change. Austin, Texas: Southwest Educational Development Laboratory.

• Killion, J., & Roy, P. (2009). Becoming a learning school. Oxford, OH: National Staff Development Council.

• Yoon, K. S., Duncan, T., Lee, S. W., Scarloss, B., & Shapley, K. L. (2007).

• Reviewing the evidence on how teacher professional development affects student achievement (Issues & Answers report, REL 2007–No. 033). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance,

• Regional Educational Laboratory Southwest. Retrieved December 6, 2014, from http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/REL_2007033.pdf

Activity - Deep Dive Professional Learning Community	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Establish the Deep Dive Professional Learning teams to include district leadership, principals, assistant principals, instructional coaches, curriculum specialist, and High Impact Teacher Team members through the Transformation Grant. The focused work for this group will include analyzing priorities for closing the achievement gap using a Core Processes KDE tool, implementation of High Impact Instruction and other key practices related to the fidelity of KCAS implementation, teacher leadership, and assessment literacy. Meetings will occur quarterly throughout the 2015-2016 school year. (September 10, November 10, January 13, and March 9) Schools: All Schools	Academic Support Program	09/10/2015	06/30/2016	$25000	Grant Funds	Chief Instructional Officer; Director of Elementary Education

Activity - Training- Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development provided to all certified staff using the District developed Differentiated Instruction Model across all grade levels in all content areas. Schools: All Schools	Academic Support Program	06/01/2016	12/30/2016	$5000	District Funding	Chief Instructional Officer Director of Elementary Education Instructional Coaches

(shared) Strategy 2:

Curriculum Development and Refinement (IMPROVEMENT PRIORITY 1, 6) - The District will develop and implement a systemic process for developing and refining district curriculum documents and benchmark assessments. Elementary and middle will include a process for refining existing documents; high school will focus on the development of benchmark assessments.

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Activity - Pacing Guides	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create a systematic process for curriculum development that includes annual refinement based upon assessment results and teacher feedback. Schools: All Schools	Policy and Process	06/01/2014	07/30/2016	$0	No Funding Required	Chief Instructional Officer, Director of Elementary Education, District Assessment Coordinator

Activity - Benchmark Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Measurable Objective 3:

demonstrate a proficiency in standards attainment in science of 68% for elementary grade 5, 65% for middle grade 7, and 43% for high school Biology by 06/30/2015 as measured by KPREP Norm-Referenced Test (NRT) for elementary; a 16.6 raw score in EXPLORE Science for middle, and KPREP Biology End Of Course (EOC) exam for high school students.

(shared) Strategy 1:

Systemic Alignment of District Professional Learning (IMPROVEMENT PRIORITY 6) - The District will develop a Systemic Approach to Professional Learning that includes the following:

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underpinnings, appropriate strategies for instructing to the cognitive demand of the standards, and assessment practices including formative assessment lessons
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• Regional Educational Laboratory Southwest. Retrieved December 6, 2014, from http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/REL_2007033.pdf

Activity - Deep Dive Professional Learning Community	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Activity - Training- Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development provided to all certified staff using the District developed Differentiated Instruction Model across all grade levels in all content areas. Schools: All Schools	Academic Support Program	06/01/2016	12/30/2016	$5000	District Funding	Chief Instructional Officer Director of Elementary Education Instructional Coaches

(shared) Strategy 2:

Curriculum Development and Refinement (IMPROVEMENT PRIORITY 1, 6) - The District will develop and implement a systemic process for developing and refining district curriculum documents and benchmark assessments. Elementary and middle will include a process for refining existing documents; high school will focus on the development of benchmark assessments.

Category: Management Systems

Research Cited: • Hayes Jacobs, H. (1997).Mapping the big picture: Integrating curriculum and assessment K-12. Association for Supervision and Curriculum Development, Alexandria, VA.

• Kauffman, D., Johnson, S. M., Kardos, S. M., Liu, E., & Peske, H. G. (2002). "Lost at sea": New teachers' experiences with curriculum and assessment. Teachers College Record, 104(2), 273–300.

• Schilling, T. (2013). Opportunities and Challenges of Curriculum Mapping Implementation in One School Setting: Considerations for School Leaders. Journal of Curriculum and Instruction (JoCI) 7(2), (20-37).

Activity - Pacing Guides	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create a systematic process for curriculum development that includes annual refinement based upon assessment results and teacher feedback. Schools: All Schools	Policy and Process	06/01/2014	07/30/2016	$0	No Funding Required	Chief Instructional Officer, Director of Elementary Education, District Assessment Coordinator

Activity - Benchmark Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Refine and/or create district benchmark assessments that are congruent to curriculum documents, standards, and state assessment measures with results used to further refine curriculum documents and provide intervention services to students. Refinement to occur in elementary and middle ELA and math; creation to occur in high school English II, Algebra II, Biology, and U.S. History. Schools: All Schools	Academic Support Program	07/01/2014	07/30/2016	$2000	Grant Funds	Chief Instructional Officer, Director of Elementary Education, District Assessment Coordinator

(shared) Strategy 3:

Content Academies - Content Academies will be developed for science and social studies core content areas facilitated by KLN teacher leaders. The focus of the academies will be to deepen teacher content knowledge on how to instruct to ensure learning is occurring at the cognitive demand level of the standards. Content academies will meet quarterly.

Category: Professional Learning & Support

Research Cited: • Doppelt, Y., (2009). Evaluating the impact of a facilitated learning community approach to professional development on teacher practice and student achievement. London: Routledge.

• Hill, H. C., Rowan, B., & Ball, D. L. (2005). Effects of teachers' mathematical knowledge for teaching on student achievement.   American Educational Research Journal, 42(2), 371–406.

• Sowder, J. T., Phillip, R. A., Armstrong, B. E., & Schappelle, B. P. (1998). Middle-grade teachers' mathematical knowledge and its relationship to instruction. Albany, NY: State University of New York Press.

Activity - Develop and Implement Structure for Content Academies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop and implement content academies in science and social studies to include elementary, middle, and high that meet four times annually with the purpose of deepening teacher content knowledge, congruent instructional practices, and assessment literacy practices, Schools: All Schools	Professional Learning	02/01/2015	06/30/2016	$4000	Grant Funds	Chief Instructional Officer; KLN Teacher Leaders

Measurable Objective 4:

demonstrate a proficiency in standards attainment in Social Studies of 76% for elementary grade 4, 69% for middle grade 8, and 50% for high school U.S. History by 06/30/2015 as measured by results of social studies KPREP assessments at grades 4 and 7 and U.S. History End of Course (EOC) exam.

(shared) Strategy 1:

Systemic Alignment of District Professional Learning (IMPROVEMENT PRIORITY 6) - The District will develop a Systemic Approach to Professional Learning that includes the following:

• Deep Dive Professional Learning Community: this comprehensive group will include principals and assistant principals, instructional coaches, curriculum specialists, High Impact Teacher Team members, and district leadership staff. The Deep Dive will collaboratively determine the focus for professional learning that is disseminated across the groups/offerings below and encompass content standards, professional learning, assessment literacy, and implementation of PGES. Meets quarterly.

• Curriculum Leadership Team – composed of instructional coaches, curriculum specialists principals and district instructional administrators. Meets monthly.

• Principal Learning Network to support PGES and PPGES – composed of principals, Chief Administrative Officer, Chief Instructional Officer, Superintendent. Meets monthly.

• Content Academies—facilitated by KLN teachers and instructional coaches for teachers quarterly with an emphasis on deepening knowledge of standards and underpinnings, appropriate strategies for instructing to the cognitive demand of the standards, and assessment practices including formative assessment lessons

• Summer Professional Learning- offerings determined based upon Needs Assessment survey of all staff and feedback from all professional learning groups

Category: Management Systems

Research Cited: • Croft, A., Coggshall, J.,Dolan, M., Powers, E. and Killion, J. (2010). Job-embedded professional development: what it is, who is responsible, and how to get it done well. (Issues Brief). Washington, DC. National Comprehensive Center for Teacher Quality. Retrieved December 6, 2014, from

http://learningforward.org/docs/pdf/jobembeddedpdbrief.pdf?sfvrsn=0.

• Hord, S. (1997). Professional learning communities: Communities of continuous inquiry and improvement. Austin, TX: Southwest Educational Development Laboratory.

• Hord, S. M., Rutherford, W. L., Huling-Austin, L., & Hall, G. E. (1998). Taking charge of change. Austin, Texas: Southwest Educational Development Laboratory.

• Killion, J., & Roy, P. (2009). Becoming a learning school. Oxford, OH: National Staff Development Council.

• Yoon, K. S., Duncan, T., Lee, S. W., Scarloss, B., & Shapley, K. L. (2007).

• Reviewing the evidence on how teacher professional development affects student achievement (Issues & Answers report, REL 2007–No. 033). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance,

• Regional Educational Laboratory Southwest. Retrieved December 6, 2014, from http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/REL_2007033.pdf

Activity - Deep Dive Professional Learning Community	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Establish the Deep Dive Professional Learning teams to include district leadership, principals, assistant principals, instructional coaches, curriculum specialist, and High Impact Teacher Team members through the Transformation Grant. The focused work for this group will include analyzing priorities for closing the achievement gap using a Core Processes KDE tool, implementation of High Impact Instruction and other key practices related to the fidelity of KCAS implementation, teacher leadership, and assessment literacy. Meetings will occur quarterly throughout the 2015-2016 school year. (September 10, November 10, January 13, and March 9) Schools: All Schools	Academic Support Program	09/10/2015	06/30/2016	$25000	Grant Funds	Chief Instructional Officer; Director of Elementary Education

Activity - Training- Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development provided to all certified staff using the District developed Differentiated Instruction Model across all grade levels in all content areas. Schools: All Schools	Academic Support Program	06/01/2016	12/30/2016	$5000	District Funding	Chief Instructional Officer Director of Elementary Education Instructional Coaches

(shared) Strategy 2:

Curriculum Development and Refinement (IMPROVEMENT PRIORITY 1, 6) - The District will develop and implement a systemic process for developing and refining district curriculum documents and benchmark assessments. Elementary and middle will include a process for refining existing documents; high school will focus on the development of benchmark assessments.

Category: Management Systems

Research Cited: • Hayes Jacobs, H. (1997).Mapping the big picture: Integrating curriculum and assessment K-12. Association for Supervision and Curriculum

Development, Alexandria, VA.

• Kauffman, D., Johnson, S. M., Kardos, S. M., Liu, E., & Peske, H. G. (2002). "Lost at sea": New teachers' experiences with curriculum and assessment. Teachers College Record, 104(2), 273–300.

• Schilling, T. (2013). Opportunities and Challenges of Curriculum Mapping Implementation in One School Setting: Considerations for School Leaders.   Journal of Curriculum and Instruction (JoCI) 7(2), (20-37).

Activity - Pacing Guides	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create a systematic process for curriculum development that includes annual refinement based upon assessment results and teacher feedback. Schools: All Schools	Policy and Process	06/01/2014	07/30/2016	$0	No Funding Required	Chief Instructional Officer, Director of Elementary Education, District Assessment Coordinator

Activity - Benchmark Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Refine and/or create district benchmark assessments that are congruent to curriculum documents, standards, and state assessment measures with results used to further refine curriculum documents and provide intervention services to students. Refinement to occur in elementary and middle ELA and math; creation to occur in high school English II, Algebra II, Biology, and U.S. History. Schools: All Schools	Academic Support Program	07/01/2014	07/30/2016	$2000	Grant Funds	Chief Instructional Officer, Director of Elementary Education, District Assessment Coordinator

(shared) Strategy 3:

Content Academies - Content Academies will be developed for science and social studies core content areas facilitated by KLN teacher leaders. The focus of the academies will be to deepen teacher content knowledge on how to instruct to ensure learning is occurring at the cognitive demand level of the standards. Content academies will meet quarterly.

Category: Professional Learning & Support

Research Cited: • Doppelt, Y., (2009). Evaluating the impact of a facilitated learning community approach to professional development on teacher practice and student achievement. London: Routledge.

• Hill, H. C., Rowan, B., & Ball, D. L. (2005). Effects of teachers' mathematical knowledge for teaching on student achievement.   American Educational Research Journal, 42(2), 371–406.

• Sowder, J. T., Phillip, R. A., Armstrong, B. E., & Schappelle, B. P. (1998). Middle-grade teachers' mathematical knowledge and its relationship to instruction. Albany, NY: State University of New York Press.

Activity - Develop and Implement Structure for Content Academies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop and implement content academies in science and social studies to include elementary, middle, and high that meet four times annually with the purpose of deepening teacher content knowledge, congruent instructional practices, and assessment literacy practices, Schools: All Schools	Professional Learning	02/01/2015	06/30/2016	$4000	Grant Funds	Chief Instructional Officer; KLN Teacher Leaders

Measurable Objective 5:

demonstrate a proficiency in standards attainment in writing of 51% for elementary grades 4 and 5, 57% for middle grades 6 and 8, and 60% for high school grades 10 and 11 by 06/30/2015 as measured by results of KPREP assessments.

(shared) Strategy 1:

Systemic Alignment of District Professional Learning (IMPROVEMENT PRIORITY 6) - The District will develop a Systemic Approach to Professional Learning that includes the following:

• Deep Dive Professional Learning Community: this comprehensive group will include principals and assistant principals, instructional coaches, curriculum specialists, High Impact Teacher Team members, and district leadership staff. The Deep Dive will collaboratively determine the focus for professional learning that is disseminated across the groups/offerings below and encompass content standards, professional learning, assessment literacy, and implementation of PGES. Meets quarterly.

• Curriculum Leadership Team – composed of instructional coaches, curriculum specialists principals and district instructional administrators. Meets monthly.

• Principal Learning Network to support PGES and PPGES – composed of principals, Chief Administrative Officer, Chief Instructional Officer, Superintendent. Meets monthly.

• Content Academies—facilitated by KLN teachers and instructional coaches for teachers quarterly with an emphasis on deepening knowledge of standards and underpinnings, appropriate strategies for instructing to the cognitive demand of the standards, and assessment practices including formative assessment lessons

• Summer Professional Learning- offerings determined based upon Needs Assessment survey of all staff and feedback from all professional learning groups

Category: Management Systems

Research Cited: • Croft, A., Coggshall, J.,Dolan, M., Powers, E. and Killion, J. (2010). Job-embedded professional development: what it is, who is responsible, and how to get it done well. (Issues Brief). Washington, DC. National Comprehensive Center for Teacher Quality. Retrieved December 6, 2014, from http://learningforward.org/docs/pdf/jobembeddedpdbrief.pdf?sfvrsn=0.

• Hord, S. (1997). Professional learning communities: Communities of continuous inquiry and improvement. Austin, TX: Southwest Educational Development Laboratory.

• Hord, S. M., Rutherford, W. L., Huling-Austin, L., & Hall, G. E. (1998). Taking charge of change. Austin, Texas: Southwest Educational Development Laboratory.

• Killion, J., & Roy, P. (2009). Becoming a learning school. Oxford, OH: National Staff Development Council.

• Yoon, K. S., Duncan, T., Lee, S. W., Scarloss, B., & Shapley, K. L. (2007).

• Reviewing the evidence on how teacher professional development affects student achievement (Issues & Answers report, REL 2007–No. 033). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance,

• Regional Educational Laboratory Southwest. Retrieved December 6, 2014, from http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/REL_2007033.pdf

Activity - Deep Dive Professional Learning Community	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Establish the Deep Dive Professional Learning teams to include district leadership, principals, assistant principals, instructional coaches, curriculum specialist, and High Impact Teacher Team members through the Transformation Grant. The focused work for this group will include analyzing priorities for closing the achievement gap using a Core Processes KDE tool, implementation of High Impact Instruction and other key practices related to the fidelity of KCAS implementation, teacher leadership, and assessment literacy. Meetings will occur quarterly throughout the 2015-2016 school year. (September 10, November 10, January 13, and March 9) Schools: All Schools	Academic Support Program	09/10/2015	06/30/2016	$25000	Grant Funds	Chief Instructional Officer; Director of Elementary Education

Activity - Training- Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development provided to all certified staff using the District developed Differentiated Instruction Model across all grade levels in all content areas. Schools: All Schools	Academic Support Program	06/01/2016	12/30/2016	$5000	District Funding	Chief Instructional Officer Director of Elementary Education Instructional Coaches

(shared) Strategy 2:

Curriculum Development and Refinement (IMPROVEMENT PRIORITY 1, 6) - The District will develop and implement a systemic process for developing and refining district curriculum documents and benchmark assessments. Elementary and middle will include a process for refining existing documents; high school will focus on the development of benchmark assessments.

Category: Management Systems

Research Cited: • Hayes Jacobs, H. (1997).Mapping the big picture: Integrating curriculum and assessment K-12. Association for Supervision and Curriculum Development, Alexandria, VA.

• Kauffman, D., Johnson, S. M., Kardos, S. M., Liu, E., & Peske, H. G. (2002). "Lost at sea": New teachers' experiences with curriculum and assessment. Teachers College Record, 104(2), 273–300.

• Schilling, T. (2013). Opportunities and Challenges of Curriculum Mapping Implementation in One School Setting: Considerations for School Leaders.   Journal of Curriculum and Instruction (JoCI) 7(2), (20-37).

Activity - Pacing Guides	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create a systematic process for curriculum development that includes annual refinement based upon assessment results and teacher feedback. Schools: All Schools	Policy and Process	06/01/2014	07/30/2016	$0	No Funding Required	Chief Instructional Officer, Director of Elementary Education, District Assessment Coordinator

Activity - Benchmark Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Refine and/or create district benchmark assessments that are congruent to curriculum documents, standards, and state assessment measures with results used to further refine curriculum documents and provide intervention services to students. Refinement to occur in elementary and middle ELA and math; creation to occur in high school English II, Algebra II, Biology, and U.S. History. Schools: All Schools	Academic Support Program	07/01/2014	07/30/2016	$2000	Grant Funds	Chief Instructional Officer, Director of Elementary Education, District Assessment Coordinator

Goal 3: Christian County Public Schools will increase the number of non-duplicated gap students scoring Proficient/Distinguished as follows from: 39.3% to 49.3% for elementary; 33.1 to 44.3% for middle; 31.8 to 44.2% for high by May 2016 STRATEGIC PLAN GOAL 1

Measurable Objective 1:

demonstrate a proficiency in Reading and Math standards attainment within the non-duplicated gap group of 49.3% for elementary, 44.3% for middle, and 44.2% for high school by 6/30/2016 as measured by results of KPREP and EOC assessments by 06/30/2015 as measured by results of KPREP assessments.

Strategy 1:

Mentoring Program (IMPROVEMENT PRIORITY 6) - A mentoring program for students of at-risk populations who are not performing at proficiency will be developed. The program will have each assigned a mentor from within the building or community who completes weekly outreach with the student. The program will be monitored on a nine-week cycle with results reported on School Snapshots. Support will be provided for background checks necessary for volunteers.

Category: Persistence to Graduation

Research Cited: Dun Rappaport, C., et al. (2009). Impact evaluation of the U.S. Department of Education's student mentoring program. Institute of Education Sciences. Retrieved from http://ies.ed.gov/pubsearch/pubsinfo.asp?pubid=NCEE20094047

Activity - Student Mentoring Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mentoring Program for At-Risk Students Schools: All Schools	Academic Support Program	03/01/2015	06/30/2016	$5000	General Fund	Director of Pupil Personnel

Strategy 2:

Data Analysis to Inform Instructional Planning (IMPROVEMENT PRIORITY 1, 4, 6) - Use data to inform instructional decision making through the Plan, Do, Check, Act Model with diasggregated data from district benchmarks and interim benchmarks. Schools and the district will disaggregate data by Gap and special education as well as by performance level to inform instructional decision making. Follow up principal meetings with the Chief Instructional Officer and Director of Elementary Education will feature plans for improvement based upon the data from the benchmarks.

Category: Continuous Improvement

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Schools and the District will disaggregate data and analyze by performance level and target populations. Data to be analyzed will include interim benchmark (MAP and Discovery) and district benchmark data using the Plan, Do, Check, Act Model. Principal Meetings with the Chief Instructional Officer/Director of Elementary Education will be held which feature discussions based upon the data and next steps for schools based upon the data. Schools: All Schools	Policy and Process	11/01/2015	06/30/2016	$113000	General Fund	Chief Instructional Officer; Director of Elementary Education; District Assessment Coordinator

Strategy 3:

Strategies for Targeted Gap Group (STUDENTS WITH DISABILITIES) - IMPROVEMENT PRIORITY 1 - Activities are identified to target specific at-risk/achievement gap population

Category: Continuous Improvement

Activity - Guidance on Writing IEPs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District staff will provide guidance on writing IEPs aligned to individual needs and will provide support provide support to schools in the development of plans aligned to KCAS and behavioral expectations. Schools: All Schools	Professional Learning	12/01/2015	06/30/2017	$500	IDEA	Director of Special Education and Preschool

Activity - District Co-Teaching Model	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

The District will develop Guidance Documents for implementing high quality co-teaching programs. Using guidance from the KDE and West Kentucky Special Education Cooperative, the models will include program design, structures, implementation guidance, resources, training modules, implementation guides, observational tools, and program evaluation tools. Schools: All Schools	Policy and Process	12/01/2015	06/30/2017	$1200	IDEA	Director of Special Education and Preschool

Activity - Co-Teaching for Gap Closure	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training will be provided to partner teams, school administrators and instructional support staff in effective co-teaching. Support will be provided through coaching and follow up visits. Additional schools will participate in the second cohort of CT4GC in order to operate highly effective co-teaching programs. Schools: Hopkinsville High School, Indian Hills Elementary School, Martin Luther King Jr. Elementary School, Pembroke Elementary School, Hopkinsville Middle School, Christian County Middle School, Freedom Elementary School, Christian County High School	Academic Support Program	08/01/2015	06/30/2017	$3000	IDEA	Director of Special Education and Preschool

Activity - Priority Scheduling for Students with Disabilities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Refine the process for priority scheduling for students with disabilities that ensures the master schedule meets individual needs identified in students Individual Education Plans (IEPs). Schools: Hopkinsville High School, 21st Century Academy, Christian County Alternative School, Christian County Day Treatment, Hopkinsville Middle School, Christian County Middle School, Christian County High School	Policy and Process	12/01/2015	03/01/2016	$0	No Funding Required	Director of Special Education and Preschool; High School and Middle School Principals and Counselors

Strategy 4:

Strategies for Targeted Gap Group (RACE & ETHNICITY) - IMPROVEMENT PRIORITY 6 - Specific activities will be identified to target the African-American

achievement gap.

Category: Professional Learning & Support

Activity - Equity and Culturally Responsive Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training will be provided district wide in equitable outcomes, diversity, and culturally responsive teaching to ensure high quality, equitable learning environments for all students. Two-year plan for all certified and classified employees. Schools: All Schools	Professional Learning	11/01/2015	06/30/2017	$80000	General Fund	Chief Administrative Officer

Activity - Ensure Teacher Equity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher quality is the school factor that makes the greatest impact on student achievement. Consistent explosure to effective teachers can overcome obstacles to learning and close the achievement gap. Research concludes that "the effects of even a single ineffective teacher are ensuring enough to measurable at least four years later. Good teachers in subsequent grades boost achievement, but not enough to compensate for the effects of an earlier ineffective teacher" (Thompson & O'Quinn, 2001). District and school staff will complete the equity diagnostic as part of the CDIP process and follow guidance from the KDE and USDOE in determining a process to ensure the equitable distribution of effective teachers to schools with high populations of at-risk students. Schools: All Schools	Policy and Process	10/01/2015	06/30/2017	$1500	General Fund	Superintendent; Chief Administrative Officer

Activity - African American Male Mentoring Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Volunteers from the community will mentor identified African American males from middle and high school that have expressed an interest in working with a mentor. This work is spearheaded by the Achievement Gap Committee headed by local community member Charles Turner. Schools: Hopkinsville High School, Hopkinsville Middle School, Christian County Middle School, Christian County High School	Community Engagement	04/01/2015	06/30/2017	$1000	Other	District Discipline Coordinator

Strategy 5:

Strategies for Targeted Gap Group (SOCIOECONOMIC) - Activities are identified to target specific at-risk/achievement gap population

Category: Professional Learning & Support

Activity - Poverty Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Districtwide training will occur in Understanding a Framework of Poverty through a train-the-trainer model. Training will continue in sections throughout the academic year through Curriculum Leadership Team meetings with the expectation that coaches and principals will deliver the training according to district established schedules and guidelines. Schools: All Schools	Professional Learning	08/01/2015	05/31/2016	$1200	General Fund	Chief Instructional Officer; Instructional Coaches

Strategy 6:

High Impact Instruction (IMPROVEMENT PRIORITY 1, 2) - Teachers will be provided support in implementing the district instructional model of High Impact Instruction with a focus on guided questions, student learning concept maps and formative assessment. PLCs will plan around standards and use progression documents as part of this process.

Category: Learning Systems

Activity - High Impact Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with support through coaches and leadership teams in implementing High Impact Instruction with a focus on guided questions, student learning maps and formative assessments. Schools: All Schools	Professional Learning	08/01/2015	06/30/2017	$8000	Grant Funds	Chief Instructional Officer; Director of Elementary Education; District Assessment Coordinator

Strategy 7:

Provide Support Providing for Persistance to Graduation - Support will be provided to students to reduce barriers to learning and increase success in school

Category: Persistance to Graduation

Activity - Reducing Barriers to Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide resources and support to address barriers to learning, including, but not limited to, transcience, healthcare, and social workers in collaboration with stakeholders. Schools: All Schools	Other - Non-Academic Needs	07/01/2015	06/30/2017	$1020000	General Fund	Chief Administrative Officer; Chief Operations Officer

Goal 4: Increase the percentage of students deemed college and/or career ready from 56.6 to 69.6% by 2016 as measured by the Unbridled Learning College and Career Readiness formula. STRATEGIC PLAN GOAL 1

Measurable Objective 1:

collaborate to demonstrate a proficiency with 61% of high school seniors who are College and Career Ready by 06/30/2016 as measured by KPREP College and Career Readiness Rates (Unbridled Learning).

Strategy 1:

Continuous Progress Monitoring (IMPROVEMENT PRIORITY 4, 6) - Utilize Tyler Pulse to archive multiple data points indicating student progress toward college and career readiness. District staff will collaborate with school level staff to create landing platforms for college and career readiness and input necessary data

Category: Management Systems

Research Cited: Fuchs, L. (2002). Using curriculum-based measurement for progress monitoring. Presented at the Student Achievement and School Accountability Conference. Retrieved at http://www2.ed.gov/admins/lead/account/aypstr/edlite-slide001.html

* Safer, N. and Fleischman, S. (2005). Research Matters: How student progress monitoring improves instruction. Educational Leadership 62(5).81-83.

Activity - Tyler Pulse	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborate to update Tyler Pulse with the criteria and accompanying data measures that determine College and Career Readiness in Unbridled Learning Schools: Hopkinsville High School, 21st Century Academy, Christian County Alternative School, Christian County Day Treatment, Christian County High School	Career Preparation/Orientation	11/01/2014	05/31/2016	$2000	General Fund	District Assessment Coordinator; Systems Support Specialist; District Technology Coordinator

Activity - Longitudinal Research Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Participate in the longitudinal research study with WestDat, HMH on impact of K-2 implementation of iREAD in all elementary schools. Schools: Crofton Elementary School, South Christian Elementary School, Indian Hills Elementary School, Martin Luther King Jr. Elementary School, Sinking Fork Elementary School, Pembroke Elementary School, Millbrooke Elementary School, Freedom Elementary School	Academic Support Program	07/01/2015	06/30/2018	$0	No Funding Required	DAC; District Technology Coordinator; DoDEA grant facilitator; Director of Strategic Planning, Federal Programs, and Grant Development

Strategy 2:

Career Readiness Pathways Measurement (IMPROVEMENT PRIORITY 4) - Students will enter into a career pathway specified in the Individual Learning Plan during the freshman year to prepare for both college and a future career. Once students have successfully completed three courses in a career pathway, they will be assessed with the corresponding Kentucky Occupational Skill Standards Assessment (KOSSA). College Readiness will be measured through the high school EPAS components of PLAN (grade 10) and ACT (grade 12) with additional opportunities for COMPASS at grade 12

Category: Continuous Improvement

Research Cited: Kentucky Department of Education

Activity - ILP Awareness - Middle School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Continue providing opportunities for students and parents to understand the importance of the Individual Learning Plan and how it will directly impact a student's high school course selections.

Schools: Hopkinsville Middle School, Christian County Middle School | Policy and Process | 01/12/2015 | 06/30/2017 | $0 | No Funding Required | Middle School Guidance Counselors, Director of Pupil Personnel, District Assessment Coordinator |

Activity - ILP - Course Placement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize the ILP in order to place freshmen in courses aligned with their career interests and review pathways each year. Schools: Hopkinsville High School, 21st Century Academy, Christian County Alternative School, Christian County High School	Policy and Process	08/13/2013	06/30/2017	$0	No Funding Required	Middle and High School Counselors, secondary level Instructional Behavioral Coaches.

Activity - Awareness - National Career Clusters	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop awareness of the 16 National Career Clusters and the 79 career pathways of middle and high school staff, staff, and parents through multiple venues of communication: faculty meetings, flyers, emails, district website, 8th grade tours to Gateway Academy to Innovation and Technology. Schools: Hopkinsville High School, 21st Century Academy, Christian County Alternative School, Hopkinsville Middle School, Christian County Middle School, Christian County High School	Career Preparation/Orientation	08/13/2013	06/30/2017	$500	District Funding	District ILP Coordinator; Middle and High School Principals, Counselors, and Teachers

Activity - College and Career Days	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue district college day and a district career day where activities are planned to emphasize the importance of college and career (P-12) in all schools and district divisions/services Schools: All Schools	Policy and Process	08/13/2013	06/30/2017	$500	General Fund	Chief Instructional Officer; Public Relations Director, Achievement Team Members

Activity - Career Academies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Refine and continue implementation of career academies at the Gateway Academy to Innovation and Technology. Continue to scale timeline to embed core classes with corresponding Career and Technical classes for a rigorous, relevant learning experience and explore opportunities for partnership and expansion.

Schools: Hopkinsville High School, 21st Century Academy, Christian County High School | Policy and Process | 08/01/2013 | 06/30/2015 | $10000 | General Fund | Chief Instructional Officer, Gateway Principal, CTE Teachers |

Activity - Increase Articulated/Dual Credit Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase awareness of dual and articulated credit through CTE programs and dual credit in core academic areas through local colleges and universities with promotion through announcements, district-initiated phone-calls, Parent University and other events. Schools: Hopkinsville High School, Christian County High School	Policy and Process	08/13/2013	06/30/2017	$0	No Funding Required	CTE Coordinator Post-secondarystaff

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop, promote, and implement Operation Preparation activities for 8th and 10th grade students to increase awareness of the requirements of being college and career ready. Schools: Hopkinsville High School, Hopkinsville Middle School, Christian County Middle School, Christian County High School	Career Preparation/Orientation	08/13/2013	06/30/2017	$0	No Funding Required	Director of Communications; District Assessment Coordinator

Measurable Objective 2:

collaborate to increase CTE Preparatory Students who are college and/or career ready from 72.9% to 80% by 06/30/2015 as measured by Perkins data measures.

Strategy 1:

Academic and Career Advising (IMPROVEMENT PRIORITY 6) - Students will be advised and mentored in college preparation and career options and goals.

Category: Career Readiness Pathways

Activity - Advising	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be grouped by career paths and advised by a staff member or practicing professional connected to that career path. Schools: Hopkinsville High School, 21st Century Academy, Christian County Alternative School, Christian County Day Treatment, Hopkinsville Middle School, Christian County Middle School, Christian County High School	Career Preparation/Orientation	07/01/2013	06/30/2016	$250	General Fund	District Assessment Coordinator; Communications Director; CTE Coordinator; Guidance Counselors

Activity - 8th Grade Transition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide guidance to students in their identified career interests. During scheduling for high school classes, all eighth grade students will develop a four-year schedule of classes that fulfills board requirements for three elective classes within a career pathway identified on the student ILP. Schools: Hopkinsville High School, 21st Century Academy, Christian County Alternative School, Christian County Day Treatment, Hopkinsville Middle School, Christian County Middle School, Christian County High School	Career Preparation/Orientation	01/01/2015	06/30/2016	$0	No Funding Required	Guidance Counselors and School Staff

Strategy 2:

Alignment: Course and Assessment (IMPROVEMENT PRIORITY 1) - Career and Technical Education courses will be aligned with Kentucky Occupational Skills

Standards Assessments(KOSSA), Industry Certification, and ACT Workkeys to align with assessed outcomes.

Category: Continuous Improvement

Research Cited: KOSSA, CTE

Activity - Formative and Interim Assessments - CTE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop formative/interim assessments for each CTE program to benchmark student progress toward success on KOSSA, ACT Workkeys, and industry certification (if applicable.) Schools: Hopkinsville High School, Christian County High School	Career Preparation/Orientation	08/13/2013	06/30/2016	$5000	Perkins	Chief Instructional Officer CTE Coordinator CTE Teachers

Activity - Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide students with instruction and practice opportunities for the ACT Workkeys assessments in Reading for Information, Locating Information, and Applied Math Schools: Hopkinsville High School, Christian County High School	Career Preparation/Orientation	08/13/2013	06/30/2017	$5000	District Funding	CTE Principal CTE Teachers Building Assessment Coordinators

Activity - Partnership Task Force	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Explore and expand current partnership with Hopkinsville Community College in order to provide a seamless post-secondary transition through effective collaboration. Schools: Hopkinsville High School, Christian County High School	Academic Support Program	07/01/2013	06/30/2016	$0	No Funding Required	Superintendent, Chief Instructional Officer, Chief Operations Officer, Chief Administrative Officer

Activity - Transcript Audit	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Conduct transcript audits yearly to ensure students are following a career pathway. Schools: Hopkinsville High School, Christian County High School	Career Preparation/Orientation	07/01/2014	06/30/2017	$0	No Funding Required	High School Guidance Counselors

Activity - Method Test Prep	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will provide Method Test Prep through ILP's for ACT practice. Schools: Hopkinsville High School, Christian County High School	Academic Support Program	07/01/2015	06/30/2017	$5000	District Funding	Chief Instructional Officer

Strategy 3:

Meet Perkins Performance Goals - Three performance goal areas not met in 2014 were Technical Skills Attainment (2S1), Secondary Placement (5S1), and Non-Traditional Completion (6S2). A plan will be developed to meet Perkins Performance Goals which should also improve College and Career Readiness Rates.

Category: Continuous Improvement

Activity - KOSSA	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide educational experience that equip students to perform proficiently on KOSSA exams. Schools: Hopkinsville High School, 21st Century Academy, Christian County Alternative School, Christian County Day Treatment, Christian County High School	Career Preparation/Orientation	12/01/2014	06/30/2016	$2000	Career and Technical Education Funds	District Career and Technical Education Coordinator

Goal 5: Collaborate to increase district 5-Year Adjusted Cohort Graduation rate from 86.1% to 89.1% by 06/30/2016 as measured by the graduation formula in Unbridled Learning. STRATEGIC PLAN GOAL 1

Measurable Objective 1:

collaborate to increase district graduation rate from 86.1 % in 2014 to 90% by 06/30/2017 as measured by the graduation formula in Unbridled Learning.

Strategy 1:

Identification of Student Needs and Interests (IMPROVEMENT PRIORITY 4) - Administrators and teachers will be trained in applying strategies and resources to use for providing services and programs aligned to students' identified needs and interests. Administrators and teachers will gain an in-depth understanding of tools such as the Persistence to Graduation Report, Tyler Pulse data tools, Individual Learning Plan, and career pathways and how the tools can be utilized to monitor student's interests and at-risk factors; as a result, more students will be enrolled in courses leading toward a completed career pathway and fewer students will drop-out of

school.

Category: Persistance to Graduation

Research Cited: Persistence to Graduation Report- Kentucky Department of Education

Activity - Activity - ILP for Placement of Students in Courses	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train staff to utilize Individual Learning Plans in order to place students in courses aligned with their career interests as identified in the ILP, Schools: Hopkinsville High School, 21st Century Academy, Christian County Alternative School, Christian County Middle School, Christian County High School	Career Preparation/Orientation	08/13/2013	06/30/2016	$0	No Funding Required	District ILP Coordinator and Career and Gateway Academy Principal

Activity - Academic Career Advising - Middle School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train staff to provide middle school students with career pathway information related to the student's ILP in order to make elective choices that will lead to a career certification prior to high school graduation. District ILP Coordinator and Career Technical Principal will provide training and counselors will provide elective course advisement. Schools: Hopkinsville High School, 21st Century Academy, Christian County Alternative School, Hopkinsville Middle School, Christian County Middle School, Christian County High School	Career Preparation/Orientation	03/01/2012	06/30/2016	$0	No Funding Required	District ILP Coordinator and Career and Gateway Academy Principal/ Counselors

Activity - Student Connections to School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train school staff to utilize Persistence to Graduation report to identify students at-risk for dropping out of school. School Staff will work to enroll targeted students in school organizations to increase a sense of belonging and to build relationships with others in the school. Schools: All Schools	Other	09/12/2012	06/30/2016	$0	No Funding Required	Chief Operations Officer, Systems Support, School Principals

Activity - Re-Enrollment of Drop Outs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students identified as "drop-outs" will be contacted by a representative from Christian County Public Schools to discuss opportunities for re-enrollment in traditional and nontraditional learning environments for completion of graduation requirements. Schools: All Schools	Academic Support Program	02/01/2013	06/30/2016	$0	No Funding Required	Director of Pupil Personnel and 21st Century Coordinator

Activity - Academic Career Advising - Middle and High	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Facilitate work among middle and high school counselors to plan a four-year course sequence during the eighth grade year which will lead students to fulfilling a career pathway identified in students' Individual Learning Plans (ILP). Schools: Hopkinsville High School, 21st Century Academy, Christian County Alternative School, Hopkinsville Middle School, Christian County High School	Career Preparation/Orientation	03/01/2013	06/30/2016	$300	Perkins	District ILP Coordinator, Middle and High School Counselors and Principals, Career and Gateway Academy Principal

Activity - Reasons to Graduate	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase public relations activities with all schools to include tours, presentations on careers from speakers, as well as increase awareness of opportunities to graduate with career certifications. Presentations should include information on education levels needed for different types of careers. Schools: All Schools	Career Preparation/Orientation	09/12/2012	06/30/2016	$0	No Funding Required	Community Education Director, Principals

Strategy 2:

Targeted Interventions for At-Risk Students (IMPROVEMENT PRIORITY 4, 6) - Interventions will be provided to students who have been identified as being at risk for

failure. Interventions will be targeted to identified need of student, progress monitored, assessed, and modified to increase academic achievement.

Category: Professional Learning & Support

Research Cited: Response to Intervention

Activity - Response to Intervention/Targeted Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School leadership will participate in professional learning designed to assist in planning interventions and extensions at the school level. Schools: All Schools	Professional Learning	02/02/2015	06/30/2017	$1800	Title I Part A	District RtI Committee

Activity - Efficacy of Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Improve efficacy of interventions by examining successful models in elementary, middle, and high schools. (Planning Interventions and Extensions in Elementary and Secondary Schools - Mattos/Buffum) Schools: All Schools	Academic Support Program	01/12/2015	06/30/2017	$0	No Funding Required	District RtI Committee

Activity - Progress Monitor	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Progress monitor all students who are at risk of failing through the using the Individual Learning Plan Addendum, Persistence to Graduation Report, adademic/behavor contracts, assessments and other data.

Schools: All Schools | Academic Support Program | 08/12/2014 | 06/30/2016 | $0 | No Funding Required | School Principals, Alternative School Principal, 21st Century Coordinator |

Activity - Alternative to Expulsion	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase instructional time for students in an alternative educational setting who would otherwise have been expelled from school. Schools: All Schools	Behavioral Support Program	08/12/2014	06/30/2016	$60000	General Fund	Alternative School Principal

Activity - Mentors	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Community leaders will be assigned at-risk African American male students at the high school level to be mentored. Schools: Hopkinsville High School, 21st Century Academy, Christian County Alternative School, Christian County High School	Behavioral Support Program, Academic Support Program, Community Engagement	08/03/2015	06/30/2016	$0	No Funding Required	District Achievement Gap committee members; High school administration

Strategy 3:

Graduation Requirements Communication (IMPROVEMENT PRIORITY 5) - Communication regarding graduation requirements will be communicated through a variety of means including, but not limited to: board policy, parent meetings, newsletters, conferences, public meetings, district and school websites, registration and scheduling information, and news and social media.

Category: Stakeholder Engagement

Research Cited: National Parent Teacher Association, Annenberg Institute for School Reform, National Network of Partnership Schools

Activity - Graduation Requirements	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Public Relations and communication activities will be targeted and strategic in order to increase parent and community awareness of graduation requirements. Schools: Hopkinsville High School, 21st Century Academy, Hopkinsville Middle School, Christian County Middle School, Christian County High School	Parent Involvement	09/05/2012	06/30/2016	$0	No Funding Required	Director of Communications, High School Principals, Middle School Principals, District Staff

Activity - Non-Traditional Pathways to Graduation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Public Relations and communication activities will be targeted and strategic in order to increase parent and community awareness of available non-traditional pathways to graduation available to students. Schools: Hopkinsville High School, 21st Century Academy, Hopkinsville Middle School, Christian County Middle School, Christian County High School	Parent Involvement	09/12/2012	06/30/2016	$0	No Funding Required	Director of Communications, High School Principals, Middle School Principals, District Staff, 21st Century Coordinator

Goal 6: Decrease the percentage of students scoring novice in READING at elementary from 28.6% to 24.9%, middle from 29.4% to 25.6%, and high from 41.5% to 36.2%; MATH-- elem. from 22.4% to 19.5%, middle from 25% to 21.6% and high from 31% to 27.1%.

Measurable Objective 1:

collaborate to reduce the total number of Novice performing students and the number of Novice performing target group students (African American, Hispanic, English Learners, Students with Disabilites, Free/Reduced Lunch) in reading or math by 12.5% each by 05/31/2016 as measured by KPREP/EOC assessments.

Strategy 1:

Response to Intervention Program Supports (IMPROVEMENT PRIORITY 1) - Response to Intervention (RtI) will be intentional and research-based resulting in increased student achievement and growth. Work will continue in refining the District's RtI plan and in improving quality Tier I core instruction by reviewing the rigor and congruency of instruction delivered to all students. The District will continue to explore menus of options for schools to choose from while providing continuity of services for a highly transient student population. Guidance will be provided to individual schools for a tiered intervention system.

Category: Integrated Methods for Learning

Research Cited: * Hattie, J. (2008). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement. New York, NY: Routledge.

* Hughes, C. and Dexter, D. Response to intervention: a research review. Retrieved December 4, 2014; www.rtinetwork.org/learn/research/researchreview

Activity - Reading Intervention Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Each school will be provided with 60 licenses of Read 180 and 20 licenses of System 44 for Tier II/Tier III reading interventions. Training will be provided to all instructional and support staff working with the program on program use, implementation and monitoring. All elementary schools will be provided with unlimited K-2 licenses for iRead.

Schools: All Schools | Academic Support Program | 09/15/2013 | 06/30/2017 | $300000 | Grant Funds | Director of Federal Programs, Strategic Planning, and Grant Development; Grant Facilitator; Chief Instructional Officer; Instructional & Behavior Coaches; Principals |

Activity - Guidance Document Revision	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The District will revise the RtI Guidance Document that is used by all schools in supporting implementation of intervention programs. Fidelity of implementation will be monitored through RtI Teams and a District RtI Team that provides ongoing direction and support. Schools: All Schools	Policy and Process	01/01/2015	06/30/2016	$0	No Funding Required	Chief Instructional Officer; Director of Elementary Education; District Assessment Coordinator; Director of Special Education and Preschool

Activity - Training and Support for Existing Intervention Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ongoing, job-embedded training will be provided in order to implement district-provided RtI programs--i.e., READ180, SYSTEM 44, Do the Math, and Do the Math Now!-- with fidelity. Training will include identification and screening of students, instructional delivery, data reporting and analysis, progress monitoring, and program evaluation. Schools: All Schools	Professional Learning	07/01/2014	06/30/2016	$45000	Grant Funds	Director of Strategic Planning, Federal Programs and Grant Development; Grant Facilitator

Activity - RtI Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| A District RtI Team will be formed to include the Chief Instructional Officer, Director of Elementary Education, Director of Special Education/Preschool, Grant Facilitator, District Assessment Coordinator, and representative instructional coaches. The District RtI Team will provide guidance to school RtI teams that will be minimally composed of the following members: guidance counselor, principal, instructional coach, two teachers.

Schools: All Schools | Academic Support Program | 03/01/2015 | 06/30/2016 | $2000 | General Fund | Chief Instructional Officer; Grant Facilitator |

Activity - Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training will be provided for school level RtI teams in the following areas: program development, data analysis, screening, progress monitoring, and program evaluation Schools: All Schools	Professional Learning	04/01/2015	06/30/2016	$15000	Grant Funds	Chief Instructional Officer; Grant Facilitator

Activity - Math Intervention Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Plan, develop and implement systematic intervention programs for Tier II and Tier III math using program supports such as Do the Math and Math 180. Schools: All Schools	Academic Support Program	12/01/2015	06/30/2017	$1	Grant Funds	Director of Strategic Planning, Federal Programs and Grant Development; Director of Special Education and Preschool; Grant Facilitators; District Instructional Staff

Strategy 2:

Novice Support System (IMPROVEMENT PRIORITY 1, 4) - A process will be developed for monitoring the performance and support provided to Novice students in order to accurately intervene and improve the performance of students. A district team will develop the process in collaboration with stakeholders from the school level.

Category: Continuous Improvement

Activity - Novice Support System	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| A systematic process will be developed to track the provided supports/interventions and performance of Novice students that relies on data for instructional decision-making.

Schools: All Schools | Academic Support Program | 01/01/2016 | 06/30/2017 | $10000 | General Fund | Chief Instructional Officer; Instructional Division Staff |

Strategy 3:

Assessment Plans (IMPROVEMENT PRIORITY 4, 6) - Schools will develop assessment plans on 30-60-90 cycles that include components focused on reducing Novice

performance that include benchmark assessments for reading and mathematics as well as interim assessments.

Category: Continuous Improvement

Activity - Assessment Plans - IP 4	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All schools will develop an assessment plan to be monitored quarterly in the fall and monthly in the Spring. Plans are inclusive of all assessment components. Schools: All Schools	Academic Support Program	08/01/2015	06/30/2017	$0	No Funding Required	Chief Instructional Officer; District Assessment Coordinator

Strategy 4:

Special Education Novice Reduction Strategies - Each special education teacher is charged with setting a goal for reduction within caseloads for the academic year.

Monitoring is completed by the Director of Special Education and Preschool.

Category: Stakeholder Engagement

Activity - SPED Novice Reduction Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers are charged with novice reduction within their caseloads. Schools: All Schools	Other - Stakeholder Engagement	10/01/2015	06/30/2016	$0	No Funding Required	Director of Special Education and Preschool; Teachers

Strategy 5:

Deep Dive 20/20 District Learning Team (IMPROVEMENT PRIORITY 1, 2, 6) - Quarterly, the Deep Dive 20/20 District Learning Team meets to work on realizing the

District's vision. The Focus this year has been on Novice Reduction using the Key Core Work Processes from the Kentucky Department of Education and the

diagnostics available online to form school improvement plans targeted to school needs.

Category: Continuous Improvement

Activity - School Training on Novice Reduction Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Quarterly, District staff will conduct a district professional learning opportunity for a District Learning Team centered around Instructional Transformation. Areas of focus include continued support, understanding and implementation of standards, assessment literacy practices, professional learning to support and build teacher and instructional leadership capacity to implement the Professional Growth and Effectiveness System.

Schools: All Schools | Direct Instruction, Professional Learning | 09/01/2015 | 06/30/2017 | $5000 | Grant Funds | Chief Instructional Officer; Superintendent |

Activity - Key Core Work Processes (IMPROVEMENT PRIORITY 6)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School teams will complete an analysis of current data to determine priority needs around KDE's Core Work Processes for Novice Reduction. Using a Priority Matrix, teams will determine the two areas of most urgent need to begin the work. Resources utilized will include the diagnostics available from the Kentucky Department of Education as well as sample 30-60-90 plans and their embedded resources. School leadership teams will use the results to guide the work of the setting Novice Reduction goals and developing action plans in a PDCA format as well as in the broader CSIP. Schools: All Schools	Other - Research and Analysis	09/01/2015	06/30/2016	$700	Grant Funds	Chief Instructional Officer; Instructional Division Staff

Strategy 6:

Guided Reading Model - Development of District Guided Reading Model as part of Tier I Core Instruction

Category: Learning Systems

Activity - Guided Reading Model	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District instructional staff will form of a master teachers to develop a model for teaching guided reading. The District's instructional staff and coaches, working collaboratively with teachers and curriculum specialists, will develop a Guidance Document/Handbook of protocols that leads to a systemic approach to teaching guided reading. Schools: All Schools	Direct Instruction, Policy and Process, Academic Support Program	02/01/2016	06/30/2017	$5000	District Funding	Chief Instructional Officer; Director of Elementary Education

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Career and Technical Education Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
KOSSA	Provide educational experience that equip students to perform proficiently on KOSSA exams.	Career Preparation/Orientation	12/01/2014	06/30/2016	$2000	District Career and Technical Education Coordinator
				Total	$2000	

Perkins

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Academic Career Advising - Middle and High	Facilitate work among middle and high school counselors to plan a four-year course sequence during the eighth grade year which will lead students to fulfilling a career pathway identified in students' Individual Learning Plans (ILP).	Career Preparation/Orientation	03/01/2013	06/30/2016	$300	District ILP Coordinator, Middle and High School Counselors and Principals, Career and Gateway Academy Principal
Formative and Interim Assessments - CTE	Develop formative/interim assessments for each CTE program to benchmark student progress toward success on KOSSA, ACT Workkeys, and industry certification (if applicable.)	Career Preparation/Orientation	08/13/2013	06/30/2016	$5000	Chief Instructional Officer CTE Coordinator CTE Teachers
				Total	$5300	

District Funding

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

Guided Reading Model	District instructional staff will form of a master teachers to develop a model for teaching guided reading. The District's instructional staff and coaches, working collaboratively with teachers and curriculum specialists, will develop a Guidance Document/Handbook of protocols that leads to a systemic approach to teaching guided reading.	Direct Instruction, Policy and Process, Academic Support Program	02/01/2016	06/30/2017	$5000	Chief Instructional Officer; Director of Elementary Education
Awareness - National Career Clusters	Develop awareness of the 16 National Career Clusters and the 79 career pathways of middle and high school staff, staff, and parents through multiple venues of communication: faculty meetings, flyers, emails, district website, 8th grade tours to Gateway Academy to Innovation and Technology.	Career Preparation/Orientation	08/13/2013	06/30/2017	$500	District ILP Coordinator; Middle and High School Principals, Counselors, and Teachers
Training- Differentiated Instruction	Professional Development provided to all certified staff using the District developed Differentiated Instruction Model across all grade levels in all content areas.	Academic Support Program	06/01/2016	12/30/2016	$5000	Chief Instructional Officer Director of Elementary Education Instructional Coaches
Training- Differentiated Instruction	Professional Development provided to all certified staff using the District developed Differentiated Instruction Model across all grade levels and all content areas	Academic Support Program	06/01/2016	12/30/2016	$5000	Chief Instructional Officer Director of Elementary Education Instructional Coaches
Assessment	Provide students with instruction and practice opportunities for the ACT Workkeys assessments in Reading for Information, Locating Information, and Applied Math	Career Preparation/Orientation	08/13/2013	06/30/2017	$5000	CTE Principal CTE Teachers Building Assessment Coordinators
Method Test Prep	The district will provide Method Test Prep through ILP's for ACT practice.	Academic Support Program	07/01/2015	06/30/2017	$5000	Chief Instructional Officer
Differentiated Instruction Model	Development of a District Differentiated Instruction model to be used to train all certified staff at all grade levels in all content areas.	Academic Support Program	12/07/2015	05/30/2016	$5000	Chief Instructional Officer Director of Elementary Education Instructional Coaches
				Total	$30500	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Differentiation Walk-Throughs	Four times annually, instructional coaches will participate in differentiation classroom observations with the Chief Instructional Officer and district staff as part of IBC meetings with results shared with the school and used for determining scaling of training needs in this area.	Academic Support Program	09/01/2015	06/01/2016	$250	Chief Instructional Officer; Director of Elementary Education
				Total	$250	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent and Community Communication	Create ConnectU TV video segments to be made available on the district website on topics such as: EL program, attendance policies, Parent Portal, IEP process, graduation requirements, requirements for students to be college and career ready, and accountability measures.	Parent Involvement, Community Engagement	08/03/2015	06/30/2017	$3000	District Staff, School Principals
College Application Week	High schools will complete activities during College Application Week to promote student application for college and college awareness in general. The District will host a Connect U session for parents and students during this week in the vein of "What You Need to Know to Apply for College."	Career Preparation/Orientation	07/01/2014	06/30/2016	$1500	District Assessment Coordinator; Communications Director; Grant Facilitator; Guidance Counselor
Assessment Data Systems	Continue to work with Systems Support Specialist to include all pertinent academic databases to be accessed by Tyler Pulse for longitudinal analysis of student academic data.	Academic Support Program	08/01/2015	06/30/2016	$5000	DAC; Systems Support Specialist; Director of Strategic Planning, Federal Programs, and Grant Development

Math Intervention Programs	Plan, develop and implement systematic intervention programs for Tier II and Tier III math using program supports such as Do the Math and Math 180.	Academic Support Program	12/01/2015	06/30/2017	$1	Director of Strategic Planning, Federal Programs and Grant Development; Director of Special Education and Preschool; Grant Facilitators; District Instructional Staff
School Training on Novice Reduction Work	Quarterly, District staff will conduct a district professional learning opportunity for a District Learning Team centered around Instructional Transformation. Areas of focus include continued support, understanding and implementation of standards, assessment literacy practices, professional learning to support and build teacher and instructional leadership capacity to implement the Professional Growth and Effectiveness System.	Direct Instruction, Professional Learning	09/01/2015	06/30/2017	$5000	Chief Instructional Officer; Superintendent
Benchmark Assessments	Refine and/or create district benchmark assessments that are congruent to curriculum documents, standards, and state assessment measures with results used to further refine curriculum documents and provide intervention services to students. Refinement to occur in elementary and middle ELA and math; creation to occur in high school English II, Algebra II, Biology, and U.S. History.	Academic Support Program	07/01/2014	07/30/2016	$2000	Chief Instructional Officer, Director of Elementary Education, District Assessment Coordinator
Process Performance	Leadership teams will continue the work with APQC to identify targeted district-level processes and procedures to improve effectiveness and identify potential cost savings.	Policy and Process	07/06/2015	06/30/2016	$46500	Superintendent/Chief Operations Officer/Chief Administrative Officer/Chief Instructional Officer/Director of Strategic Planning, Federal Programs, Grant Development

High Impact Instruction	Teachers will be provided with support through coaches and leadership teams in implementing High Impact Instruction with a focus on guided questions, student learning maps and formative assessments.	Professional Learning	08/01/2015	06/30/2017	$8000	Chief Instructional Officer; Director of Elementary Education; District Assessment Coordinator
Deep Dive Professional Learning Community	Establish the Deep Dive Professional Learning teams to include district leadership, principals, assistant principals, instructional coaches, curriculum specialist, and High Impact Teacher Team members through the Transformation Grant. The focused work for this group will include analyzing priorities for closing the achievement gap using a Core Processes KDE tool, implementation of High Impact Instruction and other key practices related to the fidelity of KCAS implementation, teacher leadership, and assessment literacy. Meetings will occur quarterly throughout the 2015-2016 school year. (September 10, November 10, January 13, and March 9)	Academic Support Program	09/10/2015	06/30/2016	$25000	Chief Instructional Officer; Director of Elementary Education
Develop and Implement Structure for Content Academies	Develop and implement content academies in science and social studies to include elementary, middle, and high that meet four times annually with the purpose of deepening teacher content knowledge, congruent instructional practices, and assessment literacy practices,	Professional Learning	02/01/2015	06/30/2016	$4000	Chief Instructional Officer; KLN Teacher Leaders
Key Core Work Processes (IMPROVEMENT PRIORITY 6)	School teams will complete an analysis of current data to determine priority needs around KDE's Core Work Processes for Novice Reduction. Using a Priority Matrix, teams will determine the two areas of most urgent need to begin the work. Resources utilized will include the diagnostics available from the Kentucky Department of Education as well as sample 30-60-90 plans and their embedded resources. School leadership teams will use the results to guide the work of the setting Novice Reduction goals and developing action plans in a PDCA format as well as in the broader CSIP.	Other - Research and Analysis	09/01/2015	06/30/2016	$700	Chief Instructional Officer; Instructional Division Staff
Training	Training will be provided for school level RtI teams in the following areas: program development, data analysis, screening, progress monitoring, and program evaluation	Professional Learning	04/01/2015	06/30/2016	$15000	Chief Instructional Officer; Grant Facilitator

Reading Intervention Programs	Each school will be provided with 60 licenses of Read 180 and 20 licenses of System 44 for Tier II/Tier III reading interventions. Training will be provided to all instructional and support staff working with the program on program use, implementation and monitoring. All elementary schools will be provided with unlimited K-2 licenses for iRead.	Academic Support Program	09/15/2013	06/30/2017	$300000	Director of Federal Programs, Strategic Planning, and Grant Development; Grant Facilitator; Chief Instructional Officer; Instructional & Behavior Coaches; Principals
Training and Support for Existing Intervention Programs	Ongoing, job-embedded training will be provided in order to implement district-provided RtI programs--i.e., READ180, SYSTEM 44, Do the Math, and Do the Math Now!-- with fidelity. Training will include identification and screening of students, instructional delivery, data reporting and analysis, progress monitoring, and program evaluation.	Professional Learning	07/01/2014	06/30/2016	$45000	Director of Strategic Planning, Federal Programs and Grant Development; Grant Facilitator
Family Engagement	Engage families in their children's education through Connect U, online academic support programs and parent outreach, including translations services.	Parent Involvement	08/01/2014	06/30/2015	$5000	Director of Federal Programs, Strategic Planning and Grant Development, Community and Communications Director, Grant Facilitator, Director of Special Education/Pre-school
LDC and MDC Cohorts	Train teacher leaders and Instructional Coaches to implement and support LDC and MDC models of instruction and processes to include ELA, Science, Social Studies, and Math.	Direct Instruction	07/01/2014	12/30/2016	$3000	Chief Instructional Officer Director of Elementary Education

KDE Comprehensive Improvement Plan for Districts

Christian County

Reducing Barriers to Learning	Provide resources and support to address barriers to learning, including but not limited to transportation, access to healthcare and social services (i.e., school nurses, social workers, SRO's) in collaboration with stakeholders.	Other	09/30/2015	06/30/2016	$517500	Chief Instructional Officer, Chief Operations Officer
Training on iREAD Resources for P-2	K-2 teachers will be provided with an overview of the extensive resources available in the iREAD system for instruction and personalization of instruction.	Professional Learning	02/01/2015	06/30/2016	$500	Director of Strategic Planning, Federal Programs and Grant Development; Grant Facilitator
				Total	$986701	

Title III

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Language Acquisition	Explore and implement research-based strategies for language acquisition.	Academic Support Program	08/01/2014	06/30/2016	$74333	Director of Federal Programs, Strategic Planning, and Grant Development
				Total	$74333	

Title II Part D

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reduction of Suspensions	Continue to support schools in reducing the number of out-of-school and in-school suspensions of all students by continuing to build the capacity of administrators and teachers in Positive Behavior Supports and alternatives to suspension. The Save Our Students initiative will be implemented during the 2015-2016 school year to reduced suspensions in all schools.	Other	08/01/2015	06/30/2017	$12000	District Discipline Administrator; District Discipline Coordinator
				Total	$12000	

General Fund

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

Poverty Training	Districtwide training will occur in Understanding a Framework of Poverty through a train-the-trainer model. Training will continue in sections throughout the academic year through Curriculum Leadership Team meetings with the expectation that coaches and principals will deliver the training according to district established schedules and guidelines.	Professional Learning	08/01/2015	05/31/2016	$1200	Chief Instructional Officer; Instructional Coaches
Advising	Students will be grouped by career paths and advised by a staff member or practicing professional connected to that career path.	Career Preparation/Orientation	07/01/2013	06/30/2016	$250	District Assessment Coordinator; Communications Director; CTE Coordinator; Guidance Counselors
Monitoring -High Impact Instruction	Teacher and student work samples will be submitted and assessed during CLT and Deep Dive leadership sessions throughout the school year. Specific feedback and Next Steps will be provided for each individual school.	Professional Learning	10/28/2015	06/30/2016	$0	Chief Instructional Officer; Director of Elementary Education, Instructional Coaches
Training for Preschool Parents	Partner with local child care providers, FRYSC Directors, school daycares and community-based agencies to provide and expand exemplary parent training and empowerment programs to help parents provide the early learning their infants and young children need, and to build parent capacity to be effective partners with their children's K-12 teachers.	Parent Involvement	05/01/2015	06/30/2016	$3000	Director of Special Education and Preschool; Preschool/Early Learning Consultants
The Big Read	Participate in The Big Read--a community-wide reading initiative through Family Reading Nights and classroom instructional activities.	Community Engagement	07/01/2015	06/30/2016	$1000	Director of Elementary Education
Shared Goals	The district will actively share the vision and mission of the district, identify common needs of community partners, and work to align with community partner organizations.	Other	08/03/2015	06/30/2017	$6000	Superintendent, Chief Operations Officer, Chief Instructional Officer, Chief Administrative Officer
Career Academies	Refine and continue implementation of career academies at the Gateway Academy to Innovation and Technology. Continue to scale timeline to embed core classes with corresponding Career and Technical classes for a rigorous, relevant learning experience and explore opportunities for partnership and expansion.	Policy and Process	08/01/2013	06/30/2015	$10000	Chief Instructional Officer, Gateway Principal, CTE Teachers

College and Career Days	Continue district college day and a district career day where activities are planned to emphasize the importance of college and career (P-12) in all schools and district divisions/services	Policy and Process	08/13/2013	06/30/2017	$500	Chief Instructional Officer; Public Relations Director, Achievement Team Members
Student Mentoring Program	Mentoring Program for At-Risk Students	Academic Support Program	03/01/2015	06/30/2016	$5000	Director of Pupil Personnel
Data Analysis	Schools and the District will disaggregate data and analyze by performance level and target populations. Data to be analyzed will include interim benchmark (MAP and Discovery) and district benchmark data using the Plan, Do, Check, Act Model. Principal Meetings with the Chief Instructional Officer/Director of Elementary Education will be held which feature discussions based upon the data and next steps for schools based upon the data.	Policy and Process	11/01/2015	06/30/2016	$113000	Chief Instructional Officer; Director of Elementary Education; District Assessment Coordinator
Equity and Culturally Responsive Teaching	Training will be provided district wide in equitable outcomes, diversity, and culturally responsive teaching to ensure high quality, equitable learning environments for all students. Two-year plan for all certified and classified employees.	Professional Learning	11/01/2015	06/30/2017	$80000	Chief Administrative Officer
Long Range Planning Collaboration	Collaborate with Board selected professional consulting firm to determine how best to involve the community in the solicitation of input on the design of future facilities to best meet the needs of 21st Century learners.	Parent Involvement, Community Engagement	03/01/2016	03/01/2017	$20000	Chief Operations Officer
District Art Show	The District will host a juried art show for all grades that allows for exhibition of visual art works.	Academic Support Program	07/01/2015	06/30/2016	$1500	Chief Instructional Officer; Paula Gieske
Novice Support System	A systematic process will be developed to track the provided supports/interventions and performance of Novice students that relies on data for instructional decision-making.	Academic Support Program	01/01/2016	06/30/2017	$10000	Chief Instructional Officer; Instructional Division Staff
Academic and Behavioral Support Plans	Academic and behavioral support plans are developing through each school's RTI Behavior/Academic Plan and are based on the intensity of student needs.	Behavioral Support Program	07/15/2015	06/30/2016	$500	District Discipline Administrator/ District Discipline Coordinator

Seamless Pathway to Kindergarten	Provide training to parents and caregivers in developmentally appropriate language and math development that aligns with the K-3 system. Create partnerships with pre-school programs and providers of programs serving birth to five-year-olds to create a seamless pathway through kindergarten. .	Parent Involvement	06/01/2014	06/30/2016	$3000	Director of Special Education and Preschool; Director of Elementary Education
New Teacher Induction Program	Sessions for new teachers will occur prior to the start of each school year. This will prepare new teachers with tools necessary for beginning a successful school year. Sessions will focus on the Kentucky Framework for Teaching and Positive Behavior Support for the classroom.	Recruitment and Retention	08/03/2015	06/30/2016	$40000	Chief Administrative Officer; Director of Personnel
Language Acquisition	Explore and implement research-based strategies for language acquisition.	Academic Support Program	08/01/2014	06/30/2016	$74333	Director of Federal Programs, Strategic Planning, and Grant Development
Professional Learning - Cultural Responsiveness	Provide opportunities for discussion and reflection on aspects of cultural responsiveness as it relates to school settings: Positive perspectives on parents and families; Communication of high expectations; Learning within the context of culture; and Student-centered instruction.	Professional Learning	03/16/2015	06/30/2017	$50000	Chief Administrative Officer Chief Instructional Officer
Reducing Barriers to Learning	Provide resources and support to address barriers to learning, including, but not limited to, transcience, healthcare, and social workers in collaboration with stakeholders.	Other - Non-Academic Needs	07/01/2015	06/30/2017	$1020000	Chief Administrative Officer; Chief Operations Officer
School Support Visits	District Support Teams will conduct four School Support Visits throughout the year which include classroom observations using the ELEOT instrument from AdvancEd, targeted debriefing of the visit, and next steps in the continuous improvement plan.	Other	07/01/2015	06/01/2016	$500	Chief Instructional Officer
Accommodations	Teachers will receive training on appropriate use of student's accommodations on their IEP or PSP in the regular education classroom.	Academic Support Program	08/01/2014	06/30/2016	$5000	Director of Special Education and Preschool; Special Education Consultant

Effective Collaboration	Establish protocol and procedures to expand the use of effective co-teaching and collaboration across the district in all classrooms. Provide training and support for regular and special education teacher teams on effective collaboration and implement a monitoring system that includes: establishing a baseline as to where the district is in the use of effective collaboration and co-teaching; identification of barriers to effective collaboration/co-teaching at each school and training and support for all schools to build the professional capacity of regular and special educators.	Academic Support Program	08/01/2014	06/30/2016	$10000	Director of Special Education and Preschool; Special Education Program Consultant
RtI Teams	A District RtI Team will be formed to include the Chief Instructional Officer, Director of Elementary Education, Director of Special Education/Preschool, Grant Facilitator, District Assessment Coordinator, and representative instructional coaches. The District RtI Team will provide guidance to school RtI teams that will be minimally composed of the following members: guidance counselor, principal, instructional coach, two teachers.	Academic Support Program	03/01/2015	06/30/2016	$2000	Chief Instructional Officer; Grant Facilitator
Tyler Pulse	Collaborate to update Tyler Pulse with the criteria and accompanying data measures that determine College and Career Readiness in Unbridled Learning	Career Preparation/Orientation	11/01/2014	05/31/2016	$2000	District Assessment Coordinator; Systems Support Specialist; District Technology Coordinator
Reducing Barriers to Learning	Provide resources and support to address barriers to learning, including but not limited to transportation, access to healthcare and social services (i.e., school nurses, social workers, SRO's) in collaboration with stakeholders.	Other	09/30/2015	06/30/2016	$517500	Chief Instructional Officer, Chief Operations Officer
Recruit and Retain	Host and attend job fairs to recruitment high quality applicants. CCPS administrators and current teachers will attend recruitment fairs to inform future applicants of the benefits of working for Christian County Public Schools. Teachers completing KTIP will be assigned a mentor at the school level for the first year of employment.	Recruitment and Retention	01/08/2015	09/01/2016	$4000	Director of Personnel/Chief Administrative Officer
Long Range Planning	Advertise for professional consulting firm to provide guidance on long-range facility planning to assist with defining how to meet the education needs of 21st Century learners.	Parent Involvement, Community Engagement	11/02/2015	02/01/2016	$2000	Chief Operations Officer

Preschool Integration Into Primary Program	Connect, align, and expand preschool programs and staff within and beyond the K-3 system so that all children are prepared to make a successful transition to kindergarten and subsequent grades. Schools will include preschool teachers in PLCs and integrate the preschool programs into the instructional program of the school. Principals, curriculum specialists, and instructional coaches will be trained in early learning standards, observation protocols, and program design.	Academic Support Program	06/01/2016	06/30/2017	$2000	Chief Instructional Officer; Director of Elementary Education; Director of Special Education and Preschool
Alternative to Expulsion	Increase instructional time for students in an alternative educational setting who would otherwise have been expelled from school.	Behavioral Support Program	08/12/2014	06/30/2016	$60000	Alternative School Principal
Professional Learning	Establish, implement and monitor professional learning in research-based strategies for at-risk students from diverse backgrounds, including: language and content objectives for EL, meeting the needs of students of poverty; meeting the needs of transient students and military-dependent students; and specific strategies for instructing students with disabilities.	Professional Learning	08/01/2014	06/30/2016	$5000	Chief Instructional Officer; Director of Special Education and Preschool; Director of Elementary Schools; Director of Pupil Personnel; Director of Federal Programs; Instructional Supervisor
Training - Differentiated Instruction	Instructional coaches will develop and deliver training for staff in how to differentiate instruction.	Professional Learning	02/01/2015	06/30/2016	$2500	Chief Instructional Officer; Director of Elementary Education

Ensure Teacher Equity	Teacher quality is the school factor that makes the greatest impact on student achievement. Consistent exposure to effective teachers can overcome obstacles to learning and close the achievement gap. Research concludes that "the effects of even a single ineffective teacher are ensuring enough to measurable at least four years later. Good teachers in subsequent grades boost achievement, but not enough to compensate for the effects of an earlier ineffective teacher" (Thompson & O'Quinn, 2001). District and school staff will complete the equity diagnostic as part of the CDIP process and follow guidance from the KDE and USDOE in determining a process to ensure the equitable distribution of effective teachers to schools with high populations of at-risk students.	Policy and Process	10/01/2015	06/30/2017	$1500	Superintendent; Chief Administrative Officer
Diversity and Equity	District will offer training in diversity, culturally responsive teaching, and equitable learning environments. All teachers will receive training on Ruby Payne Strategies and participate in the Equity Institute.	Professional Learning	08/01/2014	06/30/2016	$8000	Chief Administrative Officer Chief Instructional Officer
Community Involvement	The district is actively involved and supports a variety of activities through meeting attendance, event attendance, and promotional information distributed to students and families.	Other	07/01/2015	06/30/2017	$1000	Director of Communications
				Total	**$2062283**	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Training- High Impact Instruction	Professional Development will be provided to all certified employees throughout the 15-16 school year for implementing High Impact Instruction strategies to include Content Planning:Learning Maps/ Guiding Questions and Formative Assessment into daily instructional practices.	Professional Learning	06/04/2015	06/30/2016	$5000	Chief Instructional Officer
Language Acquisition	Explore and implement research-based strategies for language acquisition.	Academic Support Program	08/01/2014	06/30/2016	$74333	Director of Federal Programs, Strategic Planning, and Grant Development
Response to Intervention/Targeted Interventions	School leadership will participate in professional learning designed to assist in planning interventions and extensions at the school level.	Professional Learning	02/02/2015	06/30/2017	$1800	District RtI Committee
				Total	**$81133**	

IDEA

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
District Co-Teaching Model	The District will develop Guidance Documents for implementing high quality co-teaching programs. Using guidance from the KDE and West Kentucky Special Education Cooperative, the models will include program design, structures, implementation guidance, resources, training modules, implementation guides, observational tools, and program evaluation tools.	Policy and Process	12/01/2015	06/30/2017	$1200	Director of Special Education and Preschool
Co-Teaching for Gap Closure	Training will be provided to partner teams, school administrators and instructional support staff in effective co-teaching. Support will be provided through coaching and follow up visits. Additional schools will participate in the second cohort of CT4GC in order to operate highly effective co-teaching programs.	Academic Support Program	08/01/2015	06/30/2017	$3000	Director of Special Education and Preschool
Guidance on Writing IEPs	District staff will provide guidance on writing IEPs aligned to individual needs and will provide support provide support to schools in the development of plans aligned to KCAS and behavioral expectations.	Professional Learning	12/01/2015	06/30/2017	$500	Director of Special Education and Preschool
Guidance on Writing IEPs	District staff will provide training on writing IEPs aligned to individual needs and will provide support to schools in the development of Individual Education Plans (IEPs) aligned with the Common Core State Standards and behavioral expectations.	Academic Support Program	04/01/2015	06/30/2016	$5000	Director of Special Education/Pre school
				Total	$9700	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
African American Male Mentoring Program	Volunteers from the community will mentor identified African American males from middle and high school that have expressed an interest in working with a mentor. This work is spearheaded by the Achievement Gap Committee headed by local community member Charles Turner.	Community Engagement	04/01/2015	06/30/2017	$1000	District Discipline Coordinator
				Total	$1000	

No Funding Required

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

8th Grade Transition	Provide guidance to students in their identified career interests. During scheduling for high school classes, all eighth grade students will develop a four-year schedule of classes that fulfills board requirements for three elective classes within a career pathway identified on the student ILP.	Career Preparation/Orientation	01/01/2015	06/30/2016	$0	Guidance Counselors and School Staff
Community and Parent Involvement	Christian County Public School will monitor the development and implementation of individual school plans to enroll families in the Infinite Campus Parent Portal. Parents will have the ability to view student discipline, grades, and participate in student online registration.	Parent Involvement, Community Engagement	08/03/2015	05/01/2016	$0	Director of Pupil Personnel, Director of Technology, Director of Communications, Director of Strategic Planning, Federal Programs and Grant Development.
Assessment Plans - IP 4	All schools will develop an assessment plan to be monitored quarterly in the fall and monthly in the Spring. Plans are inclusive of all assessment components.	Academic Support Program	08/01/2015	06/30/2017	$0	Chief Instructional Officer; District Assessment Coordinator
Assessment Calendars	All schools will develop assessment calendars in order to provide training in an appropriate time frame, monitor student data, analyze results, and communicate with stakeholders.	Academic Support Program	08/01/2015	06/30/2016	$0	DAC; School administrators: BACs
Communication	Families, students, and school personnel regularly provide and receive feedback on the fidelity and acceptability of the supports provided and on the outcomes achieved for every student. This is typically achieved through a climate survey that will be administered once a year.	Behavioral Support Program	09/01/2015	06/30/2016	$0	District Discipline Administrator/ District Discipline Coordinator
World Language and Global Competency Guidance - High School	District guidance will continue to be provided to high schools during the pilot the World Language Program Review 2015-16	Academic Support Program	08/01/2015	06/30/2016	$0	District Assessment Coordinator, Director of Elementary Education, Program Review Committee
Increase Articulated/Dual Credit Opportunities	Increase awareness of dual and articulated credit through CTE programs and dual credit in core academic areas through local colleges and universities with promotion through announcements, district-initiated phone-calls, Parent University and other events.	Policy and Process	08/13/2013	06/30/2017	$0	CTE Coordinator Post-secondarystaff

Instructional Behavioral Coaches	Instructional Behavioral Coaches will provide job-embedded professional development to classroom teachers to assist with classroom-level instructional improvement.	Behavioral Support Program, Academic Support Program, Professional Learning	07/01/2015	06/30/2016	$0	Chief Academic Officer
Activity - ILP for Placement of Students in Courses	Train staff to utilize Individual Learning Plans in order to place students in courses aligned with their career interests as identified in the ILP,	Career Preparation/Orientation	08/13/2013	06/30/2016	$0	District ILP Coordinator and Career and Gateway Academy Principal
Priority Scheduling for Students with Disabilities	Refine the process for priority scheduling for students with disabilities that ensures the master schedule meets individual needs identified in students Individual Education Plans (IEPs).	Policy and Process	12/01/2015	03/01/2016	$0	Director of Special Education and Preschool; High School and Middle School Principals and Counselors
Re-Enrollment of Drop Outs	All students identified as "drop-outs" will be contacted by a representative from Christian County Public Schools to discuss opportunities for re-enrollment in traditional and nontraditional learning environments for completion of graduation requirements.	Academic Support Program	02/01/2013	06/30/2016	$0	Director of Pupil Personnel and 21st Century Coordinator
Pacing Guides	Create a systematic process for curriculum development that includes annual refinement based upon assessment results and teacher feedback.	Policy and Process	06/01/2014	07/30/2016	$0	Chief Instructional Officer, Director of Elementary Education, District Assessment Coordinator
SPED Novice Reduction Goal Setting	Teachers are charged with novice reduction within their caseloads.	Other - Stakeholder Engagement	10/01/2015	06/30/2016	$0	Director of Special Education and Preschool; Teachers
Assessment Data Training	The District Assessment Coordinator will work with schools to provide training on COMPASS, DISCOVERY, MAP, Administrative Code, KYOTE, new EOC platform, PLAN, and any assessment changes or updates.	Academic Support Program	09/01/2015	06/30/2016	$0	DAC

Longitudinal Research Study	Participate in the longitudinal research study with WestDat, HMH on impact of K-2 implementation of iREAD in all elementary schools.	Academic Support Program	07/01/2015	06/30/2018	$0	DAC; District Technology Coordinator; DoDEA grant facilitator; Director of Strategic Planning, Federal Programs, and Grant Development
Academic Career Advising - Middle School	Train staff to provide middle school students with career pathway information related to the student's ILP in order to make elective choices that will lead to a career certification prior to high school graduation. District ILP Coordinator and Career Technical Principal will provide training and counselors will provide elective course advisement.	Career Preparation/Orientation	03/01/2012	06/30/2016	$0	District ILP Coordinator and Career and Gateway Academy Principal/ Counselors
ILP Awareness - Middle School	Continue providing opportunities for students and parents to understand the importance of the Individual Learning Plan and how it will directly impact a student's high school course selections.	Policy and Process	01/12/2015	06/30/2017	$0	Middle School Guidance Counselors, Director of Pupil Personnel, District Assessment Coordinator
Professional Learning Communities	School Professional Learning Communities will focus on student learning and using student data to make instructional decisions to meet the needs of students.	Academic Support Program, Professional Learning	07/01/2015	06/30/2016	$0	Chief Operations Officer, Director of Strategic Planning, Federal Programs and Grant Development, District Discipline Supervisor, and District Technology Coordinator
Monitoring of Communications Plan	A 30-60-90 day plan will be used to monitor progress for this goal.	Parent Involvement, Community Engagement	08/18/2015	06/30/2016	$0	Chief Administrative Officer and District Staff

Graduation Requirements	Public Relations and communication activities will be targeted and strategic in order to increase parent and community awareness of graduation requirements.	Parent Involvement	09/05/2012	06/30/2016	$0	Director of Communications, High School Principals, Middle School Principals, District Staff
Transcript Audit	Conduct transcript audits yearly to ensure students are following a career pathway.	Career Preparation/Orientation	07/01/2014	06/30/2017	$0	High School Guidance Counselors
Progress Monitor	Progress monitor all students who are at risk of failing through the using the Individual Learning Plan Addendum, Persistence to Graduation Report, adademic/behavor contracts, assessments and other data.	Academic Support Program	08/12/2014	06/30/2016	$0	School Principals, Alternative School Principal, 21st Century Coordinator
Partnership Task Force	Explore and expand current partnership with Hopkinsville Community College in order to provide a seamless post-secondary transition through effective collaboration.	Academic Support Program	07/01/2013	06/30/2016	$0	Superintendent, Chief Instructional Officer, Chief Operations Officer, Chief Administrative Officer
Efficacy of Interventions	Improve efficacy of interventions by examining successful models in elementary, middle, and high schools. (Planning Interventions and Extensions in Elementary and Secondary Schools - Mattos/Buffum)	Academic Support Program	01/12/2015	06/30/2017	$0	District RtI Committee
ILP - Course Placement	Utilize the ILP in order to place freshmen in courses aligned with their career interests and review pathways each year.	Policy and Process	08/13/2013	06/30/2017	$0	Middle and High School Counselors, secondary level Instructional Behavioral Coaches.
Communication Resources	Compile a listing of communication resources.	Parent Involvement, Community Engagement	09/30/2015	06/30/2016	$0	Chief Administrative Officer and District Staff
Positive Behavior Intervention Supports	Teachers will be supported in implementing PBIS to establish a climate in which appropriate behavior is the norm and learning can occur unimpeded.	Behavioral Support Program, Academic Support Program, Professional Learning	07/01/2015	06/30/2016	$0	District Discipline Supervisor

Non-Traditional Pathways to Graduation	Public Relations and communication activities will be targeted and strategic in order to increase parent and community awareness of available non-traditional pathways to graduation available to students.	Parent Involvement	09/12/2012	06/30/2016	$0	Director of Communications, High School Principals, Middle School Principals, District Staff, 21st Century Coordinator
Mentors	Community leaders will be assigned at-risk African American male students at the high school level to be mentored.	Behavioral Support Program, Academic Support Program, Community Engagement	08/03/2015	06/30/2016	$0	District Achievement Gap committee members; High school administration
District Support Teams	District staff will meet with principals of focus schools and low performing elementary schools to monitor implementation of effective instructional practices.	Other	06/01/2015	06/30/2017	$0	Chief Instructional Officer
Student Connections to School	Train school staff to utilize Persistence to Graduation report to identify students at-risk for dropping out of school. School Staff will work to enroll targeted students in school organizations to increase a sense of belonging and to build relationships with others in the school.	Other	09/12/2012	06/30/2016	$0	Chief Operations Officer, Systems Support, School Principals
Reasons to Graduate	Increase public relations activities with all schools to include tours, presentations on careers from speakers, as well as increase awareness of opportunities to graduate with career certifications. Presentations should include information on education levels needed for different types of careers.	Career Preparation/Orientation	09/12/2012	06/30/2016	$0	Community Education Director, Principals
World Language and Global Competency - Middle and Elementary	Provide elementary and middle schools with an opportunity to become more familiar with the rubric, examine current practices, identify needs, and create a stronger programmatic improvement plan PRIOR to the required statewide pilot/baseline setting year.	Academic Support Program	08/12/2014	06/30/2016	$0	Chief Instructional Officer, Director of Elementary Education, District Assessment Coordinator, Program Review Committee

Student Involvement	Students will be involved in a student forums each year to address any issues they may have with the Code of Acceptable Behavior and the culture of their school.	Behavioral Support Program	01/01/2016	06/30/2016	$0	District Discipline Administrator/ District Discipline Coordinator
Guidance Document Revision	The District will revise the RtI Guidance Document that is used by all schools in supporting implementation of intervention programs. Fidelity of implementation will be monitored through RtI Teams and a District RtI Team that provides ongoing direction and support.	Policy and Process	01/01/2015	06/30/2016	$0	Chief Instructional Officer; Director of Elementary Education; District Assessment Coordinator; Director of Special Education and Preschool
District College Day	The District will coordinate resources to bring community speakers from Hopkinsville Community College and Murray State University Hopkinsville Regional Campus to targeted grade levels to create awareness of the importance of attending college and connecting to career aspirations.	Academic Support Program	08/03/2015	06/30/2016	$0	District Assessment Coordinator; Communications Director
Operation Preparation	Develop, promote, and implement Operation Preparation activities for 8th and 10th grade students to increase awareness of the requirements of being college and career ready.	Career Preparation/Orientation	08/13/2013	06/30/2017	$0	Director of Communications; District Assessment Coordinator
Technology Communication Tools	Research current technology communication resources.	Parent Involvement, Community Engagement	09/30/2015	06/30/2016	$0	Chief Administrative Officer and District Staff
Increase Instructional Time	District staff will consult and provide support to schools in implementing the process utilizing the data that will be used as a basis for changing, modifying or intensifying intervention supports which will support PBIS programs. The structure of the program is to proactively increase student instructional time and decrease time spent out of the classroom for disciplinary actions.	Academic Support Program	08/03/2015	06/30/2017	$0	District Discipline Administrator/ District Discipline Coordinator
Primary Program Review Support	District support, guidance, and feedback will be provided to schools through the Program Review process.	Academic Support Program	09/11/2012	06/30/2016	$0	Director of Elementary Education
District Organizational Meeting	The district will form a IP5 Communications Team to develop a comprehensive communication plan.	Parent Involvement, Community Engagement	08/01/2015	07/30/2017	$0	Chief Administrative Officer and District Staff
				Total	$0	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Support Structure for Priority School	A District Support Plan will be developed for priority schools which pulls together the varied resources from the district in order to develop (or to improve existing) structures and processes, to build teacher and leader efficacy, and to improve student learning. Areas of assistance include: PGES, student behavior and PBIS implementation, instructional support in monitoring non-negotiables for teaching and learning, special education services, PLCs, RTI, and coaching.	Policy and Process	06/01/2015	06/01/2016	$80000	Chief Instructional Officer
				Total	$80000	

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
District Support Teams	District staff will meet with principals of focus schools and low performing elementary schools to monitor implementation of effective instructional practices.	Other	06/01/2015	06/30/2017	$0	Chief Instructional Officer
Deep Dive Professional Learning Community	Establish the Deep Dive Professional Learning teams to include district leadership, principals, assistant principals, instructional coaches, curriculum specialist, and High Impact Teacher Team members through the Transformation Grant. The focused work for this group will include analyzing priorities for closing the achievement gap using a Core Processes KDE tool, implementation of High Impact Instruction and other key practices related to the fidelity of KCAS implementation, teacher leadership, and assessment literacy. Meetings will occur quarterly throughout the 2015-2016 school year. (September 10, November 10, January 13, and March 9)	Academic Support Program	09/10/2015	06/30/2016	$25000	Chief Instructional Officer; Director of Elementary Education
Reading Intervention Programs	Each school will be provided with 60 licenses of Read 180 and 20 licenses of System 44 for Tier II/Tier III reading interventions. Training will be provided to all instructional and support staff working with the program on program use, implementation and monitoring. All elementary schools will be provided with unlimited K-2 licenses for iRead.	Academic Support Program	09/15/2013	06/30/2017	$300000	Director of Federal Programs, Strategic Planning, and Grant Development; Grant Facilitator; Chief Instructional Officer; Instructional & Behavior Coaches; Principals
New Teacher Induction Program	Sessions for new teachers will occur prior to the start of each school year. This will prepare new teachers with tools necessary for beginning a successful school year. Sessions will focus on the Kentucky Framework for Teaching and Positive Behavior Support for the classroom.	Recruitment and Retention	08/03/2015	06/30/2016	$40000	Chief Administrative Officer; Director of Personnel

Training - Differentiated Instruction	Instructional coaches will develop and deliver training for staff in how to differentiate instruction.	Professional Learning	02/01/2015	06/30/2016	$2500	Chief Instructional Officer; Director of Elementary Education
Differentiation Walk-Throughs	Four times annually, instructional coaches will participate in differentiation classroom observations with the Chief Instructional Officer and district staff as part of IBC meetings with results shared with the school and used for determining scaling of training needs in this area.	Academic Support Program	09/01/2015	06/01/2016	$250	Chief Instructional Officer; Director of Elementary Education
School Support Visits	District Support Teams will conduct four School Support Visits throughout the year which include classroom observations using the ELEOT instrument from AdvancEd, targeted debriefing of the visit, and next steps in the continuous improvement plan.	Other	07/01/2015	06/01/2016	$500	Chief Instructional Officer
Family Engagement	Engage families in their children's education through Connect U, online academic support programs and parent outreach, including translations services.	Parent Involvement	08/01/2014	06/30/2015	$5000	Director of Federal Programs, Strategic Planning and Grant Development, Community and Communications Director, Grant Facilitator, Director of Special Education/Pre-school
Guidance on Writing IEPs	District staff will provide training on writing IEPs aligned to individual needs and will provide support to schools in the development of Individual Education Plans (IEPs) aligned with the Common Core State Standards and behavioral expectations.	Academic Support Program	04/01/2015	06/30/2016	$5000	Director of Special Education/Pre school
Diversity and Equity	District will offer training in diversity, culturally responsive teaching, and equitable learning environments. All teachers will receive training on Ruby Payne Strategies and participate in the Equity Institute.	Professional Learning	08/01/2014	06/30/2016	$8000	Chief Administrative Officer Chief Instructional Officer
Reducing Barriers to Learning	Provide resources and support to address barriers to learning, including but not limited to transportation, access to healthcare and social services (i.e., school nurses, social workers, SRO's) in collaboration with stakeholders.	Other	09/30/2015	06/30/2016	$1035000	Chief Instructional Officer, Chief Operations Officer

Reduction of Suspensions	Continue to support schools in reducing the number of out-of-school and in-school suspensions of all students by continuing to build the capacity of administrators and teachers in Positive Behavior Supports and alternatives to suspension. The Save Our Students initiative will be implemented during the 2015-2016 school year to reduced suspensions in all schools.	Other	08/01/2015	06/30/2017	$12000	District Discipline Administrator; District Discipline Coordinator
Language Acquisition	Explore and implement research-based strategies for language acquisition.	Academic Support Program	08/01/2014	06/30/2016	$222999	Director of Federal Programs, Strategic Planning, and Grant Development
Professional Learning	Establish, implement and monitor professional learning in research-based strategies for at-risk students from diverse backgrounds, including: language and content objectives for EL, meeting the needs of students of poverty; meeting the needs of transient students and military-dependent students; and specific strategies for instructing students with disabilities.	Professional Learning	08/01/2014	06/30/2016	$5000	Chief Instructional Officer; Director of Special Education and Preschool; Director of Elementary Schools; Director of Pupil Personnel; Director of Federal Programs; Instructional Supervisor
Effective Collaboration	Establish protocol and procedures to expand the use of effective co-teaching and collaboration across the district in all classrooms. Provide training and support for regular and special education teacher teams on effective collaboration and implement a monitoring system that includes: establishing a baseline as to where the district is in the use of effective collaboration and co-teaching; identification of barriers to effective collaboration/co-teaching at each school and training and support for all schools to build the professional capacity of regular and special educators.	Academic Support Program	08/01/2014	06/30/2016	$10000	Director of Special Education and Preschool; Special Education Program Consultant
Accommodations	Teachers will receive training on appropriate use of student's accommodations on their IEP or PSP in the regular education classroom.	Academic Support Program	08/01/2014	06/30/2016	$5000	Director of Special Education and Preschool; Special Education Consultant

Guidance Document Revision	The District will revise the RtI Guidance Document that is used by all schools in supporting implementation of intervention programs. Fidelity of implementation will be monitored through RtI Teams and a District RtI Team that provides ongoing direction and support.	Policy and Process	01/01/2015	06/30/2016	$0	Chief Instructional Officer; Director of Elementary Education; District Assessment Coordinator; Director of Special Education and Preschool
Training and Support for Existing Intervention Programs	Ongoing, job-embedded training will be provided in order to implement district-provided RtI programs--i.e., READ180, SYSTEM 44, Do the Math, and Do the Math Now!-- with fidelity. Training will include identification and screening of students, instructional delivery, data reporting and analysis, progress monitoring, and program evaluation.	Professional Learning	07/01/2014	06/30/2016	$45000	Director of Strategic Planning, Federal Programs and Grant Development; Grant Facilitator
RtI Teams	A District RtI Team will be formed to include the Chief Instructional Officer, Director of Elementary Education, Director of Special Education/Preschool, Grant Facilitator, District Assessment Coordinator, and representative instructional coaches. The District RtI Team will provide guidance to school RtI teams that will be minimally composed of the following members: guidance counselor, principal, instructional coach, two teachers.	Academic Support Program	03/01/2015	06/30/2016	$2000	Chief Instructional Officer; Grant Facilitator
Training	Training will be provided for school level RtI teams in the following areas: program development, data analysis, screening, progress monitoring, and program evaluation	Professional Learning	04/01/2015	06/30/2016	$15000	Chief Instructional Officer; Grant Facilitator
Student Mentoring Program	Mentoring Program for At-Risk Students	Academic Support Program	03/01/2015	06/30/2016	$5000	Director of Pupil Personnel
Develop and Implement Structure for Content Academies	Develop and implement content academies in science and social studies to include elementary, middle, and high that meet four times annually with the purpose of deepening teacher content knowledge, congruent instructional practices, and assessment literacy practices,	Professional Learning	02/01/2015	06/30/2016	$4000	Chief Instructional Officer; KLN Teacher Leaders

Pacing Guides	Create a systematic process for curriculum development that includes annual refinement based upon assessment results and teacher feedback.	Policy and Process	06/01/2014	07/30/2016	$0	Chief Instructional Officer, Director of Elementary Education, District Assessment Coordinator
Training- High Impact Instruction	Professional Development will be provided to all certified employees throughout the 15-16 school year for implementing High Impact Instruction strategies to include Content Planning:Learning Maps/ Guiding Questions and Formative Assessment into daily instructional practices.	Professional Learning	06/04/2015	06/30/2016	$5000	Chief Instructional Officer
Monitoring -High Impact Instruction	Teacher and student work samples will be submitted and assessed during CLT and Deep Dive leadership sessions throughout the school year. Specific feedback and Next Steps will be provided for each individual school.	Professional Learning	10/28/2015	06/30/2016	$0	Chief Instructional Officer; Director of Elementary Education, Instructional Coaches
LDC and MDC Cohorts	Train teacher leaders and Instructional Coaches to implement and support LDC and MDC models of instruction and processes to include ELA, Science, Social Studies, and Math.	Direct Instruction	07/01/2014	12/30/2016	$3000	Chief Instructional Officer Director of Elementary Education
Benchmark Assessments	Refine and/or create district benchmark assessments that are congruent to curriculum documents, standards, and state assessment measures with results used to further refine curriculum documents and provide intervention services to students. Refinement to occur in elementary and middle ELA and math; creation to occur in high school English II, Algebra II, Biology, and U.S. History.	Academic Support Program	07/01/2014	07/30/2016	$2000	Chief Instructional Officer, Director of Elementary Education, District Assessment Coordinator
District Art Show	The District will host a juried art show for all grades that allows for exhibition of visual art works.	Academic Support Program	07/01/2015	06/30/2016	$1500	Chief Instructional Officer; Paula Gieske
The Big Read	Participate in The Big Read--a community-wide reading initiative through Family Reading Nights and classroom instructional activities.	Community Engagement	07/01/2015	06/30/2016	$1000	Director of Elementary Education
Recruit and Retain	Host and attend job fairs to recruitment high quality applicants. CCPS administrators and current teachers will attend recruitment fairs to inform future applicants of the benefits of working for Christian County Public Schools. Teachers completing KTIP will be assigned a mentor at the school level for the first year of employment.	Recruitment and Retention	01/08/2015	09/01/2016	$4000	Director of Personnel/Chief Administrative Officer

Academic and Behavioral Support Plans	Academic and behavioral support plans are developing through each school's RTI Behavior/Academic Plan and are based on the intensity of student needs.	Behavioral Support Program	07/15/2015	06/30/2016	$500	District Discipline Administrator/ District Discipline Coordinator
Communication	Families, students, and school personnel regularly provide and receive feedback on the fidelity and acceptability of the supports provided and on the outcomes achieved for every student. This is typically achieved through a climate survey that will be administered once a year.	Behavioral Support Program	09/01/2015	06/30/2016	$0	District Discipline Administrator/ District Discipline Coordinator
Student Involvement	Students will be involved in a student forums each year to address any issues they may have with the Code of Acceptable Behavior and the culture of their school.	Behavioral Support Program	01/01/2016	06/30/2016	$0	District Discipline Administrator/ District Discipline Coordinator
Process Performance	Leadership teams will continue the work with APQC to identify targeted district-level processes and procedures to improve effectiveness and identify potential cost savings.	Policy and Process	07/06/2015	06/30/2016	$46500	Superintendent/Chief Operations Officer/Chief Administrative Officer/Chief Instructional Officer/Director of Strategic Planning, Federal Programs, Grant Development
Community and Parent Involvement	Christian County Public School will monitor the development and implementation of individual school plans to enroll families in the Infinite Campus Parent Portal. Parents will have the ability to view student discipline, grades, and participate in student online registration.	Parent Involvement, Community Engagement	08/03/2015	05/01/2016	$0	Director of Pupil Personnel, Director of Technology, Director of Communications, Director of Strategic Planning, Federal Programs and Grant Development.

Increase Instructional Time	District staff will consult and provide support to schools in implementing the process utilizing the data that will be used as a basis for changing, modifying or intensifying intervention supports which will support PBIS programs. The structure of the program is to proactively increase student instructional time and decrease time spent out of the classroom for disciplinary actions.	Academic Support Program	08/03/2015	06/30/2017	$0	District Discipline Administrator/ District Discipline Coordinator
Professional Learning - Cultural Responsiveness	Provide opportunities for discussion and reflection on aspects of cultural responsiveness as it relates to school settings: Positive perspectives on parents and families; Communication of high expectations; Learning within the context of culture; and Student-centered instruction.	Professional Learning	03/16/2015	06/30/2017	$50000	Chief Administrative Officer Chief Instructional Officer
Student Connections to School	Train school staff to utilize Persistence to Graduation report to identify students at-risk for dropping out of school. School Staff will work to enroll targeted students in school organizations to increase a sense of belonging and to build relationships with others in the school.	Other	09/12/2012	06/30/2016	$0	Chief Operations Officer, Systems Support, School Principals
Re-Enrollment of Drop Outs	All students identified as "drop-outs" will be contacted by a representative from Christian County Public Schools to discuss opportunities for re-enrollment in traditional and nontraditional learning environments for completion of graduation requirements.	Academic Support Program	02/01/2013	06/30/2016	$0	Director of Pupil Personnel and 21st Century Coordinator
Response to Intervention/Targeted Interventions	School leadership will participate in professional learning designed to assist in planning interventions and extensions at the school level.	Professional Learning	02/02/2015	06/30/2017	$1800	District RtI Committee
Reasons to Graduate	Increase public relations activities with all schools to include tours, presentations on careers from speakers, as well as increase awareness of opportunities to graduate with career certifications. Presentations should include information on education levels needed for different types of careers.	Career Preparation/Orientation	09/12/2012	06/30/2016	$0	Community Education Director, Principals
Efficacy of Interventions	Improve efficacy of interventions by examining successful models in elementary, middle, and high schools. (Planning Interventions and Extensions in Elementary and Secondary Schools - Mattos/Buffum)	Academic Support Program	01/12/2015	06/30/2017	$0	District RtI Committee
Progress Monitor	Progress monitor all students who are at risk of failing through the using the Individual Learning Plan Addendum, Persistence to Graduation Report, adademic/behavor contracts, assessments and other data.	Academic Support Program	08/12/2014	06/30/2016	$0	School Principals, Alternative School Principal, 21st Century Coordinator
Alternative to Expulsion	Increase instructional time for students in an alternative educational setting who would otherwise have been expelled from school.	Behavioral Support Program	08/12/2014	06/30/2016	$60000	Alternative School Principal

Parent and Community Communication	Create ConnectU TV video segments to be made available on the district website on topics such as: EL program, attendance policies, Parent Portal, IEP process, graduation requirements, requirements for students to be college and career ready, and accountability measures.	Parent Involvement, Community Engagement	08/03/2015	06/30/2017	$3000	District Staff, School Principals
College and Career Days	Continue district college day and a district career day where activities are planned to emphasize the importance of college and career (P-12) in all schools and district divisions/services	Policy and Process	08/13/2013	06/30/2017	$500	Chief Instructional Officer; Public Relations Director, Achievement Team Members
Shared Goals	The district will actively share the vision and mission of the district, identify common needs of community partners, and work to align with community partner organizations.	Other	08/03/2015	06/30/2017	$6000	Superintendent, Chief Operations Officer, Chief Instructional Officer, Chief Administrative Officer
Community Involvement	The district is actively involved and supports a variety of activities through meeting attendance, event attendance, and promotional information distributed to students and families.	Other	07/01/2015	06/30/2017	$1000	Director of Communications
District Organizational Meeting	The district will form a IP5 Communications Team to develop a comprehensive communication plan.	Parent Involvement, Community Engagement	08/01/2015	07/30/2017	$0	Chief Administrative Officer and District Staff
Technology Communication Tools	Research current technology communication resources.	Parent Involvement, Community Engagement	09/30/2015	06/30/2016	$0	Chief Administrative Officer and District Staff
Communication Resources	Compile a listing of communication resources.	Parent Involvement, Community Engagement	09/30/2015	06/30/2016	$0	Chief Administrative Officer and District Staff
Monitoring of Communications Plan	A 30-60-90 day plan will be used to monitor progress for this goal.	Parent Involvement, Community Engagement	08/18/2015	06/30/2016	$0	Chief Administrative Officer and District Staff

Professional Learning Communities	School Professional Learning Communities will focus on student learning and using student data to make instructional decisions to meet the needs of students.	Academic Support Program, Professional Learning	07/01/2015	06/30/2016	$0	Chief Operations Officer, Director of Strategic Planning, Federal Programs and Grant Development, District Discipline Supervisor, and District Technology Coordinator
Instructional Behavioral Coaches	Instructional Behavioral Coaches will provide job-embedded professional development to classroom teachers to assist with classroom-level instructional improvement.	Behavioral Support Program, Academic Support Program, Professional Learning	07/01/2015	06/30/2016	$0	Chief Academic Officer
Positive Behavior Intervention Supports	Teachers will be supported in implementing PBIS to establish a climate in which appropriate behavior is the norm and learning can occur unimpeded.	Behavioral Support Program, Academic Support Program, Professional Learning	07/01/2015	06/30/2016	$0	District Discipline Supervisor
Novice Support System	A systematic process will be developed to track the provided supports/interventions and performance of Novice students that relies on data for instructional decision-making.	Academic Support Program	01/01/2016	06/30/2017	$10000	Chief Instructional Officer; Instructional Division Staff
Data Analysis	Schools and the District will disaggregate data and analyze by performance level and target populations. Data to be analyzed will include interim benchmark (MAP and Discovery) and district benchmark data using the Plan, Do, Check, Act Model. Principal Meetings with the Chief Instructional Officer/Director of Elementary Education will be held which feature discussions based upon the data and next steps for schools based upon the data.	Policy and Process	11/01/2015	06/30/2016	$113000	Chief Instructional Officer; Director of Elementary Education; District Assessment Coordinator

Guidance on Writing IEPs	District staff will provide guidance on writing IEPs aligned to individual needs and will provide support provide support to schools in the development of plans aligned to KCAS and behavioral expectations.	Professional Learning	12/01/2015	06/30/2017	$500	Director of Special Education and Preschool
District Co-Teaching Model	The District will develop Guidance Documents for implementing high quality co-teaching programs. Using guidance from the KDE and West Kentucky Special Education Cooperative, the models will include program design, structures, implementation guidance, resources, training modules, implementation guides, observational tools, and program evaluation tools.	Policy and Process	12/01/2015	06/30/2017	$1200	Director of Special Education and Preschool
Equity and Culturally Responsive Teaching	Training will be provided district wide in equitable outcomes, diversity, and culturally responsive teaching to ensure high quality, equitable learning environments for all students. Two-year plan for all certified and classified employees.	Professional Learning	11/01/2015	06/30/2017	$80000	Chief Administrative Officer
Ensure Teacher Equity	Teacher quality is the school factor that makes the greatest impact on student achievement. Consistent exposure to effective teachers can overcome obstacles to learning and close the achievement gap. Research concludes that "the effects of even a single ineffective teacher are ensuring enough to measurable at least four years later. Good teachers in subsequent grades boost achievement, but not enough to compensate for the effects of an earlier ineffective teacher" (Thompson & O'Quinn, 2001). District and school staff will complete the equity diagnostic as part of the CDIP process and follow guidance from the KDE and USDOE in determining a process to ensure the equitable distribution of effective teachers to schools with high populations of at-risk students.	Policy and Process	10/01/2015	06/30/2017	$1500	Superintendent; Chief Administrative Officer
Poverty Training	Districtwide training will occur in Understanding a Framework of Poverty through a train-the-trainer model. Training will continue in sections throughout the academic year through Curriculum Leadership Team meetings with the expectation that coaches and principals will deliver the training according to district established schedules and guidelines.	Professional Learning	08/01/2015	05/31/2016	$1200	Chief Instructional Officer; Instructional Coaches
High Impact Instruction	Teachers will be provided with support through coaches and leadership teams in implementing High Impact Instruction with a focus on guided questions, student learning maps and formative assessments.	Professional Learning	08/01/2015	06/30/2017	$8000	Chief Instructional Officer; Director of Elementary Education; District Assessment Coordinator

Reducing Barriers to Learning	Provide resources and support to address barriers to learning, including, but not limited to, transcience, healthcare, and social workers in collaboration with stakeholders.	Other - Non-Academic Needs	07/01/2015	06/30/2017	$1020000	Chief Administrative Officer; Chief Operations Officer
Assessment Plans - IP 4	All schools will develop an assessment plan to be monitored quarterly in the fall and monthly in the Spring. Plans are inclusive of all assessment components.	Academic Support Program	08/01/2015	06/30/2017	$0	Chief Instructional Officer; District Assessment Coordinator
SPED Novice Reduction Goal Setting	Teachers are charged with novice reduction within their caseloads.	Other - Stakeholder Engagement	10/01/2015	06/30/2016	$0	Director of Special Education and Preschool; Teachers
School Training on Novice Reduction Work	Quarterly, District staff will conduct a district professional learning opportunity for a District Learning Team centered around Instructional Transformation. Areas of focus include continued support, understanding and implementation of standards, assessment literacy practices, professional learning to support and build teacher and instructional leadership capacity to implement the Professional Growth and Effectiveness System.	Direct Instruction, Professional Learning	09/01/2015	06/30/2017	$5000	Chief Instructional Officer; Superintendent
Guided Reading Model	District instructional staff will form of a master teachers to develop a model for teaching guided reading. The District's instructional staff and coaches, working collaboratively with teachers and curriculum specialists, will develop a Guidance Document/Handbook of protocols that leads to a systemic approach to teaching guided reading.	Direct Instruction, Policy and Process, Academic Support Program	02/01/2016	06/30/2017	$5000	Chief Instructional Officer; Director of Elementary Education
Differentiated Instruction Model	Development of a District Differentiated Instruction model to be used to train all certified staff at all grade levels in all content areas.	Academic Support Program	12/07/2015	05/30/2016	$5000	Chief Instructional Officer Director of Elementary Education Instructional Coaches
Training- Differentiated Instruction	Professional Development provided to all certified staff using the District developed Differentiated Instruction Model across all grade levels and all content areas	Academic Support Program	06/01/2016	12/30/2016	$5000	Chief Instructional Officer Director of Elementary Education Instructional Coaches

Key Core Work Processes (IMPROVEMENT PRIORITY 6)	School teams will complete an analysis of current data to determine priority needs around KDE's Core Work Processes for Novice Reduction. Using a Priority Matrix, teams will determine the two areas of most urgent need to begin the work. Resources utilized will include the diagnostics available from the Kentucky Department of Education as well as sample 30-60-90 plans and their embedded resources. School leadership teams will use the results to guide the work of the setting Novice Reduction goals and developing action plans in a PDCA format as well as in the broader CSIP.	Other - Research and Analysis	09/01/2015	06/30/2016	$700	Chief Instructional Officer; Instructional Division Staff
Math Intervention Programs	Plan, develop and implement systematic intervention programs for Tier II and Tier III math using program supports such as Do the Math and Math 180.	Academic Support Program	12/01/2015	06/30/2017	$1	Director of Strategic Planning, Federal Programs and Grant Development; Director of Special Education and Preschool; Grant Facilitators; District Instructional Staff
Training- Differentiated Instruction	Professional Development provided to all certified staff using the District developed Differentiated Instruction Model across all grade levels in all content areas.	Academic Support Program	06/01/2016	12/30/2016	$5000	Chief Instructional Officer Director of Elementary Education Instructional Coaches
Assessment Data Training	The District Assessment Coordinator will work with schools to provide training on COMPASS, DISCOVERY, MAP, Administrative Code, KYOTE, new EOC platform, PLAN, and any assessment changes or updates.	Academic Support Program	09/01/2015	06/30/2016	$0	DAC
Assessment Data Systems	Continue to work with Systems Support Specialist to include all pertinent academic databases to be accessed by Tyler Pulse for longitudinal analysis of student academic data.	Academic Support Program	08/01/2015	06/30/2016	$5000	DAC; Systems Support Specialist; Director of Strategic Planning, Federal Programs, and Grant Development

Assessment Calendars	All schools will develop assessment calendars in order to provide training in an appropriate time frame, monitor student data, analyze results, and communicate with stakeholders.	Academic Support Program	08/01/2015	06/30/2016	$0	DAC; School administrators : BACs
Long Range Planning	Advertise for professional consulting firm to provide guidance on long-range facility planning to assist with defining how to meet the education needs of 21st Century learners.	Parent Involvement, Community Engagement	11/02/2015	02/01/2016	$2000	Chief Operations Officer
Long Range Planning Collaboration	Collaborate with Board selected professional consulting firm to determine how best to involve the community in the solicitation of input on the design of future facilities to best meet the needs of 21st Century learners.	Parent Involvement, Community Engagement	03/01/2016	03/01/2017	$20000	Chief Operations Officer
				Total	$3221150	

South Christian Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Training on iREAD Resources for P-2	K-2 teachers will be provided with an overview of the extensive resources available in the iREAD system for instruction and personalization of instruction.	Professional Learning	02/01/2015	06/30/2016	$500	Director of Strategic Planning, Federal Programs and Grant Development; Grant Facilitator
Preschool Integration Into Primary Program	Connect, align, and expand preschool programs and staff within and beyond the K-3 system so that all children are prepared to make a successful transition to kindergarten and subsequent grades. Schools will include preschool teachers in PLCs and integrate the preschool programs into the instructional program of the school. Principals, curriculum specialists, and instructional coaches will be trained in early learning standards, observation protocols, and program design.	Academic Support Program	06/01/2016	06/30/2017	$2000	Chief Instructional Officer; Director of Elementary Education; Director of Special Education and Preschool
Training for Preschool Parents	Partner with local child care providers, FRYSC Directors, school daycares and community-based agencies to provide and expand exemplary parent training and empowerment programs to help parents provide the early learning their infants and young children need, and to build parent capacity to be effective partners with their children's K-12 teachers.	Parent Involvement	05/01/2015	06/30/2016	$3000	Director of Special Education and Preschool; Preschool/Early Learning Consultants

Seamless Pathway to Kindergarten	Provide training to parents and caregivers in developmentally appropriate language and math development that aligns with the K-3 system. Create partnerships with pre-school programs and providers of programs serving birth to five-year-olds to create a seamless pathway through kindergarten. .	Parent Involvement	06/01/2014	06/30/2016	$3000	Director of Special Education and Preschool; Director of Elementary Education
District College Day	The District will coordinate resources to bring community speakers from Hopkinsville Community College and Murray State University Hopkinsville Regional Campus to targeted grade levels to create awareness of the importance of attending college and connecting to career aspirations.	Academic Support Program	08/03/2015	06/30/2016	$0	District Assessment Coordinator; Communications Director
Primary Program Review Support	District support, guidance, and feedback will be provided to schools through the Program Review process.	Academic Support Program	09/11/2012	06/30/2016	$0	Director of Elementary Education
World Language and Global Competency - Middle and Elementary	Provide elementary and middle schools with an opportunity to become more familiar with the rubric, examine current practices, identify needs, and create a stronger programmatic improvement plan PRIOR to the required statewide pilot/baseline setting year.	Academic Support Program	08/12/2014	06/30/2016	$0	Chief Instructional Officer, Director of Elementary Education, District Assessment Coordinator, Program Review Committee
Longitudinal Research Study	Participate in the longitudinal research study with WestDat, HMH on impact of K-2 implementation of iREAD in all elementary schools.	Academic Support Program	07/01/2015	06/30/2018	$0	DAC; District Technology Coordinator; DoDEA grant facilitator; Director of Strategic Planning, Federal Programs, and Grant Development
				Total	$8500	

Sinking Fork Elementary School

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

Training on iREAD Resources for P-2	K-2 teachers will be provided with an overview of the extensive resources available in the iREAD system for instruction and personalization of instruction.	Professional Learning	02/01/2015	06/30/2016	$500	Director of Strategic Planning, Federal Programs and Grant Development; Grant Facilitator
Preschool Integration Into Primary Program	Connect, align, and expand preschool programs and staff within and beyond the K-3 system so that all children are prepared to make a successful transition to kindergarten and subsequent grades. Schools will include preschool teachers in PLCs and integrate the preschool programs into the instructional program of the school. Principals, curriculum specialists, and instructional coaches will be trained in early learning standards, observation protocols, and program design.	Academic Support Program	06/01/2016	06/30/2017	$2000	Chief Instructional Officer; Director of Elementary Education; Director of Special Education and Preschool
Training for Preschool Parents	Partner with local child care providers, FRYSC Directors, school daycares and community-based agencies to provide and expand exemplary parent training and empowerment programs to help parents provide the early learning their infants and young children need, and to build parent capacity to be effective partners with their children's K-12 teachers.	Parent Involvement	05/01/2015	06/30/2016	$3000	Director of Special Education and Preschool; Preschool/Early Learning Consultants
Seamless Pathway to Kindergarten	Provide training to parents and caregivers in developmentally appropriate language and math development that aligns with the K-3 system. Create partnerships with pre-school programs and providers of programs serving birth to five-year-olds to create a seamless pathway through kindergarten. .	Parent Involvement	06/01/2014	06/30/2016	$3000	Director of Special Education and Preschool; Director of Elementary Education
District College Day	The District will coordinate resources to bring community speakers from Hopkinsville Community College and Murray State University Hopkinsville Regional Campus to targeted grade levels to create awareness of the importance of attending college and connecting to career aspirations.	Academic Support Program	08/03/2015	06/30/2016	$0	District Assessment Coordinator; Communications Director
Primary Program Review Support	District support, guidance, and feedback will be provided to schools through the Program Review process.	Academic Support Program	09/11/2012	06/30/2016	$0	Director of Elementary Education

World Language and Global Competency - Middle and Elementary	Provide elementary and middle schools with an opportunity to become more familiar with the rubric, examine current practices, identify needs, and create a stronger programmatic improvement plan PRIOR to the required statewide pilot/baseline setting year.	Academic Support Program	08/12/2014	06/30/2016	$0	Chief Instructional Officer, Director of Elementary Education, District Assessment Coordinator, Program Review Committee
Longitudinal Research Study	Participate in the longitudinal research study with WestDat, HMH on impact of K-2 implementation of iREAD in all elementary schools.	Academic Support Program	07/01/2015	06/30/2018	$0	DAC; District Technology Coordinator; DoDEA grant facilitator; Director of Strategic Planning, Federal Programs, and Grant Development
				Total	$8500	

Pembroke Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Training on iREAD Resources for P-2	K-2 teachers will be provided with an overview of the extensive resources available in the iREAD system for instruction and personalization of instruction.	Professional Learning	02/01/2015	06/30/2016	$500	Director of Strategic Planning, Federal Programs and Grant Development; Grant Facilitator
Preschool Integration Into Primary Program	Connect, align, and expand preschool programs and staff within and beyond the K-3 system so that all children are prepared to make a successful transition to kindergarten and subsequent grades. Schools will include preschool teachers in PLCs and integrate the preschool programs into the instructional program of the school. Principals, curriculum specialists, and instructional coaches will be trained in early learning standards, observation protocols, and program design.	Academic Support Program	06/01/2016	06/30/2017	$2000	Chief Instructional Officer; Director of Elementary Education; Director of Special Education and Preschool

Training for Preschool Parents	Partner with local child care providers, FRYSC Directors, school daycares and community-based agencies to provide and expand exemplary parent training and empowerment programs to help parents provide the early learning their infants and young children need, and to build parent capacity to be effective partners with their children's K-12 teachers.	Parent Involvement	05/01/2015	06/30/2016	$3000	Director of Special Education and Preschool; Preschool/Early Learning Consultants
Seamless Pathway to Kindergarten	Provide training to parents and caregivers in developmentally appropriate language and math development that aligns with the K-3 system. Create partnerships with pre-school programs and providers of programs serving birth to five-year-olds to create a seamless pathway through kindergarten. .	Parent Involvement	06/01/2014	06/30/2016	$3000	Director of Special Education and Preschool; Director of Elementary Education
District College Day	The District will coordinate resources to bring community speakers from Hopkinsville Community College and Murray State University Hopkinsville Regional Campus to targeted grade levels to create awareness of the importance of attending college and connecting to career aspirations.	Academic Support Program	08/03/2015	06/30/2016	$0	District Assessment Coordinator; Communications Director
Primary Program Review Support	District support, guidance, and feedback will be provided to schools through the Program Review process.	Academic Support Program	09/11/2012	06/30/2016	$0	Director of Elementary Education
World Language and Global Competency - Middle and Elementary	Provide elementary and middle schools with an opportunity to become more familiar with the rubric, examine current practices, identify needs, and create a stronger programmatic improvement plan PRIOR to the required statewide pilot/baseline setting year.	Academic Support Program	08/12/2014	06/30/2016	$0	Chief Instructional Officer, Director of Elementary Education, District Assessment Coordinator, Program Review Committee
Co-Teaching for Gap Closure	Training will be provided to partner teams, school administrators and instructional support staff in effective co-teaching. Support will be provided through coaching and follow up visits. Additional schools will participate in the second cohort of CT4GC in order to operate highly effective co-teaching programs.	Academic Support Program	08/01/2015	06/30/2017	$3000	Director of Special Education and Preschool

Longitudinal Research Study	Participate in the longitudinal research study with WestDat, HMH on impact of K-2 implementation of iREAD in all elementary schools.	Academic Support Program	07/01/2015	06/30/2018	$0	DAC; District Technology Coordinator; DoDEA grant facilitator; Director of Strategic Planning, Federal Programs, and Grant Development
				Total	$11500	

North Drive Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
District College Day	The District will coordinate resources to bring community speakers from Hopkinsville Community College and Murray State University Hopkinsville Regional Campus to targeted grade levels to create awareness of the importance of attending college and connecting to career aspirations.	Academic Support Program	08/03/2015	06/30/2016	$0	District Assessment Coordinator; Communications Director
				Total	$0	

Millbrooke Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Training on iREAD Resources for P-2	K-2 teachers will be provided with an overview of the extensive resources available in the iREAD system for instruction and personalization of instruction.	Professional Learning	02/01/2015	06/30/2016	$500	Director of Strategic Planning, Federal Programs and Grant Development; Grant Facilitator
Preschool Integration Into Primary Program	Connect, align, and expand preschool programs and staff within and beyond the K-3 system so that all children are prepared to make a successful transition to kindergarten and subsequent grades. Schools will include preschool teachers in PLCs and integrate the preschool programs into the instructional program of the school. Principals, curriculum specialists, and instructional coaches will be trained in early learning standards, observation protocols, and program design.	Academic Support Program	06/01/2016	06/30/2017	$2000	Chief Instructional Officer; Director of Elementary Education; Director of Special Education and Preschool

Training for Preschool Parents	Partner with local child care providers, FRYSC Directors, school daycares and community-based agencies to provide and expand exemplary parent training and empowerment programs to help parents provide the early learning their infants and young children need, and to build parent capacity to be effective partners with their children's K-12 teachers.	Parent Involvement	05/01/2015	06/30/2016	$3000	Director of Special Education and Preschool; Preschool/Early Learning Consultants
Seamless Pathway to Kindergarten	Provide training to parents and caregivers in developmentally appropriate language and math development that aligns with the K-3 system. Create partnerships with pre-school programs and providers of programs serving birth to five-year-olds to create a seamless pathway through kindergarten. .	Parent Involvement	06/01/2014	06/30/2016	$3000	Director of Special Education and Preschool; Director of Elementary Education
District College Day	The District will coordinate resources to bring community speakers from Hopkinsville Community College and Murray State University Hopkinsville Regional Campus to targeted grade levels to create awareness of the importance of attending college and connecting to career aspirations.	Academic Support Program	08/03/2015	06/30/2016	$0	District Assessment Coordinator; Communications Director
Primary Program Review Support	District support, guidance, and feedback will be provided to schools through the Program Review process.	Academic Support Program	09/11/2012	06/30/2016	$0	Director of Elementary Education
World Language and Global Competency - Middle and Elementary	Provide elementary and middle schools with an opportunity to become more familiar with the rubric, examine current practices, identify needs, and create a stronger programmatic improvement plan PRIOR to the required statewide pilot/baseline setting year.	Academic Support Program	08/12/2014	06/30/2016	$0	Chief Instructional Officer, Director of Elementary Education, District Assessment Coordinator, Program Review Committee
Longitudinal Research Study	Participate in the longitudinal research study with WestDat, HMH on impact of K-2 implementation of iREAD in all elementary schools.	Academic Support Program	07/01/2015	06/30/2018	$0	DAC; District Technology Coordinator; DoDEA grant facilitator; Director of Strategic Planning, Federal Programs, and Grant Development
				Total	$8500	

Martin Luther King Jr. Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Training on iREAD Resources for P-2	K-2 teachers will be provided with an overview of the extensive resources available in the iREAD system for instruction and personalization of instruction.	Professional Learning	02/01/2015	06/30/2016	$500	Director of Strategic Planning, Federal Programs and Grant Development; Grant Facilitator
Preschool Integration Into Primary Program	Connect, align, and expand preschool programs and staff within and beyond the K-3 system so that all children are prepared to make a successful transition to kindergarten and subsequent grades. Schools will include preschool teachers in PLCs and integrate the preschool programs into the instructional program of the school. Principals, curriculum specialists, and instructional coaches will be trained in early learning standards, observation protocols, and program design.	Academic Support Program	06/01/2016	06/30/2017	$2000	Chief Instructional Officer; Director of Elementary Education; Director of Special Education and Preschool
Training for Preschool Parents	Partner with local child care providers, FRYSC Directors, school daycares and community-based agencies to provide and expand exemplary parent training and empowerment programs to help parents provide the early learning their infants and young children need, and to build parent capacity to be effective partners with their children's K-12 teachers.	Parent Involvement	05/01/2015	06/30/2016	$3000	Director of Special Education and Preschool; Preschool/Early Learning Consultants
Seamless Pathway to Kindergarten	Provide training to parents and caregivers in developmentally appropriate language and math development that aligns with the K-3 system. Create partnerships with pre-school programs and providers of programs serving birth to five-year-olds to create a seamless pathway through kindergarten. .	Parent Involvement	06/01/2014	06/30/2016	$3000	Director of Special Education and Preschool; Director of Elementary Education
District College Day	The District will coordinate resources to bring community speakers from Hopkinsville Community College and Murray State University Hopkinsville Regional Campus to targeted grade levels to create awareness of the importance of attending college and connecting to career aspirations.	Academic Support Program	08/03/2015	06/30/2016	$0	District Assessment Coordinator; Communications Director
Primary Program Review Support	District support, guidance, and feedback will be provided to schools through the Program Review process.	Academic Support Program	09/11/2012	06/30/2016	$0	Director of Elementary Education

World Language and Global Competency - Middle and Elementary	Provide elementary and middle schools with an opportunity to become more familiar with the rubric, examine current practices, identify needs, and create a stronger programmatic improvement plan PRIOR to the required statewide pilot/baseline setting year.	Academic Support Program	08/12/2014	06/30/2016	$0	Chief Instructional Officer, Director of Elementary Education, District Assessment Coordinator, Program Review Committee
Co-Teaching for Gap Closure	Training will be provided to partner teams, school administrators and instructional support staff in effective co-teaching. Support will be provided through coaching and follow up visits. Additional schools will participate in the second cohort of CT4GC in order to operate highly effective co-teaching programs.	Academic Support Program	08/01/2015	06/30/2017	$3000	Director of Special Education and Preschool
Longitudinal Research Study	Participate in the longitudinal research study with WestDat, HMH on impact of K-2 implementation of iREAD in all elementary schools.	Academic Support Program	07/01/2015	06/30/2018	$0	DAC; District Technology Coordinator; DoDEA grant facilitator; Director of Strategic Planning, Federal Programs, and Grant Development
				Total	$11500	

Indian Hills Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Training on iREAD Resources for P-2	K-2 teachers will be provided with an overview of the extensive resources available in the iREAD system for instruction and personalization of instruction.	Professional Learning	02/01/2015	06/30/2016	$500	Director of Strategic Planning, Federal Programs and Grant Development; Grant Facilitator

Preschool Integration Into Primary Program	Connect, align, and expand preschool programs and staff within and beyond the K-3 system so that all children are prepared to make a successful transition to kindergarten and subsequent grades. Schools will include preschool teachers in PLCs and integrate the preschool programs into the instructional program of the school. Principals, curriculum specialists, and instructional coaches will be trained in early learning standards, observation protocols, and program design.	Academic Support Program	06/01/2016	06/30/2017	$2000	Chief Instructional Officer; Director of Elementary Education; Director of Special Education and Preschool
Training for Preschool Parents	Partner with local child care providers, FRYSC Directors, school daycares and community-based agencies to provide and expand exemplary parent training and empowerment programs to help parents provide the early learning their infants and young children need, and to build parent capacity to be effective partners with their children's K-12 teachers.	Parent Involvement	05/01/2015	06/30/2016	$3000	Director of Special Education and Preschool; Preschool/Early Learning Consultants
Seamless Pathway to Kindergarten	Provide training to parents and caregivers in developmentally appropriate language and math development that aligns with the K-3 system. Create partnerships with pre-school programs and providers of programs serving birth to five-year-olds to create a seamless pathway through kindergarten. .	Parent Involvement	06/01/2014	06/30/2016	$3000	Director of Special Education and Preschool; Director of Elementary Education
District College Day	The District will coordinate resources to bring community speakers from Hopkinsville Community College and Murray State University Hopkinsville Regional Campus to targeted grade levels to create awareness of the importance of attending college and connecting to career aspirations.	Academic Support Program	08/03/2015	06/30/2016	$0	District Assessment Coordinator; Communications Director
Primary Program Review Support	District support, guidance, and feedback will be provided to schools through the Program Review process.	Academic Support Program	09/11/2012	06/30/2016	$0	Director of Elementary Education
World Language and Global Competency - Middle and Elementary	Provide elementary and middle schools with an opportunity to become more familiar with the rubric, examine current practices, identify needs, and create a stronger programmatic improvement plan PRIOR to the required statewide pilot/baseline setting year.	Academic Support Program	08/12/2014	06/30/2016	$0	Chief Instructional Officer, Director of Elementary Education, District Assessment Coordinator, Program Review Committee

Co-Teaching for Gap Closure	Training will be provided to partner teams, school administrators and instructional support staff in effective co-teaching. Support will be provided through coaching and follow up visits. Additional schools will participate in the second cohort of CT4GC in order to operate highly effective co-teaching programs.	Academic Support Program	08/01/2015	06/30/2017	$3000	Director of Special Education and Preschool
Longitudinal Research Study	Participate in the longitudinal research study with WestDat, HMH on impact of K-2 implementation of iREAD in all elementary schools.	Academic Support Program	07/01/2015	06/30/2018	$0	DAC; District Technology Coordinator; DoDEA grant facilitator; Director of Strategic Planning, Federal Programs, and Grant Development
				Total	$11500	

Hopkinsville Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Advising	Students will be grouped by career paths and advised by a staff member or practicing professional connected to that career path.	Career Preparation/Orientation	07/01/2013	06/30/2016	$250	District Assessment Coordinator; Communications Director; CTE Coordinator; Guidance Counselors
8th Grade Transition	Provide guidance to students in their identified career interests. During scheduling for high school classes, all eighth grade students will develop a four-year schedule of classes that fulfills board requirements for three elective classes within a career pathway identified on the student ILP.	Career Preparation/Orientation	01/01/2015	06/30/2016	$0	Guidance Counselors and School Staff
District College Day	The District will coordinate resources to bring community speakers from Hopkinsville Community College and Murray State University Hopkinsville Regional Campus to targeted grade levels to create awareness of the importance of attending college and connecting to career aspirations.	Academic Support Program	08/03/2015	06/30/2016	$0	District Assessment Coordinator; Communications Director

Academic Career Advising - Middle School	Train staff to provide middle school students with career pathway information related to the student's ILP in order to make elective choices that will lead to a career certification prior to high school graduation. District ILP Coordinator and Career Technical Principal will provide training and counselors will provide elective course advisement.	Career Preparation/Orientation	03/01/2012	06/30/2016	$0	District ILP Coordinator and Career and Gateway Academy Principal/ Counselors
Academic Career Advising - Middle and High	Facilitate work among middle and high school counselors to plan a four-year course sequence during the eighth grade year which will lead students to fulfilling a career pathway identified in students' Individual Learning Plans (ILP).	Career Preparation/Orientation	03/01/2013	06/30/2016	$300	District ILP Coordinator, Middle and High School Counselors and Principals, Career and Gateway Academy Principal
Graduation Requirements	Public Relations and communication activities will be targeted and strategic in order to increase parent and community awareness of graduation requirements.	Parent Involvement	09/05/2012	06/30/2016	$0	Director of Communications, High School Principals, Middle School Principals, District Staff
Non-Traditional Pathways to Graduation	Public Relations and communication activities will be targeted and strategic in order to increase parent and community awareness of available non-traditional pathways to graduation available to students.	Parent Involvement	09/12/2012	06/30/2016	$0	Director of Communications, High School Principals, Middle School Principals, District Staff, 21st Century Coordinator
World Language and Global Competency - Middle and Elementary	Provide elementary and middle schools with an opportunity to become more familiar with the rubric, examine current practices, identify needs, and create a stronger programmatic improvement plan PRIOR to the required statewide pilot/baseline setting year.	Academic Support Program	08/12/2014	06/30/2016	$0	Chief Instructional Officer, Director of Elementary Education, District Assessment Coordinator, Program Review Committee

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ILP Awareness - Middle School	Continue providing opportunities for students and parents to understand the importance of the Individual Learning Plan and how it will directly impact a student's high school course selections.	Policy and Process	01/12/2015	06/30/2017	$0	Middle School Guidance Counselors, Director of Pupil Personnel, District Assessment Coordinator
Awareness - National Career Clusters	Develop awareness of the 16 National Career Clusters and the 79 career pathways of middle and high school staff, staff, and parents through multiple venues of communication: faculty meetings, flyers, emails, district website, 8th grade tours to Gateway Academy to Innovation and Technology.	Career Preparation/Orientation	08/13/2013	06/30/2017	$500	District ILP Coordinator; Middle and High School Principals, Counselors, and Teachers
Operation Preparation	Develop, promote, and implement Operation Preparation activities for 8th and 10th grade students to increase awareness of the requirements of being college and career ready.	Career Preparation/Orientation	08/13/2013	06/30/2017	$0	Director of Communications; District Assessment Coordinator
Co-Teaching for Gap Closure	Training will be provided to partner teams, school administrators and instructional support staff in effective co-teaching. Support will be provided through coaching and follow up visits. Additional schools will participate in the second cohort of CT4GC in order to operate highly effective co-teaching programs.	Academic Support Program	08/01/2015	06/30/2017	$3000	Director of Special Education and Preschool
Priority Scheduling for Students with Disabilities	Refine the process for priority scheduling for students with disabilities that ensures the master schedule meets individual needs identified in students Individual Education Plans (IEPs).	Policy and Process	12/01/2015	03/01/2016	$0	Director of Special Education and Preschool; High School and Middle School Principals and Counselors
African American Male Mentoring Program	Volunteers from the community will mentor identified African American males from middle and high school that have expressed an interest in working with a mentor. This work is spearheaded by the Achievement Gap Committee headed by local community member Charles Turner.	Community Engagement	04/01/2015	06/30/2017	$1000	District Discipline Coordinator
				Total	**$5050**	

Hopkinsville High School

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

Advising	Students will be grouped by career paths and advised by a staff member or practicing professional connected to that career path.	Career Preparation/Orientation	07/01/2013	06/30/2016	$250	District Assessment Coordinator; Communications Director; CTE Coordinator; Guidance Counselors
Tyler Pulse	Collaborate to update Tyler Pulse with the criteria and accompanying data measures that determine College and Career Readiness in Unbridled Learning	Career Preparation/Orientation	11/01/2014	05/31/2016	$2000	District Assessment Coordinator; Systems Support Specialist; District Technology Coordinator
8th Grade Transition	Provide guidance to students in their identified career interests. During scheduling for high school classes, all eighth grade students will develop a four-year schedule of classes that fulfills board requirements for three elective classes within a career pathway identified on the student ILP.	Career Preparation/Orientation	01/01/2015	06/30/2016	$0	Guidance Counselors and School Staff
College Application Week	High schools will complete activities during College Application Week to promote student application for college and college awareness in general. The District will host a Connect U session for parents and students during this week in the vein of "What You Need to Know to Apply for College."	Career Preparation/Orientation	07/01/2014	06/30/2016	$1500	District Assessment Coordinator; Communications Director; Grant Facilitator; Guidance Counselor
Activity - ILP for Placement of Students in Courses	Train staff to utilize Individual Learning Plans in order to place students in courses aligned with their career interests as identified in the ILP,	Career Preparation/Orientation	08/13/2013	06/30/2016	$0	District ILP Coordinator and Career and Gateway Academy Principal
Academic Career Advising - Middle School	Train staff to provide middle school students with career pathway information related to the student's ILP in order to make elective choices that will lead to a career certification prior to high school graduation. District ILP Coordinator and Career Technical Principal will provide training and counselors will provide elective course advisement.	Career Preparation/Orientation	03/01/2012	06/30/2016	$0	District ILP Coordinator and Career and Gateway Academy Principal/ Counselors

Academic Career Advising - Middle and High	Facilitate work among middle and high school counselors to plan a four-year course sequence during the eighth grade year which will lead students to fulfilling a career pathway identified in students' Individual Learning Plans (ILP).	Career Preparation/Orientation	03/01/2013	06/30/2016	$300	District ILP Coordinator, Middle and High School Counselors and Principals, Career and Gateway Academy Principal
Graduation Requirements	Public Relations and communication activities will be targeted and strategic in order to increase parent and community awareness of graduation requirements.	Parent Involvement	09/05/2012	06/30/2016	$0	Director of Communications, High School Principals, Middle School Principals, District Staff
Non-Traditional Pathways to Graduation	Public Relations and communication activities will be targeted and strategic in order to increase parent and community awareness of available non-traditional pathways to graduation available to students.	Parent Involvement	09/12/2012	06/30/2016	$0	Director of Communications, High School Principals, Middle School Principals, District Staff, 21st Century Coordinator
World Language and Global Competency Guidance - High School	District guidance will continue to be provided to high schools during the pilot the World Language Program Review 2015-16	Academic Support Program	08/01/2015	06/30/2016	$0	District Assessment Coordinator, Director of Elementary Education, Program Review Committee
ILP - Course Placement	Utilize the ILP in order to place freshmen in courses aligned with their career interests and review pathways each year.	Policy and Process	08/13/2013	06/30/2017	$0	Middle and High School Counselors, secondary level Instructional Behavioral Coaches.

Awareness - National Career Clusters	Develop awareness of the 16 National Career Clusters and the 79 career pathways of middle and high school staff, staff, and parents through multiple venues of communication: faculty meetings, flyers, emails, district website, 8th grade tours to Gateway Academy to Innovation and Technology.	Career Preparation/Orientation	08/13/2013	06/30/2017	$500	District ILP Coordinator; Middle and High School Principals, Counselors, and Teachers
Career Academies	Refine and continue implementation of career academies at the Gateway Academy to Innovation and Technology. Continue to scale timeline to embed core classes with corresponding Career and Technical classes for a rigorous, relevant learning experience and explore opportunities for partnership and expansion.	Policy and Process	08/01/2013	06/30/2015	$10000	Chief Instructional Officer, Gateway Principal, CTE Teachers
Increase Articulated/Dual Credit Opportunities	Increase awareness of dual and articulated credit through CTE programs and dual credit in core academic areas through local colleges and universities with promotion through announcements, district-initiated phone-calls, Parent University and other events.	Policy and Process	08/13/2013	06/30/2017	$0	CTE Coordinator Post-secondarystaff
Operation Preparation	Develop, promote, and implement Operation Preparation activities for 8th and 10th grade students to increase awareness of the requirements of being college and career ready.	Career Preparation/Orientation	08/13/2013	06/30/2017	$0	Director of Communications; District Assessment Coordinator
Formative and Interim Assessments - CTE	Develop formative/interim assessments for each CTE program to benchmark student progress toward success on KOSSA, ACT Workkeys, and industry certification (if applicable.)	Career Preparation/Orientation	08/13/2013	06/30/2016	$5000	Chief Instructional Officer CTE Coordinator CTE Teachers
Assessment	Provide students with instruction and practice opportunities for the ACT Workkeys assessments in Reading for Information, Locating Information, and Applied Math	Career Preparation/Orientation	08/13/2013	06/30/2017	$5000	CTE Principal CTE Teachers Building Assessment Coordinators
Partnership Task Force	Explore and expand current partnership with Hopkinsville Community College in order to provide a seamless post-secondary transition through effective collaboration.	Academic Support Program	07/01/2013	06/30/2016	$0	Superintendent, Chief Instructional Officer, Chief Operations Officer, Chief Administrative Officer
KOSSA	Provide educational experience that equip students to perform proficiently on KOSSA exams.	Career Preparation/Orientation	12/01/2014	06/30/2016	$2000	District Career and Technical Education Coordinator

Mentors	Community leaders will be assigned at-risk African American male students at the high school level to be mentored.	Behavioral Support Program, Academic Support Program, Community Engagement	08/03/2015	06/30/2016	$0	District Achievement Gap committee members; High school administration
Co-Teaching for Gap Closure	Training will be provided to partner teams, school administrators and instructional support staff in effective co-teaching. Support will be provided through coaching and follow up visits. Additional schools will participate in the second cohort of CT4GC in order to operate highly effective co-teaching programs.	Academic Support Program	08/01/2015	06/30/2017	$3000	Director of Special Education and Preschool
Priority Scheduling for Students with Disabilities	Refine the process for priority scheduling for students with disabilities that ensures the master schedule meets individual needs identified in students Individual Education Plans (IEPs).	Policy and Process	12/01/2015	03/01/2016	$0	Director of Special Education and Preschool; High School and Middle School Principals and Counselors
African American Male Mentoring Program	Volunteers from the community will mentor identified African American males from middle and high school that have expressed an interest in working with a mentor. This work is spearheaded by the Achievement Gap Committee headed by local community member Charles Turner.	Community Engagement	04/01/2015	06/30/2017	$1000	District Discipline Coordinator
Transcript Audit	Conduct transcript audits yearly to ensure students are following a career pathway.	Career Preparation/Orientation	07/01/2014	06/30/2017	$0	High School Guidance Counselors
Method Test Prep	The district will provide Method Test Prep through ILP's for ACT practice.	Academic Support Program	07/01/2015	06/30/2017	$5000	Chief Instructional Officer
				Total	$35550	

Freedom Elementary School

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

Training on iREAD Resources for P-2	K-2 teachers will be provided with an overview of the extensive resources available in the iREAD system for instruction and personalization of instruction.	Professional Learning	02/01/2015	06/30/2016	$500	Director of Strategic Planning, Federal Programs and Grant Development; Grant Facilitator
Preschool Integration Into Primary Program	Connect, align, and expand preschool programs and staff within and beyond the K-3 system so that all children are prepared to make a successful transition to kindergarten and subsequent grades. Schools will include preschool teachers in PLCs and integrate the preschool programs into the instructional program of the school. Principals, curriculum specialists, and instructional coaches will be trained in early learning standards, observation protocols, and program design.	Academic Support Program	06/01/2016	06/30/2017	$2000	Chief Instructional Officer; Director of Elementary Education; Director of Special Education and Preschool
Training for Preschool Parents	Partner with local child care providers, FRYSC Directors, school daycares and community-based agencies to provide and expand exemplary parent training and empowerment programs to help parents provide the early learning their infants and young children need, and to build parent capacity to be effective partners with their children's K-12 teachers.	Parent Involvement	05/01/2015	06/30/2016	$3000	Director of Special Education and Preschool; Preschool/Early Learning Consultants
Seamless Pathway to Kindergarten	Provide training to parents and caregivers in developmentally appropriate language and math development that aligns with the K-3 system. Create partnerships with pre-school programs and providers of programs serving birth to five-year-olds to create a seamless pathway through kindergarten. .	Parent Involvement	06/01/2014	06/30/2016	$3000	Director of Special Education and Preschool; Director of Elementary Education
District College Day	The District will coordinate resources to bring community speakers from Hopkinsville Community College and Murray State University Hopkinsville Regional Campus to targeted grade levels to create awareness of the importance of attending college and connecting to career aspirations.	Academic Support Program	08/03/2015	06/30/2016	$0	District Assessment Coordinator; Communications Director
Primary Program Review Support	District support, guidance, and feedback will be provided to schools through the Program Review process.	Academic Support Program	09/11/2012	06/30/2016	$0	Director of Elementary Education

World Language and Global Competency - Middle and Elementary	Provide elementary and middle schools with an opportunity to become more familiar with the rubric, examine current practices, identify needs, and create a stronger programmatic improvement plan PRIOR to the required statewide pilot/baseline setting year.	Academic Support Program	08/12/2014	06/30/2016	$0	Chief Instructional Officer, Director of Elementary Education, District Assessment Coordinator, Program Review Committee
Co-Teaching for Gap Closure	Training will be provided to partner teams, school administrators and instructional support staff in effective co-teaching. Support will be provided through coaching and follow up visits. Additional schools will participate in the second cohort of CT4GC in order to operate highly effective co-teaching programs.	Academic Support Program	08/01/2015	06/30/2017	$3000	Director of Special Education and Preschool
Longitudinal Research Study	Participate in the longitudinal research study with WestDat, HMH on impact of K-2 implementation of iREAD in all elementary schools.	Academic Support Program	07/01/2015	06/30/2018	$0	DAC; District Technology Coordinator; DoDEA grant facilitator; Director of Strategic Planning, Federal Programs, and Grant Development
				Total	$11500	

Crofton Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Training on iREAD Resources for P-2	K-2 teachers will be provided with an overview of the extensive resources available in the iREAD system for instruction and personalization of instruction.	Professional Learning	02/01/2015	06/30/2016	$500	Director of Strategic Planning, Federal Programs and Grant Development; Grant Facilitator

Preschool Integration Into Primary Program	Connect, align, and expand preschool programs and staff within and beyond the K-3 system so that all children are prepared to make a successful transition to kindergarten and subsequent grades. Schools will include preschool teachers in PLCs and integrate the preschool programs into the instructional program of the school. Principals, curriculum specialists, and instructional coaches will be trained in early learning standards, observation protocols, and program design.	Academic Support Program	06/01/2016	06/30/2017	$2000	Chief Instructional Officer; Director of Elementary Education; Director of Special Education and Preschool
Training for Preschool Parents	Partner with local child care providers, FRYSC Directors, school daycares and community-based agencies to provide and expand exemplary parent training and empowerment programs to help parents provide the early learning their infants and young children need, and to build parent capacity to be effective partners with their children's K-12 teachers.	Parent Involvement	05/01/2015	06/30/2016	$3000	Director of Special Education and Preschool; Preschool/Early Learning Consultants
Seamless Pathway to Kindergarten	Provide training to parents and caregivers in developmentally appropriate language and math development that aligns with the K-3 system. Create partnerships with pre-school programs and providers of programs serving birth to five-year-olds to create a seamless pathway through kindergarten. .	Parent Involvement	06/01/2014	06/30/2016	$3000	Director of Special Education and Preschool; Director of Elementary Education
District College Day	The District will coordinate resources to bring community speakers from Hopkinsville Community College and Murray State University Hopkinsville Regional Campus to targeted grade levels to create awareness of the importance of attending college and connecting to career aspirations.	Academic Support Program	08/03/2015	06/30/2016	$0	District Assessment Coordinator; Communications Director
Primary Program Review Support	District support, guidance, and feedback will be provided to schools through the Program Review process.	Academic Support Program	09/11/2012	06/30/2016	$0	Director of Elementary Education
World Language and Global Competency - Middle and Elementary	Provide elementary and middle schools with an opportunity to become more familiar with the rubric, examine current practices, identify needs, and create a stronger programmatic improvement plan PRIOR to the required statewide pilot/baseline setting year.	Academic Support Program	08/12/2014	06/30/2016	$0	Chief Instructional Officer, Director of Elementary Education, District Assessment Coordinator, Program Review Committee

Longitudinal Research Study	Participate in the longitudinal research study with WestDat, HMH on impact of K-2 implementation of iREAD in all elementary schools.	Academic Support Program	07/01/2015	06/30/2018	$0	DAC; District Technology Coordinator; DoDEA grant facilitator; Director of Strategic Planning, Federal Programs, and Grant Development
				Total	$8500	

Christian County Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Advising	Students will be grouped by career paths and advised by a staff member or practicing professional connected to that career path.	Career Preparation/Orientation	07/01/2013	06/30/2016	$250	District Assessment Coordinator; Communications Director; CTE Coordinator; Guidance Counselors
8th Grade Transition	Provide guidance to students in their identified career interests. During scheduling for high school classes, all eighth grade students will develop a four-year schedule of classes that fulfills board requirements for three elective classes within a career pathway identified on the student ILP.	Career Preparation/Orientation	01/01/2015	06/30/2016	$0	Guidance Counselors and School Staff
District College Day	The District will coordinate resources to bring community speakers from Hopkinsville Community College and Murray State University Hopkinsville Regional Campus to targeted grade levels to create awareness of the importance of attending college and connecting to career aspirations.	Academic Support Program	08/03/2015	06/30/2016	$0	District Assessment Coordinator; Communications Director
Activity - ILP for Placement of Students in Courses	Train staff to utilize Individual Learning Plans in order to place students in courses aligned with their career interests as identified in the ILP,	Career Preparation/Orientation	08/13/2013	06/30/2016	$0	District ILP Coordinator and Career and Gateway Academy Principal

Academic Career Advising - Middle School	Train staff to provide middle school students with career pathway information related to the student's ILP in order to make elective choices that will lead to a career certification prior to high school graduation. District ILP Coordinator and Career Technical Principal will provide training and counselors will provide elective course advisement.	Career Preparation/Orientation	03/01/2012	06/30/2016	$0	District ILP Coordinator and Career and Gateway Academy Principal/ Counselors
Graduation Requirements	Public Relations and communication activities will be targeted and strategic in order to increase parent and community awareness of graduation requirements.	Parent Involvement	09/05/2012	06/30/2016	$0	Director of Communications, High School Principals, Middle School Principals, District Staff
Non-Traditional Pathways to Graduation	Public Relations and communication activities will be targeted and strategic in order to increase parent and community awareness of available non-traditional pathways to graduation available to students.	Parent Involvement	09/12/2012	06/30/2016	$0	Director of Communications, High School Principals, Middle School Principals, District Staff, 21st Century Coordinator
World Language and Global Competency - Middle and Elementary	Provide elementary and middle schools with an opportunity to become more familiar with the rubric, examine current practices, identify needs, and create a stronger programmatic improvement plan PRIOR to the required statewide pilot/baseline setting year.	Academic Support Program	08/12/2014	06/30/2016	$0	Chief Instructional Officer, Director of Elementary Education, District Assessment Coordinator, Program Review Committee
ILP Awareness - Middle School	Continue providing opportunities for students and parents to understand the importance of the Individual Learning Plan and how it will directly impact a student's high school course selections.	Policy and Process	01/12/2015	06/30/2017	$0	Middle School Guidance Counselors, Director of Pupil Personnel, District Assessment Coordinator

Awareness - National Career Clusters	Develop awareness of the 16 National Career Clusters and the 79 career pathways of middle and high school staff, staff, and parents through multiple venues of communication: faculty meetings, flyers, emails, district website, 8th grade tours to Gateway Academy to Innovation and Technology.	Career Preparation/Orientation	08/13/2013	06/30/2017	$500	District ILP Coordinator; Middle and High School Principals, Counselors, and Teachers
Operation Preparation	Develop, promote, and implement Operation Preparation activities for 8th and 10th grade students to increase awareness of the requirements of being college and career ready.	Career Preparation/Orientation	08/13/2013	06/30/2017	$0	Director of Communications; District Assessment Coordinator
Co-Teaching for Gap Closure	Training will be provided to partner teams, school administrators and instructional support staff in effective co-teaching. Support will be provided through coaching and follow up visits. Additional schools will participate in the second cohort of CT4GC in order to operate highly effective co-teaching programs.	Academic Support Program	08/01/2015	06/30/2017	$3000	Director of Special Education and Preschool
Priority Scheduling for Students with Disabilities	Refine the process for priority scheduling for students with disabilities that ensures the master schedule meets individual needs identified in students Individual Education Plans (IEPs).	Policy and Process	12/01/2015	03/01/2016	$0	Director of Special Education and Preschool; High School and Middle School Principals and Counselors
African American Male Mentoring Program	Volunteers from the community will mentor identified African American males from middle and high school that have expressed an interest in working with a mentor. This work is spearheaded by the Achievement Gap Committee headed by local community member Charles Turner.	Community Engagement	04/01/2015	06/30/2017	$1000	District Discipline Coordinator
				Total	$4750	

Christian County High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Advising	Students will be grouped by career paths and advised by a staff member or practicing professional connected to that career path.	Career Preparation/Orientation	07/01/2013	06/30/2016	$250	District Assessment Coordinator; Communications Director; CTE Coordinator; Guidance Counselors

Support Structure for Priority School	A District Support Plan will be developed for priority schools which pulls together the varied resources from the district in order to develop (or to improve existing) structures and processes, to build teacher and leader efficacy, and to improve student learning. Areas of assistance include: PGES, student behavior and PBIS implementation, instructional support in monitoring non-negotiables for teaching and learning, special education services, PLCs, RTI, and coaching.	Policy and Process	06/01/2015	06/01/2016	$80000	Chief Instructional Officer
Tyler Pulse	Collaborate to update Tyler Pulse with the criteria and accompanying data measures that determine College and Career Readiness in Unbridled Learning	Career Preparation/Orientation	11/01/2014	05/31/2016	$2000	District Assessment Coordinator; Systems Support Specialist; District Technology Coordinator
8th Grade Transition	Provide guidance to students in their identified career interests. During scheduling for high school classes, all eighth grade students will develop a four-year schedule of classes that fulfills board requirements for three elective classes within a career pathway identified on the student ILP.	Career Preparation/Orientation	01/01/2015	06/30/2016	$0	Guidance Counselors and School Staff
College Application Week	High schools will complete activities during College Application Week to promote student application for college and college awareness in general. The District will host a Connect U session for parents and students during this week in the vein of "What You Need to Know to Apply for College."	Career Preparation/Orientation	07/01/2014	06/30/2016	$1500	District Assessment Coordinator; Communications Director; Grant Facilitator; Guidance Counselor
Activity - ILP for Placement of Students in Courses	Train staff to utilize Individual Learning Plans in order to place students in courses aligned with their career interests as identified in the ILP,	Career Preparation/Orientation	08/13/2013	06/30/2016	$0	District ILP Coordinator and Career and Gateway Academy Principal
Academic Career Advising - Middle School	Train staff to provide middle school students with career pathway information related to the student's ILP in order to make elective choices that will lead to a career certification prior to high school graduation. District ILP Coordinator and Career Technical Principal will provide training and counselors will provide elective course advisement.	Career Preparation/Orientation	03/01/2012	06/30/2016	$0	District ILP Coordinator and Career and Gateway Academy Principal/ Counselors

Academic Career Advising - Middle and High	Facilitate work among middle and high school counselors to plan a four-year course sequence during the eighth grade year which will lead students to fulfilling a career pathway identified in students' Individual Learning Plans (ILP).	Career Preparation/Orientation	03/01/2013	06/30/2016	$300	District ILP Coordinator, Middle and High School Counselors and Principals, Career and Gateway Academy Principal
Graduation Requirements	Public Relations and communication activities will be targeted and strategic in order to increase parent and community awareness of graduation requirements.	Parent Involvement	09/05/2012	06/30/2016	$0	Director of Communications, High School Principals, Middle School Principals, District Staff
Non-Traditional Pathways to Graduation	Public Relations and communication activities will be targeted and strategic in order to increase parent and community awareness of available non-traditional pathways to graduation available to students.	Parent Involvement	09/12/2012	06/30/2016	$0	Director of Communications, High School Principals, Middle School Principals, District Staff, 21st Century Coordinator
World Language and Global Competency Guidance - High School	District guidance will continue to be provided to high schools during the pilot the World Language Program Review 2015-16	Academic Support Program	08/01/2015	06/30/2016	$0	District Assessment Coordinator, Director of Elementary Education, Program Review Committee
ILP - Course Placement	Utilize the ILP in order to place freshmen in courses aligned with their career interests and review pathways each year.	Policy and Process	08/13/2013	06/30/2017	$0	Middle and High School Counselors, secondary level Instructional Behavioral Coaches.

Awareness - National Career Clusters	Develop awareness of the 16 National Career Clusters and the 79 career pathways of middle and high school staff, staff, and parents through multiple venues of communication: faculty meetings, flyers, emails, district website, 8th grade tours to Gateway Academy to Innovation and Technology.	Career Preparation/Orientation	08/13/2013	06/30/2017	$500	District ILP Coordinator; Middle and High School Principals, Counselors, and Teachers
Career Academies	Refine and continue implementation of career academies at the Gateway Academy to Innovation and Technology. Continue to scale timeline to embed core classes with corresponding Career and Technical classes for a rigorous, relevant learning experience and explore opportunities for partnership and expansion.	Policy and Process	08/01/2013	06/30/2015	$10000	Chief Instructional Officer, Gateway Principal, CTE Teachers
Increase Articulated/Dual Credit Opportunities	Increase awareness of dual and articulated credit through CTE programs and dual credit in core academic areas through local colleges and universities with promotion through announcements, district-initiated phone-calls, Parent University and other events.	Policy and Process	08/13/2013	06/30/2017	$0	CTE Coordinator Post-secondarystaff
Operation Preparation	Develop, promote, and implement Operation Preparation activities for 8th and 10th grade students to increase awareness of the requirements of being college and career ready.	Career Preparation/Orientation	08/13/2013	06/30/2017	$0	Director of Communications; District Assessment Coordinator
Formative and Interim Assessments - CTE	Develop formative/interim assessments for each CTE program to benchmark student progress toward success on KOSSA, ACT Workkeys, and industry certification (if applicable.)	Career Preparation/Orientation	08/13/2013	06/30/2016	$5000	Chief Instructional Officer CTE Coordinator CTE Teachers
Assessment	Provide students with instruction and practice opportunities for the ACT Workkeys assessments in Reading for Information, Locating Information, and Applied Math	Career Preparation/Orientation	08/13/2013	06/30/2017	$5000	CTE Principal CTE Teachers Building Assessment Coordinators
Partnership Task Force	Explore and expand current partnership with Hopkinsville Community College in order to provide a seamless post-secondary transition through effective collaboration.	Academic Support Program	07/01/2013	06/30/2016	$0	Superintendent, Chief Instructional Officer, Chief Operations Officer, Chief Administrative Officer
KOSSA	Provide educational experience that equip students to perform proficiently on KOSSA exams.	Career Preparation/Orientation	12/01/2014	06/30/2016	$2000	District Career and Technical Education Coordinator

Mentors	Community leaders will be assigned at-risk African American male students at the high school level to be mentored.	Behavioral Support Program, Academic Support Program, Community Engagement	08/03/2015	06/30/2016	$0	District Achievement Gap committee members; High school administration
Co-Teaching for Gap Closure	Training will be provided to partner teams, school administrators and instructional support staff in effective co-teaching. Support will be provided through coaching and follow up visits. Additional schools will participate in the second cohort of CT4GC in order to operate highly effective co-teaching programs.	Academic Support Program	08/01/2015	06/30/2017	$3000	Director of Special Education and Preschool
Priority Scheduling for Students with Disabilities	Refine the process for priority scheduling for students with disabilities that ensures the master schedule meets individual needs identified in students Individual Education Plans (IEPs).	Policy and Process	12/01/2015	03/01/2016	$0	Director of Special Education and Preschool; High School and Middle School Principals and Counselors
African American Male Mentoring Program	Volunteers from the community will mentor identified African American males from middle and high school that have expressed an interest in working with a mentor. This work is spearheaded by the Achievement Gap Committee headed by local community member Charles Turner.	Community Engagement	04/01/2015	06/30/2017	$1000	District Discipline Coordinator
Transcript Audit	Conduct transcript audits yearly to ensure students are following a career pathway.	Career Preparation/Orientation	07/01/2014	06/30/2017	$0	High School Guidance Counselors
Method Test Prep	The district will provide Method Test Prep through ILP's for ACT practice.	Academic Support Program	07/01/2015	06/30/2017	$5000	Chief Instructional Officer
				Total	$115550	

Christian County Day Treatment

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

Advising	Students will be grouped by career paths and advised by a staff member or practicing professional connected to that career path.	Career Preparation/Orientation	07/01/2013	06/30/2016	$250	District Assessment Coordinator; Communications Director; CTE Coordinator; Guidance Counselors
Tyler Pulse	Collaborate to update Tyler Pulse with the criteria and accompanying data measures that determine College and Career Readiness in Unbridled Learning	Career Preparation/Orientation	11/01/2014	05/31/2016	$2000	District Assessment Coordinator; Systems Support Specialist; District Technology Coordinator
8th Grade Transition	Provide guidance to students in their identified career interests. During scheduling for high school classes, all eighth grade students will develop a four-year schedule of classes that fulfills board requirements for three elective classes within a career pathway identified on the student ILP.	Career Preparation/Orientation	01/01/2015	06/30/2016	$0	Guidance Counselors and School Staff
College Application Week	High schools will complete activities during College Application Week to promote student application for college and college awareness in general. The District will host a Connect U session for parents and students during this week in the vein of "What You Need to Know to Apply for College."	Career Preparation/Orientation	07/01/2014	06/30/2016	$1500	District Assessment Coordinator; Communications Director; Grant Facilitator; Guidance Counselor
KOSSA	Provide educational experience that equip students to perform proficiently on KOSSA exams.	Career Preparation/Orientation	12/01/2014	06/30/2016	$2000	District Career and Technical Education Coordinator
Priority Scheduling for Students with Disabilities	Refine the process for priority scheduling for students with disabilities that ensures the master schedule meets individual needs identified in students Individual Education Plans (IEPs).	Policy and Process	12/01/2015	03/01/2016	$0	Director of Special Education and Preschool; High School and Middle School Principals and Counselors
				Total	$5750	

Christian County Alternative School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Advising	Students will be grouped by career paths and advised by a staff member or practicing professional connected to that career path.	Career Preparation/Orientation	07/01/2013	06/30/2016	$250	District Assessment Coordinator; Communications Director; CTE Coordinator; Guidance Counselors
Tyler Pulse	Collaborate to update Tyler Pulse with the criteria and accompanying data measures that determine College and Career Readiness in Unbridled Learning	Career Preparation/Orientation	11/01/2014	05/31/2016	$2000	District Assessment Coordinator; Systems Support Specialist; District Technology Coordinator
8th Grade Transition	Provide guidance to students in their identified career interests. During scheduling for high school classes, all eighth grade students will develop a four-year schedule of classes that fulfills board requirements for three elective classes within a career pathway identified on the student ILP.	Career Preparation/Orientation	01/01/2015	06/30/2016	$0	Guidance Counselors and School Staff
College Application Week	High schools will complete activities during College Application Week to promote student application for college and college awareness in general. The District will host a Connect U session for parents and students during this week in the vein of "What You Need to Know to Apply for College."	Career Preparation/Orientation	07/01/2014	06/30/2016	$1500	District Assessment Coordinator; Communications Director; Grant Facilitator; Guidance Counselor
Activity - ILP for Placement of Students in Courses	Train staff to utilize Individual Learning Plans in order to place students in courses aligned with their career interests as identified in the ILP,	Career Preparation/Orientation	08/13/2013	06/30/2016	$0	District ILP Coordinator and Career and Gateway Academy Principal

Academic Career Advising - Middle School	Train staff to provide middle school students with career pathway information related to the student's ILP in order to make elective choices that will lead to a career certification prior to high school graduation. District ILP Coordinator and Career Technical Principal will provide training and counselors will provide elective course advisement.	Career Preparation/Orientation	03/01/2012	06/30/2016	$0	District ILP Coordinator and Career and Gateway Academy Principal/ Counselors
Academic Career Advising - Middle and High	Facilitate work among middle and high school counselors to plan a four-year course sequence during the eighth grade year which will lead students to fulfilling a career pathway identified in students' Individual Learning Plans (ILP).	Career Preparation/Orientation	03/01/2013	06/30/2016	$300	District ILP Coordinator, Middle and High School Counselors and Principals, Career and Gateway Academy Principal
ILP - Course Placement	Utilize the ILP in order to place freshmen in courses aligned with their career interests and review pathways each year.	Policy and Process	08/13/2013	06/30/2017	$0	Middle and High School Counselors, secondary level Instructional Behavioral Coaches.
Awareness - National Career Clusters	Develop awareness of the 16 National Career Clusters and the 79 career pathways of middle and high school staff, staff, and parents through multiple venues of communication: faculty meetings, flyers, emails, district website, 8th grade tours to Gateway Academy to Innovation and Technology.	Career Preparation/Orientation	08/13/2013	06/30/2017	$500	District ILP Coordinator; Middle and High School Principals, Counselors, and Teachers
KOSSA	Provide educational experience that equip students to perform proficiently on KOSSA exams.	Career Preparation/Orientation	12/01/2014	06/30/2016	$2000	District Career and Technical Education Coordinator
Mentors	Community leaders will be assigned at-risk African American male students at the high school level to be mentored.	Behavioral Support Program, Academic Support Program, Community Engagement	08/03/2015	06/30/2016	$0	District Achievement Gap committee members; High school administration

Priority Scheduling for Students with Disabilities	Refine the process for priority scheduling for students with disabilities that ensures the master schedule meets individual needs identified in students Individual Education Plans (IEPs).	Policy and Process	12/01/2015	03/01/2016	$0	Director of Special Education and Preschool; High School and Middle School Principals and Counselors
				Total	$6550	

21st Century Academy

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Advising	Students will be grouped by career paths and advised by a staff member or practicing professional connected to that career path.	Career Preparation/Orientation	07/01/2013	06/30/2016	$250	District Assessment Coordinator; Communications Director; CTE Coordinator; Guidance Counselors
Tyler Pulse	Collaborate to update Tyler Pulse with the criteria and accompanying data measures that determine College and Career Readiness in Unbridled Learning	Career Preparation/Orientation	11/01/2014	05/31/2016	$2000	District Assessment Coordinator; Systems Support Specialist; District Technology Coordinator
8th Grade Transition	Provide guidance to students in their identified career interests. During scheduling for high school classes, all eighth grade students will develop a four-year schedule of classes that fulfills board requirements for three elective classes within a career pathway identified on the student ILP.	Career Preparation/Orientation	01/01/2015	06/30/2016	$0	Guidance Counselors and School Staff
College Application Week	High schools will complete activities during College Application Week to promote student application for college and college awareness in general. The District will host a Connect U session for parents and students during this week in the vein of "What You Need to Know to Apply for College."	Career Preparation/Orientation	07/01/2014	06/30/2016	$1500	District Assessment Coordinator; Communications Director; Grant Facilitator; Guidance Counselor

Activity - ILP for Placement of Students in Courses	Train staff to utilize Individual Learning Plans in order to place students in courses aligned with their career interests as identified in the ILP,	Career Preparation/Orientation	08/13/2013	06/30/2016	$0	District ILP Coordinator and Career and Gateway Academy Principal
Academic Career Advising - Middle School	Train staff to provide middle school students with career pathway information related to the student's ILP in order to make elective choices that will lead to a career certification prior to high school graduation. District ILP Coordinator and Career Technical Principal will provide training and counselors will provide elective course advisement.	Career Preparation/Orientation	03/01/2012	06/30/2016	$0	District ILP Coordinator and Career and Gateway Academy Principal/ Counselors
Academic Career Advising - Middle and High	Facilitate work among middle and high school counselors to plan a four-year course sequence during the eighth grade year which will lead students to fulfilling a career pathway identified in students' Individual Learning Plans (ILP).	Career Preparation/Orientation	03/01/2013	06/30/2016	$300	District ILP Coordinator, Middle and High School Counselors and Principals, Career and Gateway Academy Principal
Graduation Requirements	Public Relations and communication activities will be targeted and strategic in order to increase parent and community awareness of graduation requirements.	Parent Involvement	09/05/2012	06/30/2016	$0	Director of Communications, High School Principals, Middle School Principals, District Staff
Non-Traditional Pathways to Graduation	Public Relations and communication activities will be targeted and strategic in order to increase parent and community awareness of available non-traditional pathways to graduation available to students.	Parent Involvement	09/12/2012	06/30/2016	$0	Director of Communications, High School Principals, Middle School Principals, District Staff, 21st Century Coordinator
ILP - Course Placement	Utilize the ILP in order to place freshmen in courses aligned with their career interests and review pathways each year.	Policy and Process	08/13/2013	06/30/2017	$0	Middle and High School Counselors, secondary level Instructional Behavioral Coaches.

Awareness - National Career Clusters	Develop awareness of the 16 National Career Clusters and the 79 career pathways of middle and high school staff, staff, and parents through multiple venues of communication: faculty meetings, flyers, emails, district website, 8th grade tours to Gateway Academy to Innovation and Technology.	Career Preparation/Orientation	08/13/2013	06/30/2017	$500	District ILP Coordinator; Middle and High School Principals, Counselors, and Teachers
Career Academies	Refine and continue implementation of career academies at the Gateway Academy to Innovation and Technology. Continue to scale timeline to embed core classes with corresponding Career and Technical classes for a rigorous, relevant learning experience and explore opportunities for partnership and expansion.	Policy and Process	08/01/2013	06/30/2015	$10000	Chief Instructional Officer, Gateway Principal, CTE Teachers
KOSSA	Provide educational experience that equip students to perform proficiently on KOSSA exams.	Career Preparation/Orientation	12/01/2014	06/30/2016	$2000	District Career and Technical Education Coordinator
Mentors	Community leaders will be assigned at-risk African American male students at the high school level to be mentored.	Behavioral Support Program, Academic Support Program, Community Engagement	08/03/2015	06/30/2016	$0	District Achievement Gap committee members; High school administration
Priority Scheduling for Students with Disabilities	Refine the process for priority scheduling for students with disabilities that ensures the master schedule meets individual needs identified in students Individual Education Plans (IEPs).	Policy and Process	12/01/2015	03/01/2016	$0	Director of Special Education and Preschool; High School and Middle School Principals and Counselors
				Total	$16550	

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?

Responses are categorized by area:

ACCOUNTABILITY

Q1: Are we on-track in terms of closing the achievement gap?

R1: The data indicates that while the gap is decreasing, a gap remains particularly between our African American/White students, as well as our students with disabilities. Our students in both gap groups are under-performing both when compared to the district and state delivery targets.

Q2: Are our students reaching proficiency as defined by the Kentucky Department of Education?

R2: Overall, the district are still not reaching our Delivery Target Proficiency goals for reading and math as set by KDE. Although improvement is being made, there is still work to be accomplished.

Q3. Why are CCR and Graduation scores increasing at a rate that is not reflected in proficiency rates evidenced across content areas in Achievement and Gap categories?

R3. Transition courses (CCR Math) have been occurring at the 12th grade with little intervention programs in the lower grades. Intervention appears has been reactive, rather than interactive. Reading intervention programs have been implemented for incoming freshmen students and the district did meet the reading delivery target this year for high schools. Consistent reading intervention programs across the district have been in place in elementary and middle schools for the past two years. Results of those programs indicated individual students are making significant gains, but those students have not been enrolled intervention programs long enough to overcome the marked reading deficits.

ELEMENTARY

Q1. In what areas did our elementary students perform below state average on KPREP? - Reading (-6.8) - Math (-5.5) - Science (No Report in 2015) - Writing (-6.9) - Language Mechanics (-3.8)

Q2. In what areas did our elementary students perform above state average on KPREP?

R2. Social Studies (+1.1)

Q3. Specifically in reading and math, how did our elementary students perform compared to the state? - Significantly below the state average. (>5pts)

Q4. What is the greatest point of need for the elementary level?

R4. Increasing percentages of students scoring proficient/distinguished in reading and math. - Closing the gap between AA and White students scoring proficient/distinguished in reading and math.

SECONDARY

Q1. In what areas did our middle school students perform below state average on KPREP?

R1. - Reading (-8.4) - Math (-10.3) - Writing (-1.1) Language Mechanics (-6.1)

Q2. In what areas did our middle school students perform above state average on KPREP?

R2. - Social Studies, 2.0 above

Q3. What is the greatest point of need for the middle school level?

R3. Increasing percentages of students scoring proficient/distinguished in math and closing the gap from district delivery target for AA (-17.1) and White students (-.08). Increasing percentages of students scoring proficient/distinguished in reading and closing the gap from district

delivery target for AA (-14.4) and White students (+3.6).

Q4. In what areas did our high school students perform below state average on KPREP? - Reading (-7.2) - Math (-12.7) - Science (-17.9) - Social Studies (-8.3) - Language Mechanics (-2.1) - Writing (-2.3)

Q5. In what areas did our high school students perform above state average on KPREP?

R5. None

Q6. What is the greatest point of need for the high school level?

R6. The following are pressing needs: - Increasing the percentage of students in the higher performance levels while reducing the percentage of students scoring Novice. At the high school level, we must analyze our instructional practices and curriculum to determine if the cognitive demands of the standards are being taught and assessed in our classrooms. - Improving reading performance as it impacts all content areas. - Closing the gap between AA and White students scoring proficient/distinguished in reading and math.

READING INTERVENTION

Q1: Are district-wide reading interventions being implemented with fidelity?

R1: Looking at a variety of reports available for the reading intervention such as the reading intervention report, the growth report, the software usage report, the progress monitoring with Scholastic Reading Inventory (SRI) and Scholastic Phonics Inventory (SPI), the iREAD screener, and coaching visits indicates that the majority of the reading intervention programs schools which implement with fidelity are seeing greater growth. When examining students in READ 180 who have had 20+ software sessions and SRI tests that were at least 8 weeks apart, 90% of the 472 students saw improved Lexile, 65% of those students exceeded their annual growth goal, and 36% of those students met twice their annual growth goal during the 2014-2015 school year. When examining SYSTEM 44 students who had 20+ software sessions and SRI/SPI tests that were at least 8 weeks apart, 80% of those students saw improved Lexile scores, 42% exceeded their annual growth, and 11% met twice their annual growth goal. The data clearly indicates that the more segments complete, the more measurable the improvements.

In schools or classrooms where the implementation is not following the model, additional support has been provided. The fidelity monitoring occurs each semester.

SPECIAL EDUCATION

Q1. Is the achievement gap closing for students with disabilities compared to students without disabilities?

R1: Students with disabilities are under-performing when compared to students with disabilities in both reading and math.

Q2: What can be done to address the gap?

R2: Special Education teachers are implementing SYSTEM 44 and READ 180 for the 2015 - 2016 school year. Preliminary feedback indicates positive results that will be monitored through the use of SRI/SPI, MAP and other assessments.

PGES

Q1. What follow up Professional Development do all teachers need?

R1: This is the second year for Christian County Public Schools to implement the Professional Growth and Effectiveness system. Based on information gained from CIITS and feedback from principals, the fall timeline for training, self-reflection, and professional growth goals adequate. Teachers have been trained on the Kentucky Framework for Teaching with follow up and conversation occurring during schools PLC meetings and school level training sessions. All certified employees participating in PGES have completed professional growth goals and self-reflections. Observations are occurring in all schools.

EQUITABLE DISCIPLINE PRACTICES

Q1. Are our current practices (implementation of PBIS) resulting in a reduction of students being removed from the learning environment?

R1: The data shows an increase in students placed in In-School Suspension and a decrease in students placed in Out-of-School Suspension thus far this school year as compared to the same time last year.

OPERATIONS

Q1: Are we being fiscally responsible?

R1: The district Contingency Fun increased from $2,574,926.00 FY 15 to $5,223,099.00 in FY 16 (and increase of over $2.6 million).

Q2: Is our technology infrastructure improving?

R1: Great improvements are being made in technology infrastructure to provide a stable, efficient system to support operations and learning environment. The district moved from 50MB Bandwidth in 2011 to 1000 MB of Bandwidth.

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?

ACCOUNTABILITY

Areas of strength include district-wide programs and procedures that are in place. We have consolidated our instructional technology programs being provided and we provide reading intervention programs and a Tier II/III product to use for Math. - There are now procedures in place in areas other than instruction which have an indirect, though positive, impact. A district RTI Guidance document has been implemented. PBIS is having an impact through positive interactions with students throughout the district. However, this is not measurable at this time.

INSTRUCTION Areas of Strength - all schools were trained and are implementing the district instructional model based on the High Impact Instruction of Jim Knight. Curriculum alignment work was initiated over the summer and continues to be a focus of the district. Professional Learning Communities continue to be implemented throughout the district in accordance with the district's Guidance Document for Professional Learning Communities. Intentional progress monitoring is occurring through Response to Intervention. A DODEA grant was awarded to the district to focus on Math and Science. The Gateway Academy to Innovation received a Lenovo grant which Lenovo ThinkPad laptops and YOGA tablets that are used to aid students in the coding, testing and development of mobile apps and help teachers and mentors with the implementation of the curriculum.

Schools have created assessment calendars for College and Career Readiness. Intentional monitoring and counseling of students is occurring throughout the year.

READING INTERVENTION

Students were measured by determining the growth of Lexile points to meet their grade level goal. For students enrolled in the program and those taking a beginning and ending SRI assessment between August 2014 and May 2015, there was a demonstrated Lexile growth from a mean Lexile of 567 to a mean of 708. This was an average change of Lexile of 142 points or an average annual growth rate of 1.2 years.

SPECIAL EDUCATION

Areas of Strength and Sustainability and Causes to Celebrate: - The co-teaching initiative at one of the middle schools has shown tremendous growth in the special education department. In 2015-2016, the co-teaching initiative will be implemented in more schools throughout the district. Special Education lead the Testing Buddies initiative across the district so that all students would be trained in accessing appropriate accommodations throughout the school year.- District-wide reading intervention programs are also shown improvements with students with disabilities helping to improve reading skills.

Opportunities for Improvement

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

An intentional focus on improving core instruction in order to reduce the numbers of students scoring in novice.

Implement new grant focusing on math/science professional development, instruction, and intervention to provide a district-wide math intervention program which impacts all students in their area of need.

Develop an intentional training schedule for all school and district staff on existing and new databases.

Continued focus on reviewing, improving, and monitoring district procedures and practices to support continuous improvement.

Oversight and Monitoring

Describe your processes and interventions for monitoring continuous improvement.

ACCOUNTABILITY

Processes and Interventions for Monitoring Continuous Improvement: All data is analyzed as received and reported to various stakeholder groups, including the Board of Education through Instructional Updates. When data is received, we look at the results and then go back to review against the target or projected outcome and question what worked and what did not work as we plan for improvement.

ELEMENTARY INSTRUCTION

Processes and Interventions for Monitoring Continuous Improvement:

The District requires monitoring of district Non-Negotiables for Teaching and Learning through the 30-60-90 Gap Goal Monitoring. Each schools monitors the Gap Goal of the CSIP through a 30-60-90 format which is based upon continuous improvement model.

Others include: - District Benchmarks in KPREP assessed areas at the elementary level - Instructional Rounds - PLC meeting monitoring (1 district visit per semester per school) - Preschool monitoring visits (1 per semester per teacher) READING INTERVENTION Processes and Interventions for Monitoring

READING INTERVENTIONS: Schools are supported throughout the implementation by district personnel and by professional consultants. Each school has scheduled support visits and may also request support based on their need. The district is implementing fidelity monitoring for the key implementation components each semester. Mid-year and end of year gains analysis will be reviewed and shared with district staff and principals. Support is aligned to need as indicated by the data and by school requests.

SPECIAL EDUCATION

Processes and Interventions for Monitoring Continuous Improvement: Data from students with disabilities will continue to be monitored through all district-wide assessments (interim assessments, district benchmarks) as well as state assessments. The special education programs in all schools will be monitored for effectiveness in meeting the needs of students with disabilities and closing the achievement gap. The data will be gathered and analyzed in order to make system-wide changes to improve the effectiveness of the special education processes and systems. SYSTEM 44 and READ 180 have been implemented this year for Special Education students.

EQUITABLE DISCIPLINE

Monitoring for Continuous Improvement in Area of Strength 1: Data is analyzed and communicated each month to monitor discipline events and suspensions. Two employees complete implementation visits for each school periodically throughout the year.

Conclusion

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

ACCOUNTABILITY

- Updating Tyler Pulse and continuing the work begun in district-wide data analysis and building knowledge of Pulse and other data/reporting systems
- Establishing Data integrity standards. Systematic training of staff to support data integrity.

ELEMENTARY INSTRUCTION -

Monitoring of RtI Guidance Document implementation during the 2015-2016 school year - Continued PD relating to instructional best practices at Curriculum Leadership Meetings and district-provided offerings; follow up training on culturally responsive teaching - Continued progress monitoring through various on-going assessments - Continued support to schools in the form of instructional rounds, support, and customer service visits with feedback provided - Continued focus on effective PLC processes

READING INTERVENTION

The district will need to address the financial cost of training intervention teachers. The current rate of teacher turnover training costs is not sustainable. This will be addressed by providing data to school administrators on the effectiveness of teacher continuity in the intervention programs and by building the capacity of schools over the next two years so that training and coaching can be completed in-house or led by teacher leaders.

The procedure for collecting and sharing rising 6th grade and exiting 8th grade data will be refined and formalized. District guidance will be offered to assist with appropriate placement of students in district-wide intervention programs.

SPECIAL EDUCATION The next step is for the District to visit all schools and analyze their special education program, make suggestions and provide necessary supports where needed. District staff, led by the Director of Special Education, will continue to analyze data and make district-wide systemic changes in collaboration with the Chief Instructional Officer where necessary to ensure Christian County has an effective special education program meeting the needs of all students with disabilities.

Compliance and Accountability - Districts

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

All students in Christian County Schools will be taught by highly effective teachers in school led by highly effective leaders as measured by the Professional Growth and Effectivess System.

Measurable Objective 1:

collaborate to implement the Professional Growth and Effectivess System by 10/15/2014 as measured by creation and implementation of a district Certified Evaluation Plan.

Strategy1:

Professional Growth and Effectiveness System - District personnel will coach members of the Curriculum Leadership Team (principals and coaches) in effective instructional practices for school level implementation through a Professional Learning Community (PLC) process. An intentional focus will be on Kentucky's adopted version of Charlotte Danielson's Framework for Teaching which will be among the criteria for teacher evaluation. Principals and Assistant Principals will receive training in the framework and how to evaluate and observe using the framework. The District will provide training for principals that will enable them to introduce certified instructional staff to the framework and then deepen that knowledge as teachers migrate to the new system.

Category:

Research Cited:

Activity - Quality Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District personnel will coach administrators and curriculum leaders in the use of the elements of effective instruction (Danielson's Framework for Teaching) for school implementation in PLCs.	Academic Support Program	08/01/2012	05/31/2013	$6000 - District Funding	Chief Instructional Officer, Chief Administrative Officer, Instructional Supervisors, School Liasons.

Strategy2:

Certified Evaluation Plan - A committee of stakeholders will be selected to develop a district Certified Evaluation Plan based upon required components established by the Kentucky Department of Education that provides relevant feedback to all staff, including teachers, principals, instructional coaches, counselors, and district level staff.

Category:

Research Cited:

Activity - Evaluation Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A committee of stakeholders will create Certified Evaluation Process and Procedures that provides relevant feedback to all evaluatees and that is in alignment with requirements and guidance from the Kentucky Department of Education.	Policy and Process	12/12/2013	12/15/2014	$500 - General Fund	Chief Administrative Officer

Goal 2:

Transform the educational environment to meet the on-going demands of the 21st Century so that all students are engaged in a high-quality, equitable education and are prepared for community and global responsibilities.

Measurable Objective 1:

collaborate to create an educational culture of continuous growth through shared partnerships and responsibilities by 06/30/2016 as measured by various measures established in the CCPS Strategic Plan.

Strategy1:

Recruitment and Retention of a Highly Qualified Workforce   STRATEGIC PLAN GOAL 2 - Work to recruit and retain highly qualified and effective teachers particularly in high-needs certification areas. Information from the Professional Growth and Effectiveness System will be used to measure teacher effectiveness.

Category: Human Capital Management

Research Cited: Wallace Foundation, Recruiting, Preparing and Retaining Teachers for America's Schools

Activity - Recruit and Retain	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Host and attend job fairs to recruitment high quality applicants. CCPS administrators and current teachers will attend recruitment fairs to inform future applicants of the benefits of working for Christian County Public Schools. Teachers completing KTIP will be assigned a mentor at the school level for the first year of employment.	Recruitment and Retention	01/08/2015	09/01/2016	$4000 - General Fund	Director of Personnel/Chief Administrative Officer

Activity - New Teacher Induction Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Sessions for new teachers will occur prior to the start of each school year. This will prepare new teachers with tools necessary for beginning a successful school year. Sessions will focus on the Kentucky Framework for Teaching and Positive Behavior Support for the classroom.	Recruitment and Retention	08/03/2015	06/30/2016	$40000 - General Fund	Chief Administrative Officer; Director of Personnel

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

Goal 1:

Transform the educational environment to meet the on-going demands of the 21st Century so that all students are engaged in a high-quality, equitable education and are prepared for community and global responsibilities.

Measurable Objective 1:

collaborate to create an educational culture of continuous growth through shared partnerships and responsibilities by 06/30/2016 as measured by various measures established in the CCPS Strategic Plan.

Strategy1:

Improve Working Conditions -- STRATEGIC PLAN GOAL 2 - Stakeholder communication

Category: Human Capital Management

Research Cited: TELL Survey 2015

Activity - Community and Parent Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Christian County Public School will monitor the development and implementation of individual school plans to enroll families in the Infinite Campus Parent Portal. Parents will have the ability to view student discipline, grades, and participate in student online registration.	Community Engagement Parent Involvement	08/03/2015	05/01/2016	$0 - No Funding Required	Director of Pupil Personnel, Director of Technology, Director of Communications, Director of Strategic Planning, Federal Programs and Grant Development.

Activity - Parent and Community Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create ConnectU TV video segments to be made available on the district website on topics such as: EL program, attendance policies, Parent Portal, IEP process, graduation requirements, requirements for students to be college and career ready, and accountability measures.	Parent Involvement Community Engagement	08/03/2015	06/30/2017	$3000 - Grant Funds	District Staff, School Principals

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 ensures that program funds are targeted to schools that have the lowest proportion of highly qualified teachers, have the largest average class size, or are identified as focus or priority schools.	N/A	We operate school-wide programs.	

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Label	Assurance	Response	Comment	Attachment
37.	We certify that we are a District of Innovation and attach the approved application.	No	We are not a District of Innovation site.	

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

Equitable Access Diagnostic

Introduction

Description

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

Needs Assessment

Label	Assurance	Response	Comment	Attachment
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the district?	Yes		

What are the barriers?

- Teacher preparation to meet diverse learner needs

- Number of first year KTIP Teachers

- Teacher retention rates

- Number of highly qualified teacher applicants in critical shortage areas

- Teacher transfers within the district

- Teachers leaving the profession

- Decline in individuals entering the teaching profession

List the data sources used to identify the barriers.

- Review of existing district policies on hiring, recruiting, and retaining, and support teachers

- Staffing allocations for district schools

- Analysis of budget status

- Review of working condition data

- Review the number of teachers pursuing Alternate Certification Routes

- Review the number of Emergency Certified Teachers in the district

- Review of teacher summative evaluation ratings

- Review of TELL Survey data

What are the root causes of those identified barriers?

- Teacher preparation programs

- Number of highly qualified teacher applicants

- Perception of Christian County Public Schools

- The KDE number of highly qualified middle and high school content area teachers

- The district uses a variety of recruitment strategies at regional, state, and out of state universities. The district has been

   successful at hiring and retaining elementary teachers. The hiring and retention of secondary teachers is limited due to the lack

   of highly qualified applicants.

- Quality of highly effective candidates

- Lower performing schools have higher teacher turnover rates

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

Professional Growth and Effectiveness System data from the Observation Summary Report reflects that the majority of schools overall teacher effectiveness fall in the accomplished or exemplary rating categories.

Domain Component/ District Average	Developing	Accomplished	Exemplary
1a: demonstrating knowledge of content and pedagogy		42%	42%
1b: demonstrating knowledge of students		58%	26%
1c: setting instructional outcomes		63%	21%
1d: demonstrating knowledge of resources		58%	26%
1e: designing coherent instruction		63%	21%
1f: designing student assessments		63%	21%
2a: creating an environment of respect and rapport		32%	68%
2b: establishing a culture for learning		42%	58%
2c: managing classroom procedures		42%	58%
2d: managing student behavior		37%	63%
2e: organizing physical space		11%	89%
3a: communicating with students		42%	58%
3b: using questioning and discussion techniques		84%	16%
3c: engaging students in learning		53%	47%
3d: using assessment in instruction		68%	32%
3e: demonstrating flexibility and responsiveness		32%	68%
4a: reflecting on teaching		63%	21%
4b: maintaining accurate records		47%	37%
4c: communicating with families	5%	47%	32%
4d: participating in a professional community		47%	37%
4e: growing and developing professionally		68%	16%
4f: showing professionalism		21%	63%

Equitable Access Strategies

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

All district polices and or procedures are aligned with the Kentucky Revised Statutes. The goal of Christian County Public Schools is to ensure highly effective teachers who hold the correct Kentucky certification. The district will ensure teachers receive adequate professional development and mentoring programs to increase teacher retention.

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

Christian County implements recruitment strategies that enable the employment of effective diverse teachers. The goal is for all teachers hold the correct Kentucky teaching certification. A teacher induction program that ensures ongoing highly effective professional development will improves teaching and learning strategies and support for teachers. Professional Learning Communities (PLC's) are in place in all schools that provide teachers the opportunity to grow in content and teaching and assessment strategies. Human resource management though collaboration with the individual schools will ensure that schools have equitable highly qualified staff.

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

The Christian Country Board of Education approves the district staffing allocation on a yearly basis. Individual schools allocations are distributed each February in order to begin staffing schools for the upcoming school year. Schools are then able to begin the process of building a draft master schedule. Items considered for the schedule include the specific student needs. The district and schools collaborate to determine the number of classes and content area teachers needed in each school. Several different data points are considered including but not limited to KPREP, ACT, CCR, graduation rates and high school career pathways. The attrition rate of teachers is also analyzed. After analysis of data a targeted recruitment list is prepared.

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

The district utilizes human resource data to analyze the district and school hiring needs. Data regarding teacher performance, working conditions, retention, attrition and student population growth are examples of data that will be utilized. After data has been analyzed a specific recruitment plan that addresses the specific certification needs will be developed.

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

Christian County implements recruitment strategies that enable the employment of highly effective diverse teachers. The goal is for all teachers hold the correct Kentucky teaching certification. A teacher induction program that ensures ongoing highly effective professional development that will improve teaching and learning strategies and additional support for teachers. Professional development and support occurs as part of the onboarding process and continues throughout the school year. Professional Learning Communities (PLC's) are in place in all schools that provide teachers the opportunity to grow in content knowledge, teaching and assessment strategies. Human resource management though collaboration with the individual schools will ensure that school have equitable highly qualified staff.

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

The district has several supports in place to enable the retention of effective teachers. Teacher Onboarding is the first step in giving new teachers the tools necessary to be successful in the classroom. Onboarding includes giving teachers the tools necessary to be successful on the first day of school. Topics covered are the Professional Growth and Effectiveness System, Positive Behavioral Intervention & Supports, Infinite Campus, CIITS, Technology and Restraint/Seclusion. During the 2016-2017 school year an additional day of training will be added. The training will encompass an overview of district instructional practices.

School administration will assign teacher mentors for new teachers in the district that are not a part of the KTIP process. This practice may be an outgrowth of the PLC process. Teacher support is a main focus that will be part of retention strategies.

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

The district has several supports in place to enable the retention of effective teachers. Teacher Onboarding is the first step in giving new teachers the tools necessary to be successful in the classroom. Onboarding includes giving teachers the tools necessary to be successful on the first day of school. Topics covered are the Professional Growth and Effectiveness System, Positive Behavioral Intervention & Supports, Infinite Campus, CIITS, Technology and Restraint/Seclusion. During the 2016-2017 school year an additional day of training will be added. The training will encompass an overview of district instructional practices.

School administration will assign teacher mentors for new teachers in the district that are not a part of the KTIP process. This practice may be an outgrowth of the PLC process. Teacher support is a main focus that will be part of retention strategies.

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

PGES data indicated that 86% of teachers receiving summative evaluations in Christian County had an effectiveness rating in the Exemplary/Accomplished category. Teachers rating below the accomplished level will receive assistance based on areas of need. Individual assistance plans will be developed that will address specific areas of classroom needs. Assistance may be addressed through work with the school instructional leaders, curriculum specialist, discipline coordinator, teacher mentors, PLC process, or specified professional development opportunities.

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

Tell surveys are analyzed in three categories that inform teacher retention and student achievement.

Working Conditions	Rating	District
Managing Student Conduct	Strongly Agree/Agree	81.7%
Community Engagement and Support	Strongly Agree/Agree	81%
School Leadership	Strongly Agree/Agree	85.4%

Questions

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

Goals:

A. Implement strategies to improve the perception of our district

- Publishing district accomplishments
    - Use local media and technology to celebrate district achievements in student achievement, academics, leadership and citizenship
    - Attend regional recruitment fairs with displays and teams that point out the positive aspects of Christian County Public Schools

- Implementation of our district communication and recruitment plans
    - Utilize the district communication plan and resources to communicate district teaching positions
    - Create a formalized recruitment plan that includes attendance at regional recruitment fair

B. Create a recruitment plan and support system to attract and hire highly effective certified candidates

- Develop an effective recruitment plan
    - Create a formalized recruitment plan that includes attendance at regional recruitment fair
    - Host a district recruitment fair
    - Host student teachers at all levels
    - Host students completing practicum requirements

- Create a schedule of recruitment visits that includes school administrators, teachers, and students

- Effective onboarding professional development for new teachers
    - Host a two day onboarding professional development that focuses on district operational and instructional needs

C. Lower performing school have higher teacher turnover rates

- Continue to track school turnover rates with exit interviews to determine why turnover is occurring
- Professional development for administrators on effective hiring practices
- Effective onboarding professional development for new teachers
- Create mentoring programs to support new teachers