



KDE Comprehensive Improvement Plan for Districts

Marion County

755 E Main St
Lebanon, KY 40033

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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.

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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?

The Marion County School District is located approximately 60 miles south of Louisville, in Lebanon, Kentucky (central Kentucky). Marion County is the home of several industries that provides a high number of jobs for parents in Marion and surrounding counties. MCPS is the 2nd largest employer in the county with over 600 employees serving over 3300 students with bus routes traveling around 2500 miles each day. Currently the overall free and reduced lunch percentages range around 64% with our summer feeding program serving around 14000 hot meals each summer.

In 2013, MCPS earned a progressing proficient rating from the state's Next Generation Testing System placing it close to the top third of all Kentucky public school districts. We were able to maintain this status of a Proficient school district and improved our state ranking to close to the top quarter of all school districts in 2014. Our most recent state results ranks Marion County Public Schools as a Distinguished school district with 5 of its 7 schools ranking proficient or distinguished. Marion County is a rural school district composed of 4 elementary schools, 2 middle schools, and 1 consolidated high school, an A5 Alternative School, a career and technical center, and community education.

We are a continuous improvement district that is focused on ensuring the learning path of each student. Our teachers have spent the past 4 years focusing on the implementation of the national common core standards in English Language Arts and Mathematics. This year, teachers are working in focus groups involving work with the Next Generation Science Standards, the new Social Studies Standards (pending approval by the state board of education), and the full implementation of the State Professional Growth and Effectiveness System to improve teaching and learning. The board of education has funded six instructional coaches since July 2014, along with Compass Learning intervention software to assist Marion County Schools in becoming a Distinguished School District. In addition to provided resources the board of education approved calendar changes in 2013-14 to incorporate three staff development days. These days were used to provide all Marion County staff with quality professional learning experiences. Professional learning will continue to be the foundation in increasing Marion County School staff knowledge. Our teachers have received a two days of KAGAN cooperative learning training to focus on ways that we can engage learners in the ways that they learn best, Data Team training, Compass Learning training, and several other topics. Instructional assistants and exceptional education teachers received specific training with positive behavior strategies specifically focusing on strategies for autistic children, Framework of poverty, guided reading groups, and positive behavior supports. Staff development days have been used this year to embed on-going learning and time for teachers to learn how to complete the new components of the professional growth and effectiveness system. In addition, after school monthly PD academies are being held based upon teacher requests.

Parental support continues to be an area that MCPS staff want to include in their improvement planning processes. Parents are valued as student's first teacher and we strive to provide a welcoming environment for two-way communication.

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.

MISSION: Marion County Public Schools: Where WE.....DREAM, BELIEVE & ACHIEVE!

VISION: Marion County Public Schools is committed to the educational growth of every member in our community.

We BELIEVE in...

- Delivering a rigorous and intentional curriculum ensuring ALL students graduate College &/or Career Ready.
- Recognizing that each student learns differently so that by personalizing learning supports each student will be successful at grade level transitions.
- Engaging families & the community understanding learning begins at birth and can be supported to higher levels through literacy.
- Achieving results through data driven decisions and on-going assessments resulting in continuous school improvement.
- Maintaining a safe, welcoming, school environment.
- Inspiring a culture of High Expectations and Accountability for continuous learning.
- Nurturing relationships that build active partnerships with students, staff, families and community.
- Growing visionary leaders that will shape the future of or for Marion County..

2013-2015 Instructional Focus: Leadership in Teaching & Learning, High Expectations, and Communications

- Intentional Curriculum Planning "The What" (What do our students need to learn?)
- Student Engagement in Learning (i.e. KAGAN) (How will we engage students in ways that they learn best?)
- Continuous Assessment with a focus on guided feedback and goal-setting (How will we know when they have learned?)
- Intervening & Enriching (What will we do when they have not learned? What will we do when they have already learned?)

MCPS SIX BIG DREAMS

1. Expanding School Technology to create 24/7 learning experiences
2. Building Relationships with all stakeholders through marketing, connecting, and communicating
3. Growing Student Leaders through our Next Generation Marion County Dream program
4. Establishing an Early Childhood Center to offer pre-school services to all four-year-olds
5. Improving College and Career Readiness by connecting all content to real-world skills
6. Expanding our Ready-Set-Grow Book Initiative for students between ages 0-4 by providing more families with reading material at home

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.

- One of 10 National Academy Foundation districts in KY
- Nationally certified Project Lead The Way Program (Engineering pipeline)
- MCPS has 24 National Board Certified Teachers--11% MCPS teachers compared to 5% statewide
- Adult Ed Program ranked in top 5 of 120 adult education programs statewide the last 5 years.
- ACT scores above state average and national average
- MCPS was honored by College Board with placement on the AP District Honor Roll for the past 4 years for simultaneously increasing access to Advanced Placement coursework while increasing the percent of students earning scores of 3 or higher on AP Exams
- Continued emphasis on STEM initiatives such as Project Lead the Way
- CES was named as an environmental pacesetter school by the Kentucky Department of Environment Protections
- Energy STAR ratings achieved for most facilities
- CES has been named a Leader in Me School
- MCPS has been selected by Governor's office to participate in Early Learning Summit for its commitment to the importance of early childhood education
- 2015 Distinguished District
- Test scores rank in the top 20% of KY Schools
- 1/44 districts chosen for non-traditional school day instruction
- Ready-Set-Grow reading initiative that provides every newborn with their 1st book
- Home of the Marion County Student Ambassadors
- 70% College and Career Ready rate
- Graduation rate 93.2%
- State recognized Migrant Program
- CU, ECU, SCC, KCTCS partnerships
- 7,000 books given away yearly
- \$1.5 million in scholarships awarded annually to graduates
- 700 students continue learning at the Summer Dreamy Academy
- 1,983 technology devices district-wide and growing
- About 62+ opportunities for student extra-curricular involvement

Additional Information

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

Please visit www.marion.kyschools.us for additional information.

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2015-16 MCPS District Improvement Plan

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Overview

Plan Name

2015-16 MCPS District Improvement Plan

Plan Description

2015-16 MCPS District Improvement Plan

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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	PGES Goal-Increase the percentage of effective professionals (TPGES, OPGES, PPGES) to 100% in 2020.	Objectives: 2 Strategies: 2 Activities: 6	Organizational	\$6000
2	Graduation Rate Goal- Increase graduation rate from 90.2% in 2014-15 to 95.6% in 2015-2016	Objectives: 1 Strategies: 2 Activities: 8	Organizational	\$325800
3	College and Career Readiness Goal-All MCPS graduates will be college and/or career ready. We will increase the percentage of students who achieve CCR status from 44.6% in 2012 to 80% in 2015-16.	Objectives: 1 Strategies: 5 Activities: 12	Organizational	\$225500
4	Proficiency Goal-Increase the average combined reading and math proficiency ratings for all MCPS students to designated targets by 2019: elementary-76.1%, middle-74.6%, high school-71.3% with all students exiting on/above grade level.	Objectives: 2 Strategies: 4 Activities: 11	Organizational	\$1081500
5	Gap Goal-Increase the average combined reading and math proficiency rating for all MCPS gap students to designated targets by 2019: elementary-62.4%, middle- 60.8%, and high school-60.5%	Objectives: 2 Strategies: 3 Activities: 6	Organizational	\$353500
6	Novice Reduction Goal	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: PGES Goal-Increase the percentage of effective professionals (TPGES, OPGES, PPGES) to 100% in 2020.

Measurable Objective 1:

collaborate to build capacity in principal, teacher, & other professional's understanding of the PGES components. by 06/30/2016 as measured by next generation professionals data.

Strategy 1:

Professional Learning & Support - Principals will gain needed knowledge in planning and implementing activities that will build capacity and teacher/other professional's understanding of the effectiveness system. District and school leaders will identify and allocate time for principals and teachers to meet throughout the year for progress and feedback on: self-reflections, student growth goals, professional growth planning, observation, CIITS use, etc.

Category: Professional Learning & Support

Activity - PLCs, Staff Development Days and/or Faculty Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through plc meetings, monthly PD academies and/or faculty meetings professional learning will provide teachers/other professionals learning opportunities and exposure to the Teaching Framework, Scripting, Coding evidence, distinguishing between bias, evidence, and interpretation, SMART goal writing, teacher reflection, CIITS-EDS suite, professional growth plan goal writing, student growth goal writing with rubric development, student voice and any other topic as needed to increase teacher understanding, experience, and confidence with the effectiveness system.	Professional Learning	10/01/2013	06/30/2016	\$0	No Funding Required	District leaders & school leaders
Schools: All Schools						

Activity - District Leadership Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Bimonthly district leadership meetings will be held with PGES updates added to each agenda. This will provide on-going and just-in-time training for principals. Information for meetings will be gathered through the KDE PGES and CIITS webinars, ISLN network meetings, PGES trainings and PGES newsletters. Materials and guidance will be provided to principals so that they can then in turn train their teachers. Principals will engage in professional learning that includes but is not limited to article and book readings, power points/handouts, CIITS-EDS use, etc.	Professional Learning	06/10/2014	06/30/2016	\$5000	District Funding	District and School Leaders
Schools: All Schools						

Activity - Peer Observation Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Every teacher will be trained in the peer observation process using PBS learning media peer observer training modules. Ongoing follow-up training/review will be provided at the school level throughout the year.	Professional Learning	06/01/2014	06/30/2016	\$1000	State Funds	Instructional Supervisor, principals
Schools: All Schools						

Measurable Objective 2:

demonstrate a behavior that provides documentation of the implementation of the Professional Growth and Effectiveness System by 06/30/2016 as measured by Board meetings minutes, superintendent evaluation in ASSIST, leadership team meeting agendas, certified evaluation plan.

Strategy 1:

Implementation and Monitoring Systems - Develop a district-level and school-level PGES implementation and monitoring systems referring to the PGES Implementation Timeline.

Category: Teacher PGES

Activity - Certified Evaluation Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A committee of 50% teachers and 50% administrators will meet to revise the current certified evaluation plan to meet the guidelines of PGES and to be submitted to the Kentucky Department of Education for approval. The focus this year will be tweaking current items that need to be changed based upon teacher and administrator feedback from this year's experience of PGES implementation along with adding specifics regarding student growth goals and measuring of low, expected, or high growth for other professionals and district central office personnel.	Policy and Process	12/11/2013	06/30/2016	\$0	No Funding Required	instructional supervisor, 50/50 committee members
Schools: All Schools						

Activity - PGES Principal Points	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A weekly PGES Principal Points email will be sent that gives an account of the component description and implementation steps that need to be completed during that week as a guideline for principals. The purpose of the email is to provide a systematic process for helping principals to implement PGES, monitor their progress, time management strategies to meet required deadlines, etc. In addition, the email communication will provide a weekly update of the percent of teachers that have completed required tasks along with deadlines highlighted.	Policy and Process	08/01/2014	06/30/2016	\$0	No Funding Required	Instructional Supervisor
Schools: All Schools						

Activity - Public Reporting of Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Each board meeting a progress report will be given regarding the progress on the steps that have been completed so far with PGES and next steps. This will allow board members to ask questions and will allow for the general public to gain an understanding of the new system as well. Schools: All Schools	Community Engagement	08/01/2014	06/30/2016	\$0	No Funding Required	Superintendent, Instructional Supervisor, principals
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Goal 2: Graduation Rate Goal- Increase graduation rate from 90.2% in 2014-15 to 95.6% in 2015-2016

Measurable Objective 1:

demonstrate a proficiency increase in the graduation rate from 90.2% in 2014-15 to 95.6% by 05/27/2016 as measured by the KDE school report card.

Strategy 1:

Successful transition - The district will continue to offer support services necessary for successful transition to adult life. Credit recovery opportunities will be provided to students at risk of not graduating on time. A next generation lab will be created to provide not only students alternative virtual solutions but acceleration opportunities as well.

Category: Persistence to Graduation

Activity - Interventions and Credit Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as in danger of not graduating on time will be targeted for interventions. Student will have access to virtual courses in the next generation lab to assist students in recovering credits or to help get back on track. Schools: Marion County High School	Academic Support Program	08/08/2014	05/27/2016	\$60000	General Fund, Grant Funds	Board of Education, Superintendent, Principals, ESS teachers, classroom teachers, guidance and career counselors.

Activity - Persistence to Graduate	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Guidance counselors will receive training on how to pull reports using the Persistence to Graduate tool that is located on IC to target students that are at high risk. This tool will be used for early identification and development of appropriate interventions to be put in place to lower the risk factor. Schools: All Schools	Career Preparation/Orientation	08/01/2014	05/29/2015	\$2000	Title IV Part A	Director of Pupil Personnel, guidance counselors, principals, teachers

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Activity - Hugh C Spalding Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hugh C Spalding Academy is designed to become a true alternative education site for students whose behavior or a qualifying incident at school is preventing him/her from remaining in the normal school setting. Students who have dropped out of school will be offered a second chance at earning high school credits and a diploma or students who have chosen virtual school as a last resort will be give a second graduation opportunity. District funds= \$104,000 Safe Schools= \$17400	Behavioral Support Program, Direct Instruction	08/08/2014	05/31/2016	\$122300	District Funding, Safe Schools	District HCSA director, superintendent, HCSA principal and career counselor, and teachers.
Schools: Marion County High School						

Activity - Freshman Jump Start & Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All incoming freshmen will participate in a full day orientation to ease the transition from middle to high school. Students attend sessions on each of the following; Be nice to each other! - What is MCHS? - Graduation Requirements/CCR/Majors - Study Skills - Activities/Athletics/Clubs - Fashion Show/Dress Code - Rules 101 - Technology - School Spirit/Fight Song - Schedule Search/Lockers - Commitment to Graduate. Academic performance of 9th grade students will be monitored closely and frequently. Progress reports will be run 3 times per quarter for 9th grade student so that counselors and teachers can conference with students and families as needed to keep 9th graders from falling behind.	Academic Support Program	08/01/2014	05/31/2016	\$2000	Other	guidance counselors, freshmen jumpstart teachers and principal
Schools: Marion County High School						

Strategy 2:

Career Ready-Life Ready - Students will participate in a variety of activities to help them explore and prepare for life through Career Preparation, soft-skills, goal-setting, and other relevant curriculum and training.

Category: Career Readiness Pathways

Activity - Service Learning Hours	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MCHS students will be required to complete 10 hours of service learning hours that promotes giving back to the community and good citizenship	Career Preparation/Orientation	08/01/2014	05/20/2016	\$0	No Funding Required	High School Principal and Counselors
Schools: Marion County High School						

Activity - ILP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students in grades 6-12 will develop and annually review their Individual Learning Plans including goal-setting, career exploration, identification of career majors, and corresponding elective courses. Career counseling will occur with the Americorp worker. Students with disabilities will receive additional support through the CCR coach and the components of the I3 grant. Schools: Lebanon Middle School, Marion County High School, Saint Charles Middle School	Career Preparation/Orientation	08/01/2014	05/20/2016	\$125000	Grant Funds, GRECC Race to the Top	Guidance Counselors; americorp worker, CCR coach,
Activity - Coop and Business/Industry Partnerships	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Selected MCHS seniors in career completer courses will participate in coop experiences during Fall and Spring Break. Other courses will partner with business and industry whenever possible to provide students hands-on real world experiences. Schools: Lebanon Middle School, Marion County High School, Saint Charles Middle School	Career Preparation/Orientation	08/01/2014	05/29/2015	\$2000	Career and Technical Education Funds	Career and Technical Education Teachers, CTE and High School Principals, Counselors, Career Counselor, Central Office Administrators
Activity - College Craze	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
College Craze is a summer learning experience.... Schools: Lebanon Middle School, Saint Charles Middle School	Career Preparation/Orientation	06/01/2015	07/31/2016	\$12500	Title I Part A	Federal Program Director and principals

Goal 3: College and Career Readiness Goal-All MCPS graduates will be college and/or career ready. We will increase the percentage of students who achieve CCR status from 44.6% in 2012 to 80% in 2015-16.

Measurable Objective 1:

demonstrate a proficiency increase from 73.6% in 2014-15 to 80% by 05/13/2016 as measured by the KDE CCR standards.

Strategy 1:

Standards-based Instruction and Assessment aligned to CCR standards and rigor with appropriate targeted interventions - A guaranteed viable curriculum will be delivered for every course that is aligned to standards (KOSSA, ACT, KCAS) and at the level of rigor needed to ensure student are mastering critical content.

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Appropriate targeted interventions will be provided for students that are not reaching benchmarks.

Category: Continuous Improvement

Research Cited: Stiggins

Activity - Congruency of Instruction and Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Curriculum, instruction, and assessment will be aligned to the CCR standards (QC, KCAS, KOSSA, etc.). Curriculum pacing guides/maps, lesson plans, instruction, assessments will be congruent to CCR standards. Teachers will use a variety of instructional strategies to embed ACT-ike, KOSSA-like questions, bellringers, modeling, practice, and test-taking strategies. Grade-Cam has been purchased to provide students and teachers with immediate feedback and data to drive instruction.</p> <p>Schools: Lebanon Middle School, Marion County High School, Saint Charles Middle School</p>	Academic Support Program	08/08/2014	05/20/2016	\$10000	District Funding, Title VI	principals, counselors, teachers,
Activity - Progress Monitoring for CCR	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Student progress towards reaching ACT/Compass benchmarks will be tracked throughout their middle and high school careers. Student data will be collected so that school leaders are able to target students not on track to be CCR and provide CCR counseling (planning, scheduling of interventions or other activities to assist student in making progress). Teacher mentors will be assigned to provide frequent reinforcement to students. Triumph College Admissions along with Targeted Interventions will be used to track performance and plan interventions. Review sessions will be conducted by a content area teacher to discuss test taking strategies, provide a review of critical skills/concepts, and answer individual questions. KAPLAN ACT opportunity during Saturday prep sessions has been secured. The administrative team will meet regularly to examine CCR data, student pathways, and intentional planning. Name and claim those students in career pathways to ensure they earn completer status and monitor performance on KOSSA assessments or Industry Certificates. ATC Career club and Innovation ATC will assist student in seeing the purpose in achieving CCR.</p> <p>Schools: Marion County High School</p>	Career Preparation/Orientation	08/08/2014	05/20/2016	\$2000	Title IV Part A	principals, district staff, teachers, ATC principal, counselors
Activity - Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Common Assessments will be given in reading and math across all grade levels and across the district. Data will be collected district-wide so that teachers can collaboratively analyze data, make instructional decisions, and work in PLC's and with principals and instructional coaches on next steps. Schools: Lebanon Middle School, Calvary Elementary School, West Marion Elementary School, Glasscock Elementary School, Saint Charles Middle School, Lebanon Elementary School	Academic Support Program	08/08/2014	05/22/2015	\$6000	General Fund, Title I Part A	instructional supervisor, instructional coaches, principals, and teachers
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Strategy 2:

Career Counseling - Students will be scheduled in sequential career pathways courses through on-going conversations, goal-setting meetings, and career counseling to match students interest and goals as identified in their ILP's

Category: Career Readiness Pathways

Activity - Intentional Student Scheduling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All student schedules will be completed by May to ensure student placement in career pathway courses. A Bump-Up day is being planned during the last week of school to have student walk through a shortened version of their next year's schedule. In addition, career planning and student coaching by the high school career counselor and college coach with 8th grade students. Schools: Lebanon Middle School, Marion County High School, Saint Charles Middle School	Policy and Process	08/15/2014	05/27/2016	\$1000	Title VI	Career counselor, college coach, guidance counselors, teachers

Activity - CCR Parent Workshops	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Middle and high schools will host CCR workshops throughout the school year for parents and students to increase knowledge of college ACT benchmarks, Career assessments, college entrance procedures, financial aide, and other related opportunities. Discussions of career pathways available at MCHS will occur at registration along with encouragement to students to enroll in courses in the pathway of their choice. Schools: Lebanon Middle School, Marion County High School, Saint Charles Middle School	Career Preparation/Orientation	08/01/2014	05/27/2016	\$500	General Fund	guidance counselors, principals, CCR coach

Activity - Guidance/Career Counseling/ILP Completion	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Guidance counselors and career counselor will implement CCR awareness activities related to the 14 career clusters throughout the school year. A college and career readiness success criteria timeline will be developed in collaboration with the leadership team and used with community strategic planning and community visioning. Students choosing to pursue career and technical education career majors will be encouraged to complete a course sequence leading to 3 or more credits in a specific career major. Coursework will prepare students for successful completion in the corresponding KOSSA assessment or industry certificate. School counselors will review student ILPs and ensure planned related activities. Student conferencing after EPAS assessments regarding developing an understanding of college "benchmarks", progress toward benchmarks, future career options in relation to performance, and potential barriers in the way of student progress (i.e. behavior, effort, attendance, etc.). Operation Preparation activities will be planned during the month of March for 8th and 10th grade students. Community members, community education, FRYSC, counselors, career counselor will schedule/organize student meetings with career representatives as indicated by student ILP choices.	Career Preparation/Orientation	08/08/2014	05/20/2016	\$3000	School Council Funds	guidance counselors, teachers
Schools: All Schools						

Strategy 3:

GRREC i3 Grant Project - Guiding and Engaging Exceptional Teens- MCHS will participate in a grant to help increase the number of students with disabilities to be CCR. The grant will use the Franklin Simpson model and the development of student self-determination needed to set and achieve individual, personalized goals focused on student's post-high school aspirations.

Category: Career Readiness Pathways

Activity - The Franklin-Simpson Model	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incentives to reward students, targeted college/career readiness, one-on-one support with a career strategist, monitoring of the student's individual career plan, and addressing barriers as they arise. Schools: Marion County High School	Career Preparation/Orientation	12/02/2014	05/20/2016	\$40000	GRECC Race to the Top	guidance counselor, special education director, Federal Programs Director, High School Principal, Superintendent, ECE teachers

Activity - Implementation Plan for i3	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Modeling by coaches as they work one-on-one with students, consulting with strategists, cognitive coaching, data retreats, and whole school thinking strategies. Schools: Marion County High School	Career Preparation/Orientation	01/02/2015	05/06/2016	\$40000	GRECC Race to the Top	guidance counselors, principals, ECE director, teachers, Federal Programs Director, Superintendent
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Strategy 4:

One to One Technology - A one to one technology initiative will begin during this school year in an effort to increase the access to technology devices in classrooms.

Category: Career Readiness Pathways

Activity - Pilot Classrooms of Innovation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pilot teachers will be selected through a mini-grant process in which teacher will be given a classroom set of chrome books. These classrooms will be named classrooms of innovation with displayed criteria that exemplifies why they are considered a model classroom. These teachers will learn from one another and engage in learning activities throughout the year. In addition, these teachers will help guide and advise the work of the district. Schools: All Schools	Technology	10/15/2015	05/26/2017	\$106000	General Fund	Superintendent, chief operations officer, technology director, pilot teachers and principals

Activity - I2- Innovation Institute	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A conference style professional learning day where selected staff will lead technology learning experiences. Teachers within the district will have the autonomy to sign up for the sessions that they wish to attend. Schools: All Schools	Professional Learning	11/23/2015	01/19/2016	\$3000	State Funds	teachers, instructional supervisors, instructional coaches

Strategy 5:

Next Generation Marion County - Next Generation Marion County is one of our 6 big dreams for the district. Leadership opportunities will be provided for both adults and students within the district.

Category: Other - Leadership

Activity - Staff Leadership	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Leadership is the foundation of our organization. We strive to develop leaders through principal leadership meetings, assistant principals cadre meeting, Leadership Now program for aspiring principals, counseling cadre, and school level professional learning communities. Schools: All Schools	Recruitment and Retention, Professional Learning	07/07/2015	05/27/2016	\$4000	State Funds	All staff
Activity - Student Leadership	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student opportunities for leadership will be incorporated into school cultures. CES is an official Leader in Me school with GES pursuing this grant opportunity as well. Leadership groups such as the Student Ambassadors at MCHS, Patriot Leadership Academy, SCMS Leaders group are all school examples. Schools: All Schools	Behavioral Support Program, Academic Support Program, Community Engagement	08/01/2015	06/02/2016	\$10000	General Fund	all staff

Goal 4: Proficiency Goal-Increase the average combined reading and math proficiency ratings for all MCPS students to designated targets by 2019: elementary.-76.1%, middle-74.6%, high school-71.3% with all students exiting on/above grade level.

Measurable Objective 1:

demonstrate a proficiency increase in the combined reading and math proficiency ratings to 61.7% for elementary (CES-70.2%, LES-56.9%, GES-58.3%, WMES-64.2%), 59.3% for middle (LMS-56.4%, SCMS-63%), and 54% for high school. by 05/20/2016 as measured by KDE school report cards KPREP results.

Strategy 1:

Teaching and Learning - Intentional planning will be the foundation of our work throughout all facets. All school staff will engage in activities that require intentional planning of lessons congruent to standards, instructional strategies, higher level questioning, differentiation, engagement strategies, and aligned standards-based assessments. The purpose of this work will help us to focus on the "what". In other words, what are students expected to know and do at each grade level, how will we engage them in learning in ways that they learn best. how will we know if they have learned, and what are we going to do when they have or have not. Teachers will work through professional learning communities and/or with principals and instructional coaches on constantly evaluating congruency of instruction to grade level standards.

Category: Professional Learning & Support

Research Cited: Blooms Taxonomy, Marzona, Best Practices, CASL; Rick and Becky Dufour; Harvey Silver

Activity - Standards-based Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Principals will monitor teacher lesson planning and delivery of lessons to ensure the following essential elements: Identified Standard, Aligned Learning Target, Aligned Activities, Aligned Assessments, and Intentionally-planned higher order thinking question. Congruency checks to the standards will be a critical component in coaching, examining student products, and assessment data in professional learning community discussion and/or data team meetings.	Academic Support Program	08/08/2014	05/20/2016	\$5000	State Funds	Instructional Supervisor, Principals, Teachers, Instructional Coaches
Schools: All Schools						

Activity - Learning Walks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District learning walks will occur to collect data and to provide the school leadership team with instructional feedback addressing the following focus areas: What are students expected to learn?, How does the teacher engage the students in learning so they learn best?, How does the teacher know that the student(s) have learned the material?, What does the teacher do for the students that have not learned the material?, and What does the teacher do for the students that have already demonstrated mastery? Classroom observations will occur by principals, district administrators, and peer observers so that guiding feedback is provided to teachers and continuous teacher reflection is facilitated according to the identified problem of practice.	Academic Support Program	08/08/2014	05/27/2016	\$0	No Funding Required	District Administrator s, Principals, Peer Observers, Teachers, Instructional Coaches
Schools: All Schools						

Activity - Intended vs Implemented vs Attained curriculum checks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage in curriculum planning work so that vertical and horizontal planning guides are developed indicating planned pacing, standard alignment for the unit of study, implementation of FAL's and LDC's, and common assessments. Periodic pacing guide checks will occur to ensure teachers are on target with the implementation of a guaranteed viable curriculum	Academic Support Program	08/01/2014	05/20/2016	\$8000	District Funding	Instructional Supervisor, Principals, Teachers, instructional coaches
Schools: All Schools						

Activity - Literacy Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers are teachers of reading. Embedded learning through instructional coaching and professional development sessions will equip teachers with reading and writing strategies such as Close Reading, Reading for Meaning, Write to Learn, Compare and Contrast, Inductive Learning, Circle of Knowledge, and Vocabulary Code, etc. will provide teachers and students with the essential strategies for achieving excellence with the Common Core.	Academic Support Program	08/13/2015	05/20/2016	\$2000	General Fund	Principals, instructional supervisors, instructional coaches
Schools: All Schools						

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Strategy 2:

Assessment Results - Continuous Assessment and Data Analysis will engage teachers and leaders in assessment literacy professional learning to increase their understanding of making data-driven decisions. This knowledge will assist them in making decisions on answering the daily question "How do I know if my students have mastered the learning target for the day and what happens if students have mastered or not mastered the content?"

Category: Continuous Improvement

Research Cited: CASL: Rick Stiggins; Rick & Becky Dufour; John Hattie-Visible Learning

Activity - Individual Progress Monitoring/Self Report Grades	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assessment data will be collected through MAP (k-8), SRI (3-5), EPAS/Quality Core, EOC, KPREP, DRA (k-3), common assessments, classroom formative and summative assessments and Compass Learning in order for teachers and leaders to make data-driven decisions, progress monitoring, planning of interventions and enrichments, formation of students groupings for math and literacy blocks, and other instructional decisions. Data displays/ folders will be maintained for easy access to school-level and individual student data. Teachers and leaders will meet with students in goal-setting activities to increase student ownership and motivation in test data and ways that they can improve. Schools will develop systematic processes in which students take ownership of their assessment data.	Academic Support Program	08/01/2014	05/20/2016	\$20000	General Fund	Superintendent, Technology Director, Intervention Staff, Principal, Instructional Supervisor, Teachers
Schools: All Schools						

Activity - Common Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level curriculum development days will be planned for teachers to collaborate in adding standards and FAL/LDC to pacing guides. Teachers will develop a standards based KPREP-like assessment to be administered for each unit. Benchmark assessments will be planned for each grade level. Teachers will use a variety of resources such as CIITS, common core Coach materials, textbook resources, Debbie Waggoner and Kelly Philbeck's websites, and more. Students will take the assessment during a timed class setting similar to what they would have to do during state testing to build testing stamina and receive immediate feedback through clickers and/or GradeCam scoring. Teachers will analyze data from assessments and compare across the district in determining rate of progress and planning next steps. Teachers along with instructional coaches will determine standards-based resources to use for re-teaching and differentiated small learning groups.	Academic Support Program	07/01/2014	05/20/2016	\$36500	Title I Part A, General Fund	Instructional supervisor, principals, teachers; instructional coaches
Schools: All Schools						

Strategy 3:

Intervening and Enriching - Schools will develop a systematic process for examining data and planning interventions and enrichments activities for targeted students, grouping patterns, and allocated time during the school day to work with students using researched based programs and practices. Progressing monitoring of student

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data will provide a means for continuous monitoring and revamping as necessary.

Category: Continuous Improvement

Research Cited: Rick & Becky Dufour

Activity - Interventions and Enrichments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and principals will meet in data teams to make instructional decisions based upon on-going data to develop differentiated learning experiences for student to meet their needs. Intervention programs such as Reading Recovery, READ 180, Compass Learning, Gifted and Talented Instruction, Read to Achieve Instructor, ESS Instructors, Math Achievement Grant Instructor, Title I staff and other certified and classified staff will be intentional assigned to work with students at the appropriate instructional levels using researched-based practices. Teachers will develop plans for tier 2 and 3 intervention services, monitor decisions about their tier movements, and analyze intervention approaches and protocols to determine overall effectiveness and make necessary adjustments to RTI/KSI processes based upon progress monitoring data. Each school will determine additional time throughout the day that differentiated targeted interventions can be delivered to students not mastering content.	Academic Support Program	08/08/2014	05/20/2016	\$595000	Math Achievement Fund, Title I Schoolwide, Grant Funds, Read to Achieve	Title I staff, Read to Achieve Staff, Math Achievement Staff, Teachers, ESS teachers, district and school rti coordinators
Schools: All Schools						

Activity - Feedback for Growth	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each school will strive to make feedback as part of the learning culture for continuous improvement for all members of the school. Just for me, just in time feedback will be provided to adults and students in order to provide a positive coaching experience so that continuous growth is the expectation. Posting of student work, examination of student products in PLC's, Live Scoring, Peer Observations, collaborative scoring, and TPGES observations will all support this practice.	Academic Support Program	08/15/2014	05/08/2015	\$0	No Funding Required	Principals, instructional coaches, teachers
Schools: All Schools						

Measurable Objective 2:

demonstrate a proficiency increase in the Kindergarten readiness data from 61% to 70%. by 09/01/2017 as measured by Brigance Assessment.

Strategy 1:

Kindergarten Readiness - Continue to expand Preschool services to all 4 year olds in Marion County either through servicing within our schools or partnerships with other public/private agencies and home. Partnerships will be developed with daycares, Headstart, St. A, and parents in an effort to extend learning resources to all 4 year old in Marion County. Resources for early learning will be given to all parents of children birth to 5 years old.

Category: Early Learning

Activity - Advisory Council	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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A community early learning advisory council will be formed to establish community goals and timelines for providing all 4 year olds with preschool services and opportunities. An inventory of community services will be developed for parents to access with names of agencies and phone numbers along with a common definition of "School Readiness". Schools: Calvary Elementary School, West Marion Elementary School, Glasscock Elementary School, Lebanon Elementary School	Parent Involvement, Academic Support Program, Community Engagement	08/01/2015	08/25/2016	\$400000	General Fund	Preschool teachers, Early Childhood Director, Board of education
Activity - Ready-Set-Grow Public Relations Campaign	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Books will be given to all children from birth to age 5. Outreach activities to provide communications about the importance of reading 20 minutes a day and the importance of early learning will occur through community events like Dickens Parade, Halloween in the Park, Ham Days, Birthday Bash etc., media sources, and other outlets. The purpose of these activities are to connect with the community to instill the importance of early learning. Schools: Calvary Elementary School, West Marion Elementary School, Glasscock Elementary School, Lebanon Elementary School	Academic Support Program	08/01/2015	10/28/2016	\$10000	General Fund	early childhood director, preschool teacher, instructional supervisors, superintendent, board of education
Activity - Kindergarten University	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Brigance testing will occur for incoming Kindergarten students so that data can be used for appropriate instructional decisions to be made as soon as the student enters school. Preschool staff will administer testing toward the end of the school year and provide to elementary principals. Preschool director will participate in Early Childhood partnerships along with coordinating professional development work with pre-school teachers regarding curriculum implementation and the GOLD assessment for KEDS data reporting system. Kindergarten teachers will work with the federal programs director and early childhood director in establishing a Kindergarten University to expose students to "the day of a MCPS kindergarten student". Schools: Calvary Elementary School, West Marion Elementary School, Glasscock Elementary School, Lebanon Elementary School	Behavioral Support Program, Academic Support Program	06/30/2016	08/31/2016	\$5000	General Fund	Preschool and kindergarten staff, principals, early childhood director, and federal programs director.

Goal 5: Gap Goal-Increase the average combined reading and math proficiency rating for all MCPS gap students to designated targets by 2019: elementary-62.4%, middle- 60.8%, and high school-60.5%

Measurable Objective 1:

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demonstrate a proficiency increase in the combined reading and math proficiency ratings for GAP students to 54.6% for elementary (WMES-57.3%, GES-51.6%, LES-51.5%, CES-61.6%), 51.7% for middle (LMS-48.8%, SCMS-56.4%), and 44.9% for high school by 05/30/2014 as measured by KDE school report card KPREP assessment results.

Strategy 1:

Student Extended learning opportunities - Additional learning opportunities will be provided to targeted students in need of additional time for mastery of content.

Category: Continuous Improvement

Activity - Progress Monitoring with Assessment Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assessment data will be collected through MAP (k-8), SRI (3-5), EPAS/Quality Core, AIMSWEB, EOC, KPREP, DRA (k-3), common assessments, classroom formative and summative assessments and Compass Learning in order for teachers and leaders to make data-driven decisions, progress monitoring, planning of interventions and enrichments, formation of students groupings for math and literacy blocks, and other instructional decisions. Data displays/ folders will be maintained for easy access to school-level and individual student data. Teachers and leaders will meet with students in goal-setting activities to increase student ownership and motivation in test data and ways that they can improve.. These assessment results will be used to determine students who need additional instruction to continue progressing toward proficiency or mastery of KCAS. Formative assessment information, along with results of effective PLCs, will be used to design lessons and place students in Extended School Service programs, 21st Century Learning Center Program, Title program assistance and FRYSC programs. MAP assessment purchased by General Fund. Title I staff and other certified and classified staff will be intentional assigned to work with students at the appropriate instructional levels using researched-based practices. Teachers will develop plans for tier 2 and 3 intervention services, monitor decisions about their tier movements, and analyze intervention approaches and protocols to determine overall effectiveness and make necessary adjustments to RTI/KSI processes based upon progress monitoring data.Tutoring/Add'l student services provided by ESS-State=52,363, GF=80,200; 21st Century Program=40,000; Migrant=110,000; Title I=40,000; Schools: All Schools	Academic Support Program	08/08/2014	05/20/2016	\$270000	General Fund, State Funds, Title I Schoolwide, Title III - Migrant	principals, instructional supervisor, teachers, ESS staff, 21st Century Staff, 21st Century director, ECE director, district and school rti coordianators

Activity - Outreach activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Community outreach initiatives will be implemented to build stronger relationships with parents. Title I parent involvement meetings will be planned to target increasing participation and involvement with consideration of holding some events off school campuses within community centers. A collaborative project-based learning experience for high school students will result in a "Dream Bus" - a bus that will travel within the community to deliver food, literature, books, etc. to students throughout the school year. The summer Dream Academy will connect with families in providing a 6-week learning experience in disguised learning experiences that will intervene and enrich with the sole purpose of narrowing the summer slide.	Tutoring, Parent Involvement, Community Engagement	06/01/2015	07/29/2016	\$28000	Title I Part A	Federal program director, title I staff, principals
Schools: All Schools						

Strategy 2:

Professional learning on understanding the Framework of Poverty - Staff will study and learn about the Ruby Payne's Poverty framework and other notable works about communicating with students and parents living in poverty. Staff will apply strategies to increase student achievement.

Category: Professional Learning & Support

Research Cited: Ruby Payne

Activity - Ruby Payne's Poverty Framework	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will incorporate strategies learned from studying poverty frameworks. Learning will occur throughout the district during PLC's, leadership meetings, faculty meetings, and other embedded learning opportunities.	Professional Learning	08/14/2015	08/05/2016	\$5000	State Funds	All staff
Schools: All Schools						

Measurable Objective 2:

demonstrate a proficiency increase in the percent of ECE student in combined reading and math in Elementary from 26.4% to 42.4% (CES- 37%; GES- 38.5%; LES- 35.6%; WMES-47.4%); in Middle from 19% to 33.2% (LMS-25.9% to 29.2%; SCMS-12.5% to 39%); and High School from 3.2% to 22.9% by 05/13/2016 as measured by State Assessment scores.

Strategy 1:

Rigor for All Student - Rigor for all students- The district will provide access to rigorous standards-based instruction for all students through inclusion, collaboration/co-teaching, research-based strategies, staff training, and monitoring/feedback.

Category: Learning Systems

Activity - Inclusion	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All students with special needs will be included in the regular classroom to the fullest extent allowed by the IEP. This will help to ensure that all students have access to a rigorous curriculum that is congruent to KCAS and Program of Studies. To support this work, students with special needs will be scheduled first into regular education classrooms and will be the focal point of discussions as the schedule is created. ECE staff will be trained along with support staff in collaboration/co-teaching strategies as well as alternate assessment strategies.	Academic Support Program	08/08/2014	05/27/2016	\$2500	IDEA	ECE teachers, principals, ARC committees, ECE Director, School Psychologists
Schools: All Schools						

Activity - Research-Based Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District staff will continue to ensure that all schools have access to sufficient instructional resources by investigating individual school needs and providing and supporting the implementation of research-based programs/curriculum resources (i.e. Hattie, Marzano, Bloom, Kagan, etc.) that assist in strengthening instruction in core academic areas, and that are valid, reliable, and supported by data for targeting groups of students. A district RTI website will be developed to assist staff in finding relevant resources and strategies in developing individualized learning plans for students.	Professional Learning	08/08/2014	05/27/2016	\$3000	District Funding	ECE Director, School Psychologists, ECE teachers
Schools: All Schools						

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ECE staff will be trained in specific intervention strategies/programs to implement, as needed (i.e. AimsWeb progress monitoring and goal setting, sensory/autism, data analysis, PASS, Rtl, etc.). The ECE Advisory council will meet monthly to focus on ECE program improvement and student learning. Additionally, ECE Staff will maintain a Student Data Profile that will include student progress monitoring data and analysis to ensure students are receiving appropriate, targeted interventions and support as needed. STAT team meetings will be held periodically at schools to examine student data and determine next steps.	Professional Learning	08/11/2014	05/27/2016	\$45000	General Fund, IDEA	ECE Director, School Psychologists, ECE teachers
Schools: All Schools						

Goal 6: Novice Reduction Goal

Measurable Objective 1:

collaborate to reduce the % of novice scoring students in math from ES-9.6%; MS-11.5%; 28.4% and in reading from ES- 15%; MS-19.5%; HS-32.6% in 2014-15 to less than 10% by 05/29/2020 as measured by state and local assessments.

Strategy 1:

Progress Monitoring with On-going Interventions - The district's response to intervention procedures have been updated and approved by the board of education at the beginning of this school year. Each school will update their school-level RTI procedures by December.

Category: Learning Systems

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district's response to intervention procedures have been updated and approved by the board of education at the beginning of this school year. Each school will update their school-level RTI procedures by December. On-going supports will be provided to the schools throughout the year such as school site visits to review data collaboratively, STAT team meetings with students and counselors, quarterly district RTI meetings to present data and updates, and bi-weekly counselor cadre meetings that discuss RTI. All of these supports will be provided to ensure that each school develops a systematic and systemic response to intervention processes. Schools: All Schools	Behavioral Support Program, Academic Support Program	08/03/2015	10/27/2016	\$0	No Funding Required	all staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Ready-Set-Grow Public Relations Campaign	Books will be given to all children from birth to age 5. Outreach activities to provide communications about the importance of reading 20 minutes a day and the importance of early learning will occur through community events like Dickens Parade, Halloween in the Park, Ham Days, Birthday Bash etc., media sources, and other outlets. The purpose of these activities are to connect with the community to instill the importance of early learning.	Academic Support Program	08/01/2015	10/28/2016	\$10000	early childhood director, preschool teacher, instructional supervisors, superintendent, board of education
Interventions and Credit Recovery	Students identified as in danger of not graduating on time will be targeted for interventions. Student will have access to virtual courses in the next generation lab to assist students in recovering credits or to help get back on track.	Academic Support Program	08/08/2014	05/27/2016	\$50000	Board of Education, Superintendent, Principals, ESS teachers, classroom teachers, guidance and career counselors.
Individual Progress Monitoring/Self Report Grades	Assessment data will be collected through MAP (k-8), SRI (3-5), EPAS/Quality Core, EOC, KPREP, DRA (k-3), common assessments, classroom formative and summative assessments and Compass Learning in order for teachers and leaders to make data-driven decisions, progress monitoring, planning of interventions and enrichments, formation of students groupings for math and literacy blocks, and other instructional decisions. Data displays/folders will be maintained for easy access to school-level and individual student data. Teachers and leaders will meet with students in goal-setting activities to increase student ownership and motivation in test data and ways that they can improve. Schools will develop systematic processes in which students take ownership of their assessment data.	Academic Support Program	08/01/2014	05/20/2016	\$20000	Superintendent, Technology Director, Intervention Staff, Principal, Instructional Supervisor, Teachers

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Kindergarten University	Brigance testing will occur for incoming Kindergarten students so that data can be used for appropriate instructional decisions to be made as soon as the student enters school. Preschool staff will administer testing toward the end of the school year and provide to elementary principals. Preschool director will participate in Early Childhood partnerships along with coordinating professional development work with pre-school teachers regarding curriculum implementation and the GOLD assessment for KEDS data reporting system. Kindergarten teachers will work with the federal programs director and early childhood director in establishing a Kindergarten University to expose students to "the day of a MCPS kindergarten student".	Behavioral Support Program, Academic Support Program	06/30/2016	08/31/2016	\$5000	Preschool and kindergarten staff, principals, early childhood director, and federal programs director.
Common Formative Assessments	Grade level curriculum development days will be planned for teachers to collaborate in adding standards and FAL/LDC to pacing guides. Teachers will develop a standards based KPREP-like assessment to be administered for each unit. Benchmark assessments will be planned for each grade level. Teachers will use a variety of resources such as CIITS, common core Coach materials, textbook resources, Debbie Waggoner and Kelly Philbeck's websites, and more. Students will take the assessment during a timed class setting similar to what they would have to do during state testing to build testing stamina and receive immediate feedback through clickers and/or GradeCam scoring. Teachers will analyze data from assessments and compare across the district in determining rate of progress and planning next steps. Teachers along with instructional coaches will determine standards-based resources to use for re-teaching and differentiated small learning groups.	Academic Support Program	07/01/2014	05/20/2016	\$33000	Instructional supervisor, principals, teachers; instructional coaches

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Progress Monitoring with Assessment Data	Assessment data will be collected through MAP (k-8), SRI (3-5), EPAS/Quality Core, AIMSWEB, EOC, KPREP, DRA (k-3), common assessments, classroom formative and summative assessments and Compass Learning in order for teachers and leaders to make data-driven decisions, progress monitoring, planning of interventions and enrichments, formation of students groupings for math and literacy blocks, and other instructional decisions. Data displays/ folders will be maintained for easy access to school-level and individual student data. Teachers and leaders will meet with students in goal-setting activities to increase student ownership and motivation in test data and ways that they can improve.. These assessment results will be used to determine students who need additional instruction to continue progressing toward proficiency or mastery of KCAS. Formative assessment information, along with results of effective PLCs, will be used to design lessons and place students in Extended School Service programs, 21st Century Learning Center Program, Title program assistance and FRYSC programs. MAP assessment purchased by General Fund. Title I staff and other certified and classified staff will be intentional assigned to work with students at the appropriate instructional levels using researched-based practices. Teachers will develop plans for tier 2 and 3 intervention services, monitor decisions about their tier movements, and analyze intervention approaches and protocols to determine overall effectiveness and make necessary adjustments to RTI/KSI processes based upon progress monitoring data. Tutoring/Add'l student services provided by ESS-State=52,363; GF=80,200; 21st Century Program=40,000; Migrant=110,000; Title I=40,000;	Academic Support Program	08/08/2014	05/20/2016	\$80000	principals, instructional supervisor, teachers, ESS staff, 21st Century Staff, 21st Century director, ECE director, district and school rti coordinators
Literacy Strategies	All teachers are teachers of reading. Embedded learning through instructional coaching and professional development sessions will equip teachers with reading and writing strategies such as Close Reading, Reading for Meaning, Write to Learn, Compare and Contrast, Inductive Learning, Circle of Knowledge, and Vocabulary Code, etc. will provide teachers and students with the essential strategies for achieving excellence with the Common Core.	Academic Support Program	08/13/2015	05/20/2016	\$2000	Principals, instructional supervisors, instructional coaches
Pilot Classrooms of Innovation	Pilot teachers will be selected through a mini-grant process in which teacher will be given a classroom set of chrome books. These classrooms will be named classrooms of innovation with displayed criteria that exemplifies why they are considered a model classroom. These teachers will learn from one another and engage in learning activities throughout the year. In addition, these teachers will help guide and advise the work of the district.	Technology	10/15/2015	05/26/2017	\$106000	Superintendent, chief operations officer, technology director, pilot teachers and principals

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Progress Monitoring	ECE staff will be trained in specific intervention strategies/programs to implement, as needed (i.e. AimsWeb progress monitoring and goal setting, sensory/autism, data analysis, PASS, RtI, etc.). The ECE Advisory council will meet monthly to focus on ECE program improvement and student learning. Additionally, ECE Staff will maintain a Student Data Profile that will include student progress monitoring data and analysis to ensure students are receiving appropriate, targeted interventions and support as needed. STAT team meetings will be held periodically at schools to examine student data and determine next steps.	Professional Learning	08/11/2014	05/27/2016	\$25000	ECE Director, School Psychologists, ECE teachers
Common Assessments	Common Assessments will be given in reading and math across all grade levels and across the district. Data will be collected district-wide so that teachers can collaboratively analyze data, make instructional decisions, and work in PLC's and with principals and instructional coaches on next steps.	Academic Support Program	08/08/2014	05/22/2015	\$1000	instructional supervisor, instructional coaches, principals, and teachers
Advisory Council	A community early learning advisory council will be formed to establish community goals and timelines for providing all 4 year olds with preschool services and opportunities. An inventory of community services will be developed for parents to access with names of agencies and phone numbers along with a common definition of "School Readiness".	Parent Involvement, Academic Support Program, Community Engagement	08/01/2015	08/25/2016	\$400000	Preschool teachers, Early Childhood Director, Board of education
Student Leadership	Student opportunities for leadership will be incorporated into school cultures. CES is an official Leader in Me school with GES pursuing this grant opportunity as well. Leadership groups such as the Student Ambassadors at MCHS, Patriot Leadership Academy, SCMS Leaders group are all school examples.	Behavioral Support Program, Academic Support Program, Community Engagement	08/01/2015	06/02/2016	\$10000	all staff
CCR Parent Workshops	Middle and high schools will host CCR workshops throughout the school year for parents and students to increase knowledge of college ACT benchmarks, Career assessments, college entrance procedures, financial aide, and other related opportunities. Discussions of career pathways available at MCHS will occur at registration along with encouragement to students to enroll in courses in the pathway of their choice.	Career Preparation/Orientation	08/01/2014	05/27/2016	\$500	guidance counselors, principals, CCR coach
Total					\$742500	

GRECC Race to the Top

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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The Franklin-Simpson Model	Incentives to reward students, targeted college/career readiness, one-on-one support with a career strategist, monitoring of the student's individual career plan, and addressing barriers as they arise.	Career Preparation/Orientation	12/02/2014	05/20/2016	\$40000	guidance counselor, special education director, Federal Programs Director, High School Principal, Superintendent, ECE teachers
Implementation Plan for i3	Modeling by coaches as they work one-on-one with students, consulting with strategists, cognitive coaching, data retreats, and whole school thinking strategies.	Career Preparation/Orientation	01/02/2015	05/06/2016	\$40000	guidance counselors, principals, ECE director, teachers, Federal Programs Director, Superintendent
ILP	Students in grades 6-12 will develop and annually review their Individual Learning Plans including goal-setting, career exploration, identification of career majors, and corresponding elective courses. Career counseling will occur with the Americorp worker. Students with disabilities will receive additional support through the CCR coach and the components of the I3 grant.	Career Preparation/Orientation	08/01/2014	05/20/2016	\$90000	Guidance Counselors; americorp worker, CCR coach,
Total					\$170000	

Career and Technical Education Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Coop and Business/Industry Partnerships	Selected MCHS seniors in career completer courses will participate in coop experiences during Fall and Spring Break. Other courses will partner with business and industry whenever possible to provide students hands-on real world experiences.	Career Preparation/Orientation	08/01/2014	05/29/2015	\$2000	Career and Technical Education Teachers, CTE and High School Principals, Counselors, Career Counselor, Central Office Administrators

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Total

\$2000

Title IV Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Progress Monitoring for CCR	Student progress towards reaching ACT/Compass benchmarks will be tracked throughout their middle and high school careers. Student data will be collected so that school leaders are able to target students not on track to be CCR and provide CCR counseling (planning, scheduling of interventions or other activities to assist student in making progress). Teacher mentors will be assigned to provide frequent reinforcement to students. Triumph College Admissions along with Targeted Interventions will be used to track performance and plan interventions. Review sessions will be conducted by a content area teacher to discuss test taking strategies, provide a review of critical skills/concepts, and answer individual questions. KAPLAN ACT opportunity during Saturday prep sessions has been secured. The administrative team will meet regularly to examine CCR data, student pathways, and intentional planning. Name and claim those students in career pathways to ensure they earn completer status and monitor performance on KOSSA assessments or Industry Certificates. ATC Career club and Innovation ATC will assist student in seeing the purpose in achieving CCR.	Career Preparation/Orientation	08/08/2014	05/20/2016	\$2000	principals, district staff, teachers, ATC principal, counselors
Persistence to Graduate	Guidance counselors will receive training on how to pull reports using the Persistence to Graduate tool that is located on IC to target students that are at high risk. This tool will be used for early identification and development of appropriate interventions to be put in place to lower the risk factor.	Career Preparation/Orientation	08/01/2014	05/29/2015	\$2000	Director of Pupil Personnel, guidance counselors, principals, teachers
Total					\$4000	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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KDE Comprehensive Improvement Plan for Districts

Marion County

Progress Monitoring with Assessment Data	Assessment data will be collected through MAP (k-8), SRI (3-5), EPAS/Quality Core, AIMSWEB, EOC, KPREP, DRA (k-3), common assessments, classroom formative and summative assessments and Compass Learning in order for teachers and leaders to make data-driven decisions, progress monitoring, planning of interventions and enrichments, formation of students groupings for math and literacy blocks, and other instructional decisions. Data displays/ folders will be maintained for easy access to school-level and individual student data. Teachers and leaders will meet with students in goal-setting activities to increase student ownership and motivation in test data and ways that they can improve.. These assessment results will be used to determine students who need additional instruction to continue progressing toward proficiency or mastery of KCAS. Formative assessment information, along with results of effective PLCs, will be used to design lessons and place students in Extended School Service programs, 21st Century Learning Center Program, Title program assistance and FRYSC programs. MAP assessment purchased by General Fund. Title I staff and other certified and classified staff will be intentional assigned to work with students at the appropriate instructional levels using researched-based practices. Teachers will develop plans for tier 2 and 3 intervention services, monitor decisions about their tier movements, and analyze intervention approaches and protocols to determine overall effectiveness and make necessary adjustments to RTI/KSI processes based upon progress monitoring data. Tutoring/Add'l student services provided by ESS-State=52,363, GF=80,200; 21st Century Program=40,000; Migrant=110,000; Title I=40,000;	Academic Support Program	08/08/2014	05/20/2016	\$40000	principals, instructional supervisor, teachers, ESS staff, 21st Century Staff, 21st Century director, ECE director, district and school rti coordianators
Interventions and Enrichments	Teachers and principals will meet in data teams to make instructional decisions based upon on-going data to develop differentiated learning experiences for student to meet their needs. Intervention programs such as Reading Recovery, READ 180, Compass Learning, Gifted and Talented Instruction, Read to Achieve Instructor, ESS Instructors, Math Achievement Grant Instructor, Title I staff and other certified and classified staff will be intentional assigned to work with students at the appropriate instructional levels using researched-based practices. Teachers will develop plans for tier 2 and 3 intervention services, monitor decisions about their tier movements, and analyze intervention approaches and protocols to determine overall effectiveness and make necessary adjustments to RTI/KSI processes based upon progress monitoring data. Each school will determine additional time throughout the day that differentiated targeted interventions can be delivered to students not mastering content.	Academic Support Program	08/08/2014	05/20/2016	\$520000	Title I staff, Read to Achieve Staff, Math Achievement Staff, Teachers, ESS teachers, district and school rti coordiantors
Total					\$560000	

KDE Comprehensive Improvement Plan for Districts

Marion County

Title III - Migrant

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Progress Monitoring with Assessment Data	Assessment data will be collected through MAP (k-8), SRI (3-5), EPAS/Quality Core, AIMSWEB, EOC, KPREP, DRA (k-3), common assessments, classroom formative and summative assessments and Compass Learning in order for teachers and leaders to make data-driven decisions, progress monitoring, planning of interventions and enrichments, formation of students groupings for math and literacy blocks, and other instructional decisions. Data displays/ folders will be maintained for easy access to school-level and individual student data. Teachers and leaders will meet with students in goal-setting activities to increase student ownership and motivation in test data and ways that they can improve.. These assessment results will be used to determine students who need additional instruction to continue progressing toward proficiency or mastery of KCAS. Formative assessment information, along with results of effective PLCs, will be used to design lessons and place students in Extended School Service programs, 21st Century Learning Center Program, Title program assistance and FRYSC programs. MAP assessment purchased by General Fund. Title I staff and other certified and classified staff will be intentional assigned to work with students at the appropriate instructional levels using researched-based practices. Teachers will develop plans for tier 2 and 3 intervention services, monitor decisions about their tier movements, and analyze intervention approaches and protocols to determine overall effectiveness and make necessary adjustments to RTI/KSI processes based upon progress monitoring data. Tutoring/Add'l student services provided by ESS- State=52,363, GF=80,200; 21st Century Program=40,000; Migrant=110,000; Title I=40,000;	Academic Support Program	08/08/2014	05/20/2016	\$100000	principals, instructional supervisor, teachers, ESS staff, 21st Century Staff, 21st Century director, ECE director, district and school rti coordinators
Total					\$100000	

Read to Achieve

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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KDE Comprehensive Improvement Plan for Districts

Marion County

Interventions and Enrichments	Teachers and principals will meet in data teams to make instructional decisions based upon on-going data to develop differentiated learning experiences for student to meet their needs. Intervention programs such as Reading Recovery, READ 180, Compass Learning, Gifted and Talented Instruction, Read to Achieve Instructor, ESS Instructors, Math Achievement Grant Instructor, Title I staff and other certified and classified staff will be intentional assigned to work with students at the appropriate instructional levels using researched-based practices. Teachers will develop plans for tier 2 and 3 intervention services, monitor decisions about their tier movements, and analyze intervention approaches and protocols to determine overall effectiveness and make necessary adjustments to RTI/KSI processes based upon progress monitoring data. Each school will determine additional time throughout the day that differentiated targeted interventions can be delivered to students not mastering content.	Academic Support Program	08/08/2014	05/20/2016	\$25000	Title I staff, Read to Achieve Staff, Math Achievement Staff, Teachers, ESS teachers, district and school rti coordiantors
Total					\$25000	

Math Achievement Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Interventions and Enrichments	Teachers and principals will meet in data teams to make instructional decisions based upon on-going data to develop differentiated learning experiences for student to meet their needs. Intervention programs such as Reading Recovery, READ 180, Compass Learning, Gifted and Talented Instruction, Read to Achieve Instructor, ESS Instructors, Math Achievement Grant Instructor, Title I staff and other certified and classified staff will be intentional assigned to work with students at the appropriate instructional levels using researched-based practices. Teachers will develop plans for tier 2 and 3 intervention services, monitor decisions about their tier movements, and analyze intervention approaches and protocols to determine overall effectiveness and make necessary adjustments to RTI/KSI processes based upon progress monitoring data. Each school will determine additional time throughout the day that differentiated targeted interventions can be delivered to students not mastering content.	Academic Support Program	08/08/2014	05/20/2016	\$25000	Title I staff, Read to Achieve Staff, Math Achievement Staff, Teachers, ESS teachers, district and school rti coordiantors
Total					\$25000	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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KDE Comprehensive Improvement Plan for Districts

Marion County

Hugh C Spalding Academy	Hugh C Spalding Academy is designed to become a true alternative education site for students whose behavior or a qualifying incident at school is preventing him/her from remaining in the normal school setting. Students who have dropped out of school will be offered a second chance at earning high school credits and a diploma or students who have chosen virtual school as a last resort will be give a second graduation opportunity. District funds= \$104,000 Safe Schools= \$17400	Behavioral Support Program, Direct Instruction	08/08/2014	05/31/2016	\$105000	District HCSA director, superintendent, HCSA principal and career counselor, and teachers.
Research-Based Strategies	District staff will continue to ensure that all schools have access to sufficient instructional resources by investigating individual school needs and providing and supporting the implementation of research-based programs/curriculum resources (i.e. Hattie, Marzano, Bloom, Kagan, etc.) that assist in strengthening instruction in core academic areas, and that are valid, reliable, and supported by data for targeting groups of students. A district RTI website will be developed to assist staff in finding relevant resources and strategies in developing individualized learning plans for students.	Professional Learning	08/08/2014	05/27/2016	\$3000	ECE Director, School Psychologists, ECE teachers
Congruency of Instruction and Assessments	Curriculum, instruction, and assessment will be aligned to the CCR standards (QC, KCAS, KOSSA, etc.). Curriculum pacing guides/maps, lesson plans, instruction, assessments will be congruent to CCR standards. Teachers will use a variety of instructional strategies to embed ACT-ike, KOSSA-like questions, bellringers, modeling, practice, and test-taking strategies. Grade-Cam has been purchased to provide students and teachers with immediate feedback and data to drive instruction.	Academic Support Program	08/08/2014	05/20/2016	\$5000	principals, counselors, teachers,
Intended vs Implemented vs Attained curriculum checks	Teachers will engage in curriculum planning work so that vertical and horizontal planning guides are developed indicating planned pacing, standard alignment for the unit of study, implementation of FAL's and LDC's, and common assessments. Periodic pacing guide checks will occur to ensure teachers are on target with the implementation of a guaranteed viable curriculum	Academic Support Program	08/01/2014	05/20/2016	\$8000	Instructional Supervisor, Principals, Teachers, instructional coaches
District Leadership Team Meetings	Bimonthly district leadership meetings will be held with PGES updates added to each agenda. This will provide on-going and just-in-time training for principals. Information for meetings will be gathered through the KDE PGES and CIITS webinars, ISLN network meetings, PGES trainings and PGES newsletters. Materials and guidance will be provided to principals so that they can then in turn train their teachers. Principals will engage in professional learning that includes but is not limited to article and book readings, power points/handouts, CIITS-EDS use, etc.	Professional Learning	06/10/2014	06/30/2016	\$5000	District and School Leaders
Total					\$126000	

KDE Comprehensive Improvement Plan for Districts

Marion County

Title VI

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Intentional Student Scheduling	All student schedules will be completed by May to ensure student placement in career pathway courses. A Bump-Up day is being planned during the last week of school to have student walk through a shortened version of their next year's schedule. In addition, career planning and student coaching by the high school career counselor and college coach with 8th grade students.	Policy and Process	08/15/2014	05/27/2016	\$1000	Career counselor, college coach, guidance counselors, teachers
Congruency of Instruction and Assessments	Curriculum, instruction, and assessment will be aligned to the CCR standards (QC, KCAS, KOSSA, etc.). Curriculum pacing guides/maps, lesson plans, instruction, assessments will be congruent to CCR standards. Teachers will use a variety of instructional strategies to embed ACT-ike, KOSSA-like questions, bellringers, modeling, practice, and test-taking strategies. Grade-Cam has been purchased to provide students and teachers with immediate feedback and data to drive instruction.	Academic Support Program	08/08/2014	05/20/2016	\$5000	principals, counselors, teachers,
Total					\$6000	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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KDE Comprehensive Improvement Plan for Districts

Marion County

Progress Monitoring with Assessment Data	Assessment data will be collected through MAP (k-8), SRI (3-5), EPAS/Quality Core, AIMSWEB, EOC, KPREP, DRA (k-3), common assessments, classroom formative and summative assessments and Compass Learning in order for teachers and leaders to make data-driven decisions, progress monitoring, planning of interventions and enrichments, formation of students groupings for math and literacy blocks, and other instructional decisions. Data displays/ folders will be maintained for easy access to school-level and individual student data. Teachers and leaders will meet with students in goal-setting activities to increase student ownership and motivation in test data and ways that they can improve.. These assessment results will be used to determine students who need additional instruction to continue progressing toward proficiency or mastery of KCAS. Formative assessment information, along with results of effective PLCs, will be used to design lessons and place students in Extended School Service programs, 21st Century Learning Center Program, Title program assistance and FRYSC programs. MAP assessment purchased by General Fund. Title I staff and other certified and classified staff will be intentional assigned to work with students at the appropriate instructional levels using researched-based practices. Teachers will develop plans for tier 2 and 3 intervention services, monitor decisions about their tier movements, and analyze intervention approaches and protocols to determine overall effectiveness and make necessary adjustments to RTI/KSI processes based upon progress monitoring data. Tutoring/Add'l student services provided by ESS-State=52,363; GF=80,200; 21st Century Program=40,000; Migrant=110,000; Title I=40,000;	Academic Support Program	08/08/2014	05/20/2016	\$50000	principals, instructional supervisor, teachers, ESS staff, 21st Century Staff, 21st Century director, ECE director, district and school rti coordianators
Standards-based Instruction	Principals will monitor teacher lesson planning and delivery of lessons to ensure the following essential elements: Identified Standard, Aligned Learning Target, Aligned Activities, Aligned Assessments, and Intentionally-planned higher order thinking question. Congruency checks to the standards will be a critical component in coaching, examining student products, and assessment data in professional learning community discussion and/or data team meetings.	Academic Support Program	08/08/2014	05/20/2016	\$5000	Instructional Supervisor, Principals, Teachers, Instructional Coaches
Peer Observation Training	Every teacher will be trained in the peer observation process using PBS learning media peer observer training modules. Ongoing follow-up training/review will be provided at the school level throughout the year.	Professional Learning	06/01/2014	06/30/2016	\$1000	Instructional Supervisor, principals
Ruby Payne's Poverty Framework	Staff will incorporate strategies learned from studying poverty frameworks. Learning will occur throughout the district during PLC's, leadership meetings, faculty meetings, and other embedded learning opportunities.	Professional Learning	08/14/2015	08/05/2016	\$5000	All staff

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I2- Innovation Institute	A conference style professional learning day where selected staff will lead technology learning experiences. Teachers within the district will have the autonomy to sign up for the sessions that they wish to attend.	Professional Learning	11/23/2015	01/19/2016	\$3000	teachers, instructional supervisors, instructional coaches
Staff Leadership	Leadership is the foundation of our organization. We strive to develop leaders through principal leadership meetings, assistant principals cadre meeting, Leadership Now program for aspiring principals, counseling cadre, and school level professional learning communities.	Recruitment and Retention, Professional Learning	07/07/2015	05/27/2016	\$4000	All staff
Total					\$68000	

Safe Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Hugh C Spalding Academy	Hugh C Spalding Academy is designed to become a true alternative education site for students whose behavior or a qualifying incident at school is preventing him/her from remaining in the normal school setting. Students who have dropped out of school will be offered a second chance at earning high school credits and a diploma or students who have chosen virtual school as a last resort will be give a second graduation opportunity. District funds= \$104,000 Safe Schools= \$17400	Behavioral Support Program, Direct Instruction	08/08/2014	05/31/2016	\$17300	District HCSA director, superintendent, HCSA principal and career counselor, and teachers.
Total					\$17300	

IDEA

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Progress Monitoring	ECE staff will be trained in specific intervention strategies/programs to implement, as needed (i.e. AimsWeb progress monitoring and goal setting, sensory/autism, data analysis, PASS, RtI, etc.). The ECE Advisory council will meet monthly to focus on ECE program improvement and student learning. Additionally, ECE Staff will maintain a Student Data Profile that will include student progress monitoring data and analysis to ensure students are receiving appropriate, targeted interventions and support as needed. STAT team meetings will be held periodically at schools to examine student data and determine next steps.	Professional Learning	08/11/2014	05/27/2016	\$20000	ECE Director, School Psychologists, ECE teachers

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Inclusion	All students with special needs will be included in the regular classroom to the fullest extent allowed by the IEP. This will help to ensure that all students have access to a rigorous curriculum that is congruent to KCAS and Program of Studies. To support this work, students with special needs will be scheduled first into regular education classrooms and will be the focal point of discussions as the schedule is created. ECE staff will be trained along with support staff in collaboration/co-teaching strategies as well as alternate assessment strategies.	Academic Support Program	08/08/2014	05/27/2016	\$2500	ECE teachers, principals, ARC committees, ECE Director, School Psychologists
Total					\$22500	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Guidance/Career Counseling/ILP Completion	Guidance counselors and career counselor will implement CCR awareness activities related to the 14 career clusters throughout the school year. A college and career readiness success criteria timeline will be developed in collaboration with the leadership team and used with community strategic planning and community visioning. Students choosing to pursue career and technical education career majors will be encouraged to complete a course sequence leading to 3 or more credits in a specific career major. Coursework will prepare students for successful completion in the corresponding KOSSA assessment or industry certificate. School counselors will review student ILPs and ensure planned related activities. Student conferencing after EPAS assessments regarding developing an understanding of college "benchmarks", progress toward benchmarks, future career options in relation to performance, and potential barriers in the way of student progress (i.e. behavior, effort, attendance, etc.). Operation Preparation activities will be planned during the month of March for 8th and 10th grade students. Community members, community education, FRYSC, counselors, career counselor will schedule/organize student meetings with career representatives as indicated by student ILP choices.	Career Preparation/Orientation	08/08/2014	05/20/2016	\$3000	guidance counselors, teachers
Total					\$3000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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KDE Comprehensive Improvement Plan for Districts

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Feedback for Growth	Each school will strive to make feedback as part of the learning culture for continuous improvement for all members of the school. Just for me, just in time feedback will be provided to adults and students in order to provide a positive coaching experience so that continuous growth is the expectation. Posting of student work, examination of student products in PLC's, Live Scoring, Peer Observations, collaborative scoring, and TPGES observations will all support this practice.	Academic Support Program	08/15/2014	05/08/2015	\$0	Principals, instructional coaches, teachers
Response to Intervention	The district's response to intervention procedures have been updated and approved by the board of education at the beginning of this school year. Each school will update their school-level RTI procedures by December. On-going supports will be provided to the schools throughout the year such as school site visits to review data collaboratively, STAT team meetings with students and counselors, quarterly district RTI meetings to present data and updates, and bi-weekly counselor cadre meetings that discuss RTI. All of these supports will be provided to ensure that each school develops a systematic and systemic response to intervention processes.	Behavioral Support Program, Academic Support Program	08/03/2015	10/27/2016	\$0	all staff
Learning Walks	District learning walks will occur to collect data and to provide the school leadership team with instructional feedback addressing the following focus areas: What are students expected to learn?, How does the teacher engage the students in learning so they learn best?, How does the teacher know that the student(s) have learned the material?, What does the teacher do for the students that have not learned the material?, and What does the teacher do for the students that have already demonstrated mastery? Classroom observations will occur by principals, district administrators, and peer observers so that guiding feedback is provided to teachers and continuous teacher reflection is facilitated according to the identified problem of practice.	Academic Support Program	08/08/2014	05/27/2016	\$0	District Administrator s, Principals, Peer Observers, Teachers, Instructional Coaches
PGES Principal Points	A weekly PGES Principal Points email will be sent that gives an account of the component description and implementation steps that need to be completed during that week as a guideline for principals. The purpose of the email is to provide a systematic process for helping principals to implement PGES, monitor their progress, time management strategies to meet required deadlines, etc. In addition, the email communication will provide a weekly update of the percent of teachers that have completed required tasks along with deadlines highlighted.	Policy and Process	08/01/2014	06/30/2016	\$0	Instructional Supervisor

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PLCs, Staff Development Days and/or Faculty Meetings	Through plc meetings, monthly PD academies and/or faculty meetings professional learning will provide teachers/other professionals learning opportunities and exposure to the Teaching Framework, Scripting, Coding evidence, distinguishing between bias, evidence, and interpretation, SMART goal writing, teacher reflection, CIITS-EDS suite, professional growth plan goal writing, student growth goal writing with rubric development, student voice and any other topic as needed to increase teacher understanding, experience, and confidence with the effectiveness system.	Professional Learning	10/01/2013	06/30/2016	\$0	District leaders & school leaders
Public Reporting of Progress	Each board meeting a progress report will be given regarding the progress on the steps that have been completed so far with PGES and next steps. This will allow board members to ask questions and will allow for the general public to gain an understanding of the new system as well.	Community Engagement	08/01/2014	06/30/2016	\$0	Superintendent, Instructional Supervisor, principals
Certified Evaluation Committee	A committee of 50% teachers and 50% administrators will meet to revise the current certified evaluation plan to meet the guidelines of PGES and to be submitted to the Kentucky Department of Education for approval. The focus this year will be tweaking current items that need to be changed based upon teacher and administrator feedback from this year's experience of PGES implementation along with adding specifics regarding student growth goals and measuring of low, expected, or high growth for other professionals and district central office personnel.	Policy and Process	12/11/2013	06/30/2016	\$0	instructional supervisor, 50/50 committee members
Service Learning Hours	MCHS students will be required to complete 10 hours of service learning hours that promotes giving back to the community and good citizenship	Career Preparation/Orientation	08/01/2014	05/20/2016	\$0	High School Principal and Counselors
Total					\$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Freshman Jump Start & Monitoring	All incoming freshmen will participate in a full day orientation to ease the transition from middle to high school. Students attend sessions on each of the following; Be nice to each other! - What is MCHS? - Graduation Requirements/CCR/Majors - Study Skills - Activities/Athletics/Clubs - Fashion Show/Dress Code - Rules 101 - Technology - School Spirit/Fight Song - Schedule Search/Lockers - Commitment to Graduate. Academic performance of 9th grade students will be monitored closely and frequently. Progress reports will be run 3 times per quarter for 9th grade student so that counselors and teachers can conference with students and families as needed to keep 9th graders from falling behind.	Academic Support Program	08/01/2014	05/31/2016	\$2000	guidance counselors, freshmen jumpstart teachers and principal

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Marion County

Total

\$2000

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Common Formative Assessments	Grade level curriculum development days will be planned for teachers to collaborate in adding standards and FAL/LDC to pacing guides. Teachers will develop a standards based KPREP-like assessment to be administered for each unit. Benchmark assessments will be planned for each grade level. Teachers will use a variety of resources such as CIITS, common core Coach materials, textbook resources, Debbie Waggoner and Kelly Philbeck's websites, and more. Students will take the assessment during a timed class setting similar to what they would have to do during state testing to build testing stamina and receive immediate feedback through clickers and/or GradeCam scoring. Teachers will analyze data from assessments and compare across the district in determining rate of progress and planning next steps. Teachers along with instructional coaches will determine standards-based resources to use for re-teaching and differentiated small learning groups.	Academic Support Program	07/01/2014	05/20/2016	\$3500	Instructional supervisor, principals, teachers; instructional coaches
Common Assessments	Common Assessments will be given in reading and math across all grade levels and across the district. Data will be collected district-wide so that teachers can collaboratively analyze data, make instructional decisions, and work in PLC's and with principals and instructional coaches on next steps.	Academic Support Program	08/08/2014	05/22/2015	\$5000	instructional supervisor, instructional coaches, principals, and teachers
College Craze	College Craze is a summer learning experience....	Career Preparation/Orientation	06/01/2015	07/31/2016	\$12500	Federal Program Director and principals
Outreach activities	Community outreach initiatives will be implemented to build stronger relationships with parents. Title I parent involvement meetings will be planned to target increasing participation and involvement with consideration of holding some events off school campuses within community centers. A collaborative project-based learning experience for high school students will result in a "Dream Bus" - a bus that will travel within the community to deliver food, literature, books, etc. to students throughout the school year. The summer Dream Academy will connect with families in providing a 6-week learning experience in disguised learning experiences that will intervene and enrich with the sole purpose of narrowing the summer slide.	Tutoring, Parent Involvement, Community Engagement	06/01/2015	07/29/2016	\$28000	Federal program director, title I staff, principals
Total					\$49000	

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Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Interventions and Enrichments	Teachers and principals will meet in data teams to make instructional decisions based upon on-going data to develop differentiated learning experiences for student to meet their needs. Intervention programs such as Reading Recovery, READ 180, Compass Learning, Gifted and Talented Instruction, Read to Achieve Instructor, ESS Instructors, Math Achievement Grant Instructor, Title I staff and other certified and classified staff will be intentional assigned to work with students at the appropriate instructional levels using researched-based practices. Teachers will develop plans for tier 2 and 3 intervention services, monitor decisions about their tier movements, and analyze intervention approaches and protocols to determine overall effectiveness and make necessary adjustments to RTI/KSI processes based upon progress monitoring data. Each school will determine additional time throughout the day that differentiated targeted interventions can be delivered to students not mastering content.	Academic Support Program	08/08/2014	05/20/2016	\$25000	Title I staff, Read to Achieve Staff, Math Achievement Staff, Teachers, ESS teachers, district and school rti coordinators
ILP	Students in grades 6-12 will develop and annually review their Individual Learning Plans including goal-setting, career exploration, identification of career majors, and corresponding elective courses. Career counseling will occur with the Americorp worker. Students with disabilities will receive additional support through the CCR coach and the components of the I3 grant.	Career Preparation/Orientation	08/01/2014	05/20/2016	\$35000	Guidance Counselors; americorp worker, CCR coach,
Interventions and Credit Recovery	Students identified as in danger of not graduating on time will be targeted for interventions. Student will have access to virtual courses in the next generation lab to assist students in recovering credits or to help get back on track.	Academic Support Program	08/08/2014	05/27/2016	\$10000	Board of Education, Superintendent, Principals, ESS teachers, classroom teachers, guidance and career counselors.
Total					\$70000	

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
PLCs, Staff Development Days and/or Faculty Meetings	Through plc meetings, monthly PD academies and/or faculty meetings professional learning will provide teachers/other professionals learning opportunities and exposure to the Teaching Framework, Scripting, Coding evidence, distinguishing between bias, evidence, and interpretation, SMART goal writing, teacher reflection, CIITS-EDS suite, professional growth plan goal writing, student growth goal writing with rubric development, student voice and any other topic as needed to increase teacher understanding, experience, and confidence with the effectiveness system.	Professional Learning	10/01/2013	06/30/2016	\$0	District leaders & school leaders
Persistence to Graduate	Guidance counselors will receive training on how to pull reports using the Persistence to Graduate tool that is located on IC to target students that are at high risk. This tool will be used for early identification and development of appropriate interventions to be put in place to lower the risk factor.	Career Preparation/Orientation	08/01/2014	05/29/2015	\$2000	Director of Pupil Personnel, guidance counselors, principals, teachers

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Progress Monitoring with Assessment Data	Assessment data will be collected through MAP (k-8), SRI (3-5), EPAS/Quality Core, AIMSWEB, EOC, KPREP, DRA (k-3), common assessments, classroom formative and summative assessments and Compass Learning in order for teachers and leaders to make data-driven decisions, progress monitoring, planning of interventions and enrichments, formation of students groupings for math and literacy blocks, and other instructional decisions. Data displays/ folders will be maintained for easy access to school-level and individual student data. Teachers and leaders will meet with students in goal-setting activities to increase student ownership and motivation in test data and ways that they can improve.. These assessment results will be used to determine students who need additional instruction to continue progressing toward proficiency or mastery of KCAS. Formative assessment information, along with results of effective PLCs, will be used to design lessons and place students in Extended School Service programs, 21st Century Learning Center Program, Title program assistance and FRYSC programs. MAP assessment purchased by General Fund. Title I staff and other certified and classified staff will be intentional assigned to work with students at the appropriate instructional levels using researched-based practices. Teachers will develop plans for tier 2 and 3 intervention services, monitor decisions about their tier movements, and analyze intervention approaches and protocols to determine overall effectiveness and make necessary adjustments to RTI/KSI processes based upon progress monitoring data. Tutoring/Add'l student services provided by ESS-State=52,363, GF=80,200; 21st Century Program=40,000; Migrant=110,000; Title I=40,000;	Academic Support Program	08/08/2014	05/20/2016	\$270000	principals, instructional supervisor, teachers, ESS staff, 21st Century Staff, 21st Century director, ECE director, district and school rti coordianators
Standards-based Instruction	Principals will monitor teacher lesson planning and delivery of lessons to ensure the following essential elements: Identified Standard, Aligned Learning Target, Aligned Activities, Aligned Assessments, and Intentionally-planned higher order thinking question. Congruency checks to the standards will be a critical component in coaching, examining student products, and assessment data in professional learning community discussion and/or data team meetings.	Academic Support Program	08/08/2014	05/20/2016	\$5000	Instructional Supervisor, Principals, Teachers, Instructional Coaches

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Learning Walks	District learning walks will occur to collect data and to provide the school leadership team with instructional feedback addressing the following focus areas: What are students expected to learn?, How does the teacher engage the students in learning so they learn best?, How does the teacher know that the student(s) have learned the material?, What does the teacher do for the students that have not learned the material?, and What does the teacher do for the students that have already demonstrated mastery? Classroom observations will occur by principals, district administrators, and peer observers so that guiding feedback is provided to teachers and continuous teacher reflection is facilitated according to the identified problem of practice.	Academic Support Program	08/08/2014	05/27/2016	\$0	District Administrator s, Principals, Peer Observers, Teachers, Instructional Coaches
Intended vs Implemented vs Attained curriculum checks	Teachers will engage in curriculum planning work so that vertical and horizontal planning guides are developed indicating planned pacing, standard alignment for the unit of study, implementation of FAL's and LDC's, and common assessments. Periodic pacing guide checks will occur to ensure teachers are on target with the implementation of a guaranteed viable curriculum	Academic Support Program	08/01/2014	05/20/2016	\$8000	Instructional Supervisor, Principals, Teachers, instructional coaches
Individual Progress Monitoring/Self Report Grades	Assessment data will be collected through MAP (k-8), SRI (3-5), EPAS/Quality Core, EOC, KPREP, DRA (k-3), common assessments, classroom formative and summative assessments and Compass Learning in order for teachers and leaders to make data-driven decisions, progress monitoring, planning of interventions and enrichments, formation of students groupings for math and literacy blocks, and other instructional decisions. Data displays/ folders will be maintained for easy access to school-level and individual student data. Teachers and leaders will meet with students in goal-setting activities to increase student ownership and motivation in test data and ways that they can improve. Schools will develop systematic processes in which students take ownership of their assessment data.	Academic Support Program	08/01/2014	05/20/2016	\$20000	Superintendent, Technology Director, Intervention Staff, Principal, Instructional Supervisor, Teachers

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Common Formative Assessments	Grade level curriculum development days will be planned for teachers to collaborate in adding standards and FAL/LDC to pacing guides. Teachers will develop a standards based KPREP-like assessment to be administered for each unit. Benchmark assessments will be planned for each grade level. Teachers will use a variety of resources such as CIITS, common core Coach materials, textbook resources, Debbie Waggoner and Kelly Philbeck's websites, and more. Students will take the assessment during a timed class setting similar to what they would have to do during state testing to build testing stamina and receive immediate feedback through clickers and/or GradeCam scoring. Teachers will analyze data from assessments and compare across the district in determining rate of progress and planning next steps. Teachers along with instructional coaches will determine standards-based resources to use for re-teaching and differentiated small learning groups.	Academic Support Program	07/01/2014	05/20/2016	\$36500	Instructional supervisor, principals, teachers; instructional coaches
Interventions and Enrichments	Teachers and principals will meet in data teams to make instructional decisions based upon on-going data to develop differentiated learning experiences for student to meet their needs. Intervention programs such as Reading Recovery, READ 180, Compass Learning, Gifted and Talented Instruction, Read to Achieve Instructor, ESS Instructors, Math Achievement Grant Instructor, Title I staff and other certified and classified staff will be intentional assigned to work with students at the appropriate instructional levels using researched-based practices. Teachers will develop plans for tier 2 and 3 intervention services, monitor decisions about their tier movements, and analyze intervention approaches and protocols to determine overall effectiveness and make necessary adjustments to RTI/KSI processes based upon progress monitoring data. Each school will determine additional time throughout the day that differentiated targeted interventions can be delivered to students not mastering content.	Academic Support Program	08/08/2014	05/20/2016	\$595000	Title I staff, Read to Achieve Staff, Math Achievement Staff, Teachers, ESS teachers, district and school rti coordiantors
District Leadership Team Meetings	Bimonthly district leadership meetings will be held with PGES updates added to each agenda. This will provide on-going and just-in-time training for principals. Information for meetings will be gathered through the KDE PGES and CIITS webinars, ISLN network meetings, PGES trainings and PGES newsletters. Materials and guidance will be provided to principals so that they can then in turn train their teachers. Principals will engage in professional learning that includes but is not limited to article and book readings, power points/handouts, CIITS-EDS use, etc.	Professional Learning	06/10/2014	06/30/2016	\$5000	District and School Leaders
Peer Observation Training	Every teacher will be trained in the peer observation process using PBS learning media peer observer training modules. Ongoing follow-up training/review will be provided at the school level throughout the year.	Professional Learning	06/01/2014	06/30/2016	\$1000	Instructional Supervisor, principals

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Certified Evaluation Committee	A committee of 50% teachers and 50% administrators will meet to revise the current certified evaluation plan to meet the guidelines of PGES and to be submitted to the Kentucky Department of Education for approval. The focus this year will be tweaking current items that need to be changed based upon teacher and administrator feedback from this year's experience of PGES implementation along with adding specifics regarding student growth goals and measuring of low, expected, or high growth for other professionals and district central office personnel.	Policy and Process	12/11/2013	06/30/2016	\$0	instructional supervisor, 50/50 committee members
PGES Principal Points	A weekly PGES Principal Points email will be sent that gives an account of the component description and implementation steps that need to be completed during that week as a guideline for principals. The purpose of the email is to provide a systematic process for helping principals to implement PGES, monitor their progress, time management strategies to meet required deadlines, etc. In addition, the email communication will provide a weekly update of the percent of teachers that have completed required tasks along with deadlines highlighted.	Policy and Process	08/01/2014	06/30/2016	\$0	Instructional Supervisor
Public Reporting of Progress	Each board meeting a progress report will be given regarding the progress on the steps that have been completed so far with PGES and next steps. This will allow board members to ask questions and will allow for the general public to gain an understanding of the new system as well.	Community Engagement	08/01/2014	06/30/2016	\$0	Superintendent, Instructional Supervisor, principals
Guidance/Career Counseling/ILP Completion	Guidance counselors and career counselor will implement CCR awareness activities related to the 14 career clusters throughout the school year. A college and career readiness success criteria timeline will be developed in collaboration with the leadership team and used with community strategic planning and community visioning. Students choosing to pursue career and technical education career majors will be encouraged to complete a course sequence leading to 3 or more credits in a specific career major. Coursework will prepare students for successful completion in the corresponding KOSSA assessment or industry certificate. School counselors will review student ILPs and ensure planned related activities. Student conferencing after EPAS assessments regarding developing an understanding of college "benchmarks", progress toward benchmarks, future career options in relation to performance, and potential barriers in the way of student progress (i.e. behavior, effort, attendance, etc.). Operation Preparation activities will be planned during the month of March for 8th and 10th grade students. Community members, community education, FRYSC, counselors, career counselor will schedule/organize student meetings with career representatives as indicated by student ILP choices.	Career Preparation/Orientation	08/08/2014	05/20/2016	\$3000	guidance counselors, teachers

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Feedback for Growth	Each school will strive to make feedback as part of the learning culture for continuous improvement for all members of the school. Just for me, just in time feedback will be provided to adults and students in order to provide a positive coaching experience so that continuous growth is the expectation. Posting of student work, examination of student products in PLC's, Live Scoring, Peer Observations, collaborative scoring, and TPGES observations will all support this practice.	Academic Support Program	08/15/2014	05/08/2015	\$0	Principals, instructional coaches, teachers
Inclusion	All students with special needs will be included in the regular classroom to the fullest extent allowed by the IEP. This will help to ensure that all students have access to a rigorous curriculum that is congruent to KCAS and Program of Studies. To support this work, students with special needs will be scheduled first into regular education classrooms and will be the focal point of discussions as the schedule is created. ECE staff will be trained along with support staff in collaboration/co-teaching strategies as well as alternate assessment strategies.	Academic Support Program	08/08/2014	05/27/2016	\$2500	ECE teachers, principals, ARC committees, ECE Director, School Psychologists
Research-Based Strategies	District staff will continue to ensure that all schools have access to sufficient instructional resources by investigating individual school needs and providing and supporting the implementation of research-based programs/curriculum resources (i.e. Hattie, Marzano, Bloom, Kagan, etc.) that assist in strengthening instruction in core academic areas, and that are valid, reliable, and supported by data for targeting groups of students. A district RTI website will be developed to assist staff in finding relevant resources and strategies in developing individualized learning plans for students.	Professional Learning	08/08/2014	05/27/2016	\$3000	ECE Director, School Psychologists, ECE teachers
Progress Monitoring	ECE staff will be trained in specific intervention strategies/programs to implement, as needed (i.e. AimsWeb progress monitoring and goal setting, sensory/autism, data analysis, PASS, RtI, etc.). The ECE Advisory council will meet monthly to focus on ECE program improvement and student learning. Additionally, ECE Staff will maintain a Student Data Profile that will include student progress monitoring data and analysis to ensure students are receiving appropriate, targeted interventions and support as needed. STAT team meetings will be held periodically at schools to examine student data and determine next steps.	Professional Learning	08/11/2014	05/27/2016	\$45000	ECE Director, School Psychologists, ECE teachers
Literacy Strategies	All teachers are teachers of reading. Embedded learning through instructional coaching and professional development sessions will equip teachers with reading and writing strategies such as Close Reading, Reading for Meaning, Write to Learn, Compare and Contrast, Inductive Learning, Circle of Knowledge, and Vocabulary Code, etc. will provide teachers and students with the essential strategies for achieving excellence with the Common Core.	Academic Support Program	08/13/2015	05/20/2016	\$2000	Principals, instructional supervisors, instructional coaches

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Outreach activities	Community outreach initiatives will be implemented to build stronger relationships with parents. Title I parent involvement meetings will be planned to target increasing participation and involvement with consideration of holding some events off school campuses within community centers. A collaborative project-based learning experience for high school students will result in a "Dream Bus" - a bus that will travel within the community to deliver food, literature, books, etc. to students throughout the school year. The summer Dream Academy will connect with families in providing a 6-week learning experience in disguised learning experiences that will intervene and enrich with the sole purpose of narrowing the summer slide.	Tutoring, Parent Involvement, Community Engagement	06/01/2015	07/29/2016	\$28000	Federal program director, title I staff, principals
Ruby Payne's Poverty Framework	Staff will incorporate strategies learned from studying poverty frameworks. Learning will occur throughout the district during PLC's, leadership meetings, faculty meetings, and other embedded learning opportunities.	Professional Learning	08/14/2015	08/05/2016	\$5000	All staff
Pilot Classrooms of Innovation	Pilot teachers will be selected through a mini-grant process in which teacher will be given a classroom set of chrome books. These classrooms will be named classrooms of innovation with displayed criteria that exemplifies why they are considered a model classroom. These teachers will learn from one another and engage in learning activities throughout the year. In addition, these teachers will help guide and advise the work of the district.	Technology	10/15/2015	05/26/2017	\$106000	Superintendent, chief operations officer, technology director, pilot teachers and principals
I2- Innovation Institute	A conference style professional learning day where selected staff will lead technology learning experiences. Teachers within the district will have the autonomy to sign up for the sessions that they wish to attend.	Professional Learning	11/23/2015	01/19/2016	\$3000	teachers, instructional supervisors, instructional coaches
Staff Leadership	Leadership is the foundation of our organization. We strive to develop leaders through principal leadership meetings, assistant principals cadre meeting, Leadership Now program for aspiring principals, counseling cadre, and school level professional learning communities.	Recruitment and Retention, Professional Learning	07/07/2015	05/27/2016	\$4000	All staff
Student Leadership	Student opportunities for leadership will be incorporated into school cultures. CES is an official Leader in Me school with GES pursuing this grant opportunity as well. Leadership groups such as the Student Ambassadors at MCHS, Patriot Leadership Academy, SCMS Leaders group are all school examples.	Behavioral Support Program, Academic Support Program, Community Engagement	08/01/2015	06/02/2016	\$10000	all staff

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Response to Intervention	The district's response to intervention procedures have been updated and approved by the board of education at the beginning of this school year. Each school will update their school-level RTI procedures by December. On-going supports will be provided to the schools throughout the year such as school site visits to review data collaboratively, STAT team meetings with students and counselors, quarterly district RTI meetings to present data and updates, and bi-weekly counselor cadre meetings that discuss RTI. All of these supports will be provided to ensure that each school develops a systematic and systemic response to intervention processes.	Behavioral Support Program, Academic Support Program	08/03/2015	10/27/2016	\$0	all staff
Total					\$1154000	

West Marion Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Common Assessments	Common Assessments will be given in reading and math across all grade levels and across the district. Data will be collected district-wide so that teachers can collaboratively analyze data, make instructional decisions, and work in PLC's and with principals and instructional coaches on next steps.	Academic Support Program	08/08/2014	05/22/2015	\$6000	instructional supervisor, instructional coaches, principals, and teachers
Advisory Council	A community early learning advisory council will be formed to establish community goals and timelines for providing all 4 year olds with preschool services and opportunities. An inventory of community services will be developed for parents to access with names of agencies and phone numbers along with a common definition of "School Readiness".	Parent Involvement, Academic Support Program, Community Engagement	08/01/2015	08/25/2016	\$400000	Preschool teachers, Early Childhood Director, Board of education
Ready-Set-Grow Public Relations Campaign	Books will be given to all children from birth to age 5. Outreach activities to provide communications about the importance of reading 20 minutes a day and the importance of early learning will occur through community events like Dickens Parade, Halloween in the Park, Ham Days, Birthday Bash etc., media sources, and other outlets. The purpose of these activities are to connect with the community to instill the importance of early learning.	Academic Support Program	08/01/2015	10/28/2016	\$10000	early childhood director, preschool teacher, instructional supervisors, superintendent, board of education

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Kindergarten University	Brigance testing will occur for incoming Kindergarten students so that data can be used for appropriate instructional decisions to be made as soon as the student enters school. Preschool staff will administer testing toward the end of the school year and provide to elementary principals. Preschool director will participate in Early Childhood partnerships along with coordinating professional development work with pre-school teachers regarding curriculum implementation and the GOLD assessment for KEDS data reporting system. Kindergarten teachers will work with the federal programs director and early childhood director in establishing a Kindergarten University to expose students to "the day of a MCPS kindergarten student".	Behavioral Support Program, Academic Support Program	06/30/2016	08/31/2016	\$5000	Preschool and kindergarten staff, principals, early childhood director, and federal programs director.
Total					\$421000	

Saint Charles Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Congruency of Instruction and Assessments	Curriculum, instruction, and assessment will be aligned to the CCR standards (QC, KCAS, KOSSA, etc.). Curriculum pacing guides/maps, lesson plans, instruction, assessments will be congruent to CCR standards. Teachers will use a variety of instructional strategies to embed ACT-ike, KOSSA-like questions, bellringers, modeling, practice, and test-taking strategies. Grade-Cam has been purchased to provide students and teachers with immediate feedback and data to drive instruction.	Academic Support Program	08/08/2014	05/20/2016	\$10000	principals, counselors, teachers,
ILP	Students in grades 6-12 will develop and annually review their Individual Learning Plans including goal-setting, career exploration, identification of career majors, and corresponding elective courses. Career counseling will occur with the Americorp worker. Students with disabilities will receive additional support through the CCR coach and the components of the I3 grant.	Career Preparation/Orientation	08/01/2014	05/20/2016	\$125000	Guidance Counselors; americorp worker, CCR coach,
Coop and Business/Industry Partnerships	Selected MCHS seniors in career completer courses will participate in coop experiences during Fall and Spring Break. Other courses will partner with business and industry whenever possible to provide students hands-on real world experiences.	Career Preparation/Orientation	08/01/2014	05/29/2015	\$2000	Career and Technical Education Teachers, CTE and High School Principals, Counselors, Career Counselor, Central Office Administrators

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Common Assessments	Common Assessments will be given in reading and math across all grade levels and across the district. Data will be collected district-wide so that teachers can collaboratively analyze data, make instructional decisions, and work in PLC's and with principals and instructional coaches on next steps.	Academic Support Program	08/08/2014	05/22/2015	\$6000	instructional supervisor, instructional coaches, principals, and teachers
Intentional Student Scheduling	All student schedules will be completed by May to ensure student placement in career pathway courses. A Bump-Up day is being planned during the last week of school to have student walk through a shortened version of their next year's schedule. In addition, career planning and student coaching by the high school career counselor and college coach with 8th grade students.	Policy and Process	08/15/2014	05/27/2016	\$1000	Career counselor, college coach, guidance counselors, teachers
CCR Parent Workshops	Middle and high schools will host CCR workshops throughout the school year for parents and students to increase knowledge of college ACT benchmarks, Career assessments, college entrance procedures, financial aide, and other related opportunities. Discussions of career pathways available at MCHS will occur at registration along with encouragement to students to enroll in courses in the pathway of their choice.	Career Preparation/Orientation	08/01/2014	05/27/2016	\$500	guidance counselors, principals, CCR coach
College Craze	College Craze is a summer learning experience....	Career Preparation/Orientation	06/01/2015	07/31/2016	\$12500	Federal Program Director and principals
Total					\$157000	

Marion County High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Interventions and Credit Recovery	Students identified as in danger of not graduating on time will be targeted for interventions. Student will have access to virtual courses in the next generation lab to assist students in recovering credits or to help get back on track.	Academic Support Program	08/08/2014	05/27/2016	\$60000	Board of Education, Superintendent, Principals, ESS teachers, classroom teachers, guidance and career counselors.

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Hugh C Spalding Academy	Hugh C Spalding Academy is designed to become a true alternative education site for students whose behavior or a qualifying incident at school is preventing him/her from remaining in the normal school setting. Students who have dropped out of school will be offered a second chance at earning high school credits and a diploma or students who have chosen virtual school as a last resort will be give a second graduation opportunity. District funds= \$104,000 Safe Schools= \$17400	Behavioral Support Program, Direct Instruction	08/08/2014	05/31/2016	\$122300	District HCSA director, superintendent, HCSA principal and career counselor, and teachers.
Congruency of Instruction and Assessments	Curriculum, instruction, and assessment will be aligned to the CCR standards (QC, KCAS, KOSSA, etc.). Curriculum pacing guides/maps, lesson plans, instruction, assessments will be congruent to CCR standards. Teachers will use a variety of instructional strategies to embed ACT-ike, KOSSA-like questions, bellringers, modeling, practice, and test-taking strategies. Grade-Cam has been purchased to provide students and teachers with immediate feedback and data to drive instruction.	Academic Support Program	08/08/2014	05/20/2016	\$10000	principals, counselors, teachers,
Progress Monitoring for CCR	Student progress towards reaching ACT/Compass benchmarks will be tracked throughout their middle and high school careers. Student data will be collected so that school leaders are able to target students not on track to be CCR and provide CCR counseling (planning, scheduling of interventions or other activities to assist student in making progress). Teacher mentors will be assigned to provide frequent reinforcement to students. Triumph College Admissions along with Targeted Interventions will be used to track performance and plan interventions. Review sessions will be conducted by a content area teacher to discuss test taking strategies, provide a review of critical skills/concepts, and answer individual questions. KAPLAN ACT opportunity during Saturday prep sessions has been secured. The administrative team will meet regularly to examine CCR data, student pathways, and intentional planning. Name and claim those students in career pathways to ensure they earn completer status and monitor performance on KOSSA assessments or Industry Certificates. ATC Career club and Innovation ATC will assist student in seeing the purpose in achieving CCR.	Career Preparation/Orientation	08/08/2014	05/20/2016	\$2000	principals, district staff, teachers, ATC principal, counselors

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Freshman Jump Start & Monitoring	All incoming freshmen will participate in a full day orientation to ease the transition from middle to high school. Students attend sessions on each of the following; Be nice to each other! - What is MCHS? - Graduation Requirements/CCR/Majors - Study Skills - Activities/Athletics/Clubs - Fashion Show/Dress Code - Rules 101 - Technology - School Spirit/Fight Song - Schedule Search/Lockers - Commitment to Graduate. Academic performance of 9th grade students will be monitored closely and frequently. Progress reports will be run 3 times per quarter for 9th grade student so that counselors and teachers can conference with students and families as needed to keep 9th graders from falling behind.	Academic Support Program	08/01/2014	05/31/2016	\$2000	guidance counselors, freshmen jumpstart teachers and principal
Service Learning Hours	MCHS students will be required to complete 10 hours of service learning hours that promotes giving back to the community and good citizenship	Career Preparation/Orientation	08/01/2014	05/20/2016	\$0	High School Principal and Counselors
ILP	Students in grades 6-12 will develop and annually review their Individual Learning Plans including goal-setting, career exploration, identification of career majors, and corresponding elective courses. Career counseling will occur with the Americorp worker. Students with disabilities will receive additional support through the CCR coach and the components of the I3 grant.	Career Preparation/Orientation	08/01/2014	05/20/2016	\$125000	Guidance Counselors; americorp worker, CCR coach,
Coop and Business/Industry Partnerships	Selected MCHS seniors in career completer courses will participate in coop experiences during Fall and Spring Break. Other courses will partner with business and industry whenever possible to provide students hands-on real world experiences.	Career Preparation/Orientation	08/01/2014	05/29/2015	\$2000	Career and Technical Education Teachers, CTE and High School Principals, Counselors, Career Counselor, Central Office Administrators
Intentional Student Scheduling	All student schedules will be completed by May to ensure student placement in career pathway courses. A Bump-Up day is being planned during the last week of school to have student walk through a shortened version of their next year's schedule. In addition, career planning and student coaching by the high school career counselor and college coach with 8th grade students.	Policy and Process	08/15/2014	05/27/2016	\$1000	Career counselor, college coach, guidance counselors, teachers

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CCR Parent Workshops	Middle and high schools will host CCR workshops throughout the school year for parents and students to increase knowledge of college ACT benchmarks, Career assessments, college entrance procedures, financial aide, and other related opportunities. Discussions of career pathways available at MCHS will occur at registration along with encouragement to students to enroll in courses in the pathway of their choice.	Career Preparation/Orientation	08/01/2014	05/27/2016	\$500	guidance counselors, principals, CCR coach
The Franklin-Simpson Model	Incentives to reward students, targeted college/career readiness, one-on-one support with a career strategist, monitoring of the student's individual career plan, and addressing barriers as they arise.	Career Preparation/Orientation	12/02/2014	05/20/2016	\$40000	guidance counselor, special education director, Federal Programs Director, High School Principal, Superintendent, ECE teachers
Implementation Plan for i3	Modeling by coaches as they work one-on-one with students, consulting with strategists, cognitive coaching, data retreats, and whole school thinking strategies.	Career Preparation/Orientation	01/02/2015	05/06/2016	\$40000	guidance counselors, principals, ECE director, teachers, Federal Programs Director, Superintendent
Total					\$404800	

Lebanon Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Congruency of Instruction and Assessments	Curriculum, instruction, and assessment will be aligned to the CCR standards (QC, KCAS, KOSSA, etc.). Curriculum pacing guides/maps, lesson plans, instruction, assessments will be congruent to CCR standards. Teachers will use a variety of instructional strategies to embed ACT-like, KOSSA-like questions, bellringers, modeling, practice, and test-taking strategies. Grade-Cam has been purchased to provide students and teachers with immediate feedback and data to drive instruction.	Academic Support Program	08/08/2014	05/20/2016	\$10000	principals, counselors, teachers,

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ILP	Students in grades 6-12 will develop and annually review their Individual Learning Plans including goal-setting, career exploration, identification of career majors, and corresponding elective courses. Career counseling will occur with the Americorp worker. Students with disabilities will receive additional support through the CCR coach and the components of the I3 grant.	Career Preparation/Orientation	08/01/2014	05/20/2016	\$125000	Guidance Counselors; americorp worker, CCR coach,
Coop and Business/Industry Partnerships	Selected MCHS seniors in career completer courses will participate in coop experiences during Fall and Spring Break. Other courses will partner with business and industry whenever possible to provide students hands-on real world experiences.	Career Preparation/Orientation	08/01/2014	05/29/2015	\$2000	Career and Technical Education Teachers, CTE and High School Principals, Counselors, Career Counselor, Central Office Administrators
Common Assessments	Common Assessments will be given in reading and math across all grade levels and across the district. Data will be collected district-wide so that teachers can collaboratively analyze data, make instructional decisions, and work in PLC's and with principals and instructional coaches on next steps.	Academic Support Program	08/08/2014	05/22/2015	\$6000	instructional supervisor, instructional coaches, principals, and teachers
Intentional Student Scheduling	All student schedules will be completed by May to ensure student placement in career pathway courses. A Bump-Up day is being planned during the last week of school to have student walk through a shortened version of their next year's schedule. In addition, career planning and student coaching by the high school career counselor and college coach with 8th grade students.	Policy and Process	08/15/2014	05/27/2016	\$1000	Career counselor, college coach, guidance counselors, teachers
CCR Parent Workshops	Middle and high schools will host CCR workshops throughout the school year for parents and students to increase knowledge of college ACT benchmarks, Career assessments, college entrance procedures, financial aide, and other related opportunities. Discussions of career pathways available at MCHS will occur at registration along with encouragement to students to enroll in courses in the pathway of their choice.	Career Preparation/Orientation	08/01/2014	05/27/2016	\$500	guidance counselors, principals, CCR coach
College Craze	College Craze is a summer learning experience....	Career Preparation/Orientation	06/01/2015	07/31/2016	\$12500	Federal Program Director and principals
Total					\$157000	

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Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Common Assessments	Common Assessments will be given in reading and math across all grade levels and across the district. Data will be collected district-wide so that teachers can collaboratively analyze data, make instructional decisions, and work in PLC's and with principals and instructional coaches on next steps.	Academic Support Program	08/08/2014	05/22/2015	\$6000	instructional supervisor, instructional coaches, principals, and teachers
Advisory Council	A community early learning advisory council will be formed to establish community goals and timelines for providing all 4 year olds with preschool services and opportunities. An inventory of community services will be developed for parents to access with names of agencies and phone numbers along with a common definition of "School Readiness".	Parent Involvement, Academic Support Program, Community Engagement	08/01/2015	08/25/2016	\$400000	Preschool teachers, Early Childhood Director, Board of education
Ready-Set-Grow Public Relations Campaign	Books will be given to all children from birth to age 5. Outreach activities to provide communications about the importance of reading 20 minutes a day and the importance of early learning will occur through community events like Dickens Parade, Halloween in the Park, Ham Days, Birthday Bash etc., media sources, and other outlets. The purpose of these activities are to connect with the community to instill the importance of early learning.	Academic Support Program	08/01/2015	10/28/2016	\$10000	early childhood director, preschool teacher, instructional supervisors, superintendent, board of education
Kindergarten University	Brigance testing will occur for incoming Kindergarten students so that data can be used for appropriate instructional decisions to be made as soon as the student enters school. Preschool staff will administer testing toward the end of the school year and provide to elementary principals. Preschool director will participate in Early Childhood partnerships along with coordinating professional development work with pre-school teachers regarding curriculum implementation and the GOLD assessment for KEDS data reporting system. Kindergarten teachers will work with the federal programs director and early childhood director in establishing a Kindergarten University to expose students to "the day of a MCPS kindergarten student".	Behavioral Support Program, Academic Support Program	06/30/2016	08/31/2016	\$5000	Preschool and kindergarten staff, principals, early childhood director, and federal programs director.
Total					\$421000	

Glasscock Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Common Assessments	Common Assessments will be given in reading and math across all grade levels and across the district. Data will be collected district-wide so that teachers can collaboratively analyze data, make instructional decisions, and work in PLC's and with principals and instructional coaches on next steps.	Academic Support Program	08/08/2014	05/22/2015	\$6000	instructional supervisor, instructional coaches, principals, and teachers
Advisory Council	A community early learning advisory council will be formed to establish community goals and timelines for providing all 4 year olds with preschool services and opportunities. An inventory of community services will be developed for parents to access with names of agencies and phone numbers along with a common definition of "School Readiness".	Parent Involvement, Academic Support Program, Community Engagement	08/01/2015	08/25/2016	\$400000	Preschool teachers, Early Childhood Director, Board of education
Ready-Set-Grow Public Relations Campaign	Books will be given to all children from birth to age 5. Outreach activities to provide communications about the importance of reading 20 minutes a day and the importance of early learning will occur through community events like Dickens Parade, Halloween in the Park, Ham Days, Birthday Bash etc., media sources, and other outlets. The purpose of these activities are to connect with the community to instill the importance of early learning.	Academic Support Program	08/01/2015	10/28/2016	\$10000	early childhood director, preschool teacher, instructional supervisors, superintendent, board of education
Kindergarten University	Brigance testing will occur for incoming Kindergarten students so that data can be used for appropriate instructional decisions to be made as soon as the student enters school. Preschool staff will administer testing toward the end of the school year and provide to elementary principals. Preschool director will participate in Early Childhood partnerships along with coordinating professional development work with pre-school teachers regarding curriculum implementation and the GOLD assessment for KEDS data reporting system. Kindergarten teachers will work with the federal programs director and early childhood director in establishing a Kindergarten University to expose students to "the day of a MCPS kindergarten student".	Behavioral Support Program, Academic Support Program	06/30/2016	08/31/2016	\$5000	Preschool and kindergarten staff, principals, early childhood director, and federal programs director.
Total					\$421000	

Calvary Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Common Assessments	Common Assessments will be given in reading and math across all grade levels and across the district. Data will be collected district-wide so that teachers can collaboratively analyze data, make instructional decisions, and work in PLC's and with principals and instructional coaches on next steps.	Academic Support Program	08/08/2014	05/22/2015	\$6000	instructional supervisor, instructional coaches, principals, and teachers

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Advisory Council	A community early learning advisory council will be formed to establish community goals and timelines for providing all 4 year olds with preschool services and opportunities. An inventory of community services will be developed for parents to access with names of agencies and phone numbers along with a common definition of "School Readiness". .	Parent Involvement, Academic Support Program, Community Engagement	08/01/2015	08/25/2016	\$400000	Preschool teachers, Early Childhood Director, Board of education
Ready-Set-Grow Public Relations Campaign	Books will be given to all children from birth to age 5. Outreach activities to provide communications about the importance of reading 20 minutes a day and the importance of early learning will occur through community events like Dickens Parade, Halloween in the Park, Ham Days, Birthday Bash etc., media sources, and other outlets. The purpose of these activities are to connect with the community to instill the importance of early learning.	Academic Support Program	08/01/2015	10/28/2016	\$10000	early childhood director, preschool teacher, instructional supervisors, superintendent, board of education
Kindergarten University	Brigance testing will occur for incoming Kindergarten students so that data can be used for appropriate instructional decisions to be made as soon as the student enters school. Preschool staff will administer testing toward the end of the school year and provide to elementary principals. Preschool director will participate in Early Childhood partnerships along with coordinating professional development work with pre-school teachers regarding curriculum implementation and the GOLD assessment for KEDS data reporting system. Kindergarten teachers will work with the federal programs director and early childhood director in establishing a Kindergarten University to expose students to "the day of a MCPS kindergarten student".	Behavioral Support Program, Academic Support Program	06/30/2016	08/31/2016	\$5000	Preschool and kindergarten staff, principals, early childhood director, and federal programs director.
Total					\$421000	

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.

DRAFT

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?

Data from formative and summative assessments were reviewed to determine areas of weakness or gaps in our instructional programs. Our objectives were to find data that supported achievement of increased proficiency in all content areas, reduce gaps between sub groups and total population, improve college and career readiness, and increase graduation rates. All of this is expected to happen through continuous growth. An analysis indicated a need to improve literacy components district wide. Further survey (TELL) data indicated a need for increasing parental participation in student learning. Our TELL survey results also indicate that positive behavior supports and response to intervention support and professional learning is needed.

DRAFT

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?

Progress in math proficiency at the elementary level and writing district-wide was determined to be content areas in which systemic progress has been made. Each school analyzed their school-level KPREP data to determine areas of strength. Many content areas proficiency rates are above state average but have stayed stable. Student Growth is another area in which we have strong performance rankings across the district. Each school along with the district has examined 4 year trend data to determine grade level strengths and met with teachers to discuss their classroom data. The district is showing steady progress each year with overall accountability results which is indicated by its Distinguished rating this year.

Opportunities for Improvement

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

Areas identified for improvement:

Literacy at all levels

Parental Involvement

Secondary Behavior management

Secondary Mathematics

Kindergarten Readiness

College and Career Readiness plans

Each areas noted above have been placed in each school improvement plan along with the district improvement plan. Each school has been given a central office point of contact for additional support. Instructional coaches have targeted specific skill areas and work with individual teachers and teams of teachers

Oversight and Monitoring

Describe your processes and interventions for monitoring continuous improvement.

We use interim assessments- MAP, SRI and grade level common assessments. All school councils and the local school board meet twice annually to review data and evaluate progress, while setting new goals and actions. On-going data is examined continuously to ensure students are learning grade level standards.

DRAFT

Conclusion

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

Monitor our application of activities from the district improvement plan.

DRAFT

Compliance and Accountability - Districts

DRAFT

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.

DRAFT

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:

no goal assigned to this question

Measurable Objective 1:

collaborate to n/a by 09/30/2016 as measured by n/a.

Strategy1:

n/a - n/a

Category: Other - n/a

Research Cited:

Activity - n/a	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
n/a	Other - n/a	11/08/2015	01/19/2017	\$0 - No Funding Required	n/a

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

Goal 1:

Graduation Rate Goal- Increase the 4-year adjusted cohort graduation rate from 93.2% in 2013 to 94.3% in 2015

Measurable Objective 1:

demonstrate a proficiency increase in the 4-year adjusted cohort graduation rate from 93.2% in 2013 to 93.7% by 05/15/2015 as measured by the KDE school report card.

Strategy1:

Successful transition - The district will continue to offer support services necessary for successful transition to adult life. Credit recovery opportunities will be provided to students at risk of not graduating on time. Compass Learning and other virtual courses are available to students.

Category:

SY 2015-2016

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Research Cited:

Activity - Interventions and Credit Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified as in danger of not graduating on time will be targeted for interventions. Student will have access to Compass Learning and/or other virtual courses to help students recovery credits or to help get back on track.	Academic Support Program	08/08/2014	05/16/2015	\$10000 - Grant Funds	Board of Education, Superintendent, Principals, ESS teachers, classroom teachers, guidance and career counselors.

Activity - Persistence to Graduate	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Guidance counselors will receive training on how to pull reports using the Persistence to Graduate tool that is located on IC to target students that are at high risk. This tool will be used for early identification and development of appropriate interventions to be put in place to lower the risk factor.	Career Preparation/ Orientation	08/01/2014	05/29/2015	\$0 - District Funding	Director of Pupil Personnel, guidance counselors, principals, teachers

Activity - Hugh C Spalding Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A5 School establishment, Hugh C Spalding Academy, redesigned to become a true alternative education site. Students who have dropped out of school will be offered a second chance at earning high school credits and a diploma, students who have chosen home school as a last resort will be give a second graduation opportunity, students whose behavior or a qualifying incident at school is preventing him/her from remaining in the normal school setting will be allowed to become a part of the HCSA to continue their education moving toward graduation. District funds= \$104,000 Safe Schools= \$17400	Direct Instruction	08/08/2014	05/15/2015	\$17300 - Safe Schools \$105000 - District Funding	District HCSA director, superintendent, HCSA principal and career counselor, and teachers.

Activity - Freshman Jump Start & Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All incoming freshmen will participate in a full day orientation to ease the transition from middle to high school. Students attend sessions on each of the following; Be nice to each other! - What is MCHS? - Graduation Requirements/CCR/Majors - Study Skills - Activities/Athletics/Clubs - Fashion Show/Dress Code - Rules 101 - Technology - School Spirit/Fight Song - Schedule Search/Lockers - Commitment to Graduate. Academic performance of 9th grade students will be monitored closely and frequently. Progress reports will be run 3 times per quarter for 9th grade student so that counselors and teachers can conference with students and families as needed to keep 9th graders from falling behind.	Academic Support Program	08/01/2014	05/01/2015	\$2000 - Title VI	guidance counselors, freshmen jumpstart teachers and principal

Strategy2:

Career Ready-Life Ready - Students will participate in a variety of activities to help them explore and prepare for life through Career

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Preparation, soft-skills, goal-setting, and other relevant curriculum and training.

Category: Career Readiness Pathways

Research Cited:

Activity - Coop and Business/Industry Partnerships	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Selected MCHS seniors in career completer courses will participate in coop experiences during Fall and Spring Break. Other courses will partner with business and industry whenever possible to provide students hands-on real world experiences.	Career Preparation/ Orientation	08/01/2014	05/29/2015	\$2000 - Career and Technical Education Funds	Career and Technical Education Teachers, CTE and High School Principals, Counselors, Career Counselor, Central Office Administrators

Goal 2:

College and Career Readiness Goal-All MCPS graduates will be college and/or career ready. We will increase the percentage of students who achieve CCR status from 45.7% in 2012 to 69% in 2015.

Measurable Objective 1:

demonstrate a proficiency increase from 57.3% in 2013 to 62.8 % by 05/22/2015 as measured by the KDE CCR standards.

Strategy1:

Career Counseling - Students will be scheduled in sequential career pathways courses through on-going conversations, goal-setting meetings, and career counseling to match students interest and goals as identified in their ILP's

Category: Career Readiness Pathways

Research Cited:

Activity - CCR Parent Workshops	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Middle and high schools will host CCR workshops throughout the school year for parents and students to increase knowledge of college ACT benchmarks, Career assessments, college entrance procedures, financial aide, and other related opportunities. Discussions of career pathways available at MCHS will occur at registration along with encouragement to students to enroll in courses in the pathway of their choice.	Career Preparation/ Orientation	08/01/2014	05/15/2015	\$500 - General Fund	guidance counselors, principals

Strategy2:

GRREC i3 Grant Project - Guiding and Engaging Exceptional Teens- MCHS will participate in a grant to help increase the number of students with disabilities to be CCR. The grant will use the Franklin Simpson model and the development of student self-determination needed to set and achieve individual, personalized goals focused on student's post-high school aspirations.

Category: Career Readiness Pathways

Research Cited:

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Activity - The Franklin-Simpson Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incentives to reward students, targeted college/career readiness, one-on-one support with a career strategist, monitoring of the student's individual career plan, and addressing barriers as they arise.	Career Preparation/ Orientation	12/02/2014	05/20/2016	\$40000 - GRECC Race to the Top	guidance counselor, special education director, Federal Programs Director, High School Principal, Superintendent, ECE teachers

Goal 3:

Proficiency Goal-Increase the average combined reading and math proficiency ratings for all MCPS students to designated targets by 2017: elementary.-74..6%, middle-73.2%, high school-74.4% with all students exiting on/above grade level and no novice.

Measurable Objective 1:

demonstrate a proficiency increase in the combined reading and math proficiency ratings to 64.4% for elementary (CES-73.3%, LES-62%, GES-58.6%, WMES-66.8%), 62.4% for middle (LMS-60.2%, SCMS-65.4%), and 64.1% for high school with no novice scoring students at any level by 05/08/2015 as measured by KDE school report cards KPREP results.

Strategy1:

Focus on Learning - Intentional planning will be the foundation of our work throughout all facets. All school staff will engage in activities that require intentional planning of lessons congruent to standards, instructional strategies, higher level questioning, differentiation, engagement strategies, and aligned standards-based assessments. The purpose of this work will help us to focus on the "what". In other words, what are students expected to know and do at each grade level, how will we engage them in learning in ways that they learn best. how will we know if they have learned, and what are we going to do when they have or have not. Teachers will work through professional learning communities and/or with principals and instructional coaches on constantly evaluating congruency of instruction to grade level standards.

Category: Professional Learning & Support

Research Cited: Blooms Taxonomy, Marzona, Best Practices, CASL

Activity - Classroom Discussion/Cooperative Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All certified staff will engage in Day 2 KAGAN cooperative learning structures training to increase their knowledge and understanding of engagement and rigor. KAGAN structures will be implemented into lesson plans and instruction to increase student engagement. The purpose of KAGAN is for teachers to gain tools in ways that they can engage students in the ways that they learn best. The emphasis of the training will be on involving all students in answering a question versus just the one student called upon.	Academic Support Program	11/04/2014	11/04/2015	\$20000 - Title I Part A	Federal Programs Director, Instructional Supervisor, Principals, SBDM councils, teachers

KDE Assurances - District

Introduction

KDE Assurances for Districts

DRAFT

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.	N/A	In the event that this did occur we would notify parents.	

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		

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Label	Assurance	Response	Comment	Attachment
8.	Our district will allocate and spend federal program funds only on programs and activities for identified eligible students and will maintain appropriate financial records in this regard.	Yes		

Label	Assurance	Response	Comment	Attachment
9.	Our district ensures that program funds are targeted to schools that have the lowest proportion of highly qualified teachers, have the largest average class size, or are identified as focus or priority schools.	Yes		

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

Label	Assurance	Response	Comment	Attachment
11.	Our district ensures class-size reduction needs are determined by analysis of data compiled 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		

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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		

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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		

KDE Comprehensive Improvement Plan for Districts

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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	

KDE Comprehensive Improvement Plan for Districts

Marion County

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		

DRAFT

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”.

DRAFT

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	Class size reports, teacher retention reports, school achievement data, TELL survey reports, equity tab on the school and district report cards, Highly qualified reports, PGES effectiveness data, free and reduced lunch percentages for schools, percentage of student sub-groups in each school, and any other relevant data have been examined to help find areas of strength and improvements. The title that we have given to our improvement efforts is entitled: Challenging expectations for children living in poverty.	

What are the barriers?

Barriers identified:

- I. Teacher Prep Programs (lack of courses on diverse learning and cultural awareness; lack of experiences; limited applicant pools)
- II. Student Efficacy (student conduct; over-representation in certain sub-groups within discipline data; lack of knowledge on how to communicate and help students living in poverty to set goals and to build grit; lack of opportunities for students to have multiple opportunities to display content mastery)
- III. Perceptions of Parental Involvement (teacher lack of understanding; lack of adjustments to our behaviors when data informs us that parent involvement is disproportional; lack of resources and partnerships with appropriate agencies to provide additional student supports;
- IV. Working Conditions (physical school environment does not always reflect and display the best qualities of our students and community and use it to strive for excellence-lack of display of student quality work; more professional learning opportunities; lack of new facilities (appropriate space); lack of guidance and support from leadership-communications; teacher assignments aligned to strengths of individual teacher)

List the data sources used to identify the barriers.

Class size reports, teacher retention reports, school achievement data, TELL survey reports, equity tab on the school and district report cards, Highly qualified reports, PGES effectiveness data, free and reduced lunch percentages for schools, percentage of student sub-groups in each school, and any other relevant data have been examined to help find areas of strength and improvements.

What are the root causes of those identified barriers?

Barriers identified:

- I. Teacher Prep Programs
- II. Student Efficacy
- III. Perceptions of Parental Involvement
- IV. Working Conditions

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

MCPS effectiveness data is in line with state averages. 94.9% of teachers were rated with accomplished or exemplary.

DRAFT

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.

Each school's SBDM council has a student assignment policy that are reviewed each year.

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?

Principals along with collaboration of their staff assign students to classrooms based upon multiple sources of data.

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

Marion County Schools only had 6 teachers leave the district. We have started an exit survey to help us to identify ways that we can continue to retain our teachers. Partnerships have been strengthened with surrounding Universities and their teacher prep programs to increase observation and student teaching experiences. Many of our leaders participate in the exit interview processes at these sites. Currently supplemental benefits are being examined to ensure that the best price for benefits is being secured so that take-home pay is maximized. Salary analysis for all job categories is on-going to ensure that we are comparable and competitive.

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

We have developed a partnership with Campbellsville Universities world language department in which international students work in our classrooms to support students and teachers.

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?

We have developed a partnership with Campbellsville Universities world language department in which international students work in our classrooms to support students and teachers.

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.

Professional development academies are offered monthly to differentiate the learning opportunities and are based upon teacher requests.

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

New teacher induction program is provided to all new teachers in the district. Instructional coaches provide on-going support as needed throughout the school year. Monthly PD academies are help that address different topics by request for all teachers but especially new teachers.

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

Principals along with instructional coaches are monitoring student learning data along with frequent visits to the classroom to observe. Coaching feedback is a priority of the district and professional learning is on-going for these groups so that we are constantly learning on ways to support and help teachers be more effective in the classroom.

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

TELL survey results are analyzed district-wide to help determine learning topics for leadership meetings along with other needs needed throughout the district or for specific leaders. In addition these reports help us to decide upon different learning opportunities to offer for our teachers. Leadership, Teaching & Learning, High Expectations and Communication is the bases of all of our work.

Questions

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

See district and school improvement plan goals and objectives.

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