Comprehensive District Improvement Plan

Nelson County

288 Wildcat Ln
Bardstown, KY 40004

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Phase II - Compliance and Accountability - Districts

Executive Summary

Introduction

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf

Goals: http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf

Objectives: http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf

Strategies: http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf

Activities: http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf

Executive Summary: http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

Phase I - Equitable Access to Effective Educators District Diagnostic

Introduction

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive District Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf

Equitable Access to Effective Educators - District

Label	Assurance	Response	Comment	Attachment
District Equity Data (1)	Complete the District Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration. *Self-selected data could come from a variety of sources. It should be relevant to the needs of the district. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data; TELL results; turnover data. **The district should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:	I acknowledge that I have uploaded the District Equity Data.		Equity Data 2016

Provide a brief analysis the of district data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.

Most of our schools have a significant percentage of teachers with 4 or more years experience. We have a high percentage of teachers with 0-3 years of experience. Data also indicated a high percentage of our school leadership has three years or less experience.

After the data analysis is complete, the district will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.

Years of experience for teachers

Years of experience for principals

Distance from larger population areas

Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	Complete the District Equity Goals tab for this diagnostic. Include at least one other self-selected indicator for consideration. *Self-selected data could come from a variety of sources. It should be relevant to the needs of the district. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data; TELL results; turnover data. **The district should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:	I acknowledge that I have uploaded the District Equity Goals Data.		Nelson

Strategies and Activities Equitable access to effective educators must be reflected in the Comprehensive District Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the district in meeting the goals set in the previous section. If there are strategies and activities within one of the five major goals of the CDIP, which adequately addresses equitable access, the district may select the appropriate goal, objective, strategies and activities.

OR

The district may create a new goal to address equitable access to effective educators. Once a new goal has been created, the district will need to include appropriate objectives, strategies and activities.

The district may choose to provide an optional narrative response to include any additional information, but this is not required.

Goal 1:

Support the equitable distribution of teachers throughout the district for all students

Measurable Objective 1:

collaborate to provide experienced and highly qualified teachers for all students by 06/30/2018 as measured by the district dispositional assessment, LEAD report and district CEP plan..

Strategy1:

Equitable Distribution - The Human Resource Department will annually review the LEAD report and PGES data to support the equitable distribution of certified staff in all schools.

Category: Professional Learning & Support

Research Cited: A Framework for Understanding Poverty, Ruby Payne

Activity - Dispositional Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All certified applicants will be screened before placed in the hiring pool.	Recruitment and Retention	04/01/2015	06/30/2018	$0 - No Funding Required	School Principals, District Directors and Director of Human Resources

Activity - Recruitment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The human resource director will participate in job fairs to promote the district's job opportunities.	Community Engagement Recruitment and Retention	01/01/2016	06/30/2018	$0 - No Funding Required	District leaders

Activity - Equity Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All schools will analyze teacher effectiveness data and develop an equity plan for the equitable distribution of highly qualified teachers in all schools and all classrooms.	Recruitment and Retention	12/01/2015	06/30/2018	$0 - No Funding Required	District Leaders, Principals, Instructional Coaches

Activity - Retention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District and school level leadership will provide on-going professional learning, individualized coaching, guided planning and teacher leadership opportunities to retain effective teachers.	Recruitment and Retention	01/01/2016	06/30/2017	$0 - No Funding Required	District and School Level leadership

Activity - Screening	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District leadership will conduct a dispositional screener to applicants to ensure quality.	Recruitment and Retention	01/01/2016	12/30/2016	$0 - No Funding Required	District Leadership

Goal 2:

Increase the percentage of effective teachers to 85% by 2018 as measured by PGES.

Measurable Objective 1:

demonstrate a proficiency in rigorous instructional practices and assessments by 06/30/2018 as measured by observations using the PGES model and following district CEP plan..

Strategy1:

Professional Learning - The district will provide opportunities and support for needs-based professional learning for all staff to develop rigorous teaching and learning environments in all classrooms.

Category: Professional Learning & Support

Research Cited: The Framework for Teaching, The Danielson Group.

Activity - Project Base Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive boot camp training on Project Base Learning and serve as district trainers for all schools. Eight site visits with PBL trainers will take place over the next 3 years. Principals will monitor implementation of PBL in their buildings.	Professional Learning	05/23/2016	06/30/2019	$16000 - District Funding	Principals, Teachers, Instructional Coaches, District Leadership

Activity - PGES Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All schools will implement the new TPGES system aligned with the updated Nelson County CEP.	Professional Learning	08/08/2014	06/01/2016	$6375 - General Fund	Directors of Instruction, Principals, Instructional Coaches, and staff

Activity - PLC Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Schools will use PLCs to discuss strategies for student achievement, curriculum planning, learning targets, and assessments to ensure mastery of content.	Professional Learning	04/01/2016	06/30/2017	$0 - No Funding Required	District Leadership, Principals, Teachers, Counselors

Activity - Content Cadres	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will participate in content cadres to accelerate standards acquisition and develop rigorous assessments.	Academic Support Program	01/04/2017	06/30/2017	$0 - No Funding Required	Instructional Coaches, Teachers, District Staff

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Certified teachers in grades 3-12 will participate in a three year cohort for Advance KY learning to improve content knowledge.	Other - Advance KY	07/01/2016	07/31/2018	$15000 - Other	District leaders, principals, teachers and instructional coaches

Activity - Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All certified teachers will receive formal and informal feedback from evaluations and learning walks, conferencing, guided planning and etc. to improve instructional practice.	Professional Learning	08/05/2015	06/30/2016	$0 - No Funding Required	Principals, Instructional Coaches, Peer Observers, District Leaders

Goal 3:

Reduce the number of novice students by 20%.

Measurable Objective 1:

A 20% decrease of All grade Black or African-American, White, Economically Disadvantaged, Gifted and Talented, Students with Disabilities,

English Learners and Two or More Races students will collaborate to reduce novice in writing, reading and in Mathematics by 10/31/2017 as

measured by K-Prep assessment.

Strategy1:

Intervention Periods - A daily intervention period will be provided in the master schedule to target individual student needs.

Category: Continuous Improvement

Research Cited: Robert Marzano Teaching and Learning

Activity - Monitoring/RTI data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All schools will monitor novice students through school data dashboard and generate a focused response to intervention plan.	Academic Support Program	08/10/2016	10/30/2020	$0 - No Funding Required	Principals, Teacher, Instructional Coaches, Counselor

Strategy2:

Professional Learning - Teachers will be provided additional professional learning to expand content knowledge and practice.

Category: Professional Learning & Support

Research Cited: Robert Marzano Teaching and Learning

Activity - Aimsweb	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive professional learning on Aimsweb to implement and support the intervention program through monitoring.	Academic Support Program Professional Learning	09/01/2016	06/30/2017	$5000 - District Funding	District Directors, Principals, Staff, Interventionists

Activity - Equitable Distribution	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure all quality teachers are equitably distributed to all schools.	Academic Support Program	08/10/2016	06/30/2017	$0 - No Funding Required	District Staff, School leadership

Activity - Laying the Foundation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Laying the Foundation Training will be provided (Summers 2016-18) in grades 3-12 to expand teacher toolboxes of instructional strategies. Professional learning will continue to support implementation ofPBL, MDC and LDC strategies.	Professional Learning Academic Support Program	07/01/2016	07/31/2018	$0 - No Funding Required	District Leaders, Principal, Instructional Coaches, Teachers

Phase I - GAP Target Assurance

Introduction

Pursuant to KRS 158.649 (9) The superintendent shall report to the commissioner of education if a school fails to meet its targets to reduce the gap in student achievement for any student group for two (2) consecutive years. The schools improvement plan shall be subject to review and approval by the Kentucky Department of Education and the school shall submit an annual status report. The Department of Education may provide assistance to schools as it deems necessary to assist the school in meeting its goals.

Gap Target Assurance

Label	Assurance	Response	Comment	Attachment
	As superintendent of the district, I hereby certify that:	The following school(s) have failed to meet their gap target for two (2) consecutive years and are listed in the text box provided below	New Haven School Old Ky Home Middle School	

Phase I - Needs Assessment

Introduction

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

Data Analysis

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

Based on the disaggregation of district data from all sources (KPREP, MAP, EOC, ACT, KOSSA, ASVAB, Workkeys, Industry Certificates, and etc.), we have a large population of students not meeting proficiency. Specific school and student data indicated that the Special Education and Free and Reduced Lunch population(s) are not meeting expectations in reading, writing, and mathematics.

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?

Thomas Nelson High School maintained the ranking of Distinguished and School of Distinction. Bloomfield Elementary and Boston Middle School were awarded the Distinguished ranking and Cox's Creek Elementary School attained Proficiency.

Three schools have made consistent gains towards proficiency. Novice and gap reduction were reduced dramatically in those schools. Most schools are making growth even though students are not moving from Novice/Apprentice to Proficiency.

Opportunities for Improvement

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

Novice and gap reduction are a top priority for schools and the district as a whole. We have large numbers of students in the Novice/Apprentice category. We plan to address all subgroup populations by using individual student coaching techniques, goal setting, analysis of student work, skills remediation, direct instruction, MDC, LDC and PBL strategies across all grade levels.

Each school has developed a 30/60/90 day plan for novice reduction that is specific to their individual student needs. We are monitoring the 30-60-90 day plans consistently during monthly Leadership Professional Learning Community meetings to ensure implementation of activities and monitoring of progress for all students/schools.

Oversight and Monitoring

Describe your processes and interventions for monitoring continuous improvement.

We have digital data dashboards at each school and most schools have grade and classroom level dashboards to monitor the most current data generated by their students. At the district level, leadership schedules monthly/weekly visits with principals and building leadership. District leadership collaborates with teachers/leaders in PLC meetings and through classroom observations to analyze all student/school data points, discuss tangible evidence of prescriptive teaching/learning and assessment techniques. Building and district leadership present overall district/school KPREP Data to the school board and to the community.

The district implemented a dispositional screener that is administered to all new certified teaching prospects, established a leadership cadre for a group of teachers at a K-8 center, organized an Leaders in Development (LIDS) cadre, and sponsored quarterly support meetings for first and second year teachers on-going support, monitoring systems and development plans for new teacher leaders.

The district raised expectations for rigorous teaching and learning throughout the district by sponsoring professional development sessions for teachers who would be using the Math Design Collaborative, Literacy Design Collaborative and Project Based Learning teaching strategies in their classrooms. MDC and LDC sessions have been ongoing for eighteen months. PBL implementation began in October 2016. Quarterly MDC/LDC meetings continue and eight follow-up sessions with PBL will be established throughout the 2016/2017/2018 school years.

Response To Intervention is the vehicle for all district interventions. AIMS Web is the data tool. All schools in the district have a daily reading and mathematics intervention time built into their daily schedule. The District Scheduling Initiative (2015/2016) established co-teach classrooms across the district and ensuring all students get the necessary support for daily classroom success.

Conclusion

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

The district provides individual professional learning activities for teachers/schools in areas of weakness as identified by KPREP, teacher/student self-reflection, needs as targeted by 21st Century pedagogies or to challenge their learning style and teaching strategies. We collaborate with district instructional coaches from each school on a weekly basis to provide on-going professional learning, monitoring, and feedback for school growth.

The Superintendent and Directors of Instruction will meet with principals individually and through a collaborative Leadership Professional Learning Community to ensure school improvement plans are in place, implemented, and monitored.

Plan for Comprehensive District Improvement

Plan 16-17

Overview

Plan Name

Plan for Comprehensive District Improvement Plan 16-17

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the percentage of students who are college and career ready from 75% in 2016 to 79.1% in 2017.	Objectives: 1 Strategies: 1 Activities: 5	Academic	$1500
2	Increase the average 2016 combined reading and math proficiency performance ratings of all non-duplicated gap group students for Elementary:56.9% to 62.3%, Middle: 55.4% to 61.0% and High School:51.2% to 57.3 % by 2017.	Objectives: 1 Strategies: 1 Activities: 7	Academic	$192000
3	Increase the 4-Year Adjusted Cohort Graduation Rate from 97.4% in 2016 to 98.4% in 2017 and Increase the 5-Year Adjusted Cohort Graduation Rate from 94.3% in 2014 to 95.3% in 2017.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	$44000
4	Increase the student combined reading and math proficiency rates for GAP students in Elementary: 42.9 to 47.9%, Middle:40.3% to 45%, and High School: 53.4% to 58% by 2017.	Objectives: 1 Strategies: 1 Activities: 3	Academic	$0
5	Reduce the number of novice students by 20%.	Objectives: 1 Strategies: 2 Activities: 3	Academic	$5000

Goal 1: Increase the percentage of students who are college and career ready from 75% in 2016 to 79.1% in 2017.

Measurable Objective 1:

79% of Eighth, Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency in college and career readiness in Career & Technical by 05/31/2017 as measured by proficiency benchmarks on CERT, ACT, KYOTE, KOSSA, COMPASS, EOCs, Work Keys, ASVAB, and Industry Certificates..

Strategy 1:

CCR Initiatives - CCR programs and pathways will be clearly established and communicated to all stakeholders.

Category: Career Readiness Pathways

Research Cited: Successful School Improvement: The Implementation Perspective and Beyond (Fullan, M.)

Activity - CCR Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CCR Coach will work with post-secondary partners, schools, students, faculty, community, local industries to develop a partnership between our district and all stakeholders. Schools: All Schools	Career Preparation/Orientation	07/01/2015	06/30/2018	$0	No Funding Required	Directors, Middle/High School Administration, Counselors, Staff, CCR Coach

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will analyze MAP, EXPLORE, PLAN, COMPASS, ACT, student data through the PLC process to make informed decisions on scheduling, teaching practices, and instructional programs. Schools: All Schools	Policy and Process	08/08/2014	12/16/2016	$0	No Funding Required	Directory of Secondary Schools, school administration, counselors, and staff.

Activity - Career Pathways	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet individually with students to explore career pathway options, set goals, facilitate mentorships/internships/job shadowing and schedule classes based on student choice of identified career cluster and/or pathway. Schools: Bloomfield Middle School, Boston School, Thomas Nelson High School, Horizons Academy, Nelson County High School, Old Kentucky Home Middle School, The New Haven School	Career Preparation/Orientation	07/01/2016	06/30/2018	$500	School Council Funds	CCR Coach, District Leadership, Teachers, Principals

Activity - Facilitation of CCR Initiatives/Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CCR Coordinator will facilitate career and college readiness activities, such as: Operation Preparation, college visits, community partnerships, work readiness program, collaborate with the ATC, and post-secondary partners. Schools: Bloomfield Middle School, Boston School, Thomas Nelson High School, Horizons Academy, Nelson County High School, Old Kentucky Home Middle School, The New Haven School	Career Preparation/Orientation	07/01/2016	06/30/2018	$1000	General Fund	Directors, Principals, CCR Coordinator, Counselors, and Staff

Activity - Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students review their data and set goals designed to reduce novice performance and close achievement gaps. Schools: All Schools	Career Preparation/Orientation, Academic Support Program	07/01/2016	06/30/2018	$0	No Funding Required	Teachers, Principals, Counselors. Advisors

Goal 2: Increase the average 2016 combined reading and math proficiency performance ratings of all non-duplicated gap group students for Elementary:56.9% to 62.3%, Middle: 55.4% to 61.0% and High School:51.2% to 57.3 % by 2017.

Measurable Objective 1:

A 5% increase of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth and Ninth grade Black or African-American, White, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in reading and math and in Writing by 10/31/2017 as measured by K-prep student performance ratings.

Strategy 1:

Instructional Strategies - Each teacher will implement LDC, MDC or PBL strategy one time each semester.

Category: Continuous Improvement

Research Cited: Successful School Improvement: The Implementation Perspective and Beyond, Fullan, M.

Activity - Non-Academic Barriers to Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All schools will develop 30/60/90 plans for for addressing non-academic barriers to learning for their GAP populations. Schools: All Schools	Professional Learning	09/01/2016	06/30/2018	$0	No Funding Required	Directors, Administration, Staff, Prinicpals

Comprehensive District Improvement Plan

Nelson County

Activity - Lexia/Reading Plus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Lexia/Reading Plus: Schools will assign targeted lessons to intervene in weak areas for the Lexia/Reading Plus program. Schools: All Schools	Academic Support Program	07/01/2016	06/30/2018	$90000	General Fund	Principals, Instructional Coaches, and school staff.

Activity - PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Schools will use the PLCs to discuss strategies for student achievement, curriculum planning, learning targets, and assessments to ensure mastery of content. Schools: All Schools	Academic Support Program	07/01/2016	06/30/2018	$0	No Funding Required	Principal, Teachers and Instructional Coaches

Activity - Content Cadres	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in content cadres to accelerate their standards acquisition their understanding of the standards and develop rigorous assessments. Schools: All Schools	Professional Learning	01/01/2017	06/30/2018	$2000	Other	District Staff, teachers, principals, instructional coaches

Activity - Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Schools will administer MAP 3 times a year (EL/MS/HS) and CERT 3 times (HS) and analyze data to diagnose and support student growth. Schools: All Schools	Academic Support Program	07/01/2016	06/30/2018	$0	Other	District, Principal, Teachers and Instructional Coaches

Activity - Dreambox/Ten Marks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Middle schools and high schools will use Dreambox, Moby Max, APEX, Ten Marks, Study Island, and Compass to increase student performance and support success. Schools: All Schools	Academic Support Program	07/01/2016	06/30/2018	$100000	Other	District Staff, Principals, Teachers and Instructional Coaches

Activity - Monitoring/Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School leadership will use learning walks, lesson plan review, PLC meetings, and observations to support coaching of rigorous teaching and learning. Schools: All Schools	Professional Learning, Academic Support Program	07/01/2016	06/30/2018	$0	No Funding Required	District leadership, Instructional Coaches, Counselors, Principals

Goal 3: Increase the 4-Year Adjusted Cohort Graduation Rate from 97.4% in 2016 to 98.4% in 2017 and Increase the 5-Year Adjusted Cohort Graduation Rate from 94.3% in 2014 to 95.3% in 2017.

Measurable Objective 1:

improve graduation rate by offering more opportunities for intervention and credit recovery by 06/30/2018 as measured by 6 year cohort..

Strategy 1:

Data Driven Academic Support - Principals will study student data trends in developing strategies to increase the graduation rate as measured by KDE.

Category: Continuous Improvement

Research Cited: Holzer, Harry J, and Robert I. Lerman (2009). The Future of Middle-Skill Jobs. Washington, D.C.: Brookings Institution.

Activity - Credit Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Direct Instruction, computer-based instruction, and summer school support is offered for all students in need of credit recovery and intervention. All students at the high school and middle school levels will have access to this program. Administrators and teachers will be trained to embed 'credit recovery' within the courses of study. All students in grades 6th-12th will have access to content specific tutorials for intervention. All students in credit-bearing courses will have access to credit recovery labs and direct instruction. Schools: Bloomfield Middle School, Boston School, Thomas Nelson High School, Horizons Academy, Nelson County High School, Old Kentucky Home Middle School, The New Haven School	Academic Support Program	07/01/2016	06/30/2018	$34000	District Funding	Directory of Secondary Schools, school level administration, school counselors, and staff

Activity - World Readiness Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Secondary schools will implement a soft-skills curriculum and monitor additional requirements to obtain World-Readiness certification upon graduation. Schools: Thomas Nelson High School, Horizons Academy, Nelson County High School	Career Preparation/Orientation	07/01/2016	06/30/2018	$0	No Funding Required	Director of Secondary Schools, Administrators, Staff

Activity - Summer School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be provided a six weeks summer school program for intervention and/or credit recovery. Schools: All Schools	Academic Support Program	07/01/2016	06/30/2018	$10000	District Funding	District Directors, Staff, Principals

Goal 4: Increase the student combined reading and math proficiency rates for GAP students in Elementary: 42.9 to 47.9%, Middle:40.3% to 45%, and High School: 53.4% to 58% by 2017.

Measurable Objective 1:

A 5% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in combined Reading and Math in Writing by 10/01/2015 as measured by the K-Prep student performance ratings.

Strategy 1:

Best Practices Development - Aligned acts of improvement throughout all schools to develop best practices in systems and instruction for all non-duplicated gap students.

Category: Professional Learning & Support

Research Cited: Robert Marzano, Classroom Instruction that Works

Characteristics of Highly Effective Teaching and Learning

Activity - Lexia/Reading Plus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Schools will establish usage goals for students, classrooms and schools using Lexia or Reading Plus. Schools: All Schools	Academic Support Program	08/05/2015	06/01/2016	$0	No Funding Required	Principals, Teachers, Instructional Coaches

Activity - Student Support Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special Education teachers will meet weekly with IEP students to review goals and work on specific skill deficits. Schools: All Schools	Academic Support Program	09/21/2015	06/01/2016	$0	No Funding Required	Principals, Teachers, Instructional Coaches, District Staff

Activity - Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Certified teachers will help K-8 students set goals, record data and analyze their progress for improvement. Schools: All Schools	Academic Support Program	09/21/2015	06/01/2016	$0	No Funding Required	Principals, teachers, district leaders, instructional coaches

Goal 5: Reduce the number of novice students by 20%.

Measurable Objective 1:

A 20% decrease of All grade Black or African-American, White, Economically Disadvantaged, Gifted and Talented, Students with Disabilities, English Learners and Two or More Races students will collaborate to reduce novice in writing, reading and in Mathematics by 10/31/2017 as measured by K-Prep assessment.

Strategy 1:

Intervention Periods - A daily intervention period will be provided in the master schedule to target individual student needs.

Category: Continuous Improvement

Research Cited: Robert Marzano Teaching and Learning

Activity - Monitoring/RTI data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All schools will monitor novice students through school data dashboard and generate a focused response to intervention plan. Schools: All Schools	Academic Support Program	08/10/2016	10/30/2020	$0	No Funding Required	Principals, Teacher, Instructional Coaches, Counselor

Strategy 2:

Professional Learning - Teachers will be provided additional professional learning to expand content knowledge and practice.

Category: Professional Learning & Support

Research Cited: Robert Marzano Teaching and Learning

Activity - Laying the Foundation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Laying the Foundation Training will be provided (Summers 2016-18) in grades 3-12 to expand teacher toolboxes of instructional strategies. Professional learning will continue to support implementation ofPBL, MDC and LDC strategies. Schools: All Schools	Professional Learning, Academic Support Program	07/01/2016	07/31/2018	$0	No Funding Required	District Leaders, Principal, Instructional Coaches, Teachers

Activity - Aimsweb	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive professional learning on Aimsweb to implement and support the intervention program through monitoring. Schools: All Schools	Professional Learning, Academic Support Program	09/01/2016	06/30/2017	$5000	District Funding	District Directors, Principals, Staff, Interventionists

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Career Pathways	Teachers will meet individually with students to explore career pathway options, set goals, facilitate mentorships/internships/job shadowing and schedule classes based on student choice of identified career cluster and/or pathway.	Career Preparation/Orientation	07/01/2016	06/30/2018	$500	CCR Coach, District Leadership, Teachers, Principals
				Total	$500	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Assessment	Schools will administer MAP 3 times a year (EL/MS/HS) and CERT 3 times (HS) and analyze data to diagnose and support student growth.	Academic Support Program	07/01/2016	06/30/2018	$0	District, Principal, Teachers and Instructional Coaches
Dreambox/Ten Marks	Middle schools and high schools will use Dreambox, Moby Max, APEX, Ten Marks, Study Island, and Compass to increase student performance and support success.	Academic Support Program	07/01/2016	06/30/2018	$100000	District Staff, Principals, Teachers and Instructional Coaches
Content Cadres	Staff will participate in content cadres to accelerate their standards acquisition their understanding of the standards and develop rigorous assessments.	Professional Learning	01/01/2017	06/30/2018	$2000	District Staff, teachers, principals, instructional coaches
				Total	$102000	

No Funding Required

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

PLCs	Schools will use the PLCs to discuss strategies for student achievement, curriculum planning, learning targets, and assessments to ensure mastery of content.	Academic Support Program	07/01/2016	06/30/2018	$0	Principal, Teachers and Instructional Coaches
Non-Academic Barriers to Learning	All schools will develop 30/60/90 plans for for addressing non-academic barriers to learning for their GAP populations.	Professional Learning	09/01/2016	06/30/2018	$0	Directors, Administration, Staff, Prinicipals
Lexia/Reading Plus	Schools will establish usage goals for students, classrooms and schools using Lexia or Reading Plus.	Academic Support Program	08/05/2015	06/01/2016	$0	Principals, Teachers, Instructional Coaches
Goal Setting	Students review their data and set goals designed to reduce novice performance and close achievement gaps.	Career Preparation/Orientation, Academic Support Program	07/01/2016	06/30/2018	$0	Teachers, Principals, Counselors. Advisors
Laying the Foundation	Laying the Foundation Training will be provided (Summers 2016-18) in grades 3-12 to expand teacher toolboxes of instructional strategies. Professional learning will continue to support implementation ofPBL, MDC and LDC strategies.	Professional Learning, Academic Support Program	07/01/2016	07/31/2018	$0	District Leaders, Principal, Instructional Coaches, Teachers
Goal Setting	Certified teachers will help K-8 students set goals, record data and analyze their progress for improvement.	Academic Support Program	09/21/2015	06/01/2016	$0	Principals, teachers, district leaders, instructional coaches
Student Support Day	Special Education teachers will meet weekly with IEP students to review goals and work on specific skill deficits.	Academic Support Program	09/21/2015	06/01/2016	$0	Principals, Teachers, Instructional Coaches, District Staff
Data Analysis	Staff will analyze MAP, EXPLORE, PLAN, COMPASS, ACT, student data through the PLC process to make informed decisions on scheduling, teaching practices, and instructional programs.	Policy and Process	08/08/2014	12/16/2016	$0	Directory of Secondary Schools, school administration, counselors, and staff.
Monitoring/RTI data	All schools will monitor novice students through school data dashboard and generate a focused response to intervention plan.	Academic Support Program	08/10/2016	10/30/2020	$0	Principals, Teacher, Instructional Coaches, Counselor

World Readiness Program	Secondary schools will implement a soft-skills curriculum and monitor additional requirements to obtain World-Readiness certification upon graduation.	Career Preparation/Orientation	07/01/2016	06/30/2018	$0	Director of Secondary Schools, Administrators, Staff
Monitoring/Support	School leadership will use learning walks, lesson plan review, PLC meetings, and observations to support coaching of rigorous teaching and learning.	Professional Learning, Academic Support Program	07/01/2016	06/30/2018	$0	District leadership, Instructional Coaches, Counselors, Principals
CCR Coach	CCR Coach will work with post-secondary partners, schools, students, faculty, community, local industries to develop a partnership between our district and all stakeholders.	Career Preparation/Orientation	07/01/2015	06/30/2018	$0	Directors, Middle/High School Administration, Counselors, Staff, CCR Coach
				Total	$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Credit Recovery	Direct Instruction, computer-based instruction, and summer school support is offered for all students in need of credit recovery and intervention. All students at the high school and middle school levels will have access to this program. Administrators and teachers will be trained to embed 'credit recovery' within the courses of study. All students in grades 6th-12th will have access to content specific tutorials for intervention. All students in credit-bearing courses will have access to credit recovery labs and direct instruction.	Academic Support Program	07/01/2016	06/30/2018	$34000	Directory of Secondary Schools, school level administration, school counselors, and staff
Aimsweb	Teachers will receive professional learning on Aimsweb to implement and support the intervention program through monitoring.	Professional Learning, Academic Support Program	09/01/2016	06/30/2017	$5000	District Directors, Principals, Staff, Interventionists
Summer School	Students will be provided a six weeks summer school program for intervention and/or credit recovery.	Academic Support Program	07/01/2016	06/30/2018	$10000	District Directors, Staff, Principals
				Total	$49000	

General Fund

Comprehensive District Improvement Plan

Nelson County

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Facilitation of CCR Initiatives/Interventions	CCR Coordinator will facilitate career and college readiness activities, such as: Operation Preparation, college visits, community partnerships, work readiness program, collaborate with the ATC, and post-secondary partners.	Career Preparation/Orientation	07/01/2016	06/30/2018	$1000	Directors, Principals, CCR Coordinator, Counselors, and Staff
Lexia/Reading Plus	Lexia/Reading Plus: Schools will assign targeted lessons to intervene in weak areas for the Lexia/Reading Plus program.	Academic Support Program	07/01/2016	06/30/2018	$90000	Principals, Instructional Coaches, and school staff.
				Total	$91000	

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
Non-Academic Barriers to Learning	All schools will develop 30/60/90 plans for for addressing non-academic barriers to learning for their GAP populations.	Professional Learning	09/01/2016	06/30/2018	$0	Directors, Administration, Staff, Prinicipals
CCR Coach	CCR Coach will work with post-secondary partners, schools, students, faculty, community, local industries to develop a partnership between our district and all stakeholders.	Career Preparation/Orientation	07/01/2015	06/30/2018	$0	Directors, Middle/High School Administration, Counselors, Staff, CCR Coach
Data Analysis	Staff will analyze MAP, EXPLORE, PLAN, COMPASS, ACT, student data through the PLC process to make informed decisions on scheduling, teaching practices, and instructional programs.	Policy and Process	08/08/2014	12/16/2016	$0	Directory of Secondary Schools, school administration, counselors, and staff.
Lexia/Reading Plus	Lexia/Reading Plus: Schools will assign targeted lessons to intervene in weak areas for the Lexia/Reading Plus program.	Academic Support Program	07/01/2016	06/30/2018	$90000	Principals, Instructional Coaches, and school staff.
PLCs	Schools will use the PLCs to discuss strategies for student achievement, curriculum planning, learning targets, and assessments to ensure mastery of content.	Academic Support Program	07/01/2016	06/30/2018	$0	Principal, Teachers and Instructional Coaches
Content Cadres	Staff will participate in content cadres to accelerate their standards acquisition their understanding of the standards and develop rigorous assessments.	Professional Learning	01/01/2017	06/30/2018	$2000	District Staff, teachers, principals, instructional coaches
Assessment	Schools will administer MAP 3 times a year (EL/MS/HS) and CERT 3 times (HS) and analyze data to diagnose and support student growth.	Academic Support Program	07/01/2016	06/30/2018	$0	District, Principal, Teachers and Instructional Coaches

Dreambox/Ten Marks	Middle schools and high schools will use Dreambox, Moby Max, APEX, Ten Marks, Study Island, and Compass to increase student performance and support success.	Academic Support Program	07/01/2016	06/30/2018	$100000	District Staff, Principals, Teachers and Instructional Coaches
Lexia/Reading Plus	Schools will establish usage goals for students, classrooms and schools using Lexia or Reading Plus.	Academic Support Program	08/05/2015	06/01/2016	$0	Principals, Teachers, Instructional Coaches
Student Support Day	Special Education teachers will meet weekly with IEP students to review goals and work on specific skill deficits.	Academic Support Program	09/21/2015	06/01/2016	$0	Principals, Teachers, Instructional Coaches, District Staff
Goal Setting	Certified teachers will help K-8 students set goals, record data and analyze their progress for improvement.	Academic Support Program	09/21/2015	06/01/2016	$0	Principals, teachers, district leaders, instructional coaches
Monitoring/RTI data	All schools will monitor novice students through school data dashboard and generate a focused response to intervention plan.	Academic Support Program	08/10/2016	10/30/2020	$0	Principals, Teacher, Instructional Coaches, Counselor
Laying the Foundation	Laying the Foundation Training will be provided (Summers 2016-18) in grades 3-12 to expand teacher toolboxes of instructional strategies. Professional learning will continue to support implementation ofPBL, MDC and LDC strategies.	Professional Learning, Academic Support Program	07/01/2016	07/31/2018	$0	District Leaders, Principal, Instructional Coaches, Teachers
Goal Setting	Students review their data and set goals designed to reduce novice performance and close achievement gaps.	Career Preparation/Orientation, Academic Support Program	07/01/2016	06/30/2018	$0	Teachers, Principals, Counselors. Advisors
Monitoring/Support	School leadership will use learning walks, lesson plan review, PLC meetings, and observations to support coaching of rigorous teaching and learning.	Professional Learning, Academic Support Program	07/01/2016	06/30/2018	$0	District leadership, Instructional Coaches, Counselors, Principals
Summer School	Students will be provided a six weeks summer school program for intervention and/or credit recovery.	Academic Support Program	07/01/2016	06/30/2018	$10000	District Directors, Staff, Principals

Comprehensive District Improvement Plan

Nelson County

Aimsweb	Teachers will receive professional learning on Aimsweb to implement and support the intervention program through monitoring.	Professional Learning, Academic Support Program	09/01/2016	06/30/2017	$5000	District Directors, Principals, Staff, Interventionists
				Total	$207000	

Thomas Nelson High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Career Pathways	Teachers will meet individually with students to explore career pathway options, set goals, facilitate mentorships/internships/job shadowing and schedule classes based on student choice of identified career cluster and/or pathway.	Career Preparation/Orientation	07/01/2016	06/30/2018	$500	CCR Coach, District Leadership, Teachers, Principals
Credit Recovery	Direct Instruction, computer-based instruction, and summer school support is offered for all students in need of credit recovery and intervention. All students at the high school and middle school levels will have access to this program. Administrators and teachers will be trained to embed 'credit recovery' within the courses of study. All students in grades 6th-12th will have access to content specific tutorials for intervention. All students in credit-bearing courses will have access to credit recovery labs and direct instruction.	Academic Support Program	07/01/2016	06/30/2018	$34000	Directory of Secondary Schools, school level administration, school counselors, and staff
World Readiness Program	Secondary schools will implement a soft-skills curriculum and monitor additional requirements to obtain World-Readiness certification upon graduation.	Career Preparation/Orientation	07/01/2016	06/30/2018	$0	Director of Secondary Schools, Administrators, Staff
Facilitation of CCR Initiatives/Interventions	CCR Coordinator will facilitate career and college readiness activities, such as: Operation Preparation, college visits, community partnerships, work readiness program, collaborate with the ATC, and post-secondary partners.	Career Preparation/Orientation	07/01/2016	06/30/2018	$1000	Directors, Principals, CCR Coordinator, Counselors, and Staff
				Total	$35500	

The New Haven School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Career Pathways	Teachers will meet individually with students to explore career pathway options, set goals, facilitate mentorships/internships/job shadowing and schedule classes based on student choice of identified career cluster and/or pathway.	Career Preparation/Orientation	07/01/2016	06/30/2018	$500	CCR Coach, District Leadership, Teachers, Principals

Comprehensive District Improvement Plan

Nelson County

	Direct Instruction, computer-based instruction, and summer school support is offered for all students in need of credit recovery and intervention. All students at the high school and middle school levels will have access to this program. Administrators and teachers will be trained to embed 'credit recovery' within the courses of study. All students in grades 6th-12th will have access to content specific tutorials for intervention. All students in credit-bearing courses will have access to credit recovery labs and direct instruction.	Academic Support Program	07/01/2016	06/30/2018	$34000	Directory of Secondary Schools, school level administration, school counselors, and staff
Credit Recovery						
Facilitation of CCR Initiatives/Interventions	CCR Coordinator will facilitate career and college readiness activities, such as: Operation Preparation, college visits, community partnerships, work readiness program, collaborate with the ATC, and post-secondary partners.	Career Preparation/Orientation	07/01/2016	06/30/2018	$1000	Directors, Principals, CCR Coordinator, Counselors, and Staff
				Total	$35500	

Old Kentucky Home Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Career Pathways	Teachers will meet individually with students to explore career pathway options, set goals, facilitate mentorships/internships/job shadowing and schedule classes based on student choice of identified career cluster and/or pathway.	Career Preparation/Orientation	07/01/2016	06/30/2018	$500	CCR Coach, District Leadership, Teachers, Principals
Credit Recovery	Direct Instruction, computer-based instruction, and summer school support is offered for all students in need of credit recovery and intervention. All students at the high school and middle school levels will have access to this program. Administrators and teachers will be trained to embed 'credit recovery' within the courses of study. All students in grades 6th-12th will have access to content specific tutorials for intervention. All students in credit-bearing courses will have access to credit recovery labs and direct instruction.	Academic Support Program	07/01/2016	06/30/2018	$34000	Directory of Secondary Schools, school level administration, school counselors, and staff
Facilitation of CCR Initiatives/Interventions	CCR Coordinator will facilitate career and college readiness activities, such as: Operation Preparation, college visits, community partnerships, work readiness program, collaborate with the ATC, and post-secondary partners.	Career Preparation/Orientation	07/01/2016	06/30/2018	$1000	Directors, Principals, CCR Coordinator, Counselors, and Staff
				Total	$35500	

Nelson County High School

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

Comprehensive District Improvement Plan

Nelson County

Career Pathways	Teachers will meet individually with students to explore career pathway options, set goals, facilitate mentorships/internships/job shadowing and schedule classes based on student choice of identified career cluster and/or pathway.	Career Preparation/Orientation	07/01/2016	06/30/2018	$500	CCR Coach, District Leadership, Teachers, Principals
Credit Recovery	Direct Instruction, computer-based instruction, and summer school support is offered for all students in need of credit recovery and intervention. All students at the high school and middle school levels will have access to this program. Administrators and teachers will be trained to embed 'credit recovery' within the courses of study. All students in grades 6th-12th will have access to content specific tutorials for intervention. All students in credit-bearing courses will have access to credit recovery labs and direct instruction.	Academic Support Program	07/01/2016	06/30/2018	$34000	Directory of Secondary Schools, school level administration, school counselors, and staff
World Readiness Program	Secondary schools will implement a soft-skills curriculum and monitor additional requirements to obtain World-Readiness certification upon graduation.	Career Preparation/Orientation	07/01/2016	06/30/2018	$0	Director of Secondary Schools, Administrators, Staff
Facilitation of CCR Initiatives/Interventions	CCR Coordinator will facilitate career and college readiness activities, such as: Operation Preparation, college visits, community partnerships, work readiness program, collaborate with the ATC, and post-secondary partners.	Career Preparation/Orientation	07/01/2016	06/30/2018	$1000	Directors, Principals, CCR Coordinator, Counselors, and Staff
				Total	$35500	

Horizons Academy

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Career Pathways	Teachers will meet individually with students to explore career pathway options, set goals, facilitate mentorships/internships/job shadowing and schedule classes based on student choice of identified career cluster and/or pathway.	Career Preparation/Orientation	07/01/2016	06/30/2018	$500	CCR Coach, District Leadership, Teachers, Principals
Credit Recovery	Direct Instruction, computer-based instruction, and summer school support is offered for all students in need of credit recovery and intervention. All students at the high school and middle school levels will have access to this program. Administrators and teachers will be trained to embed 'credit recovery' within the courses of study. All students in grades 6th-12th will have access to content specific tutorials for intervention. All students in credit-bearing courses will have access to credit recovery labs and direct instruction.	Academic Support Program	07/01/2016	06/30/2018	$34000	Directory of Secondary Schools, school level administration, school counselors, and staff

Comprehensive District Improvement Plan

Nelson County

World Readiness Program	Secondary schools will implement a soft-skills curriculum and monitor additional requirements to obtain World-Readiness certification upon graduation.	Career Preparation/Orientation	07/01/2016	06/30/2018	$0	Director of Secondary Schools, Administrators, Staff
Facilitation of CCR Initiatives/Interventions	CCR Coordinator will facilitate career and college readiness activities, such as: Operation Preparation, college visits, community partnerships, work readiness program, collaborate with the ATC, and post-secondary partners.	Career Preparation/Orientation	07/01/2016	06/30/2018	$1000	Directors, Principals, CCR Coordinator, Counselors, and Staff
				Total	$35500	

Boston School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Career Pathways	Teachers will meet individually with students to explore career pathway options, set goals, facilitate mentorships/internships/job shadowing and schedule classes based on student choice of identified career cluster and/or pathway.	Career Preparation/Orientation	07/01/2016	06/30/2018	$500	CCR Coach, District Leadership, Teachers, Principals
Credit Recovery	Direct Instruction, computer-based instruction, and summer school support is offered for all students in need of credit recovery and intervention. All students at the high school and middle school levels will have access to this program. Administrators and teachers will be trained to embed 'credit recovery' within the courses of study. All students in grades 6th-12th will have access to content specific tutorials for intervention. All students in credit-bearing courses will have access to credit recovery labs and direct instruction.	Academic Support Program	07/01/2016	06/30/2018	$34000	Directory of Secondary Schools, school level administration, school counselors, and staff
Facilitation of CCR Initiatives/Interventions	CCR Coordinator will facilitate career and college readiness activities, such as: Operation Preparation, college visits, community partnerships, work readiness program, collaborate with the ATC, and post-secondary partners.	Career Preparation/Orientation	07/01/2016	06/30/2018	$1000	Directors, Principals, CCR Coordinator, Counselors, and Staff
				Total	$35500	

Bloomfield Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Career Pathways	Teachers will meet individually with students to explore career pathway options, set goals, facilitate mentorships/internships/job shadowing and schedule classes based on student choice of identified career cluster and/or pathway.	Career Preparation/Orientation	07/01/2016	06/30/2018	$500	CCR Coach, District Leadership, Teachers, Principals

Credit Recovery	Direct Instruction, computer-based instruction, and summer school support is offered for all students in need of credit recovery and intervention. All students at the high school and middle school levels will have access to this program. Administrators and teachers will be trained to embed 'credit recovery' within the courses of study. All students in grades 6th-12th will have access to content specific tutorials for intervention. All students in credit-bearing courses will have access to credit recovery labs and direct instruction.	Academic Support Program	07/01/2016	06/30/2018	$34000	Directory of Secondary Schools, school level administration, school counselors, and staff
Facilitation of CCR Initiatives/Interventions	CCR Coordinator will facilitate career and college readiness activities, such as: Operation Preparation, college visits, community partnerships, work readiness program, collaborate with the ATC, and post-secondary partners.	Career Preparation/Orientation	07/01/2016	06/30/2018	$1000	Directors, Principals, CCR Coordinator, Counselors, and Staff
				Total	$35500	

Phase II - Assurances - District

Introduction

KDE Assurances for Districts

District Assurances

Label	Assurance	Response	Comment	Attachment
1.	All schools in our district have planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of data and information.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	The current school year Comprehensive District Improvement Plan (CDIP) and all our schools Comprehensive School Improvement Plans (CSIPs) are available for stakeholders to examine on the district website.	Yes	www.nelson.kyschools.us	

Label	Assurance	Response	Comment	Attachment
3.	All teachers in our district including those providing services to private school students are highly qualified.	No	New Haven (1) Old Ky Home Middle School (1)	

Label	Assurance	Response	Comment	Attachment
4.	All paraeducators in our district including those providing services to private school students are highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	All schools in our district notify parents when their children are taught for four or more consecutive weeks by teachers who are not highly qualified. If no, list the schools below.	Yes		

Label	Assurance	Response	Comment	Attachment
6.	Our district provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes		

Label	Assurance	Response	Comment	Attachment
7.	Our district has planned strategies to recruit and retain highly qualified teachers.	Yes		

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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		

Phase II - Compliance and Accountability - Districts

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

To ensure the equitable distribution of teachers throughout the district for all students

Measurable Objective 1:

collaborate to provide experienced and highly qualified teachers for all students by 06/30/2018 as measured by the district dispositional assessment, LEAD report and district CEP plan..

Strategy1:

Equitable Distribution - The Human Resource Department will annually review the equitable distribution of certified staff through the state LEAD report and needs assessment of each school according to staffing allocation guidelines.

Category: Professional Learning & Support

Research Cited: A Framework for Understanding Poverty, Ruby Payne

Activity - Recruitment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The human resource director will participate in various job fairs to promote the district's job opportunities.	Community Engagement Recruitment and Retention	01/01/2016	06/30/2018	$0 - No Funding Required	District leaders

Activity - Equity Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All schools will analyze teacher effectiveness data and develop an equity plan for the equitable distribution of highly qualified teachers in all schools and all classrooms.	Recruitment and Retention	12/01/2015	06/30/2018	$0 - No Funding Required	District Leaders, Principals, Instructional Coaches

Activity - Dispositional Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All potential candidates will be screened before placed in the hiring pool.	Recruitment and Retention	04/01/2015	06/30/2018	$0 - No Funding Required	School Principals, District Directors and Director of Human Resources

Activity - Screening	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District leadership will conduct a dispositional screener to applicants to ensure quality.	Recruitment and Retention	01/01/2016	12/30/2016	$0 - No Funding Required	District Leadership

Activity - Retention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District and School Level leadership will provide on-going professional learning, individualized coaching, guided planning and teacher leadership opportunities to retain effective teachers.	Recruitment and Retention	01/01/2016	06/30/2017	$0 - No Funding Required	District and School Level leadership

Goal 2:

Professional Growth and Effectiveness System: Increase the percentage of effective teachers to 85% by 2018.

Measurable Objective 1:

demonstrate a proficiency in rigorous instructional practices and assessments by 06/30/2018 as measured by observations using the PGES model and following district CEP plan..

Strategy1:

Professional Learning - The District will provide opportunities of professional learning based on need for all staff to support daily rigorous instruction.

Category: Professional Learning & Support

Research Cited: The Framework for Teaching, The Danielson Group.

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Certified teachers in grades 3-12 will participate in a three year cohort for Advance KY learning to improve content knowledge.	Other - Advance KY	07/01/2016	07/31/2018	$15000 - Other	District leaders, principals, teachers and instructional coaches

Activity - Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All certified teachers will receive formal and informal feedback from evaluations and learning walks, conferencing, guided planning and etc. to improve instructional practice.	Professional Learning	08/05/2015	06/30/2016	$0 - No Funding Required	Principals, Instructional Coaches, Peer Observers, District Leaders

Activity - PGES Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All schools will implement the new TPGES system aligned with the updated Nelson County CEP.	Professional Learning	08/08/2014	06/01/2016	$6375 - General Fund	Directors of Instruction, Principals, Instructional Coaches, and staff

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

Goal 1:

Our District has identified specific strategies to address areas for improvement identified through our Val-ed survey results.

Measurable Objective 1:

demonstrate a proficiency   that shows improvement in overall school leadership by 06/30/2016 as measured by the Val-ed survey of 2015..

Strategy1:

Val-ed survey participation - The Human Resources department will educate all stakeholders about the Val-ed survey conditions and promote participation by certified staff.

Category: Professional Learning & Support

Research Cited: A New Wave of Evidence, The Impact of School, Family, and Community Connections on Student Achievement, by Dr. Karen Mapp

Activity - Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School leadership will analyze Val-Ed results and address needs of concern in CSIP.	Professional Learning	11/06/2015	06/30/2016	$0 - No Funding Required	District leaders School leaders

Activity - Val-ed survey participation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Human Resources Department will work with the Director of Communications to ensure that district communications include reminders for the participation of Val-ed survey one month prior to the opening date.	Professional Learning Other	08/05/2015	11/06/2015	$0 - Other	Director of Communications and Director of Human Resources.

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 Nelson County School District is a system on the move. Encompassing nearly 423 square miles, the district serves nearly 5,000 children in pre-kindergarten through 12th grade and is comprised of eleven schools on eight campuses throughout Nelson County. The district is in the process of renovating and expanding The Nelson County Early Learning Center Facility along with the construction of an auditorium at Thomas Nelson High School. The technology department has worked to increase bandwidth from 45 mb to 500 mb and upgraded the wireless infrastructure in every Nelson County School. Our schools continue to purchase technology and to upgrade existing systems and workstations with portable technology. Districtwide, Google Apps For Education has been implemented at all levels K - 12. The Nelson County Schools are also developing and perfecting educational practices that place the instructional needs of ALL children at the core or all instructional practices. The district believes in placing the needs of children first and is working hard to expand this focus with a vision that places professionalism, technology, communications and excellence as the foundation of our mission, vision and belief system districtwide. The Nelson County Schools are working to create a culture that adheres to consistent enforcement of high expectations for ALL and we believe academic excellence and growth should be recognized and celebrated for students and staff. For the 2015-16 assessment cycle our KPREP data revealed the following: The Nelson County School District is Proficient, Bloomfield Elementary is Distinguished, Boston Middle School is a School of Distinction and Distinguished, Nelson County High School is Proficient and Thomas Nelson High School is a School of Distinction and Distinguished. In support of student success, the system's operational and support staff, administrators and teachers, are urged to collaborate within and across groups to ensure that rigor is achieved in each and every classroom through content cadres, weekly PLC meetings and high quality and innovative professional learning activities. Our faculty and staff work to ensure academic excellence through the delivery of high quality, rigorous, and differentiated instruction. The school system is intent on providing professional growth opportunities to support this excellence through on-going job embedded professional learning for all certified and classified staff across the district. Technology is used to engage all collaborators in high levels of student learning. Our district seeks to maximize resources while creating a 21st century learning environment that equips students with skills needed for success at college and in a career. The Nelson County School District has made a major commitment to technology by expanding the wireless internet band width, Chrome books and various instructional computer programs. Our district believes communication is a critical component for student success. Our district strives to provide consistent and regular communication at all levels through various means of delivery including video clips and social media. Our district vision includes the belief that optimal learning can happen for each child through adherence to the values of fairness, individualized learning, high expectations, respect and professional growth. Through the use of web-based technologies, parents can now monitor their students' grades in real-time and have a direct line of communication with teachers. The Nelson County School District and the Nelson County Area Technology Center coordinate their programs and work closely to prepare students to be college and career ready. The school district offers job exploration opportunities in the elementary and middle schools and on-the-job training, mentoring, internships and job shadowing at the high school level. The high schools also now offer opportunities for post-secondary educational experiences in collaboration with Western KY University for dual credit coursework in Mathematics, English/Language Arts, Sciences, Agriculture, Social Sciences, Arts and Humanities and History. With more than 300 support personnel and 350 certified teachers and staff, a majority of whom hold a Master's Degree or higher, the personnel of the Nelson County School District strive to provide an atmosphere where we Expect the Best of everyone, every day.

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:

The Nelson County School District, in partnership with the community, will provide diverse and differentiated individualized instructional services to inspire, enable and prepare all students to be responsible, successful members of the competitive global society.

Vision Student Focus:

Students come first in ALL Nelson County Schools. We create a nurturing culture for ALL students through consistent application of high expectations. Teaching and Learning for ALL is an exciting process in which academic excellence and growth are recognized and celebrated with our students and staff.

Professionalism:

In support of student success, our operational and support staff, administrators and teachers collaborate within and across groups to ensure the highest quality of work of all stakeholders. The faculty and staff ensure academic excellence through the delivery of high quality, rigorous and differentiated instruction. Job embedded professional growth is provided to support all instructional staff in their daily practice. The district leadership implements and supports rigorous accountability measures to ensure academic excellence and effective stewardship of resources.

Technology:

Nelson County School's Staff understands the importance that technology holds for our 21st Century Classrooms. We prescribe and utilize our technology resources to engage students at their highest levels of learning. We maximize our resources while creating a 21st century environment and equipping our students with the knowledge, skills and dispositions to be successful in our world economy. Technology is used for accommodating each student's needs, ranging from technical to college bound.

Communication:

Communication is a critical component in the success of our students. There is consistent and regular communication at all levels. Regular and frequent contact is made with parents regarding individual student success and needs. We listen closely, respond quickly and speak clearly, showing respect for ALL.

Excellence:

Through the values of fairness, individualized learning, high expectations, respect and professional growth, optimal learning happens for each child. Students, teachers, parents and community members recognize the Nelson County Schools for academic excellence. Together our faculty, staff, students, and families, "Expect the Best."

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.

K-PREP test results released this fall by the Kentucky Department of Education were very promising for the Nelson County School District. The results gave Nelson County Schools a Proficient and Progressing designation in the state rankings. Boston School reached the Distinguished status at the middle school level and is among the highest performing schools in Kentucky. Additionally, Boston Middle School is designated as a School of Distinction. Thomas Nelson High School received Distinguished rating as well, on the 2015-16 K-Prep assessment and Thomas Nelson High School received the honor of School of Distinction. Bloomfield Elementary is recognized as a Distinguished school. As a whole, the Nelson County School System performed as well as regional peers. The results place Nelson County in the Proficient range for state school districts.

Our students continue to be recognized for their achievements in the classroom and in extracurricular activities. NCHS Girls and Boys Cross Country teams went to state competition. This year Nelson County High School inducted five members into their Athletic Hall of Fame. Middle school and high school students competed at the state and national level in FFA competition. Nelson County High School and Thomas Nelson FFA chapters received the three star rating. The Nelson County ROTC program received Distinguished rating for the 11th consecutive year. To date the ROTC program has completed more than 2,500 hours of service to the community. TNHS KYA club received outstanding delegation and delegate honors.

As you can see, Nelson County Schools continues to promote extracurricular opportunities through Student Technology Club, BETA, Key Club, HOSA and various student led organizations within our schools. Nelson County Public Schools believes in the importance of nurturing the whole child and will continue to seek opportunities to expand in this area as we: Expect the Best.

Additional Information

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

The Nelson County school district welcomes all parents to become involved in the process of educating our young people. From providing a home environment that encourages learning, to collaboration with our staff, to volunteering your time or resources, we encourage each and every stakeholder in our community to become a part of the education process in the Nelson County School System. We consistently promote and communicate with ALL stakeholders through various means including social media and video clips. Contact your local school today to partner with us and always: Expect the Best.