Nelson County Public Schools
District Work Day Report
August 29, 2014
School: BES
Principal: Leah Hardin

Activity	Group or PLC Responsible	Correlation to School Improvement Plan/Goals and District Initiatives/Work Report for 8/29/2014	Responsible Faculty/PLC	Completion Date	Funding Required/Funding Source
TPGES	All certified staff	All students will be taught by a highly effective teacher. Certified staff members worked in small groups to effectively write student growth goals using the Think and Plan document. Additionally, the Framework for Teaching was reviewed.	Hardin and Hines	ongoing	none
CIITS review	All certified staff	100% use of CIITS All certified staff members logged into ciits to begin self reflection.	Rogers	ongoing	none
CEP training	All certified staff	All students will be taught by a highly effective teacher. All teachers were trained on the new Nelson County certified evaluation plan.	Hardin	8-29-14	none

Nelson County Public Schools
District Work Day Report
August 29, 2014
School: Bloomfield Middle School
Principal: Jim Beavers

Activity	Group or PLC Responsible	Correlation to School Improvement Plan/Goals and District Initiatives/Work Report for 8/29/2014	Responsible Faculty/PLC	Completion Date	Funding Required/Funding Source
PGES Work	All Certified Faculty	Work on 8/29/14 included reviewing the teacher self-reflection information, peer observer training, student growth and proficiency goals in a school-wide PLC. Teachers worked on the Sand Box application in CIITS.	Principal	1OCT14	$0
Self Reflection		Discussion of Peer-Observer duties as a result of Peer Walk Through Visits two days prior. Kudos as well as constructive feedback was given in a general sense to Faculty.			
PGES Work	All Certified Faculty	How to create a SGG using data points and the BMS CSIP Teachers practiced several drills and activities to insure learning.	Instructional Coach	1OCT14	$0
Student Growth Goals					
Student Achievement Lexia and Reading Plus	All Certified Faculty	Discussions were targeted to the actual use and trouble shooting of the programs, loading student data and learning targets of the program.	Teacher Leaders Lorie Miller Susan Hey	29AUG14	$0
Work focusing on our recent KPREP/MAP data.	All Certified Faculty	All certified school personnel worked in PLC's to discuss recent MAP data as well as recent data released by the state. Learning will culminate with a PowerPoint and Wednesday Faculty Meeting.	Principal	3SEP14	$0

Nelson County Public Schools
District Work Day Report
August 29, 2014

School: ___**Boston School**___
Principal: ___**Dana Cull**___

Activity	Group or PLC Responsible	Correlation to School Improvement Plan/Goals and District Initiatives/Work Report for 8/29/2014	Responsible Faculty/PLC	Completion Date	Funding Required/Funding Source
PGES Work	All Certified Faculty	All students will be taught by a highly effective teacher. Work on 8/29/14 included training for the identification of enduring skills, using data sources to identify a goal, identification of proficiency for the grade level/content identified, and reviewing the student growth and proficiency goals in a school-wide PLC. Teachers also reviewed the district Certified Evaluation Plan and how the student growth goals align within the CEP to support an overall rating. Teachers broke into grade level PLC's and worked together to choose/compose pre-assessment document and rubric for their student growth goal baseline measurement. Teachers were also provided documents Student growth goals will be uploaded into CIITS after baseline assessments are administered and analyzed.	Principal	October 1, 2014	$ 0

EIR Group Beginning 1st Grade   Week of_____   Time_____

Teacher_____Book_____ _____Level _____

Students_____

*Daily- 1:1 Reading Practice with a Coach(5-7 min), using current EIR story

Day 1
Step One(5min)
SW reread previous familiar EIR stories for fluency, TW RR_____or coach for word recognition
Step two(5 min)
TW read new story aloud with 1:1 matching and coaching for word recognition skills, TW prompt for vocab_____ SW reread story chorally
Step three(10 min)
TW Coach for comprehension_____

_____

TW prompt for additional vocab_____
Step 4(5 min)
Sound Box Activity_____**OR**
Making Words Activity_____

Day 2
Step One(5min)
SW reread previous familiar EIR stories for fluency, TW RR_____or coach for word recognition
Step Two(5 min)
SW reread story chorally with T, then SW reread story to partner, self, or taking turns. TW coach for word recognition as needed, TW coach for self-monitoring prompts
Step Three(10 min)
TW Coach for comprehension_____

_____

Step Four(5 min) Sentence Writing
TW give prompt from story, TW use S responses to give a group sentence, Each SW write sentence response and share with T. TW assist with 1 or 2 words (transition from group sentence as year progresses)

Day 3
Step One(5min)
SW reread previous EIR stories for fluency, TW RR_____or coach for word recognition
Step Two(5 min)
SW read newest story to partner, to themselves, or on own, TW coach for word recognition as needed, SW use self-monitoring prompts
Step Three(5 min)
TW Coach for comprehension_____

_____

Step Four(5min) Sentence Writing
TW give prompt from story, TW use S responses to give a group sentence, Each SW write sentence response and share with T. TW assist with 1 or 2 words (transition from group sentence as year progresses)

Notes:

Comprehension Standard(fiction) 2.RL.12,.RL.2, 2.RL.3,2.RL.4, 2.RL.5, 2.RL.6, 2.RL.7, 2.RL.8, 2.RL.9
Comprehension Standard(nonfiction) 2.RI.1, 2.RI.2, 2.RI.3, 2.RI.4, 2.RI.5, 2.RI.6, 2.RI.7, 2.RI.8, 2.RI.9

*EIR levels are not the same as Guided Reading Levels. EIR "C" is GRL "EFGH", and "E" is GRL "H and I"

EIR Group Transitional   1st Grade(regular level C/Grade 1 level C from Table 5-1, transition to level D when students have completed level C stories or are ready)

Week of_____ Time_____ Teacher_____ _____

Books and levels_____

Students_____

*Daily- 1:1 Reading Practice with a Coach(5-7 min), using current EIR story

Day 1 Level reg. C or D Book_____ **Step One(5min)** SW reread previous EIR stories for fluency, TW RR_____or coach for word recognition **Step two(5 min)** TW read new story aloud with 1:1 matching, T & SW choral read, TW prompt for vocab_____ **Step three(10 min)** TW Coach for comprehension_____ TW prompt for additional vocab_____ **Step 4(5 min)** Sound Box Activity_____**OR** Making Words Activity_____
Day 2 same Level reg. C or D Book_____ **Step One(5min)** SW reread previous familiar EIR stories for fluency, TW RR_____or coach for word recognition **Step Two(5 min)** SW reread story chorally with T, then SW reread story to partner, self, or taking turns. TW coach for word recognition as needed, TW coach for self-monitoring prompts **Step Three(10 min)** TW Coach for comprehension_____ **Step Four(5 min) Sentence Writing** TW give prompt from story, TW use S responses to give a group sentence, Each SW write sentence response and share with T. TW assist with 1 or 2 words (transition from group sentence as year progresses)
Day 3 same Level reg. C or D **Step One(5min)** SW reread previous EIR stories for fluency, TW RR_____or coach for word recognition **Step Two(5 min)** SW read newest story w/partner, then on own, TW coach for word recognition, SW use self-monitoring prompts **Step Three(5 min)** TW Coach for comprehension_____ **Step Four(5min) Sentence Writing** TW give prompt from story, SW write1 or 2 sentences to respond and share with T. TW assist with 1 or 2 words
Day 4-6 Level 1st grade C or D   New Book_____ **Step One (2 students at a time)** SW take turns to read the book "cold", TW provide support **Step Two** SW read to trained coach, coach reinforces student **Step Three** TW work with another pair, if time permits *** Independent activities for the other EIR students(examples in ch. 7)**

Day 7 different reg. Level C or D   New Book_____
Step One(5min)
SW reread previous EIR stories for fluency, TW RR_____or coach for word recognition
Step two(5 min)
TW read new story aloud with 1:1 matching, T & SW choral read, TW prompt for vocab_____
Step three(10 min)
TW Coach for comprehension_____
TW prompt for additional vocab_____
Step 4(5 min)
Sound Box Activity_____**OR**
Making Words Activity_____

Day 8 same Level C or D
Step One(5min)
SW reread previous familiar EIR stories for fluency, TW RR_____or coach for word recognition
Step Two(5 min)
SW reread story chorally with T, then SW reread story to partner, self, or taking turns. TW coach for word recognition as needed, TW coach for self-monitoring prompts
Step Three(10 min)
TW Coach for comprehension_____
Step Four(5 min) Sentence Writing
TW give prompt from story, TW use S responses to give a group sentence, Each SW write sentence response and share with T. TW assist with 1 or 2 words (transition from group sentence as year progresses)

Day 9 same Level C or D
Step One(5min)
SW reread previous EIR stories for fluency, TW RR_____or coach for word recognition
Step Two(5 min)
SW read newest story w/partner, then on own, TW coach for word recognition, SW use self-monitoring prompts
Step Three(5 min)
TW Coach for comprehension_____
Step Four(5min) Sentence Writing
TW give prompt from story, SW write1 or 2 sentences to respond and share with T. TW assist with 1 or 2 words

Day 10-12 Level 1st grade C or D   New Book_____
Step One (2 students at a time)
SW take turns to read the book "cold", TW provide support
Step Two
SW read to trained coach, coach reinforces student
Step Three
TW work with another pair, if time permits
* Independent activities for the other EIR students(examples in ch. 7)

Comprehension Standard(nonfiction) 2.RI.1, 2.RI.2, 2.RI.3, 2.RI.4, 2.RI.5, 2.RI.6, 2.RI.7, 2.RI.8, 2.RI.9
Comprehension Standard(fiction) 2.RL.12,.RL.2, 2.RL.3,2.RL.4, 2.RL.5, 2.RL.6, 2.RL.7, 2.RL.8, 2.RL.9

**EIR levels are not Guided Reading Levels. Please see p. 68 of manual for example book lists.

EIR Group Accelerated Model to be used for entering 2nd Grade students who are reading on end-of-grade level 1st but will still need support- Week of_____ Time_____

Teacher_____   Books_____

Students_____

*1st month or 2, follow 2nd Grade Beginning 3 Day Plan with level D

* Switch to 2nd Grade Transitional Plan with alternating levels D/F for one month

* Begin Accelerated model using mid to end of second grade level, narrative text until March, then switch to informational

*Daily- 1:1 Reading Practice with a Coach(5-7 min), using current EIR story

Day 1   **Step One**   T and SW read part of the new book together, T will coach for decoding multisyllabic words as students are reading orally. TW prompt for vocab at point of contact in story_____   **Step two**   SW finish book silently   **Step three**   TW Coach for comprehension_____   **Step 4**   SW practice reading book for fluency(may be done at another time)
Day 2   **Step One**   TW coach for comprehension on the book_____   **Step Two**   T and SW summarize and respond to text using narrative group form (for narrative story) or answer written comprehension questions(for informational text). Complete on Day 3 if needed.   **Step Three**   SW practice reading book, TW coach individual readers for multisyllabic words, etc.   **Step Four**   TW explain and send home Take-Home sheet
Day 3   **Step One**   T and SW discuss strategies for coaching a partner   **Step Two**   Partners take turns reading to each other   **Step Three**   Partners discuss completed Take-Home sheets (vocab and comprehension sections)   **Step Four**   T and SW discuss Q and vocab from take-home sheets, and discuss partner coaching and improvements   **Step Five**   Complete summary sheet or comprehension Q
Comprehension Standard(nonfiction) 2.RI.1, 2.RI.2, 2.RI.3, 2.RI.4, 2.RI.5, 2.RI.6, 2.RI.7, 2.RI.8, 2.RI.9   Comprehension Standard(fiction) 2.RL.12,.RL.2, 2.RL.3,2.RL.4, 2.RL.5, 2.RL.6, 2.RL.7, 2.RL.8, 2.RL.9

EIR Group Beginning 2nd Grade   Week of_____   Time_____

Teacher_____Book_____ _____Level _____

Students_____

*Daily- 1:1 Reading Practice with a Coach(5-7 min), using current EIR story

Day 1 **Step One(5min)** SW reread previous EIR stories for fluency, TW RR_____or coach for word recognition **Step two(5 min)** TW read new story aloud with 1:1 matching, T & SW choral read, TW prompt for vocab_____ **Step three(10 min)** TW Coach for comprehension_____ _____ TW prompt for additional vocab_____ **Step 4(5 min)** Sound Box Activity_____**OR** Making Words Activity_____
Day 2 **Step One(5min)** SW reread previous EIR stories for fluency, TW RR_____or coach for word recognition **Step Two(5 min)** SW read newest story w/partner, then on own, TW coach for word recognition as needed, SW use self-monitoring prompts **Step Three(10 min)** TW Coach for comprehension_____ _____ **Step Four(5 min) Sentence Writing** TW give prompt from story, SW write sentence response and share with T. TW assist with 1 or 2 words
Day 3 **Step One(5min)** SW reread previous EIR stories for fluency, TW RR_____or coach for word recognition **Step Two(5 min)** SW read newest story w/partner, then on own, TW coach for word recognition as needed, SW use self-monitoring prompts **Step Three(5 min)** TW Coach for comprehension_____ _____ **Step Four(5min) Sentence Writing** TW give prompt from story, SW write 1 or 2 sentences to respond and share with T. TW assist with 1 or 2 words
Notes:

Comprehension Standard(fiction) 2.RL.12,.RL.2, 2.RL.3,2.RL.4, 2.RL.5, 2.RL.6, 2.RL.7, 2.RL.8, 2.RL.9
Comprehension Standard(nonfiction) 2.RI.1, 2.RI.2, 2.RI.3, 2.RI.4, 2.RI.5, 2.RI.6, 2.RI.7, 2.RI.8, 2.RI.9

*EIR levels are not Guided Reading Levels. Please see p. 68 of manual for example book lists.

EIR Group Transitional   2nd Grade(levels E+)   Week of_____

Time_____   Teacher_____   Books_____

Levels "C and E" or " D and F" or_____

Students_____

*Daily- 1:1 Reading Practice with a Coach(5-7 min), using current EIR story

Day 1 Level C or D or_____ Book_____

Step One(5min)

SW reread previous EIR stories for fluency, TW RR_____or coach for word recognition

Step two(5 min)

TW read new story aloud with 1:1 matching, T & SW choral read, TW prompt for vocab_____

Step three(10 min)

TW Coach for comprehension_____

TW prompt for additional vocab_____

Step 4(5 min)

Sound Box Activity_____**OR**

Making Words Activity_____

Day 2 Level C or D or _____

Step One(5min)

SW reread previous EIR stories for fluency, TW RR_____or coach for word recognition

Step Two(5 min)

SW read newest story w/partner, then on own, TW coach for word recognition, SW use self-monitoring prompts

Step Three(10 min)

TW Coach for comprehension_____

Step Four(5 min) Sentence Writing

TW give prompt from story, SW write sentence response and share with T. TW assist with 1 or 2 words

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Day 3 Level C or D or _____

Step One(5min)

SW reread previous EIR stories for fluency, TW RR_____or coach for word recognition

Step Two(5 min)

SW read newest story w/partner, then on own, TW coach for word recognition, SW use self-monitoring prompts

Step Three(5 min)

TW Coach for comprehension_____

Step Four(5min) Sentence Writing

TW give prompt from story, SW write1 or 2 sentences to respond and share with T. TW assist with 1 or 2 words

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Day 4-6 Level E or F or _____   Book_____

Step One (2 students at a time)

SW take turns to read the book "cold", TW provide support

Step Two if time permits (5min) Sentence Writing

TW give prompt from story, SW write1 or 2 sentences to respond and share with T. TW assist with 1 or 2 words

* Independent activities for the other EIR students

Writing prompts_____

Summarizing _____

Making Words with letters_____

Word Families_____

Take Home Activity_____

*Trained Coach listens to child 1:1

Day 7 Level C or D or_____ Book_____
Step One(5min)
SW reread previous EIR stories for fluency, TW RR_____or coach for word recognition
Step two(5 min)
TW read new story aloud with 1:1 matching, T & SW choral read, TW prompt for vocab_____
Step three(10 min)
TW Coach for comprehension_____
TW prompt for additional vocab_____
Step 4(5 min)
Sound Box Activity_____**OR**
Making Words Activity_____

Day 8 Level C or D or _____
Step One(5min)
SW reread previous EIR stories for fluency, TW RR_____or coach for word recognition
Step Two(5 min)
SW read newest story w/partner, then on own, TW coach for word recognition as needed, SW use self-monitoring prompts
Step Three(10 min)
TW Coach for comprehension_____
Step Four(5 min) Sentence Writing
TW give prompt from story, SW write sentence response and share with T. TW assist with 1 or 2 words

Day 9 Level C or D or _____
Step One(5min)
SW reread previous EIR stories for fluency, TW RR_____or coach for word recognition
Step Two(5 min)
SW read newest story w/partner, then on own, TW coach for word recognition, SW use self-monitoring prompts
Step Three(5 min)
TW Coach for comprehension_____
Step Four(5min) Sentence Writing
TW give prompt from story, SW write1 or 2 sentences to respond and share with T. TW assist with 1 or 2 words

Day 10-12 Level E or F or _____ Book_____
Step One (2 students at a time)
SW take turns to read the book "cold", TW provide support
Step Two if time permits (5min) Sentence Writing
TW give prompt from story, SW write1 or 2 sentences to respond and share with T. TW assist with 1 or 2 words
* Independent activities for the other EIR students
Writing prompts_____
Summarizing _____
Making Words with letters_____
Word Families_____
Take Home Activity_____
*Trained Coach listens to child 1:1

Comprehension Standard(nonfiction) 2.RI.1, 2.RI.2, 2.RI.3, 2.RI.4, 2.RI.5, 2.RI.6, 2.RI.7, 2.RI.8, 2.RI.9
Comprehension Standard(fiction) 2.RL.12,.RL.2, 2.RL.3,2.RL.4, 2.RL.5, 2.RL.6, 2.RL.7, 2.RL.8, 2.RL.9

EIR Group 3rd Grade   Week of_____   Time_____
Teacher_____Book_____ _____ Level _____
Students_____

Day 1 **Step One(10 min)** Vocabulary b/f reading_____ Read story chorally or taking turns Vocabulary in context_____ Multisyllabic words/word recognition_____ **Step two(5 min)** Coach for comprehension_____ **Step three(5 min)** SW reread story for fluency
Day 2 **Step One(3 min)** Coach for Comprehension-SW clarify and elaborate on ideas **Step Two(12 min)** Summarize story/ Model/Coach/Written Narrative Sheet   **or**   Non-Fiction Questions **Step Three(5 min)** Reread text with partner for fluency/Prepare for 1st grade tutoring **Step Four(5 min)** Discuss Take Home Sheet
Day 3 **Step One(5 min)** Review Take-Home Sheet **Step Two(5 min)** SW read Grade 1 EIR story for fluency(if possible) **Step Three(5 min)** TW review strategies for coaching 1st graders **Step Four(5min)** Reread Grade 3 text for fluency / RR_____
Day 4 (20 min) SW read story to 1st grade partner using comprehension and vocabulary from Take-Home Sheet SW listen to 1st grade partner read their EIR story and coach as needed
Day 5 **Step One(5min)** Discuss partner reading experience **Step Two(15min)** Additional Reading Practice with new text (cold read)_____ Choice of one activity _____SW read silently and then work with T on word work, vocab, summarize, comprehension _____SW read silently, TW take RR and analysis _____SW write summaries or answer written comprehension Q

Comprehension Standard(fiction) 3.RL.1, 3.RL.2, 3.RL.3, 3.RL.4, 3.RL.5, 3.RL.6, 3.RL.7, 3.RL.8, 3.RL.9
Comprehension Standard(nonfiction) 3.RI.1, 3.RI.2, 3.RI.3, 3.RI.4, 3.RI.5, 3.RI.6, 3.RI.7, 3.RI.8, 3.RI.9

Nelson County Public Schools

District Work Day Report

August 29, 2014

School: Foster Heights Elementary

Principal: Jeremy Hill

Activity	Group or PLC Responsible	Correlation to School Improvement Plan/Goals and District Initiatives/Work Report for 8/29/2014	Responsible Faculty/PLC	Completion Date	Funding Required/Funding Source
PGES	All Certified Faculty	PGES Goal: Increase the percentage of Effective teachers from _____ in 2015 to _____ in 2020 Work on 8/29/14 included an explanation of how student growth goals are determined and how they affect the overall performance rating on our district certified evaluation plan. Teachers broke into grade level or content PLC's and worked together to compose pre-assessment documents for their student growth goal baseline measurement as well as corresponding rubrics to measure student growth.	Principal / Assistant Principal	8/29/14	$0

Nelson County Public Schools
District Work Day Report
August 29, 2014
School: Nelson County High School
Principal: Shelly Hendricks

Activity	Group or PLC Responsible	Correlation to School Improvement Plan/Goals and District Initiatives/Work Report for 8/29/2014	Responsible Faculty/PLC	Completion Date	Funding Required/Funding Source
Google Drive Clean-up	All Certified Faculty	Increase the percentage of effective teachers from _____ in 2015 to _____ in 2020. Work on 8/29/14 included a brief overview of Google Drive and where items should be placed (by Jessica Sparrow). Teachers worked to "clean-up" their Google Drive folders that include the following: Syllabi, Common Assessments, Lesson Plans, Instructional Focus Calendars, PGES Self-Reflections, etc.	Jessica Sparrow and Administrators	Aug. 29	$0
Planbook.com training	All Certified Faculty	Increase the percentage of effective teachers from _____ in 2015 to _____ in 2020. Work on 8/29/14 included a presentation by Donna Lucchese. Teachers learned how to utilize planbook.com to assist us in the co-teach implementation so that plans can be shared among the team, with administration and co-teach partners.	Donna Lucchese and Administrators	Aug. 29	
Common Assessment Revision	All Certified Faculty	Increase the overall combined reading and math performance from 37.3 to 43.6. percent in 2013-2014. Increase the combined reading and math performance of GAP students from 29.1 percent proficient to 36.2 percent in 2013-2014. Increase the percentage of students scoring proficient/distinguished in social studies from 41.6% to 60% by 2015 Increase the percentage of students scoring proficient/distinguished in science from 38.6% to 58% in 2015.	Administration	Ongoing	$0

		Teachers worked in PLCs to revise common assessments from last school year. Some decided to scrap the common assessments from last year to create new tests. These common assessments should be in each teacher's common assessment folder within his/her individual curriculum folder on Google Drive.			
Refinement of Instructional Focus Calendars	All Certified Faculty	Increase the overall combined reading and math performance from 37.3 to 43.6. percent in 2013-2014.	Administration	Aug. 29	$0
		Increase the combined reading and math performance of GAP students from 29.1 percent proficient to 36.2 percent in 2013-2014.			
		Increase the percentage of students scoring proficient/distinguished in social studies from 41.6% to 60% by 2015			
		Increase the percentage of students scoring proficient/distinguished in science from 38.6% to 58% in 2015.			
		The teachers refined the instructional focus calendars for their classes. These are in each teacher's instructional focus calendar folder within his/her individual curriculum folder on Google Drive.			
Lesson Plan Development (using Co-Teaching Strategies)	All Certified Faculty	Increase the overall combined reading and math performance from 37.3 to 43.6. percent in 2013-2014.	Administration	Ongoing	$0
		Increase the combined reading and math performance of GAP students from 29.1 percent proficient to 36.2 percent in 2013-2014.			
		Increase the percentage of students scoring proficient/distinguished in social studies from 41.6% to 60% by 2015			

Posting of Student Work	All Certified Faculty		Administration	On a rotation – Sept. 2, 2014 is first rotation	$0
		Increase the percentage of students scoring proficient/distinguished in science from 38.6% to 58% in 2015.			
		Increase the overall combined reading and math performance from 37.3 to 43.6. percent in 2013-2014.			
		Increase the combined reading and math performance of GAP students from 29.1 percent proficient in 36.2 percent in 2013-2014.			
		Increase the percentage of students scoring proficient/distinguished in social studies from 41.6% to 60% by 2015			
		Increase the percentage of students scoring proficient/distinguished in science from 38.6% to 58% in 2015.			
		Teachers planned with co-teachers or other teachers who teach the same subject. These plans are either in the curriculum folder on Google Drive or on planbook.com. Teachers must include the standard, objective, activity, and assessment (all of which should show alignment to the standard).			
		Increase the overall combined reading and math performance from 37.3 to 43.6. percent in 2013-2014.			
		Increase the combined reading and math performance of GAP students from 29.1 percent proficient to 36.2 percent in 2013-2014.			
		Increase the percentage of students scoring proficient/distinguished in social studies from 41.6% to 60% by 2015			
		Increase the percentage of students scoring proficient/distinguished in science from 38.6% to 58% in 2015.			

	Teachers posted student work in the hallways following the teacher handbook for Nelson County High School. Quality student work must include the following: standard, prompt, rubric, teacher model, and student exemplars. The posted work is on a rotation so that the work is current.			
Student Goal Sheet Completion	All Certified Faculty	Increase the percentage of students who are college/career ready from 36.9 percent to 59.8 percent in 2013-2014. Increase the graduation rate from 87.9 to 89.0 in 2013-2014. Teachers have individual goal sheets for each student. The students will complete the goals, but the teachers need to give the students their current data. The teachers all have a binder within their classrooms to include this data. All teachers should have access to the "Data Dashboard" on Google Drive with the students' scores. This is only shared with teachers.	Administration	Ongoing	$0
PGES Self-Reflection Completion	All Certified Faculty	Increase the percentage of effective teachers from _____ in 2015 to _____ in 2020. Teachers completed (or worked toward completion) of the PGES Self-Reflection. Teachers are required to have this completed by October 1.	Administration	October 1, 2014	$0

Nelson County Public Schools
District Work Day Report
August 29, 2014

School: _____ New Haven _____

Principal: _____ Shelley Badgett _____

Activity	Group or PLC Responsible	Correlation to School Improvement Plan/Goals and District Initiatives/Work Report for 8/29/14	Responsible Faculty/PLC	Completion Date	Funding Required/Funding Source
PGES Work	All Certified Faculty	All students will be taught by a highly effective teacher. Work on 8/29/14 included reviewing the teacher self-reflection information and submitting, student growth and proficiency goals were discussed and presented to whole staff. Teachers broke into grade level PLC's and some content level teams and worked together to develop teacher professional growth initiatives and to choose/compose pre-assessment document and rubrics for their student growth goal baseline measurement. Think Plan Document was used to report progress. Completed tasks were uploaded into CIITS.	Principal/ Asst Principal/ Instructional Coach	Spring 2015	$ 0

Nelson County Public Schools

District Work Day Report

August 29, 2014

School: Old Kentucky Home Middle School

Principal: Simpson

Activity	Group or PLC Responsible	Correlation to School Improvement Plan/Goals and District Initiatives/Work Report for 8/29/2014	Responsible Faculty/PLC	Completion Date	Funding Required/Funding Source
Breakdown Practice EXPLORE Data	Supreme Team, All 8th grade teachers	Continuous data disaggregation. Individual student and class data from practice EXPLORE will be used to target academic strengths and deficiencies to improve student achievement and overall school performance.	Principal/Instructional Coach	8/29/2014	$0
PGES Training on Domains 2 and 3	All Certified Faculty	All students will be taught by a highly effective teacher. Professional Growth and Effectiveness System Goal: Increase the percentage of effective teachers from ____ in 2015 to ____ in 2020	Principal	8/29/2014	$0
KPREP Language Mechanics	6th Grade SS and English	Teachers develop Bell Ringers that match KPREP Language Mechanics for EVERYDAY use in the classroom to improve student achievement. Increase the 2012-2013 reading K-PREP proficiency performance ratings of all nonduplicated gap groups students at Old Kentucky Home Middle School from 32.9 to 44.4 by 2014. Increase the 2012-2013 reading K-PREP proficiency performance ratings of all students at Old Kentucky Home Middle School from 60.3 to 69.3 by 2014	Grade Level Team Leader	On Going	0$
KPREP Bell Ringer Development	7th Grade	Teachers develop Bell Ringers that focus on KPREP like questions that require an explanation to improve student achievement. Increase the 2012- 2013 reading K-PREP	Grade Level Team Leader	On Going	0$

			Responsible	Timeline	Cost
Program Review	Related Arts Teachers	proficiency performance ratings of all nonduplicated gap groups students at Old Kentucky Home Middle School from 32.9 to 44.4 by 2014. Increase the 2012-2013 reading K-PREP proficiency performance ratings of all students at Old Kentucky Home Middle School from 60.3 to 69.3 by 2014 Teachers develop methods to increase school ratings from proficient to distinguished.	Related Arts Teacher	On Going	$0
CIITS	All Certified Staff	Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. District/School Goal 100% use of CIITS by Spring 2015 All certified school personnel worked in PLC's to enter lesson plans, self-reflections and teacher professional growth information into CIITS	Principal/Assistant Principal	On Going	$0
PLC Expectations	Principal/Team Leaders	Continue to use weekly PLC meetings to plan, discuss, analyze data trends and how to address student growth or lack of growth. Our teachers are discussing the weekly growth, or lack of growth, among GAP students in classroom achievement and on MAP interim assessments. Weekly monitoring and achievement reflections of GAP student will continue to be a part of all PLC discussions.	Principal/Assistant Principal/Team Leaders	On Going	

Nelson County Public Schools
District Work Day Report
August 29, 2014
School: Thomas Nelson High School
Principal: Wes Bradley

See 2014-2015 PD Plan   See 8.29.14 Data Presentation and Overview

Activity	Group or PLC Responsible	Correlation to School Improvement Plan/Goals and District Initiatives/Work Report for 8/29/2014	Completion Date	Funding Required/Funding Source
PLC Team Visioning - Revising team visions based on implications from last year.	**All Teachers**	**Goal 1:** Increase the 2013 average combined reading and math proficiency ratings of all gap students from 43.1% to 65.9%in 2017. **Goal 2:** Increase average 2013 reading and math K-Prep student performance ratings from 51.3% to 2 70.8% in 2017 **Goal 6:** Increase % of students scoring proficient or distinguished in science from 28% to 50% in 2014. **Goal 7:** Increase the % of students scoring proficient or distinguished in Social Studies from 42.9% to 58% by May of 2013	8.29.14	0
PLC Data Review - Utilizing Data Review Protocol.	**All Teachers**	**Goal 1:** Increase the 2013 average combined reading and math proficiency ratings of all gap students from 43.1% to 65.9%in 2017. **Goal 2:** Increase average 2013 reading and math K-Prep student performance ratings from 51.3% to 2 70.8% in 2017 **Goal 6:** Increase % of students scoring proficient or distinguished in science from 28% to 50% in 2014. **Goal 7:** Increase the % of students scoring proficient or distinguished in Social Studies from 42.9% to 58% by May of 2013	8.29.14	0
Student Growth Goal Setting - See presentation with examples.	**All Teachers**	**Goal 1:** Increase the 2013 average combined reading and math proficiency ratings of all gap students from 43.1% to 65.9%in 2017. **Goal 2:** Increase average 2013 reading and math K-Prep student performance ratings from 51.3% to 2 70.8% in 2017 **Goal 6:** Increase % of students scoring proficient or distinguished in science from 28% to 50% in	8.29.14	0

		2014. **Goal 7:** Increase the % of students scoring proficient or distinguished in Social Studies from 42.9% to 58% by May of 2013		
Program Review Action Planning	**Program Review Teams**	**Goal 8**: Increase the % of distinguished programs based on program review criteria in Writing, Arts & Humanities, and Practical Living.	8.29.14	

Nelson County Public Schools
District Work Day Report
August 29, 2014
School: Horizons Academy
Principal: Penny Bradley

Activity	Group or PLC Responsible	Correlation to School Improvement Plan/Goals and District Initiatives/Work Report for 8/29/2014	Responsible Faculty/PLC	Completion Date	Funding Required/Funding Source
ILPA Work	All faculty	Work on 8/29/14 included reviewing the components in IC that make up the ILPA. We created one together as a group. We discussed general goals and objectives for students. Discussed that each student must have this form completed and a meeting held by the end of September.	Principal/ Teachers	9/30/2014	$0
PGES Work	All Certified Faculty	All students will be taught by a highly effective teacher. Work on 8/29/14 included reviewing the teacher self-reflection information and peer observer training. Discussed the results of the TABE test which we are using for the pre-assessment document for the student growth goals. Make-up pre-assessment tests will be given on Tuesday, September 2nd and then goals will be set.	Principal/ Teachers	9/30/2014	$0
PGES Work	All Certified Faculty	All students will be taught by a highly effective teacher. Continuous data disaggregation. Work on 8/29/14 included reviewing the results of the TABE test administered on 8/26/14. Students were tested in reading and applied mathematics. Goals were discussed for each project group. Goals will be set after make up tests are given on Tuesday, September 2nd.	Principal/ Teachers	9/30/2014	