Comprehensive District Improvement

Plan

Henderson County

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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.		District Equity Diagnostic

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.

Henderson County Schools has an average of 60% students who qualify for free/reduced lunch. We have had turnover in administration and teacher staff in our system due to budget cuts and other reasons. Henderson County Schools is a distinguished district. The following schools are distinguished: NIA, SPT, HCHS, CAI, SMS, NMS, ABC; these schools are proficient: BGT, SHS; our needs improvement schools are: EHS, JEF. As a district we have over 80 percent of our staff with a Rank II or higher certification; every school has at least 70% of their teachers at Rank II or higher. Every school qualifies as school-wide Title I.

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.

One primary root cause is budget; cuts have reduced the number of staff in all buildings within our district so this has been a challenge. We do not have any priority schools and have only one focus school, Henderson Co. High, which is in second year of status. Turnover in administration has been for a variety of reasons, and there is not a single root cause. We have a district strategic plan created in 2015-16 with a specific component regarding recruitment and retention of high quality, diverse educators. Challenges we face include competition with nearby urban areas in a different state; part of our plan is to continue to grow our own future educators.

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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.		District Equity Goals

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:

Math by 2019 - Elementary: Increase the math proficiency scores from 62.6% in 2016 to 76.9%; Middle: Increase the math proficiency scores from 65.5% in 2016 to 74.7%; High: Increase the math EOC proficient scores from 42.7% in 2015 to 59.5%.

Measurable Objective 1:

demonstrate a proficiency in elementary school math scores by increasing from 62.6% to 67.7%, in middle school math scores by increasing from 65.5% to 66.0.% (delivery target only 64.5%); in high school math scores by increasing from 42.7% to 43.2% by 05/18/2017 as measured by state assessment.

Strategy1:

Math curriculum - Implementation and monitoring of KCAS math standards

Category: Learning Systems

Research Cited: National Common Core Standards

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Activity - Professional learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide ongoing professional learning aligned with KCAS that emphasizes critical and higher order thinking and Academic Vocabulary in instructional practice.	Professional Learning	08/10/2016	05/18/2017	$330658 - Title II Part A	Assistant Superintendent of Teaching and Learning

Activity - Instructional Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify research-based instructional strategies and use coaching strategies to increase teacher effectiveness/efficacy;peer observations within schools and in other schools.	Professional Learning	08/10/2016	05/18/2017	$0 - No Funding Required	District administration, school administration

Goal 2:

Closing the Gap by 2019 in combined reading and math scores for all students in the non-duplicated gap group - Elementary: Increase from 53.3% in 2016 to 72.9%, Middle: Increase from 52.6% in 2016 to 68.7%, High: Increase from 42.0% in 2016 to 63.8%.

Measurable Objective 1:

demonstrate a proficiency in combined reading and math scores for all students in the non-duplicated gap group by increasing from 53.3% to 62.0% in elementary, 52.6% to 56.2% in middle and 42.0% to 49.3% in high school. by 05/18/2017 as measured by state assessment.

Strategy1:

Response to Intervention - Interventions to help students who need added assistance.

Category: Persistance to Graduation

Research Cited:

Activity - Gifted and Talented Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District level Gifted and Talented plan to provide direct GT instruction and general education teacher support for GT identified students.	Academic Support Program	08/10/2016	05/18/2017	$0 - No Funding Required	Assistant Superintendent of Teaching and Learning; Gifted and Talented Coordinator

Goal 3:

Post-Secondary Readiness by 2019 - Increase the percentage of students who are post-secondary ready from 81.2% in 2016 to 100% by 2019.

Measurable Objective 1:

collaborate to increase the percentage of students who are post-secondary ready from 81.2% to 83.0% (delivery target is 80.3% which has already been exceeded.) by 05/18/2017 as measured by the Kentucky college and career readiness definition..

Strategy1:

Academic and Career Advising - Work with students to advise them on their post-graduation plans.

Category: Career Readiness Pathways

Research Cited:

Activity - Advising program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement a model for comprehensive school advising that best meets the needs of the students. By collaborating with teachers, community and parents, clear, measurable expectations will be set to assure an effective college and career advising program is in place.	Career Preparation/ Orientation	08/10/2016	05/18/2017	$0 - No Funding Required	Assistant Superintendent of Administration, HCHS Principal, CAS Principal

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conference with each 8th and 10th grader about their ILP, test scores and future aspirations.	Career Preparation/ Orientation	08/10/2016	05/18/2017	$0 - No Funding Required	Assistant Superintendent of Teaching and Learning; secondary administration, secondary counselors

Strategy2:

PreK-12 College and Career Readiness Culture - Creating a culture where college and career readiness is the expectation upon graduation.

Emphasis does not start merely in high school; rather, it is a belief and process that begins at birth and is reinforced from preschool through

grade 12.

Category: Persistance to Graduation

Research Cited:

Activity - College and Career Bound Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement activities and strategies outlined in the College and Career Bound Plan.	Career Preparation/ Orientation	08/10/2016	05/18/2017	$10500 - General Fund	Multicultural Coordinator, Equity Resource Council, School administration

Goal 4:

Graduation Rate by 2019 - Increase the cohort graduation rate from 91.1% in 2016 to 94.7% by 2019.

Measurable Objective 1:

collaborate to increase the cohort graduation rate from 91.1% to 92.2% by 05/18/2017 as measured by the Kentucky Cohort Graduation

Rate.

Strategy1:

Academic and Career Advising - Work with students to develop post-graduation plans.

Category: Career Readiness Pathways

Research Cited:

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Activity - ILP review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure all 6th-12th grade students complete yearly components of ILP. Review ILP with students and parents.	Career Preparation/ Orientation	08/10/2016	05/18/2017	$0 - No Funding Required	Assistant Superintendent of Teaching and Learning; Secondary administration and counselors

Activity - Promoting high school opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue public relations activities with elementary and middle school students about CTE opportunities at the high school by conducting CTE tours, elementary career fairs, being guest speakers at the middle schools, hosting parent nights for incoming freshmen and assisting them with their ILP planning.	Career Preparation/ Orientation	08/10/2016	05/18/2017	$0 - No Funding Required	CTE Unit Principal, elementary and middle school administration and counselors

Activity - Career Pathway	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review career pathways with middle school students so they can make good elective choices when entering high school. Review career pathway information to ensure high school students are aware of the course opportunities (i.e. college application week, KHEAA activities, dual credit, AP and college classes).	Career Preparation/ Orientation	08/10/2016	05/18/2017	$0 - No Funding Required	Secondary administration and counselors

Goal 5:

All Next Generation Professionals will be effective. This will be accomplished by fully implementing the district evaluation plan that incorporates the TPGES, OPGES, and PPGES system.

Measurable Objective 1:

collaborate to implement staff effectiveness system by 06/30/2017 as measured by completion of all summative certified evaluations..

Strategy1:

District Data Management System - Data management system

Category: Management Systems

Research Cited:

Activity - District Data Management System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize CIITS to input Summary of Evidence for certified staff evaluation and effectiveness system. Implement a district data management system for all components of PGES and incorporate in certified evaluation plan.	Technology	08/01/2016	06/30/2017	$0 - No Funding Required	Assistant Superintendent of Teaching and Learning, Director of Human Resources, Director of Assessment and Accountability, CEP committee

Strategy2:

Evaluation - Implementation of Certified Evaluation Plan

Category: Teacher PGES

Research Cited:

Activity - PPGES	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement the district certified evaluation plan that incorporates the elements of the PPGES system including observations, self-reflection, professional growth plans, and ValEd/TELL survey.	Recruitment and Retention	07/01/2016	06/30/2017	$0 - No Funding Required	Superintendent

Activity - TPGES	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement the district certified evaluation plan that incorporates the elements of the TPGES/OPGES system including mini observations, peer observations, full observations, professional growth plans, student growth goals and the student voice survey.	Recruitment and Retention	08/10/2016	05/19/2017	$0 - No Funding Required	Principals

Activity - OPGES	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement the district certified evaluation plan that incorporates the elements of the OPGES system including observations, self-reflection, professional growth plans, and Student Voice survey data.	Recruitment and Retention	08/10/2016	05/19/2017	$0 - No Funding Required	Principals and district staff

Narrative:

Our district has created a strategic plan in which equitable access to effective educators is addressed.

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	Please see attachment for specific content areas and gap groups. A. B. Chandler Elementary Bend Gate Elementary Cairo Elementary East Heights Elementary Jefferson Elementary Niagara Elementary South Heights Elementary North Middle School South Middle School Henderson County High School	2016 HCS Gap Targets

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?

The plan was developed using data from the Kentucky's School Report Card and other pertinent data sources. This plan is written to include federal guidelines, state guidelines, Senate Bill 168, AdvancEd reports and diagnostics from the district and schools, state testing data, all current School Improvement Plan (SIP) components and survey data.

The following processes were used in creating the needs assessment: Council of Councils meetings on November 28 and 29 of this year; data gathered from schools, district, and community; leadership survey; data presentation by principals to district; use of all schools SIPs to create the DIP, District Improvement Planning meeting with all stakeholders per school board policy.

Internal data sources such as individual classroom data, Infinite Campus/SWIS data/AESOP (behavior, attendance, etc.), NWEA MAP data, ACT data, KPREP data, college/career readiness data, graduation rate, district common assessments, surveys from staff and students such as Gallup and Bright Bytes, walkthrough data, MUNIS data, and other data at the school and district level were also used. While this data can show us points in time, trends, and longitudinal information from various perspectives, there are many other aspects of our school system, such as the relationships among students and staff, that are less tangible but definitely have an impact.

During the 2015-16 school year, our superintendent led our staff, students, and community through the process of creating our strategic plan with long-term and short-term goals addressing our Henderson County Board of Education goals. Within this plan are goals, objectives, strategies and activities that not only to comply with state delivery targets but also complement our strategic plan. This improvement plan is used as a guide for the district and schools as we work daily to improve student achievement and assure all students are college and/or career ready.

The questions we are trying to answer include addressing our board goals as well as the state requirements of student proficiency, gap analysis, college and career readiness, graduation rate, and novice reduction. The data tell us where we have been and where we are in each of these areas as well as where we need to go as we address specific areas of need in content areas and gap analysis.

Areas of Strengths

What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?

Areas of strength include:

We are a distinguished district again this year and have two elementary schools of distinction; all secondary schools are proficient/distinguished, and six elementary schools are proficient/distinguished. College is the expectation (tours, careers days); building character within students and creating leaders (Leader in Me process); emphasis on soft skills; community focused; early identification of student needs (special education, gifted, rti, basic needs); steady progress in math achievement; systematic RTI across all schools; strong literacy foundation; differentiation in classroom instruction; accessible curriculum; a strong bond between all levels (ele, middle, high,district) - good relationships; moving forward with with new school project (elementary school); public approval of Nickel Tax Initiative; district broadening scope of student needs; each school is fostering a culture of ownership; CCR well above state average; sustaining and adding to the achievements as measured by the ACT; use of Math in Focus and fidelity-- curriculum and alignment; community support and Colonels to College as valuable resources; district provides instructional coaches at each school; professional learning for all teachers and staff; district-wide staff appreciate night with food, games, prizes; district-wide Ultimate Challenge Events among schools to foster relationships through staff engagement; Equity Resource Council; use of social media; focus on the individual student rather than the whole-- relationships-individualism, connecting to the real world and making school relevant; implementation for 1:1 initiative with addition of many technological resources and professional learning opportunities; participation in PIMSER ASSESS grant for new science assessment system with K-8 teachers/administrators; Next Generation Leadership Network participation with P-12 teachers/administrators and KDE; communication with families and community through social media at school/district levels.

To sustain these areas of strength, we will focus on our people and our climate/culture. By embedding continuous professional learning, we will also build capacity within our schools/district and focus on recruitment and retention of quality staff members. We will continue celebrations and recognition as we model transparency and innovation. We know that continued communication and vertical alignment are keys for district improvement as a whole.

There is cause to celebrate our academic success as well as our progress in moving to be more technologically innovative. We use social media to "get the word out" about our individual schools. We consistently celebrate our people and their accomplishments and achievements. We celebrate the passing of the Nickel Tax to build new schools and improve existing schools.

In addition, we are in the process of building a new elementary school which was an opportunity for improvement in 2015-16.

Another opportunity for improvement had been to improve school safety by installing security cameras in our middle schools and outside our city elementary schools, and this has been achieved.

Opportunities for Improvement

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

We have improved our communication with stakeholders through Parent Link and social media. We continue to focus on the development of the whole child through processes such as Leader in Me. We have increased our visibility by participating in community events, such as the Christmas parade. For the second year now, our schools have all participated in the novice reduction training and have identified and implemented strategies to address novice learners- name and claim. Addressing our opportunity gap for minority students is an area of focus. We will continue improving our implementation of NGSS (science standards) and understanding of the new science assessment system through PIMSER ACCESS as our teachers create classroom embedded assessments (CEA's) and our administrators learn to assess quality science instruction and student learning. In addition we will bring KDE staff to our district to provide professional learning on assessment literacy and Through Course Tasks (TCT's) for our teachers. Global competency and world languages will be an area for focus and improvement as we create our programs and embed global competency in content areas, and we are working with KDE who has agreed to provide regional sessions here in Henderson for northwest KY school districts.

We have schools that need to be renovated, and two schools which need completely new facilities. Our community passed the Nickel Tax Initiative which will allow our long-range planning committee to prioritize needs and address these projects. While one new school building is underway, we have another one to come.

While we have added security cameras to our middle schools, there is still a need to have resource officers. Currently, our high school and alternative school have resource officers.

While we are making strides in improving our student and staff access to technology, we will also provide continuous professional learning. Our technology department has a five-year plan for moving to 1:1 and is making great progress toward this goal.

Oversight and Monitoring

Describe your processes and interventions for monitoring continuous improvement.

The District Improvement Plan will be monitored and evaluated through a 30-60-90 day plan this year, which is a change from the previous format of making progress notes within AdvancEd ASSIST program. Oversight and monitoring of the District Improvement Plan will take place through leadership meetings and information from central office staff, principals, superintendent, Board of Education and district publications.

Conclusion

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

This plan was created by analyzing data, collaborating with school and community stakeholders to incorporate their needs, addressing KDE delivery targets, focusing on established board goals and reaching a consensus on strategies and activities that will best move our district forward. This plan reflects all of these areas and lays forth a plan for continually increasing student achievement so that all of our graduates will be college and/or career ready.

2016 - 2017 Plan for Comprehensive District Improvement Plan

Overview

Plan Name

2016 - 2017 Plan for Comprehensive District Improvement Plan

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	Reading by 2019-Elementary and Middle: Increase the proficiency percentage in reading K-PREP scores from 61.2% in 2016 to 77.6%; and from 57.1% to 74.6% respectively High: Increase the percentage proficient in English II EOC from 67.9% to 78.3%.	Objectives: 1 Strategies: 1 Activities: 16	Organizational	$1993778
2	Math by 2019 - Elementary: Increase the math proficiency scores from 62.6% in 2016 to 76.9%; Middle: Increase the math proficiency scores from 65.5% in 2016 to 74.7%; High: Increase the math EOC proficient scores from 42.7% in 2015 to 59.5%.	Objectives: 1 Strategies: 1 Activities: 11	Organizational	$598793
3	Post-Secondary Readiness by 2019 - Increase the percentage of students who are post-secondary ready from 81.2% in 2016 to 100% by 2019.	Objectives: 1 Strategies: 5 Activities: 10	Organizational	$122000
4	Graduation Rate by 2019 - Increase the cohort graduation rate from 91.1% in 2016 to 94.7% by 2019.	Objectives: 1 Strategies: 3 Activities: 6	Organizational	$0
5	Closing the Gap by 2019 in combined reading and math scores for all students in the non-duplicated gap group - Elementary: Increase from 53.3% in 2016 to 72.9%, Middle: Increase from 52.6% in 2016 to 68.7%, High: Increase from 42.0% in 2016 to 63.8%.	Objectives: 1 Strategies: 1 Activities: 10	Organizational	$2085932
6	Novice Reduction: HCS will reduce the percentage of students scoring novice in each accountable content area at each level, (E, M, H) by 50% by 2020 based on state assessment.	Objectives: 5 Strategies: 6 Activities: 18	Academic	$217585

Goal 1: Reading by 2019-Elementary and Middle: Increase the proficiency percentage in reading K-PREP scores from 61.2% in 2016 to 77.6%; and from 57.1% to 74.6% respectively High: Increase the percentage proficient in English II EOC from 67.9% to 78.3%.

Measurable Objective 1:

demonstrate a proficiency in elementary reading scores by increasing from 61.2% to 68.6%; in middle school reading scores by increasing from 57.1% to 64.4% and in high school reading scores by increasing from 67.9% to 69.6%. by 05/18/2017 as measured by state assessments..

Strategy 1:

ELA standards and curriculum - Implementation and monitoring of KCAS ELA standards instruction.

Category: Learning Systems

Research Cited: based on national Common Core Standards

Activity - Common Core Curriculum Resources (KAS)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor and evaluate for effectiveness a common research-based core literacy series that aligns with KAS. Also, continue professional learning among grade levels K-5 so that full implementation and fidelity of instructional program can occur. Schools: All Schools	Direct Instruction	08/10/2016	05/18/2017	$50000	General Fund	Assistant Superintendent of Teaching and Learning; Instructional Coaches

Activity - Reading Supplements	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District will continue monitoring research-based supplemental reading and intervention materials to be used district wide. (i.e. AR, Headsprout, STAR, Reading A-Z, LLI, Read 180, System 44, Compass Odyssey, SRA Corrective Reading, SRA Mastery Reading, Failure Free Reading, Study Island, Master the Code, Sing/Spell/Read/Write, etc.) District will financially support, as applicable and as available, district required programs. Schools: All Schools	Direct Instruction	08/10/2016	05/18/2017	$1500000	Title I Part A, General Fund	Assistant Superintendent of Teaching and Learning; Director of Instructional Technology; Director of Special Education

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Continue ongoing professional learning aligned with KAS that emphasizes critical and higher order thinking, reading strategies in the content areas and academic vocabulary in instructional practice. Also provide professional development on writing process, on-demand writing, writing to publish, writing to learn and writing to demonstrate learning. Conduct collaborative professional learning with teachers among schools.

Schools: All Schools | Professional Learning | 08/10/2016 | 05/18/2017 | $330658 | Title II Part A | Assistant Superintendent of Teaching and Learning |

Activity - Technology support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue technology support and maintenance for hardware and software that supports a future ready classroom. Schools: All Schools	Technology	08/10/2016	05/18/2017	$78200	eRATE, General Fund	Director of Technology; Director of Instructional Technology

Activity - Instructional Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue research-based instructional strategies and use coaching strategies to increase teacher effectiveness/efficacy. Schools: All Schools	Direct Instruction	08/10/2016	05/18/2017	$0	No Funding Required	Assistant Superintendent of Teaching and Learning

Activity - Benchmark Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Formative district benchmarks and ELA common assessments will be administered to monitor curriculum implementation, inform instruction and measure achievement. Schools: All Schools	Direct Instruction	08/10/2016	05/18/2017	$0	No Funding Required	Assistant Superintendent of Teaching and Learning

Activity - Analysis of Student Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using GradeCam, data from common formative and summative assessment analysis will be used to inform instruction, assessment, and student achievement. Schools: All Schools	Professional Learning	08/10/2016	05/18/2017	$14920	School Council Funds, Title I Part A	Principals, instructional coaches, teachers, district instructional team

Activity - Literacy Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Continue with annual revision, implementation and monitoring of district literacy plan that meets the requirements of Senate Bill 1. This will also include updated literacy plans that schools will incorporate.

Schools: All Schools | Policy and Process | 08/10/2016 | 05/18/2017 | $0 | No Funding Required | Assistant Superintendent of Teaching and Learning |

Activity - Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor writing opportunities for students through the implementation of the K-12 communication folder as required by Senate Bill 1. Schools: All Schools	Academic Support Program	08/10/2016	05/18/2017	$0	No Funding Required	Assistant Superintendent of Teaching and Learning; School Writing Team Leaders

Activity - RTI sessions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Conduct weekly RTI sessions with individual student or small student groups as identified by data (MAP, common assessments, teacher observation, or administrative observation). Schools: All Schools	Academic Support Program	08/10/2016	05/18/2017	$0	No Funding Required	School administration and leadership

Activity - Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Timed assessments (MC, SA, ERQ) will be conducted on a monthly basis for middle schools and each marking period for elementary schools. Schools: Bend Gate Elementary School, Henderson County Academy, Niagara Elementary School, Henderson County North Middle School, A B Chandler Elementary School, Spottsville Elementary School, East Heights Elementary School, Central Academy, Jefferson Elementary School, Cairo Elementary School, South Heights Elementary School, Henderson County South Middle School	Direct Instruction	08/10/2016	05/18/2017	$0	No Funding Required	Elementary and Middle school administrative staff and teachers; district instructional coaches

Activity - Constructed response modeling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Elementary/Middle school teachers, school leaders and/or district leaders will model Extended Response Questions and On Demand Writing with classes at all levels to make sure students in 3rd-8th grades are hearing a consistent message with respect to expectations for ERQs and ODW. Schools: Bend Gate Elementary School, Niagara Elementary School, Henderson County North Middle School, A B Chandler Elementary School, Spottsville Elementary School, East Heights Elementary School, Central Academy, Jefferson Elementary School, Cairo Elementary School, South Heights Elementary School, Henderson County South Middle School	Direct Instruction	08/10/2016	05/18/2017	$0	No Funding Required	Elementary and middle school administration, district instructional team

Activity - Accelerated Reader program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
AR program will be used for Kindergarten - 12th grade students to supplement and support reading instruction as part of ELA curriculum; professional learning will also be provided. Schools: All Schools	Academic Support Program	08/10/2016	05/18/2017	$15000	Title I Part A, School Council Funds	Assistant Superintendent of Teaching and Learning; School Administration; Media Specialists

Activity - Secondary Reading & Writing Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading and writing strategies, including vocabulary skills, will be taught in all classes across content areas. Professional learning in writing for classroom teachers to improve student achievement. Schools: Henderson County North Middle School, Central Academy, Henderson County High School, Henderson County South Middle School	Direct Instruction	08/10/2016	05/18/2017	$0	No Funding Required	Secondary administration, instructional coaches, and teachers

Activity - Reading Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create a district reading committee to evaluate effectiveness of programs and processes in order to improve reading achievement and number of students reading on grade level. Schools: All Schools	Professional Learning	01/10/2017	05/18/2017	$0	No Funding Required	Superintendent, Assistant Superintendent of Teaching and Learning, Director of Special Education, Assistant Superintendent of District Operations and Relations, Director of Assessment and Accountability, School Leadership, Teacher Leadership

Activity - Next Generation Leadership Network	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

District team of administrators and teachers will collaborate with KDE consultants to determine Problem of Practice and conduct research to determine solutions and implementation of processes to build and maintain capacity. Schools: All Schools	Professional Learning	07/11/2016	06/30/2017	$5000	Grant Funds	Assistant Superintendent of Teaching and Learning; Director of Assessment and Accountability; NGLN Team

Goal 2: Math by 2019 - Elementary: Increase the math proficiency scores from 62.6% in 2016 to 76.9%; Middle: Increase the math proficiency scores from 65.5% in 2016 to 74.7%; High: Increase the math EOC proficient scores from 42.7% in 2015 to 59.5%.

Measurable Objective 1:

demonstrate a proficiency in elementary school math scores by increasing from 62.6% to 67.7%, in middle school math scores by increasing from 65.5% to 66.0.% (delivery target only 64.5%); in high school math scores by increasing from 42.7% to 43.2% by 05/18/2017 as measured by state assessment.

Strategy 1:

Math curriculum - Implementation and monitoring of KCAS math standards

Category: Learning Systems

Research Cited: National Common Core Standards

Activity - Math in Focus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District will evaluate for effectiveness Math in Focus and Every Day Counts Calendar curricula. As needed and as available, district will provide curriculum resources. Schools: Bend Gate Elementary School, Niagara Elementary School, Henderson County North Middle School, A B Chandler Elementary School, Spottsville Elementary School, East Heights Elementary School, Central Academy, Jefferson Elementary School, Cairo Elementary School, South Heights Elementary School, Henderson County South Middle School	Direct Instruction	08/10/2016	05/18/2017	$80000	General Fund	Assistant Superintendent of Teaching and Learning

Activity - Renaissance Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| District will monitor implementation of STAR Math and Accelerated Math. District will provide, as needed and as available, resources as well. Schools: Bend Gate Elementary School, Niagara Elementary School, Henderson County North Middle School, A B Chandler Elementary School, Spottsville Elementary School, East Heights Elementary School, Jefferson Elementary School, Cairo Elementary School, South Heights Elementary School, Henderson County South Middle School | Academic Support Program | 08/10/2016 | 05/18/2017 | $48135 | Title I Part A | Assistant Superintendent of Teaching and Learning; Director of Instruction |

Activity - Math fact fluency	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District will monitor and provide resources, as available and as needed, for implementation of programs for math fact fluency (i.e. FASTTmath, Xtra Math, etc.). Schools: Bend Gate Elementary School, Niagara Elementary School, A B Chandler Elementary School, Spottsville Elementary School, East Heights Elementary School, Jefferson Elementary School, Cairo Elementary School, South Heights Elementary School	Academic Support Program	08/10/2016	05/18/2017	$40000	Title I Part A	Assistant Superintendent of Teaching and Learning; Director of Instructional Technology

Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Conduct RTI sessions with individual students or small student groups as identified by data (MAP, common assessments, teacher enduring skills, observation or administrator observation). Schools: All Schools	Academic Support Program	08/10/2016	05/18/2017	$0	No Funding Required	Assistant Superintendent of Teaching and Learning; school administrators; RTI teams; Title I coordinators

Activity - Middle School Math scheduling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 6-8 will receive 84 minutes of math instruction. Schools: Henderson County North Middle School, Henderson County South Middle School	Direct Instruction	08/10/2016	05/18/2017	$0	No Funding Required	Middle school administration

Activity - Secondary formative assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to enhance and refine middle and high school curriculum to go beyond current common summative assessments in core subjects to refine common formative assessments within units. Schools: Henderson County North Middle School, Central Academy, Henderson County High School, Henderson County South Middle School	Academic Support Program	08/10/2016	05/18/2017	$0	No Funding Required	Middle and high school administration, instructional coaches, district administration

Activity - Professional learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide ongoing professional learning aligned with KCAS that emphasizes critical and higher order thinking and Academic Vocabulary in instructional practice. Schools: All Schools	Professional Learning	08/10/2016	05/18/2017	$330658	Title II Part A	Assistant Superintendent of Teaching and Learning

Activity - Instructional Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify research-based instructional strategies and use coaching strategies to increase teacher effectiveness/efficacy;peer observations within schools and in other schools. Schools: All Schools	Professional Learning	08/10/2016	05/18/2017	$0	No Funding Required	District administration, school administration

Activity - Supplemental Math Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District will monitor research-based supplemental math and intervention materials to be used district wide. (i.e. AM, Coach, STAR Math, COMPASS, SRA Corrective Math, Number World, FASTT Math, Math in Focus, Every Day Counts, AIMSweb, Study Island Creative Curriculum, Scootpad, Prodigy math) District will financially support, as applicable and as available, district required programs. Schools: All Schools	Academic Support Program	08/10/2016	05/18/2017	$100000	Title I Part A	Assistant Superintendent of Teaching and Learning

Activity - Benchmark assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Formative district benchmarks and math common assessments will be administered to monitor curriculum implementation, inform instruction and measure achievement. Schools: All Schools	Direct Instruction	08/10/2016	05/18/2017	$0	No Funding Required	Assistant Superintendent of Teaching and Learning

Activity - Analysis of Student Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data from analysis of student work will be used to inform instruction and assessment. Schools: All Schools	Professional Learning	08/10/2016	05/18/2017	$0	No Funding Required	Principals, instructional coaches, teachers, district instructional team

Goal 3: Post-Secondary Readiness by 2019 - Increase the percentage of students who are post-secondary ready from 81.2% in 2016 to 100% by 2019.

Measurable Objective 1:

collaborate to increase the percentage of students who are post-secondary ready from 81.2% to 83.0% (delivery target is 80.3% which has already been exceeded.) by 05/18/2017 as measured by the Kentucky college and career readiness definition..

Strategy 1:

Equity Resource Council - District and community council will work collaboratively to address needs of students in identified achievement gap groups to ensure student success.

Category: Persistance to Graduation

Research Cited: Federal and state guidelines to address closing the achievement gap

Activity - Post-Secondary Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All schools will promote the importance of post-secondary readinessas an attainable goal through increased opportunities (i.e. college/industry tours, college/career speakers, college spirit days, etc.) and through participation in the district College Bound Plan. Schools: All Schools	Career Preparation/Orientation	08/10/2016	05/18/2017	$10500	General Fund	Multicultural Coordinator, Multicultural Community Liaison, and Equity Resource Council

Strategy 2:

Academic and Career Advising - Work with students to advise them on their post-graduation plans.

Category: Career Readiness Pathways

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Conference with each 8th and 10th grader about their ILP, test scores and future aspirations. Schools: Henderson County North Middle School, Central Academy, Henderson County High School, Henderson County South Middle School	Career Preparation/Orientation	08/10/2016	05/18/2017	$0	No Funding Required	Assistant Superintendent of Teaching and Learning; secondary administration, secondary counselors

Comprehensive District Improvement Plan

Henderson County

Activity - Advising program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement a model for comprehensive school advising that best meets the needs of the students. By collaborating with teachers, community and parents, clear, measurable expectations will be set to assure an effective college and career advising program is in place. Schools: Central Academy, Henderson County High School	Career Preparation/Orientation	08/10/2016	05/18/2017	$0	No Funding Required	Assistant Superintendent of Administration, HCHS Principal, CAS Principal

Strategy 3:

Acceleration - Accelerating learning so that high school students can earn college credit, take AP classes and/or progress through high school at an accelerated rate.

Category: Learning Systems

Activity - Advanced Placement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
HCHS analyze AP data to determine student access and performance on AP exams. HCHS examine NMSI research on best-practice and implement as suggested, with the intention of assuring AP program remains strong and that more students gain access and succeed in AP program. Schools: Henderson County High School	Professional Learning	08/10/2016	05/18/2017	$0	No Funding Required	Assistant Superintendent of Teaching and Learning; HCHS Principals,Counselors, Teachers

Activity - Dual Credit	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Promote dual credit to students not currently on the AP track to enhance students' learning and opportunities. Schools: Henderson County High School	Direct Instruction	08/10/2016	05/18/2017	$81000	General Fund	Assistant Superintendent of Teaching and Learning; HCHS administration and counselors

Strategy 4:

Targeted Interventions - Targeted interventions to assure each student is on the path to college and career readiness.

Category: Continuous Improvement

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

School reviews data to analyze gaps in instructional programming for students. Schools: Central Academy, Henderson County High School	Policy and Process	08/10/2016	05/18/2017	$0	No Funding Required	School administration and curriculum coordinators

Activity - Secondary Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Determine options for providing targeted transitional interventions to students who did not meet benchmarks on the ACT test or common formative/summative assessments. Schools: Henderson County North Middle School, Central Academy, Henderson County High School, Henderson County South Middle School	Academic Support Program	08/10/2016	05/18/2017	$20000	Title I Schoolwide	School administrative staff, curriculum coordinators, instructional staff

Activity - Secondary Schools' Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Communicate with students and parents to inform them of the need for transitional interventions. Teachers and leaders will monitor student progress and inform parents and students at periodic intervals. Schools: Henderson County North Middle School, Central Academy, Henderson County High School, Henderson County South Middle School	Parent Involvement	08/10/2016	05/18/2017	$0	No Funding Required	School administrative staff, guidance counselors, teachers

Activity - Persistence to Graduation Tool	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Schools will run Persistence to Graduation (PTG) tool from Infinite Campus to determine which students are at risk of not meeting academic benchmarks or in need of additional supports. Using this report, a team will work with teachers, parents and other stakeholders in implementing and monitoring interventions. Schools: Central Academy, Henderson County High School	Academic Support Program	08/10/2016	05/18/2017	$0	No Funding Required	District Social Worker, school administrative staff, guidance counselors

Strategy 5:

PreK-12 College and Career Readiness Culture - Creating a culture where college and career readiness is the expectation upon graduation. Emphasis does not start

merely in high school; rather, it is a belief and process that begins at birth and is reinforced from preschool through grade 12.

Category: Persistance to Graduation

Activity - College and Career Bound Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Implement activities and strategies outlined in the College and Career Bound Plan. Schools: All Schools	Career Preparation/Orientation	08/10/2016	05/18/2017	$10500	General Fund	Multicultural Coordinator, Equity Resource Council, School administration

Goal 4: Graduation Rate by 2019 - Increase the cohort graduation rate from 91.1% in 2016 to 94.7% by 2019.

Measurable Objective 1:

collaborate to increase the cohort graduation rate from 91.1% to 92.2% by 05/18/2017 as measured by the Kentucky Cohort Graduation Rate.

Strategy 1:

Academic and Career Advising - Work with students to develop post-graduation plans.

Category: Career Readiness Pathways

Activity - ILP review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ensure all 6th-12th grade students complete yearly components of ILP. Review ILP with students and parents. Schools: Henderson County North Middle School, Central Academy, Henderson County High School, Henderson County South Middle School	Career Preparation/Orientation	08/10/2016	05/18/2017	$0	No Funding Required	Assistant Superintendent of Teaching and Learning; Secondary administration and counselors

Activity - Career Pathway	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review career pathways with middle school students so they can make good elective choices when entering high school. Review career pathway information to ensure high school students are aware of the course opportunities (i.e. college application week, KHEAA activities, dual credit, AP and college classes). Schools: Henderson County North Middle School, Central Academy, Henderson County High School, Henderson County South Middle School	Career Preparation/Orientation	08/10/2016	05/18/2017	$0	No Funding Required	Secondary administration and counselors

Activity - Promoting high school opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Continue public relations activities with elementary and middle school students about CTE opportunities at the high school by conducting CTE tours, elementary career fairs, being guest speakers at the middle schools, hosting parent nights for incoming freshmen and assisting them with their ILP planning.

Schools: Bend Gate Elementary School, Niagara Elementary School, Henderson County North Middle School, A B Chandler Elementary School, Spottsville Elementary School, East Heights Elementary School, Jefferson Elementary School, Cairo Elementary School, South Heights Elementary School, Henderson County South Middle School | Career Preparation/Orientation | 08/10/2016 | 05/18/2017 | $0 | No Funding Required | CTE Unit Principal, elementary and middle school administration and counselors |

Strategy 2:

Career Readiness Pathways - Offering courses in each of the 15 career pathways.

Category: Career Readiness Pathways

Activity - Career Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Expand a National Career Academy- Info Tech Academy and investigate a STEM K-12 program. Schools: All Schools	Career Preparation/Orientation	08/10/2016	05/18/2017	$0	Perkins	CTE staff, district administration

Activity - CTE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Career and Technical Education will continue to offer courses in all 15 career pathways so that students can pursue a variety of career majors and earn industry certificates and/or become KOSSA certified. Schools: Henderson County High School	Career Preparation/Orientation	08/10/2016	05/18/2017	$0	Perkins, Career and Technical Education Funds	CTE administration and staff

Strategy 3:

Targeted Interventions - Identify students at risk of dropping out and work to prevent this from occurring.

Category:

Activity - Persistence to Graduation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Run weekly Early Warning Tool report in IC to identify who is most at risk. Meet with a team to develop targeted interventions to prevent students from dropping out. Schools: Central Academy, Henderson County High School	Academic Support Program	08/10/2016	05/18/2017	$0	No Funding Required	Assistant Superintendent of Teaching and Learning; Assistant Superintendent of Administration; high school administration, RTI staff

Goal 5: Closing the Gap by 2019 in combined reading and math scores for all students in the non-duplicated gap group - Elementary: Increase from 53.3% in 2016 to 72.9%, Middle: Increase from 52.6% in 2016 to 68.7%, High: Increase from 42.0% in 2016 to 63.8%.

Measurable Objective 1:

demonstrate a proficiency in combined reading and math scores for all students in the non-duplicated gap group by increasing from 53.3% to 62.0% in elementary, 52.6% to 56.2% in middle and 42.0% to 49.3% in high school. by 05/18/2017 as measured by state assessment.

Strategy 1:

Response to Intervention - Interventions to help students who need added assistance.

Category: Persistance to Graduation

Activity - Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District will continue to ensure that each school implements research-based strategies and curriculum to address needs of gap and tier status students. Schools will submit for review current RTI plans; district RTI plan will be reviewed and updated. Schools: All Schools	Academic Support Program	08/10/2016	05/18/2017	$0	No Funding Required	Assistant Superintendent of Teaching and Learning, Director of Special Education

Activity - Benchmark assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

District will provide a universal benchmark assessment system and progress monitoring system for tier status students. District will review programs for effectiveness and impact. Current programs: MAP, AIMSweb Schools: All Schools	Academic Support Program	08/10/2016	05/18/2017	$65187	Title I Part A, General Fund	Assistant Superintendent of Teaching and Learning; Director of Special Education

Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All schools will conduct RTI sessions at least weekly with individual students or small student groups as identified by data (MAP, common assessments, teacher or administrative observation). Schools: All Schools	Academic Support Program	08/18/2016	05/18/2017	$1771711	Title I Part A	Classroom teachers, interventionists, Title I staff, instructional coaches, and administration

Activity - High School RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
High school flexible grouping for RTI services will be based on data collected up to 4 times per quarter. Schools: Henderson County High School	Academic Support Program	08/10/2016	05/18/2017	$0	No Funding Required	High school administration and teachers

Activity - AIMSweb	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
AIMSweb probes will be used to monitor student progress for those in special education and/or RTI programs in grades K-5. Schools: Bend Gate Elementary School, Niagara Elementary School, A B Chandler Elementary School, Spottsville Elementary School, East Heights Elementary School, Jefferson Elementary School, Cairo Elementary School, South Heights Elementary School	Academic Support Program	08/10/2016	05/18/2017	$4000	Title I Part A	Assistant Superintendent of Teaching and Learning; Director of Special Education

Activity - ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ESS funds, including daytime waivers, will be used to enhance reading and math achievement for identified low-performing students. Schools: All Schools	Tutoring	08/10/2016	05/18/2017	$198000	State Funds	Assistant Superintendent of Teaching and Learning

Activity - Special Education	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Special Education program (with emphasis on co-teaching model) will be implemented with continued monitoring and teacher development and support.

Schools: All Schools | Academic Support Program | 08/10/2016 | 05/18/2017 | $0 | No Funding Required | Director of Special Education |

Activity - Gifted and Talented Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District level Gifted and Talented plan to provide direct GT instruction and general education teacher support for GT identified students. Schools: All Schools	Academic Support Program	08/10/2016	05/18/2017	$0	No Funding Required	Assistant Superintendent of Teaching and Learning; Gifted and Talented Coordinator

Activity - Behavior Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All schools will continue implementation of a comprehensive behavior RTI system that includes PBIS, TIC, Mental Health First Aid, parent workshops, crisis counseling, Collaborative Partners, behavior charts, etc. As new employees are hired, they will receive comprehensive training in the positive behavior model PBIS (Positive Behavior Intervention System). Schools: All Schools	Behavioral Support Program	08/10/2016	05/18/2017	$0	No Funding Required	Director of Special Education; Assistant Superintendent of Teaching and Learning; District Social Worker

Activity - Homeless Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students who meet the criteria for homelessness will be provided resources and services as required by the Title X, Part C -McKinney-Vento Homeless Education Assistance Improvement Act. Tutoring, referral to health services, obtaining pertinent student records and helping parents understand rights and linking them to local services. Schools: All Schools	Academic Support Program	08/10/2016	05/18/2017	$47034	Other	Assistant Superintendent of District Relations and Operations

Goal 6: Novice Reduction: HCS will reduce the percentage of students scoring novice in each accountable content area at each level, (E, M, H) by 50% by 2020 based on state assessment.

Measurable Objective 1:

A 5% increase of All grade students will demonstrate a proficiency by reducing percentage scoring novice at each level (E, M, H) in Reading by 05/18/2017 as measured by state assessment.

Strategy 1:

Reading Novice Reduction - School leadership will identify novice students. District and school leadership will participate in professional learning provided by KDE

coaches and collaborate to develop plans for novice reduction.

Category: Continuous Improvement

Activity - Novice Reduction Focus School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District and school leadership will continue work for specific gap groups and content areas to reduce novice performance. Schools: Henderson County High School	Policy and Process	08/10/2016	05/18/2017	$0	No Funding Required	District Leadership and School Leadership

Activity - Instructional Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue research-based instructional strategies and use coaching strategies to increase teacher effectiveness/efficacy. Schools: All Schools	Direct Instruction	08/10/2016	05/18/2017	$0	No Funding Required	Assistant Superintendent of Teaching and Learning

Activity - Benchmark Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Formative district benchmarks and ELA common assessments will be administered to monitor curriculum implementation, inform instruction and measure achievement. Schools: All Schools	Direct Instruction	08/10/2016	05/18/2017	$0	No Funding Required	Assistant Superintendent of Teaching and Learning

Activity - Analysis of Student Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using GradeCam, data from common formative and summative assessment analysis will be used to inform instruction, assessment, and student achievement. Schools: All Schools	Technology	08/10/2016	05/18/2017	$15000	Title I Part A	District Instructional Team, Instructional Coaches, Principals, Teachers

Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Renaissance Learning programs AR and AR 360 will be used for Kindergarten - 12th grade students to supplement and support reading instruction as part of ELA curriculum. Schools: All Schools	Academic Support Program	08/10/2016	05/18/2017	$14450	Title I Part A, School Council Funds	Assistant Superintendent of Teaching and Learning, School Administration, Media Specialists

Strategy 2:

Professional Learning - School and district leadership will participate in KDE training on novice reduction. All schools continue to expand PLC groups to analyze

common formative and summative assessments to drive instruction at all levels.

Category: Professional Learning & Support

Activity - KDE Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School and district leadership and teachers will attend professional learning with KDE coaches to learn instructional strategies to assist novice learners and to create novice reduction plans to address specific groups and content areas for their schools. Schools will include Novice Reduction goals in School Improvement Plans. Schools: All Schools	Professional Learning	09/01/2016	05/18/2017	$0	No Funding Required	Assistant Superintendent of Teaching and Learning, Director of Assessment and Accountability, Director of Special Education

Measurable Objective 2:

A 5% increase of All grade students will demonstrate a proficiency by reducing percentage scoring novice at each level (E, M, H) in Mathematics by 05/18/2017 as measured by 2016 state assessment.

Strategy 1:

Math Novice Reduction - School leadership will analyze school data to identify students scoring novice. District and school leadership will participate in professional

learning provided by KDE coaches then develop and implement plans to reduce novice performance.

Category: Continuous Improvement

Activity - Renaissance Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District will monitor implementation of STAR Math and Accelerated Math. District will provide, as needed and as available, resources. Schools: Bend Gate Elementary School, Niagara Elementary School, A B Chandler Elementary School, Spottsville Elementary School, East Heights Elementary School, Jefferson Elementary School, Cairo Elementary School, South Heights Elementary School	Academic Support Program	08/10/2016	05/18/2017	$48135	Title I Part A	Assistant Superintendent of Teaching and Learning

Activity - Math fact fluency	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District will provide resources, as available and as needed, for implementation of programs for math fact fluency (i.e. FASTTmath, Xtra Math, etc.). Schools: Bend Gate Elementary School, Niagara Elementary School, A B Chandler Elementary School, Spottsville Elementary School, East Heights Elementary School, Jefferson Elementary School, Cairo Elementary School, South Heights Elementary School	Academic Support Program	08/10/2016	05/18/2017	$40000	Title I Part A	Assistant Superintendent of Teaching and Learning, Director of Instructional Technology

Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Conduct RTI sessions with individual students or small student groups as identified by data (MAP, common assessments, teacher observation or administrator observation). All schools in process of changing RTI approach based on participation in KASA/Solution Tree professional learning in Mike Mattos series. Schools: All Schools	Academic Support Program	08/10/2016	05/18/2017	$0	No Funding Required	Middle School Administration, Teachers

Activity - Instructional Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify research-based instructional strategies and use coaching strategies to increase teacher effectiveness/efficacy. Schools: All Schools	Professional Learning	08/10/2016	05/18/2017	$0	No Funding Required	District administration, school administration

Activity - Supplemental Math Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District will monitor research-based supplemental math and intervention materials to be used district wide. (i.e. AM, Coach, STAR Math, COMPASS, SRA Corrective Math, Number World, FASTT Math, Math in Focus, Every Day Counts, AIMSweb, Study Island Creative Curriculum) District will financially support, as applicable and as available, district required programs. Schools: All Schools	Academic Support Program	08/10/2016	05/18/2017	$100000	Title I Part A	Assistant Superintendent of Teaching and Learning

Activity - Benchmark Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Formative district benchmarks and math common assessments will be administered to monitor curriculum implementation, inform instruction and measure achievement. Schools: All Schools	Direct Instruction	08/10/2016	05/18/2017	$0	No Funding Required	Assistant Superintendent of Teaching and Learning

Activity - Analysis of Student Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data from analysis of student work will be used to inform instruction and assessment. Schools: All Schools	Professional Learning	08/10/2016	05/18/2017	$0	No Funding Required	district instructional team, principals, instructional coaches, teachers

Measurable Objective 3:

A 5% increase of All grade students will demonstrate a proficiency by reducing percentage scoring novice at each level (E, M, H) in Social Studies by 05/18/2017 as measured by 2016 state assessment.

Strategy 1:

Social Studies Novice Reduction - School leadership will identify novice students. District and school leadership will participate in professional learning provided by

KDE coaches and collaborate to develop plans for novice reduction.

Category: Continuous Improvement

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
KDE professional learning sessions will be provided to teachers in January, February, and March of 2017 on social studies standards and instructional practices. Schools: All Schools	Professional Learning	01/04/2017	03/30/2017	$0	No Funding Required	Assistant Superintendent of Teaching and Learning

Measurable Objective 4:

A 5% increase of All grade students will demonstrate a proficiency by reducing percentage scoring novice at each level (E, M, H) in Writing by 05/18/2017 as measured by 2017 state assessment.

Strategy 1:

Writing Novice Reduction - School leadership will identify novice students. District and school leadership will participate in professional learning provided by KDE

coaches and collaborate to develop plans for novice reduction.

Category: Continuous Improvement

Activity - Communications Folders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor writing opportunities for students through the implementation of the K-12 communication folder. Schools: All Schools	Policy and Process	08/10/2016	05/18/2017	$0	No Funding Required	Assistant Superintendent of Teaching and Learning, School Writing Team Leaders

Activity - Constructed response modeling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Elementary/Middle school teachers, school leaders and/or district leaders will model Extended Response Questions and On Demand Writing with classes at all levels to make sure students in 3rd-8th grades are hearing a consistent message with respect to expectations for ERQs and ODW. If school or district leaders conduct modeling sessions, they will then return to the same classes and observe classroom teachers as they model another ERQ or ODW with the same students. Schools: Bend Gate Elementary School, Niagara Elementary School, Henderson County North Middle School, A B Chandler Elementary School, Spottsville Elementary School, East Heights Elementary School, Central Academy, Jefferson Elementary School, Cairo Elementary School, South Heights Elementary School, Henderson County South Middle School	Direct Instruction	08/10/2016	05/18/2017	$0	No Funding Required	Elementary and middle school administration, district instructional team

Activity - Secondary Reading & Writing Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading and writing strategies, including vocabulary skills, will be taught in all classes. Professional learning in writing for classroom teachers to improve student achievement and writing interventions will be delivered. Schools: Henderson County North Middle School, Central Academy, Henderson County High School, Henderson County South Middle School	Professional Learning	08/10/2016	05/18/2017	$0	No Funding Required	Secondary administration, instructional coaches, and teachers

Measurable Objective 5:

A 5% increase of All grade students will demonstrate a proficiency by reducing percentage scoring novice at each level (E, M, H) in English Language Arts by 05/18/2017 as measured by state assessment.

Strategy 1:

Language Arts Novice Reduction - School leadership will identify novice students. District and school leadership will participate in professional learning provided by

KDE coaches and collaborate to develop plans for novice reduction.

Category: Continuous Improvement

Activity - Novice Reduction Focus Schools	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

District and school leadership will continue to work with KDE coach to develop and monitor focus schools' 30-60-90 day plans for specific gap groups and content areas to reduce novice performance. Schools: Henderson County High School	Policy and Process	08/10/2016	05/18/2017	$0	No Funding Required	Assistant Superintendent of Teaching and Learning, Director of Assessment and Accountability, Director of Special Education, School Administration

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Homeless Program	All students who meet the criteria for homelessness will be provided resources and services as required by the Title X, Part C -McKinney-Vento Homeless Education Assistance Improvement Act. Tutoring, referral to health services, obtaining pertinent student records and helping parents understand rights and linking them to local services.	Academic Support Program	08/10/2016	05/18/2017	$47034	Assistant Superintendent of District Relations and Operations
				Total	$47034	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Supplemental Math Programs	District will monitor research-based supplemental math and intervention materials to be used district wide. (i.e. AM, Coach, STAR Math, COMPASS, SRA Corrective Math, Number World, FASTT Math, Math in Focus, Every Day Counts, AIMSweb, Study Island Creative Curriculum) District will financially support, as applicable and as available, district required programs.	Academic Support Program	08/10/2016	05/18/2017	$100000	Assistant Superintendent of Teaching and Learning
Math fact fluency	District will provide resources, as available and as needed, for implementation of programs for math fact fluency (i.e. FASTTmath, Xtra Math, etc.).	Academic Support Program	08/10/2016	05/18/2017	$40000	Assistant Superintendent of Teaching and Learning, Director of Instructional Technology
Renaissance Learning	District will monitor implementation of STAR Math and Accelerated Math. District will provide, as needed and as available, resources as well.	Academic Support Program	08/10/2016	05/18/2017	$48135	Assistant Superintendent of Teaching and Learning; Director of Instruction

RTI	All schools will conduct RTI sessions at least weekly with individual students or small student groups as identified by data (MAP, common assessments, teacher or administrative observation).	Academic Support Program	08/18/2016	05/18/2017	$1771711	Classroom teachers, interventionists, Title I staff, instructional coaches, and administration
Accelerated Reader	Renaissance Learning programs AR and AR 360 will be used for Kindergarten - 12th grade students to supplement and support reading instruction as part of ELA curriculum.	Academic Support Program	08/10/2016	05/18/2017	$3600	Assistant Superintendent of Teaching and Learning, School Administration, Media Specialists
Analysis of Student Work	Using GradeCam, data from common formative and summative assessment analysis will be used to inform instruction, assessment, and student achievement.	Technology	08/10/2016	05/18/2017	$15000	District Instructional Team, Instructional Coaches, Principals, Teachers
Analysis of Student Work	Using GradeCam, data from common formative and summative assessment analysis will be used to inform instruction, assessment, and student achievement.	Professional Learning	08/10/2016	05/18/2017	$7460	Principals, instructional coaches, teachers, district instructional team
Renaissance Learning	District will monitor implementation of STAR Math and Accelerated Math. District will provide, as needed and as available, resources.	Academic Support Program	08/10/2016	05/18/2017	$48135	Assistant Superintendent of Teaching and Learning
Reading Supplements	District will continue monitoring research-based supplemental reading and intervention materials to be used district wide. (i.e. AR, Headsprout, STAR, Reading A-Z, LLI, Read 180, System 44, Compass Odyssey, SRA Corrective Reading, SRA Mastery Reading, Failure Free Reading, Study Island, Master the Code, Sing/Spell/Read/Write, etc.) District will financially support, as applicable and as available, district required programs.	Direct Instruction	08/10/2016	05/18/2017	$200000	Assistant Superintendent of Teaching and Learning; Director of Instructional Technology; Director of Special Education
AIMSweb	AIMSweb probes will be used to monitor student progress for those in special education and/or RTI programs in grades K-5.	Academic Support Program	08/10/2016	05/18/2017	$4000	Assistant Superintendent of Teaching and Learning; Director of Special Education

Benchmark assessment	District will provide a universal benchmark assessment system and progress monitoring system for tier status students. District will review programs for effectiveness and impact. Current programs: MAP, AIMSweb	Academic Support Program	08/10/2016	05/18/2017	$4000	Assistant Superintendent of Teaching and Learning; Director of Special Education
Accelerated Reader program	AR program will be used for Kindergarten - 12th grade students to supplement and support reading instruction as part of ELA curriculum; professional learning will also be provided.	Academic Support Program	08/10/2016	05/18/2017	$4150	Assistant Superintendent of Teaching and Learning; School Administration; Media Specialists
Math fact fluency	District will monitor and provide resources, as available and as needed, for implementation of programs for math fact fluency (i.e. FASTTmath, Xtra Math, etc.).	Academic Support Program	08/10/2016	05/18/2017	$40000	Assistant Superintendent of Teaching and Learning; Director of Instructional Technology
Supplemental Math Programs	District will monitor research-based supplemental math and intervention materials to be used district wide. (i.e. AM, Coach, STAR Math, COMPASS, SRA Corrective Math, Number World, FASTT Math, Math in Focus, Every Day Counts, AIMSweb, Study Island Creative Curriculum, Scootpad, Prodigy math) District will financially support, as applicable and as available, district required programs.	Academic Support Program	08/10/2016	05/18/2017	$100000	Assistant Superintendent of Teaching and Learning
				Total	$2386191	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Constructed response modeling	Elementary/Middle school teachers, school leaders and/or district leaders will model Extended Response Questions and On Demand Writing with classes at all levels to make sure students in 3rd-8th grades are hearing a consistent message with respect to expectations for ERQs and ODW. If school or district leaders conduct modeling sessions, they will then return to the same classes and observe classroom teachers as they model another ERQ or ODW with the same students.	Direct Instruction	08/10/2016	05/18/2017	$0	Elementary and middle school administration, district instructional team

Secondary formative assessment	Continue to enhance and refine middle and high school curriculum to go beyond current common summative assessments in core subjects to refine common formative assessments within units.	Academic Support Program	08/10/2016	05/18/2017	$0	Middle and high school administration, instructional coaches, district administration
Instructional Coaching	Identify research-based instructional strategies and use coaching strategies to increase teacher effectiveness/efficacy.	Professional Learning	08/10/2016	05/18/2017	$0	District administration, school administration
Middle School Math scheduling	Students in grades 6-8 will receive 84 minutes of math instruction.	Direct Instruction	08/10/2016	05/18/2017	$0	Middle school administration
Promoting high school opportunities	Continue public relations activities with elementary and middle school students about CTE opportunities at the high school by conducting CTE tours, elementary career fairs, being guest speakers at the middle schools, hosting parent nights for incoming freshmen and assisting them with their ILP planning.	Career Preparation/Orientation	08/10/2016	05/18/2017	$0	CTE Unit Principal, elementary and middle school administration and counselors
Reading Committee	Create a district reading committee to evaluate effectiveness of programs and processes in order to improve reading achievement and number of students reading on grade level.	Professional Learning	01/10/2017	05/18/2017	$0	Superintendent, Assistant Superintendent of Teaching and Learning, Director of Special Education, Assistant Superintendent of District Operations and Relations, Director of Assessment and Accountability, School Leadership, Teacher Leadership
Instructional Coaching	Identify research-based instructional strategies and use coaching strategies to increase teacher effectiveness/efficacy;peer observations within schools and in other schools.	Professional Learning	08/10/2016	05/18/2017	$0	District administration, school administration

Strategies	District will continue to ensure that each school implements research-based strategies and curriculum to address needs of gap and tier status students. Schools will submit for review current RTI plans; district RTI plan will be reviewed and updated.	Academic Support Program	08/10/2016	05/18/2017	$0	Assistant Superintendent of Teaching and Learning, Director of Special Education
Analysis of Student Work	Data from analysis of student work will be used to inform instruction and assessment.	Professional Learning	08/10/2016	05/18/2017	$0	Principals, instructional coaches, teachers, district instructional team
Assessments	Timed assessments (MC, SA, ERQ) will be conducted on a monthly basis for middle schools and each marking period for elementary schools.	Direct Instruction	08/10/2016	05/18/2017	$0	Elementary and Middle school administrative staff and teachers; district instructional coaches
Operation Preparation	Conference with each 8th and 10th grader about their ILP, test scores and future aspirations.	Career Preparation/Orientation	08/10/2016	05/18/2017	$0	Assistant Superintendent of Teaching and Learning; secondary administration, secondary counselors
Advanced Placement	HCHS analyze AP data to determine student access and performance on AP exams. HCHS examine NMSI research on best-practice and implement as suggested, with the intention of assuring AP program remains strong and that more students gain access and succeed in AP program.	Professional Learning	08/10/2016	05/18/2017	$0	Assistant Superintendent of Teaching and Learning; HCHS Principals,Counselors, Teachers
Instructional Coaching	Continue research-based instructional strategies and use coaching strategies to increase teacher effectiveness/efficacy.	Direct Instruction	08/10/2016	05/18/2017	$0	Assistant Superintendent of Teaching and Learning
Writing	Monitor writing opportunities for students through the implementation of the K-12 communication folder as required by Senate Bill 1.	Academic Support Program	08/10/2016	05/18/2017	$0	Assistant Superintendent of Teaching and Learning; School Writing Team Leaders

Constructed response modeling	Elementary/Middle school teachers, school leaders and/or district leaders will model Extended Response Questions and On Demand Writing with classes at all levels to make sure students in 3rd-8th grades are hearing a consistent message with respect to expectations for ERQs and ODW.	Direct Instruction	08/10/2016	05/18/2017	$0	Elementary and middle school administration, district instructional team
Data review	School reviews data to analyze gaps in instructional programming for students.	Policy and Process	08/10/2016	05/18/2017	$0	School administration and curriculum coordinators
Behavior Interventions	All schools will continue implementation of a comprehensive behavior RTI system that includes PBIS, TIC, Mental Health First Aid, parent workshops, crisis counseling, Collaborative Partners, behavior charts, etc. As new employees are hired, they will receive comprehensive training in the positive behavior model PBIS (Positive Behavior Intervention System).	Behavioral Support Program	08/10/2016	05/18/2017	$0	Director of Special Education; Assistant Superintendent of Teaching and Learning; District Social Worker
Special Education	Special Education program (with emphasis on co-teaching model) will be implemented with continued monitoring and teacher development and support.	Academic Support Program	08/10/2016	05/18/2017	$0	Director of Special Education
RTI	Conduct RTI sessions with individual students or small student groups as identified by data (MAP, common assessments, teacher enduring skills, observation or administrator observation).	Academic Support Program	08/10/2016	05/18/2017	$0	Assistant Superintendent of Teaching and Learning; school administrators; RTI teams; Title I coordinators
Benchmark Assessments	Formative district benchmarks and ELA common assessments will be administered to monitor curriculum implementation, inform instruction and measure achievement.	Direct Instruction	08/10/2016	05/18/2017	$0	Assistant Superintendent of Teaching and Learning
Advising program	Implement a model for comprehensive school advising that best meets the needs of the students. By collaborating with teachers, community and parents, clear, measurable expectations will be set to assure an effective college and career advising program is in place.	Career Preparation/Orientation	08/10/2016	05/18/2017	$0	Assistant Superintendent of Administration, HCHS Principal, CAS Principal
Literacy Plan	Continue with annual revision, implementation and monitoring of district literacy plan that meets the requirements of Senate Bill 1. This will also include updated literacy plans that schools will incorporate.	Policy and Process	08/10/2016	05/18/2017	$0	Assistant Superintendent of Teaching and Learning

ILP review	Ensure all 6th-12th grade students complete yearly components of ILP. Review ILP with students and parents.	Career Preparation/Orientation	08/10/2016	05/18/2017	$0	Assistant Superintendent of Teaching and Learning; Secondary administration and counselors
Communications Folders	Monitor writing opportunities for students through the implementation of the K-12 communication folder.	Policy and Process	08/10/2016	05/18/2017	$0	Assistant Superintendent of Teaching and Learning, School Writing Team Leaders
Benchmark Assessments	Formative district benchmarks and math common assessments will be administered to monitor curriculum implementation, inform instruction and measure achievement.	Direct Instruction	08/10/2016	05/18/2017	$0	Assistant Superintendent of Teaching and Learning
Benchmark Assessments	Formative district benchmarks and ELA common assessments will be administered to monitor curriculum implementation, inform instruction and measure achievement.	Direct Instruction	08/10/2016	05/18/2017	$0	Assistant Superintendent of Teaching and Learning
Novice Reduction Focus Schools	District and school leadership will continue to work with KDE coach to develop and monitor focus schools' 30-60-90 day plans for specific gap groups and content areas to reduce novice performance.	Policy and Process	08/10/2016	05/18/2017	$0	Assistant Superintendent of Teaching and Learning, Director of Assessment and Accountability, Director of Special Education, School Administration
KDE Training	School and district leadership and teachers will attend professional learning with KDE coaches to learn instructional strategies to assist novice learners and to create novice reduction plans to address specific groups and content areas for their schools. Schools will include Novice Reduction goals in School Improvement Plans.	Professional Learning	09/01/2016	05/18/2017	$0	Assistant Superintendent of Teaching and Learning, Director of Assessment and Accountability, Director of Special Education

Persistence to Graduation Tool	Schools will run Persistence to Graduation (PTG) tool from Infinite Campus to determine which students are at risk of not meeting academic benchmarks or in need of additional supports. Using this report, a team will work with teachers, parents and other stakeholders in implementing and monitoring interventions.	Academic Support Program	08/10/2016	05/18/2017	$0	District Social Worker, school administrative staff, guidance counselors
Persistence to Graduation	Run weekly Early Warning Tool report in IC to identify who is most at risk. Meet with a team to develop targeted interventions to prevent students from dropping out.	Academic Support Program	08/10/2016	05/18/2017	$0	Assistant Superintendent of Teaching and Learning; Assistant Superintendent of Administration; high school administration, RTI staff
Instructional Coaching	Continue research-based instructional strategies and use coaching strategies to increase teacher effectiveness/efficacy.	Direct Instruction	08/10/2016	05/18/2017	$0	Assistant Superintendent of Teaching and Learning
RTI sessions	Conduct weekly RTI sessions with individual student or small student groups as identified by data (MAP, common assessments, teacher observation, or administrative observation).	Academic Support Program	08/10/2016	05/18/2017	$0	School administration and leadership
Secondary Reading & Writing Strategies	Reading and writing strategies, including vocabulary skills, will be taught in all classes. Professional learning in writing for classroom teachers to improve student achievement and writing interventions will be delivered.	Professional Learning	08/10/2016	05/18/2017	$0	Secondary administration, instructional coaches, and teachers
Secondary Reading & Writing Strategies	Reading and writing strategies, including vocabulary skills, will be taught in all classes across content areas. Professional learning in writing for classroom teachers to improve student achievement.	Direct Instruction	08/10/2016	05/18/2017	$0	Secondary administration, instructional coaches, and teachers
High School RTI	High school flexible grouping for RTI services will be based on data collected up to 4 times per quarter.	Academic Support Program	08/10/2016	05/18/2017	$0	High school administration and teachers
Gifted and Talented Plan	District level Gifted and Talented plan to provide direct GT instruction and general education teacher support for GT identified students.	Academic Support Program	08/10/2016	05/18/2017	$0	Assistant Superintendent of Teaching and Learning; Gifted and Talented Coordinator

Professional Learning	KDE professional learning sessions will be provided to teachers in January, February, and March of 2017 on social studies standards and instructional practices.	Professional Learning	01/04/2017	03/30/2017	$0	Assistant Superintendent of Teaching and Learning
Analysis of Student Work	Data from analysis of student work will be used to inform instruction and assessment.	Professional Learning	08/10/2016	05/18/2017	$0	district instructional team, principals, instructional coaches, teachers
Secondary Schools' Communication	Communicate with students and parents to inform them of the need for transitional interventions. Teachers and leaders will monitor student progress and inform parents and students at periodic intervals.	Parent Involvement	08/10/2016	05/18/2017	$0	School administrative staff, guidance counselors, teachers
RTI	Conduct RTI sessions with individual students or small student groups as identified by data (MAP, common assessments, teacher observation or administrator observation). All schools in process of changing RTI approach based on participation in KASA/Solution Tree professional learning in Mike Mattos series.	Academic Support Program	08/10/2016	05/18/2017	$0	Middle School Administration, Teachers
Benchmark assessments	Formative district benchmarks and math common assessments will be administered to monitor curriculum implementation, inform instruction and measure achievement.	Direct Instruction	08/10/2016	05/18/2017	$0	Assistant Superintendent of Teaching and Learning
Novice Reduction Focus School	District and school leadership will continue work for specific gap groups and content areas to reduce novice performance.	Policy and Process	08/10/2016	05/18/2017	$0	District Leadership and School Leadership
Career Pathway	Review career pathways with middle school students so they can make good elective choices when entering high school. Review career pathway information to ensure high school students are aware of the course opportunities (i.e. college application week, KHEAA activities, dual credit, AP and college classes).	Career Preparation/Orientation	08/10/2016	05/18/2017	$0	Secondary administration and counselors
				Total	$0	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ESS	ESS funds, including daytime waivers, will be used to enhance reading and math achievement for identified low-performing students.	Tutoring	08/10/2016	05/18/2017	$198000	Assistant Superintendent of Teaching and Learning
				Total	$198000	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Continue ongoing professional learning aligned with KAS that emphasizes critical and higher order thinking, reading strategies in the content areas and academic vocabulary in instructional practice. Also provide professional development on writing process, on-demand writing, writing to publish, writing to learn and writing to demonstrate learning. Conduct collaborative professional learning with teachers among schools.	Professional Learning	08/10/2016	05/18/2017	$330658	Assistant Superintendent of Teaching and Learning
Professional learning	Provide ongoing professional learning aligned with KCAS that emphasizes critical and higher order thinking and Academic Vocabulary in instructional practice.	Professional Learning	08/10/2016	05/18/2017	$330658	Assistant Superintendent of Teaching and Learning
				Total	$661316	

eRATE

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology support	Continue technology support and maintenance for hardware and software that supports a future ready classroom.	Technology	08/10/2016	05/18/2017	$62000	Director of Technology; Director of Instructional Technology
				Total	$62000	

Career and Technical Education Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
CTE	Career and Technical Education will continue to offer courses in all 15 career pathways so that students can pursue a variety of career majors and earn industry certificates and/or become KOSSA certified.	Career Preparation/Orientation	08/10/2016	05/18/2017	$0	CTE administration and staff
				Total	$0	

Title I Schoolwide

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

Secondary Interventions	Determine options for providing targeted transitional interventions to students who did not meet benchmarks on the ACT test or common formative/summative assessments.	Academic Support Program	08/10/2016	05/18/2017	$20000	School administrative staff, curriculum coordinators, instructional staff
				Total	$20000	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Next Generation Leadership Network	District team of administrators and teachers will collaborate with KDE consultants to determine Problem of Practice and conduct research to determine solutions and implementation of processes to build and maintain capacity.	Professional Learning	07/11/2016	06/30/2017	$5000	Assistant Superintendent of Teaching and Learning; Director of Assessment and Accountability; NGLN Team
				Total	$5000	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Analysis of Student Work	Using GradeCam, data from common formative and summative assessment analysis will be used to inform instruction, assessment, and student achievement.	Professional Learning	08/10/2016	05/18/2017	$7460	Principals, instructional coaches, teachers, district instructional team
Accelerated Reader	Renaissance Learning programs AR and AR 360 will be used for Kindergarten - 12th grade students to supplement and support reading instruction as part of ELA curriculum.	Academic Support Program	08/10/2016	05/18/2017	$10850	Assistant Superintendent of Teaching and Learning, School Administration, Media Specialists

Accelerated Reader program	AR program will be used for Kindergarten - 12th grade students to supplement and support reading instruction as part of ELA curriculum; professional learning will also be provided.	Academic Support Program	08/10/2016	05/18/2017	$10850	Assistant Superintendent of Teaching and Learning; School Administration; Media Specialists
				Total	$29160	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Dual Credit	Promote dual credit to students not currently on the AP track to enhance students' learning and opportunities.	Direct Instruction	08/10/2016	05/18/2017	$81000	Assistant Superintendent of Teaching and Learning; HCHS administration and counselors
Benchmark assessment	District will provide a universal benchmark assessment system and progress monitoring system for tier status students. District will review programs for effectiveness and impact. Current programs: MAP, AIMSweb	Academic Support Program	08/10/2016	05/18/2017	$61187	Assistant Superintendent of Teaching and Learning; Director of Special Education
Reading Supplements	District will continue monitoring research-based supplemental reading and intervention materials to be used district wide. (i.e. AR, Headsprout, STAR, Reading A-Z, LLI, Read 180, System 44, Compass Odyssey, SRA Corrective Reading, SRA Mastery Reading, Failure Free Reading, Study Island, Master the Code, Sing/Spell/Read/Write, etc.) District will financially support, as applicable and as available, district required programs.	Direct Instruction	08/10/2016	05/18/2017	$1300000	Assistant Superintendent of Teaching and Learning; Director of Instructional Technology; Director of Special Education
Common Core Curriculum Resources (KAS)	Monitor and evaluate for effectiveness a common research-based core literacy series that aligns with KAS. Also, continue professional learning among grade levels K-5 so that full implementation and fidelity of instructional program can occur.	Direct Instruction	08/10/2016	05/18/2017	$50000	Assistant Superintendent of Teaching and Learning; Instructional Coaches

College and Career Bound Plan	Implement activities and strategies outlined in the College and Career Bound Plan.	Career Preparation/Orientation	08/10/2016	05/18/2017	$10500	Multicultural Coordinator, Equity Resource Council, School administration
Post-Secondary Plan	All schools will promote the importance of post-secondary readinessas an attainable goal through increased opportunities (i.e. college/industry tours, college/career speakers, college spirit days, etc.) and through participation in the district College Bound Plan.	Career Preparation/Orientation	08/10/2016	05/18/2017	$10500	Multicultural Coordinator, Multicultural Community Liaison, and Equity Resource Council
Technology support	Continue technology support and maintenance for hardware and software that supports a future ready classroom.	Technology	08/10/2016	05/18/2017	$16200	Director of Technology; Director of Instructional Technology
Math in Focus	District will evaluate for effectiveness Math in Focus and Every Day Counts Calendar curricula. As needed and as available, district will provide curriculum resources.	Direct Instruction	08/10/2016	05/18/2017	$80000	Assistant Superintendent of Teaching and Learning
				Total	$1609387	

Perkins

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
CTE	Career and Technical Education will continue to offer courses in all 15 career pathways so that students can pursue a variety of career majors and earn industry certificates and/or become KOSSA certified.	Career Preparation/Orientation	08/10/2016	05/18/2017	$0	CTE administration and staff
Career Academy	Expand a National Career Academy- Info Tech Academy and investigate a STEM K-12 program.	Career Preparation/Orientation	08/10/2016	05/18/2017	$0	CTE staff, district administration
				Total	$0	

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
Common Core Curriculum Resources (KAS)	Monitor and evaluate for effectiveness a common research-based core literacy series that aligns with KAS. Also, continue professional learning among grade levels K-5 so that full implementation and fidelity of instructional program can occur.	Direct Instruction	08/10/2016	05/18/2017	$50000	Assistant Superintendent of Teaching and Learning; Instructional Coaches
Reading Supplements	District will continue monitoring research-based supplemental reading and intervention materials to be used district wide. (i.e. AR, Headsprout, STAR, Reading A-Z, LLI, Read 180, System 44, Compass Odyssey, SRA Corrective Reading, SRA Mastery Reading, Failure Free Reading, Study Island, Master the Code, Sing/Spell/Read/Write, etc.) District will financially support, as applicable and as available, district required programs.	Direct Instruction	08/10/2016	05/18/2017	$1500000	Assistant Superintendent of Teaching and Learning; Director of Instructional Technology; Director of Special Education
Professional Development	Continue ongoing professional learning aligned with KAS that emphasizes critical and higher order thinking, reading strategies in the content areas and academic vocabulary in instructional practice. Also provide professional development on writing process, on-demand writing, writing to publish, writing to learn and writing to demonstrate learning. Conduct collaborative professional learning with teachers among schools.	Professional Learning	08/10/2016	05/18/2017	$330658	Assistant Superintendent of Teaching and Learning
Technology support	Continue technology support and maintenance for hardware and software that supports a future ready classroom.	Technology	08/10/2016	05/18/2017	$78200	Director of Technology; Director of Instructional Technology
Instructional Coaching	Continue research-based instructional strategies and use coaching strategies to increase teacher effectiveness/efficacy.	Direct Instruction	08/10/2016	05/18/2017	$0	Assistant Superintendent of Teaching and Learning
Benchmark Assessments	Formative district benchmarks and ELA common assessments will be administered to monitor curriculum implementation, inform instruction and measure achievement.	Direct Instruction	08/10/2016	05/18/2017	$0	Assistant Superintendent of Teaching and Learning

Analysis of Student Work	Using GradeCam, data from common formative and summative assessment analysis will be used to inform instruction, assessment, and student achievement.	Professional Learning	08/10/2016	05/18/2017	$14920	Principals, instructional coaches, teachers, district instructional team
Literacy Plan	Continue with annual revision, implementation and monitoring of district literacy plan that meets the requirements of Senate Bill 1. This will also include updated literacy plans that schools will incorporate.	Policy and Process	08/10/2016	05/18/2017	$0	Assistant Superintendent of Teaching and Learning
Writing	Monitor writing opportunities for students through the implementation of the K-12 communication folder as required by Senate Bill 1.	Academic Support Program	08/10/2016	05/18/2017	$0	Assistant Superintendent of Teaching and Learning; School Writing Team Leaders
RTI sessions	Conduct weekly RTI sessions with individual student or small student groups as identified by data (MAP, common assessments, teacher observation, or administrative observation).	Academic Support Program	08/10/2016	05/18/2017	$0	School administration and leadership
Accelerated Reader program	AR program will be used for Kindergarten - 12th grade students to supplement and support reading instruction as part of ELA curriculum; professional learning will also be provided.	Academic Support Program	08/10/2016	05/18/2017	$15000	Assistant Superintendent of Teaching and Learning; School Administration; Media Specialists
RTI	Conduct RTI sessions with individual students or small student groups as identified by data (MAP, common assessments, teacher enduring skills, observation or administrator observation).	Academic Support Program	08/10/2016	05/18/2017	$0	Assistant Superintendent of Teaching and Learning; school administrators; RTI teams; Title I coordinators
Professional learning	Provide ongoing professional learning aligned with KCAS that emphasizes critical and higher order thinking and Academic Vocabulary in instructional practice.	Professional Learning	08/10/2016	05/18/2017	$330658	Assistant Superintendent of Teaching and Learning
Instructional Coaching	Identify research-based instructional strategies and use coaching strategies to increase teacher effectiveness/efficacy;peer observations within schools and in other schools.	Professional Learning	08/10/2016	05/18/2017	$0	District administration, school administration

Supplemental Math Programs	District will monitor research-based supplemental math and intervention materials to be used district wide. (i.e. AM, Coach, STAR Math, COMPASS, SRA Corrective Math, Number World, FASTT Math, Math in Focus, Every Day Counts, AIMSweb, Study Island Creative Curriculum, Scootpad, Prodigy math) District will financially support, as applicable and as available, district required programs.	Academic Support Program	08/10/2016	05/18/2017	$100000	Assistant Superintendent of Teaching and Learning
Benchmark assessments	Formative district benchmarks and math common assessments will be administered to monitor curriculum implementation, inform instruction and measure achievement.	Direct Instruction	08/10/2016	05/18/2017	$0	Assistant Superintendent of Teaching and Learning
Analysis of Student Work	Data from analysis of student work will be used to inform instruction and assessment.	Professional Learning	08/10/2016	05/18/2017	$0	Principals, instructional coaches, teachers, district instructional team
Strategies	District will continue to ensure that each school implements research-based strategies and curriculum to address needs of gap and tier status students. Schools will submit for review current RTI plans; district RTI plan will be reviewed and updated.	Academic Support Program	08/10/2016	05/18/2017	$0	Assistant Superintendent of Teaching and Learning, Director of Special Education
Benchmark assessment	District will provide a universal benchmark assessment system and progress monitoring system for tier status students. District will review programs for effectiveness and impact. Current programs: MAP, AIMSweb	Academic Support Program	08/10/2016	05/18/2017	$65187	Assistant Superintendent of Teaching and Learning; Director of Special Education
RTI	All schools will conduct RTI sessions at least weekly with individual students or small student groups as identified by data (MAP, common assessments, teacher or administrative observation).	Academic Support Program	08/18/2016	05/18/2017	$1771711	Classroom teachers, interventionists, Title I staff, instructional coaches, and administration
ESS	ESS funds, including daytime waivers, will be used to enhance reading and math achievement for identified low-performing students.	Tutoring	08/10/2016	05/18/2017	$198000	Assistant Superintendent of Teaching and Learning
Special Education	Special Education program (with emphasis on co-teaching model) will be implemented with continued monitoring and teacher development and support.	Academic Support Program	08/10/2016	05/18/2017	$0	Director of Special Education

Gifted and Talented Plan	District level Gifted and Talented plan to provide direct GT instruction and general education teacher support for GT identified students.	Academic Support Program	08/10/2016	05/18/2017	$0	Assistant Superintendent of Teaching and Learning; Gifted and Talented Coordinator
Post-Secondary Plan	All schools will promote the importance of post-secondary readinessas an attainable goal through increased opportunities (i.e. college/industry tours, college/career speakers, college spirit days, etc.) and through participation in the district College Bound Plan.	Career Preparation/Orientation	08/10/2016	05/18/2017	$10500	Multicultural Coordinator, Multicultural Community Liaison, and Equity Resource Council
Behavior Interventions	All schools will continue implementation of a comprehensive behavior RTI system that includes PBIS, TIC, Mental Health First Aid, parent workshops, crisis counseling, Collaborative Partners, behavior charts, etc. As new employees are hired, they will receive comprehensive training in the positive behavior model PBIS (Positive Behavior Intervention System).	Behavioral Support Program	08/10/2016	05/18/2017	$0	Director of Special Education; Assistant Superintendent of Teaching and Learning; District Social Worker
College and Career Bound Plan	Implement activities and strategies outlined in the College and Career Bound Plan.	Career Preparation/Orientation	08/10/2016	05/18/2017	$10500	Multicultural Coordinator, Equity Resource Council, School administration
Career Academy	Expand a National Career Academy- Info Tech Academy and investigate a STEM K-12 program.	Career Preparation/Orientation	08/10/2016	05/18/2017	$0	CTE staff, district administration
Homeless Program	All students who meet the criteria for homelessness will be provided resources and services as required by the Title X, Part C -McKinney-Vento Homeless Education Assistance Improvement Act. Tutoring, referral to health services, obtaining pertinent student records and helping parents understand rights and linking them to local services.	Academic Support Program	08/10/2016	05/18/2017	$47034	Assistant Superintendent of District Relations and Operations
Instructional Coaching	Continue research-based instructional strategies and use coaching strategies to increase teacher effectiveness/efficacy.	Direct Instruction	08/10/2016	05/18/2017	$0	Assistant Superintendent of Teaching and Learning
Benchmark Assessments	Formative district benchmarks and ELA common assessments will be administered to monitor curriculum implementation, inform instruction and measure achievement.	Direct Instruction	08/10/2016	05/18/2017	$0	Assistant Superintendent of Teaching and Learning

Analysis of Student Work	Using GradeCam, data from common formative and summative assessment analysis will be used to inform instruction, assessment, and student achievement.	Technology	08/10/2016	05/18/2017	$15000	District Instructional Team, Instructional Coaches, Principals, Teachers
Accelerated Reader	Renaissance Learning programs AR and AR 360 will be used for Kindergarten - 12th grade students to supplement and support reading instruction as part of ELA curriculum.	Academic Support Program	08/10/2016	05/18/2017	$14450	Assistant Superintendent of Teaching and Learning, School Administration, Media Specialists
RTI	Conduct RTI sessions with individual students or small student groups as identified by data (MAP, common assessments, teacher observation or administrator observation). All schools in process of changing RTI approach based on participation in KASA/Solution Tree professional learning in Mike Mattos series.	Academic Support Program	08/10/2016	05/18/2017	$0	Middle School Administration, Teachers
Instructional Coaching	Identify research-based instructional strategies and use coaching strategies to increase teacher effectiveness/efficacy.	Professional Learning	08/10/2016	05/18/2017	$0	District administration, school administration
Supplemental Math Programs	District will monitor research-based supplemental math and intervention materials to be used district wide. (i.e. AM, Coach, STAR Math, COMPASS, SRA Corrective Math, Number World, FASTT Math, Math in Focus, Every Day Counts, AIMSweb, Study Island Creative Curriculum) District will financially support, as applicable and as available, district required programs.	Academic Support Program	08/10/2016	05/18/2017	$100000	Assistant Superintendent of Teaching and Learning
Benchmark Assessments	Formative district benchmarks and math common assessments will be administered to monitor curriculum implementation, inform instruction and measure achievement.	Direct Instruction	08/10/2016	05/18/2017	$0	Assistant Superintendent of Teaching and Learning
Analysis of Student Work	Data from analysis of student work will be used to inform instruction and assessment.	Professional Learning	08/10/2016	05/18/2017	$0	district instructional team, principals, instructional coaches, teachers

KDE Training	School and district leadership and teachers will attend professional learning with KDE coaches to learn instructional strategies to assist novice learners and to create novice reduction plans to address specific groups and content areas for their schools. Schools will include Novice Reduction goals in School Improvement Plans.	Professional Learning	09/01/2016	05/18/2017	$0	Assistant Superintendent of Teaching and Learning, Director of Assessment and Accountability, Director of Special Education
Communications Folders	Monitor writing opportunities for students through the implementation of the K-12 communication folder.	Policy and Process	08/10/2016	05/18/2017	$0	Assistant Superintendent of Teaching and Learning, School Writing Team Leaders
Professional Learning	KDE professional learning sessions will be provided to teachers in January, February, and March of 2017 on social studies standards and instructional practices.	Professional Learning	01/04/2017	03/30/2017	$0	Assistant Superintendent of Teaching and Learning
Reading Committee	Create a district reading committee to evaluate effectiveness of programs and processes in order to improve reading achievement and number of students reading on grade level.	Professional Learning	01/10/2017	05/18/2017	$0	Superintendent, Assistant Superintendent of Teaching and Learning, Director of Special Education, Assistant Superintendent of District Operations and Relations, Director of Assessment and Accountability, School Leadership, Teacher Leadership

Next Generation Leadership Network	District team of administrators and teachers will collaborate with KDE consultants to determine Problem of Practice and conduct research to determine solutions and implementation of processes to build and maintain capacity.	Professional Learning	07/11/2016	06/30/2017	$5000	Assistant Superintendent of Teaching and Learning; Director of Assessment and Accountability; NGLN Team
				Total	**$4656818**	

Spottsville Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Assessments	Timed assessments (MC, SA, ERQ) will be conducted on a monthly basis for middle schools and each marking period for elementary schools.	Direct Instruction	08/10/2016	05/18/2017	$0	Elementary and Middle school administrative staff and teachers; district instructional coaches
Constructed response modeling	Elementary/Middle school teachers, school leaders and/or district leaders will model Extended Response Questions and On Demand Writing with classes at all levels to make sure students in 3rd-8th grades are hearing a consistent message with respect to expectations for ERQs and ODW.	Direct Instruction	08/10/2016	05/18/2017	$0	Elementary and middle school administration, district instructional team
Math in Focus	District will evaluate for effectiveness Math in Focus and Every Day Counts Calendar curricula. As needed and as available, district will provide curriculum resources.	Direct Instruction	08/10/2016	05/18/2017	$80000	Assistant Superintendent of Teaching and Learning
Renaissance Learning	District will monitor implementation of STAR Math and Accelerated Math. District will provide, as needed and as available, resources as well.	Academic Support Program	08/10/2016	05/18/2017	$48135	Assistant Superintendent of Teaching and Learning; Director of Instruction
Math fact fluency	District will monitor and provide resources, as available and as needed, for implementation of programs for math fact fluency (i.e. FASTTmath, Xtra Math, etc.).	Academic Support Program	08/10/2016	05/18/2017	$40000	Assistant Superintendent of Teaching and Learning; Director of Instructional Technology

AIMSweb	AIMSweb probes will be used to monitor student progress for those in special education and/or RTI programs in grades K-5.	Academic Support Program	08/10/2016	05/18/2017	$4000	Assistant Superintendent of Teaching and Learning; Director of Special Education
Promoting high school opportunities	Continue public relations activities with elementary and middle school students about CTE opportunities at the high school by conducting CTE tours, elementary career fairs, being guest speakers at the middle schools, hosting parent nights for incoming freshmen and assisting them with their ILP planning.	Career Preparation/Orientation	08/10/2016	05/18/2017	$0	CTE Unit Principal, elementary and middle school administration and counselors
Renaissance Learning	District will monitor implementation of STAR Math and Accelerated Math. District will provide, as needed and as available, resources.	Academic Support Program	08/10/2016	05/18/2017	$48135	Assistant Superintendent of Teaching and Learning
Math fact fluency	District will provide resources, as available and as needed, for implementation of programs for math fact fluency (i.e. FASTTmath, Xtra Math, etc.).	Academic Support Program	08/10/2016	05/18/2017	$40000	Assistant Superintendent of Teaching and Learning, Director of Instructional Technology
Constructed response modeling	Elementary/Middle school teachers, school leaders and/or district leaders will model Extended Response Questions and On Demand Writing with classes at all levels to make sure students in 3rd-8th grades are hearing a consistent message with respect to expectations for ERQs and ODW. If school or district leaders conduct modeling sessions, they will then return to the same classes and observe classroom teachers as they model another ERQ or ODW with the same students.	Direct Instruction	08/10/2016	05/18/2017	$0	Elementary and middle school administration, district instructional team
				Total	$260270	

South Heights Elementary School

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

Assessments	Timed assessments (MC, SA, ERQ) will be conducted on a monthly basis for middle schools and each marking period for elementary schools.	Direct Instruction	08/10/2016	05/18/2017	$0	Elementary and Middle school administrative staff and teachers; district instructional coaches
Constructed response modeling	Elementary/Middle school teachers, school leaders and/or district leaders will model Extended Response Questions and On Demand Writing with classes at all levels to make sure students in 3rd-8th grades are hearing a consistent message with respect to expectations for ERQs and ODW.	Direct Instruction	08/10/2016	05/18/2017	$0	Elementary and middle school administration, district instructional team
Math in Focus	District will evaluate for effectiveness Math in Focus and Every Day Counts Calendar curricula. As needed and as available, district will provide curriculum resources.	Direct Instruction	08/10/2016	05/18/2017	$80000	Assistant Superintendent of Teaching and Learning
Renaissance Learning	District will monitor implementation of STAR Math and Accelerated Math. District will provide, as needed and as available, resources as well.	Academic Support Program	08/10/2016	05/18/2017	$48135	Assistant Superintendent of Teaching and Learning; Director of Instruction
Math fact fluency	District will monitor and provide resources, as available and as needed, for implementation of programs for math fact fluency (i.e. FASTTmath, Xtra Math, etc.).	Academic Support Program	08/10/2016	05/18/2017	$40000	Assistant Superintendent of Teaching and Learning; Director of Instructional Technology
AIMSweb	AIMSweb probes will be used to monitor student progress for those in special education and/or RTI programs in grades K-5.	Academic Support Program	08/10/2016	05/18/2017	$4000	Assistant Superintendent of Teaching and Learning; Director of Special Education
Promoting high school opportunities	Continue public relations activities with elementary and middle school students about CTE opportunities at the high school by conducting CTE tours, elementary career fairs, being guest speakers at the middle schools, hosting parent nights for incoming freshmen and assisting them with their ILP planning.	Career Preparation/Orientation	08/10/2016	05/18/2017	$0	CTE Unit Principal, elementary and middle school administration and counselors

Renaissance Learning	District will monitor implementation of STAR Math and Accelerated Math. District will provide, as needed and as available, resources.	Academic Support Program	08/10/2016	05/18/2017	$48135	Assistant Superintendent of Teaching and Learning
Math fact fluency	District will provide resources, as available and as needed, for implementation of programs for math fact fluency (i.e. FASTTmath, Xtra Math, etc.).	Academic Support Program	08/10/2016	05/18/2017	$40000	Assistant Superintendent of Teaching and Learning, Director of Instructional Technology
Constructed response modeling	Elementary/Middle school teachers, school leaders and/or district leaders will model Extended Response Questions and On Demand Writing with classes at all levels to make sure students in 3rd-8th grades are hearing a consistent message with respect to expectations for ERQs and ODW. If school or district leaders conduct modeling sessions, they will then return to the same classes and observe classroom teachers as they model another ERQ or ODW with the same students.	Direct Instruction	08/10/2016	05/18/2017	$0	Elementary and middle school administration, district instructional team
				Total	$260270	

Niagara Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Assessments	Timed assessments (MC, SA, ERQ) will be conducted on a monthly basis for middle schools and each marking period for elementary schools.	Direct Instruction	08/10/2016	05/18/2017	$0	Elementary and Middle school administrative staff and teachers; district instructional coaches
Constructed response modeling	Elementary/Middle school teachers, school leaders and/or district leaders will model Extended Response Questions and On Demand Writing with classes at all levels to make sure students in 3rd-8th grades are hearing a consistent message with respect to expectations for ERQs and ODW.	Direct Instruction	08/10/2016	05/18/2017	$0	Elementary and middle school administration, district instructional team
Math in Focus	District will evaluate for effectiveness Math in Focus and Every Day Counts Calendar curricula. As needed and as available, district will provide curriculum resources.	Direct Instruction	08/10/2016	05/18/2017	$80000	Assistant Superintendent of Teaching and Learning

Renaissance Learning	District will monitor implementation of STAR Math and Accelerated Math. District will provide, as needed and as available, resources as well.	Academic Support Program	08/10/2016	05/18/2017	$48135	Assistant Superintendent of Teaching and Learning; Director of Instruction
Math fact fluency	District will monitor and provide resources, as available and as needed, for implementation of programs for math fact fluency (i.e. FASTTmath, Xtra Math, etc.).	Academic Support Program	08/10/2016	05/18/2017	$40000	Assistant Superintendent of Teaching and Learning; Director of Instructional Technology
AIMSweb	AIMSweb probes will be used to monitor student progress for those in special education and/or RTI programs in grades K-5.	Academic Support Program	08/10/2016	05/18/2017	$4000	Assistant Superintendent of Teaching and Learning; Director of Special Education
Promoting high school opportunities	Continue public relations activities with elementary and middle school students about CTE opportunities at the high school by conducting CTE tours, elementary career fairs, being guest speakers at the middle schools, hosting parent nights for incoming freshmen and assisting them with their ILP planning.	Career Preparation/Orientation	08/10/2016	05/18/2017	$0	CTE Unit Principal, elementary and middle school administration and counselors
Renaissance Learning	District will monitor implementation of STAR Math and Accelerated Math. District will provide, as needed and as available, resources.	Academic Support Program	08/10/2016	05/18/2017	$48135	Assistant Superintendent of Teaching and Learning
Math fact fluency	District will provide resources, as available and as needed, for implementation of programs for math fact fluency (i.e. FASTTmath, Xtra Math, etc.).	Academic Support Program	08/10/2016	05/18/2017	$40000	Assistant Superintendent of Teaching and Learning, Director of Instructional Technology
Constructed response modeling	Elementary/Middle school teachers, school leaders and/or district leaders will model Extended Response Questions and On Demand Writing with classes at all levels to make sure students in 3rd-8th grades are hearing a consistent message with respect to expectations for ERQs and ODW. If school or district leaders conduct modeling sessions, they will then return to the same classes and observe classroom teachers as they model another ERQ or ODW with the same students.	Direct Instruction	08/10/2016	05/18/2017	$0	Elementary and middle school administration, district instructional team
				Total	$260270	

Jefferson Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Assessments	Timed assessments (MC, SA, ERQ) will be conducted on a monthly basis for middle schools and each marking period for elementary schools.	Direct Instruction	08/10/2016	05/18/2017	$0	Elementary and Middle school administrative staff and teachers; district instructional coaches
Constructed response modeling	Elementary/Middle school teachers, school leaders and/or district leaders will model Extended Response Questions and On Demand Writing with classes at all levels to make sure students in 3rd-8th grades are hearing a consistent message with respect to expectations for ERQs and ODW.	Direct Instruction	08/10/2016	05/18/2017	$0	Elementary and middle school administration, district instructional team
Math in Focus	District will evaluate for effectiveness Math in Focus and Every Day Counts Calendar curricula. As needed and as available, district will provide curriculum resources.	Direct Instruction	08/10/2016	05/18/2017	$80000	Assistant Superintendent of Teaching and Learning
Renaissance Learning	District will monitor implementation of STAR Math and Accelerated Math. District will provide, as needed and as available, resources as well.	Academic Support Program	08/10/2016	05/18/2017	$48135	Assistant Superintendent of Teaching and Learning; Director of Instruction
Math fact fluency	District will monitor and provide resources, as available and as needed, for implementation of programs for math fact fluency (i.e. FASTTmath, Xtra Math, etc.).	Academic Support Program	08/10/2016	05/18/2017	$40000	Assistant Superintendent of Teaching and Learning; Director of Instructional Technology
AIMSweb	AIMSweb probes will be used to monitor student progress for those in special education and/or RTI programs in grades K-5.	Academic Support Program	08/10/2016	05/18/2017	$4000	Assistant Superintendent of Teaching and Learning; Director of Special Education

Promoting high school opportunities	Continue public relations activities with elementary and middle school students about CTE opportunities at the high school by conducting CTE tours, elementary career fairs, being guest speakers at the middle schools, hosting parent nights for incoming freshmen and assisting them with their ILP planning.	Career Preparation/Orientation	08/10/2016	05/18/2017	$0	CTE Unit Principal, elementary and middle school administration and counselors
Renaissance Learning	District will monitor implementation of STAR Math and Accelerated Math. District will provide, as needed and as available, resources.	Academic Support Program	08/10/2016	05/18/2017	$48135	Assistant Superintendent of Teaching and Learning
Math fact fluency	District will provide resources, as available and as needed, for implementation of programs for math fact fluency (i.e. FASTTmath, Xtra Math, etc.).	Academic Support Program	08/10/2016	05/18/2017	$40000	Assistant Superintendent of Teaching and Learning, Director of Instructional Technology
Constructed response modeling	Elementary/Middle school teachers, school leaders and/or district leaders will model Extended Response Questions and On Demand Writing with classes at all levels to make sure students in 3rd-8th grades are hearing a consistent message with respect to expectations for ERQs and ODW. If school or district leaders conduct modeling sessions, they will then return to the same classes and observe classroom teachers as they model another ERQ or ODW with the same students.	Direct Instruction	08/10/2016	05/18/2017	$0	Elementary and middle school administration, district instructional team
				Total	$260270	

Henderson County South Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Assessments	Timed assessments (MC, SA, ERQ) will be conducted on a monthly basis for middle schools and each marking period for elementary schools.	Direct Instruction	08/10/2016	05/18/2017	$0	Elementary and Middle school administrative staff and teachers; district instructional coaches

Constructed response modeling	Elementary/Middle school teachers, school leaders and/or district leaders will model Extended Response Questions and On Demand Writing with classes at all levels to make sure students in 3rd-8th grades are hearing a consistent message with respect to expectations for ERQs and ODW.	Direct Instruction	08/10/2016	05/18/2017	$0	Elementary and middle school administration, district instructional team
Secondary Reading & Writing Strategies	Reading and writing strategies, including vocabulary skills, will be taught in all classes across content areas. Professional learning in writing for classroom teachers to improve student achievement.	Direct Instruction	08/10/2016	05/18/2017	$0	Secondary administration, instructional coaches, and teachers
Math in Focus	District will evaluate for effectiveness Math in Focus and Every Day Counts Calendar curricula. As needed and as available, district will provide curriculum resources.	Direct Instruction	08/10/2016	05/18/2017	$80000	Assistant Superintendent of Teaching and Learning
Renaissance Learning	District will monitor implementation of STAR Math and Accelerated Math. District will provide, as needed and as available, resources as well.	Academic Support Program	08/10/2016	05/18/2017	$48135	Assistant Superintendent of Teaching and Learning; Director of Instruction
Middle School Math scheduling	Students in grades 6-8 will receive 84 minutes of math instruction.	Direct Instruction	08/10/2016	05/18/2017	$0	Middle school administration
Secondary formative assessment	Continue to enhance and refine middle and high school curriculum to go beyond current common summative assessments in core subjects to refine common formative assessments within units.	Academic Support Program	08/10/2016	05/18/2017	$0	Middle and high school administration, instructional coaches, district administration
Operation Preparation	Conference with each 8th and 10th grader about their ILP, test scores and future aspirations.	Career Preparation/Orientation	08/10/2016	05/18/2017	$0	Assistant Superintendent of Teaching and Learning; secondary administration, secondary counselors
ILP review	Ensure all 6th-12th grade students complete yearly components of ILP. Review ILP with students and parents.	Career Preparation/Orientation	08/10/2016	05/18/2017	$0	Assistant Superintendent of Teaching and Learning; Secondary administration and counselors

Comprehensive District Improvement Plan

Henderson County

Secondary Interventions	Determine options for providing targeted transitional interventions to students who did not meet benchmarks on the ACT test or common formative/summative assessments.	Academic Support Program	08/10/2016	05/18/2017	$20000	School administrative staff, curriculum coordinators, instructional staff
Secondary Schools' Communication	Communicate with students and parents to inform them of the need for transitional interventions. Teachers and leaders will monitor student progress and inform parents and students at periodic intervals.	Parent Involvement	08/10/2016	05/18/2017	$0	School administrative staff, guidance counselors, teachers
Career Pathway	Review career pathways with middle school students so they can make good elective choices when entering high school. Review career pathway information to ensure high school students are aware of the course opportunities (i.e. college application week, KHEAA activities, dual credit, AP and college classes).	Career Preparation/Orientation	08/10/2016	05/18/2017	$0	Secondary administration and counselors
Promoting high school opportunities	Continue public relations activities with elementary and middle school students about CTE opportunities at the high school by conducting CTE tours, elementary career fairs, being guest speakers at the middle schools, hosting parent nights for incoming freshmen and assisting them with their ILP planning.	Career Preparation/Orientation	08/10/2016	05/18/2017	$0	CTE Unit Principal, elementary and middle school administration and counselors
Constructed response modeling	Elementary/Middle school teachers, school leaders and/or district leaders will model Extended Response Questions and On Demand Writing with classes at all levels to make sure students in 3rd-8th grades are hearing a consistent message with respect to expectations for ERQs and ODW. If school or district leaders conduct modeling sessions, they will then return to the same classes and observe classroom teachers as they model another ERQ or ODW with the same students.	Direct Instruction	08/10/2016	05/18/2017	$0	Elementary and middle school administration, district instructional team
Secondary Reading & Writing Strategies	Reading and writing strategies, including vocabulary skills, will be taught in all classes. Professional learning in writing for classroom teachers to improve student achievement and writing interventions will be delivered.	Professional Learning	08/10/2016	05/18/2017	$0	Secondary administration, instructional coaches, and teachers
				Total	$148135	

Henderson County North Middle School

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

Assessments	Timed assessments (MC, SA, ERQ) will be conducted on a monthly basis for middle schools and each marking period for elementary schools.	Direct Instruction	08/10/2016	05/18/2017	$0	Elementary and Middle school administrative staff and teachers; district instructional coaches
Constructed response modeling	Elementary/Middle school teachers, school leaders and/or district leaders will model Extended Response Questions and On Demand Writing with classes at all levels to make sure students in 3rd-8th grades are hearing a consistent message with respect to expectations for ERQs and ODW.	Direct Instruction	08/10/2016	05/18/2017	$0	Elementary and middle school administration, district instructional team
Secondary Reading & Writing Strategies	Reading and writing strategies, including vocabulary skills, will be taught in all classes across content areas. Professional learning in writing for classroom teachers to improve student achievement.	Direct Instruction	08/10/2016	05/18/2017	$0	Secondary administration, instructional coaches, and teachers
Math in Focus	District will evaluate for effectiveness Math in Focus and Every Day Counts Calendar curricula. As needed and as available, district will provide curriculum resources.	Direct Instruction	08/10/2016	05/18/2017	$80000	Assistant Superintendent of Teaching and Learning
Renaissance Learning	District will monitor implementation of STAR Math and Accelerated Math. District will provide, as needed and as available, resources as well.	Academic Support Program	08/10/2016	05/18/2017	$48135	Assistant Superintendent of Teaching and Learning; Director of Instruction
Middle School Math scheduling	Students in grades 6-8 will receive 84 minutes of math instruction.	Direct Instruction	08/10/2016	05/18/2017	$0	Middle school administration
Secondary formative assessment	Continue to enhance and refine middle and high school curriculum to go beyond current common summative assessments in core subjects to refine common formative assessments within units.	Academic Support Program	08/10/2016	05/18/2017	$0	Middle and high school administration, instructional coaches, district administration
Operation Preparation	Conference with each 8th and 10th grader about their ILP, test scores and future aspirations.	Career Preparation/Orientation	08/10/2016	05/18/2017	$0	Assistant Superintendent of Teaching and Learning; secondary administration, secondary counselors

ILP review	Ensure all 6th-12th grade students complete yearly components of ILP. Review ILP with students and parents.	Career Preparation/Orientation	08/10/2016	05/18/2017	$0	Assistant Superintendent of Teaching and Learning; Secondary administration and counselors
Secondary Interventions	Determine options for providing targeted transitional interventions to students who did not meet benchmarks on the ACT test or common formative/summative assessments.	Academic Support Program	08/10/2016	05/18/2017	$20000	School administrative staff, curriculum coordinators, instructional staff
Secondary Schools' Communication	Communicate with students and parents to inform them of the need for transitional interventions. Teachers and leaders will monitor student progress and inform parents and students at periodic intervals.	Parent Involvement	08/10/2016	05/18/2017	$0	School administrative staff, guidance counselors, teachers
Career Pathway	Review career pathways with middle school students so they can make good elective choices when entering high school. Review career pathway information to ensure high school students are aware of the course opportunities (i.e. college application week, KHEAA activities, dual credit, AP and college classes).	Career Preparation/Orientation	08/10/2016	05/18/2017	$0	Secondary administration and counselors
Promoting high school opportunities	Continue public relations activities with elementary and middle school students about CTE opportunities at the high school by conducting CTE tours, elementary career fairs, being guest speakers at the middle schools, hosting parent nights for incoming freshmen and assisting them with their ILP planning.	Career Preparation/Orientation	08/10/2016	05/18/2017	$0	CTE Unit Principal, elementary and middle school administration and counselors
Constructed response modeling	Elementary/Middle school teachers, school leaders and/or district leaders will model Extended Response Questions and On Demand Writing with classes at all levels to make sure students in 3rd-8th grades are hearing a consistent message with respect to expectations for ERQs and ODW. If school or district leaders conduct modeling sessions, they will then return to the same classes and observe classroom teachers as they model another ERQ or ODW with the same students.	Direct Instruction	08/10/2016	05/18/2017	$0	Elementary and middle school administration, district instructional team
Secondary Reading & Writing Strategies	Reading and writing strategies, including vocabulary skills, will be taught in all classes. Professional learning in writing for classroom teachers to improve student achievement and writing interventions will be delivered.	Professional Learning	08/10/2016	05/18/2017	$0	Secondary administration, instructional coaches, and teachers
				Total	$148135	

Henderson County High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Secondary Reading & Writing Strategies	Reading and writing strategies, including vocabulary skills, will be taught in all classes across content areas. Professional learning in writing for classroom teachers to improve student achievement.	Direct Instruction	08/10/2016	05/18/2017	$0	Secondary administration, instructional coaches, and teachers
Secondary formative assessment	Continue to enhance and refine middle and high school curriculum to go beyond current common summative assessments in core subjects to refine common formative assessments within units.	Academic Support Program	08/10/2016	05/18/2017	$0	Middle and high school administration, instructional coaches, district administration
High School RTI	High school flexible grouping for RTI services will be based on data collected up to 4 times per quarter.	Academic Support Program	08/10/2016	05/18/2017	$0	High school administration and teachers
Operation Preparation	Conference with each 8th and 10th grader about their ILP, test scores and future aspirations.	Career Preparation/Orientation	08/10/2016	05/18/2017	$0	Assistant Superintendent of Teaching and Learning; secondary administration, secondary counselors
ILP review	Ensure all 6th-12th grade students complete yearly components of ILP. Review ILP with students and parents.	Career Preparation/Orientation	08/10/2016	05/18/2017	$0	Assistant Superintendent of Teaching and Learning; Secondary administration and counselors
Advanced Placement	HCHS analyze AP data to determine student access and performance on AP exams. HCHS examine NMSI research on best-practice and implement as suggested, with the intention of assuring AP program remains strong and that more students gain access and succeed in AP program.	Professional Learning	08/10/2016	05/18/2017	$0	Assistant Superintendent of Teaching and Learning; HCHS Principals,Counselors, Teachers

Advising program	Implement a model for comprehensive school advising that best meets the needs of the students. By collaborating with teachers, community and parents, clear, measurable expectations will be set to assure an effective college and career advising program is in place.	Career Preparation/Orientation	08/10/2016	05/18/2017	$0	Assistant Superintendent of Administration, HCHS Principal, CAS Principal
Data review	School reviews data to analyze gaps in instructional programming for students.	Policy and Process	08/10/2016	05/18/2017	$0	School administration and curriculum coordinators
Secondary Interventions	Determine options for providing targeted transitional interventions to students who did not meet benchmarks on the ACT test or common formative/summative assessments.	Academic Support Program	08/10/2016	05/18/2017	$20000	School administrative staff, curriculum coordinators, instructional staff
Secondary Schools' Communication	Communicate with students and parents to inform them of the need for transitional interventions. Teachers and leaders will monitor student progress and inform parents and students at periodic intervals.	Parent Involvement	08/10/2016	05/18/2017	$0	School administrative staff, guidance counselors, teachers
Persistence to Graduation Tool	Schools will run Persistence to Graduation (PTG) tool from Infinite Campus to determine which students are at risk of not meeting academic benchmarks or in need of additional supports. Using this report, a team will work with teachers, parents and other stakeholders in implementing and monitoring interventions.	Academic Support Program	08/10/2016	05/18/2017	$0	District Social Worker, school administrative staff, guidance counselors
Career Pathway	Review career pathways with middle school students so they can make good elective choices when entering high school. Review career pathway information to ensure high school students are aware of the course opportunities (i.e. college application week, KHEAA activities, dual credit, AP and college classes).	Career Preparation/Orientation	08/10/2016	05/18/2017	$0	Secondary administration and counselors
CTE	Career and Technical Education will continue to offer courses in all 15 career pathways so that students can pursue a variety of career majors and earn industry certificates and/or become KOSSA certified.	Career Preparation/Orientation	08/10/2016	05/18/2017	$0	CTE administration and staff

Persistence to Graduation	Run weekly Early Warning Tool report in IC to identify who is most at risk. Meet with a team to develop targeted interventions to prevent students from dropping out.	Academic Support Program	08/10/2016	05/18/2017	$0	Assistant Superintendent of Teaching and Learning; Assistant Superintendent of Administration; high school administration, RTI staff
Dual Credit	Promote dual credit to students not currently on the AP track to enhance students' learning and opportunities.	Direct Instruction	08/10/2016	05/18/2017	$81000	Assistant Superintendent of Teaching and Learning; HCHS administration and counselors
Novice Reduction Focus School	District and school leadership will continue work for specific gap groups and content areas to reduce novice performance.	Policy and Process	08/10/2016	05/18/2017	$0	District Leadership and School Leadership
Secondary Reading & Writing Strategies	Reading and writing strategies, including vocabulary skills, will be taught in all classes. Professional learning in writing for classroom teachers to improve student achievement and writing interventions will be delivered.	Professional Learning	08/10/2016	05/18/2017	$0	Secondary administration, instructional coaches, and teachers
Novice Reduction Focus Schools	District and school leadership will continue to work with KDE coach to develop and monitor focus schools' 30-60-90 day plans for specific gap groups and content areas to reduce novice performance.	Policy and Process	08/10/2016	05/18/2017	$0	Assistant Superintendent of Teaching and Learning, Director of Assessment and Accountability, Director of Special Education, School Administration
				Total	$101000	

Henderson County Academy

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

Assessments	Timed assessments (MC, SA, ERQ) will be conducted on a monthly basis for middle schools and each marking period for elementary schools.	Direct Instruction	08/10/2016	05/18/2017	$0	Elementary and Middle school administrative staff and teachers; district instructional coaches
				Total	$0	

East Heights Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Assessments	Timed assessments (MC, SA, ERQ) will be conducted on a monthly basis for middle schools and each marking period for elementary schools.	Direct Instruction	08/10/2016	05/18/2017	$0	Elementary and Middle school administrative staff and teachers; district instructional coaches
Constructed response modeling	Elementary/Middle school teachers, school leaders and/or district leaders will model Extended Response Questions and On Demand Writing with classes at all levels to make sure students in 3rd-8th grades are hearing a consistent message with respect to expectations for ERQs and ODW.	Direct Instruction	08/10/2016	05/18/2017	$0	Elementary and middle school administration, district instructional team
Math in Focus	District will evaluate for effectiveness Math in Focus and Every Day Counts Calendar curricula. As needed and as available, district will provide curriculum resources.	Direct Instruction	08/10/2016	05/18/2017	$80000	Assistant Superintendent of Teaching and Learning
Renaissance Learning	District will monitor implementation of STAR Math and Accelerated Math. District will provide, as needed and as available, resources as well.	Academic Support Program	08/10/2016	05/18/2017	$48135	Assistant Superintendent of Teaching and Learning; Director of Instruction
Math fact fluency	District will monitor and provide resources, as available and as needed, for implementation of programs for math fact fluency (i.e. FASTTmath, Xtra Math, etc.).	Academic Support Program	08/10/2016	05/18/2017	$40000	Assistant Superintendent of Teaching and Learning; Director of Instructional Technology

AIMSweb	AIMSweb probes will be used to monitor student progress for those in special education and/or RTI programs in grades K-5.	Academic Support Program	08/10/2016	05/18/2017	$4000	Assistant Superintendent of Teaching and Learning; Director of Special Education
Promoting high school opportunities	Continue public relations activities with elementary and middle school students about CTE opportunities at the high school by conducting CTE tours, elementary career fairs, being guest speakers at the middle schools, hosting parent nights for incoming freshmen and assisting them with their ILP planning.	Career Preparation/Orientation	08/10/2016	05/18/2017	$0	CTE Unit Principal, elementary and middle school administration and counselors
Renaissance Learning	District will monitor implementation of STAR Math and Accelerated Math. District will provide, as needed and as available, resources.	Academic Support Program	08/10/2016	05/18/2017	$48135	Assistant Superintendent of Teaching and Learning
Math fact fluency	District will provide resources, as available and as needed, for implementation of programs for math fact fluency (i.e. FASTTmath, Xtra Math, etc.).	Academic Support Program	08/10/2016	05/18/2017	$40000	Assistant Superintendent of Teaching and Learning, Director of Instructional Technology
Constructed response modeling	Elementary/Middle school teachers, school leaders and/or district leaders will model Extended Response Questions and On Demand Writing with classes at all levels to make sure students in 3rd-8th grades are hearing a consistent message with respect to expectations for ERQs and ODW. If school or district leaders conduct modeling sessions, they will then return to the same classes and observe classroom teachers as they model another ERQ or ODW with the same students.	Direct Instruction	08/10/2016	05/18/2017	$0	Elementary and middle school administration, district instructional team
				Total	$260270	

Central Academy

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

Assessments	Timed assessments (MC, SA, ERQ) will be conducted on a monthly basis for middle schools and each marking period for elementary schools.	Direct Instruction	08/10/2016	05/18/2017	$0	Elementary and Middle school administrative staff and teachers; district instructional coaches
Constructed response modeling	Elementary/Middle school teachers, school leaders and/or district leaders will model Extended Response Questions and On Demand Writing with classes at all levels to make sure students in 3rd-8th grades are hearing a consistent message with respect to expectations for ERQs and ODW.	Direct Instruction	08/10/2016	05/18/2017	$0	Elementary and middle school administration, district instructional team
Secondary Reading & Writing Strategies	Reading and writing strategies, including vocabulary skills, will be taught in all classes across content areas. Professional learning in writing for classroom teachers to improve student achievement.	Direct Instruction	08/10/2016	05/18/2017	$0	Secondary administration, instructional coaches, and teachers
Math in Focus	District will evaluate for effectiveness Math in Focus and Every Day Counts Calendar curricula. As needed and as available, district will provide curriculum resources.	Direct Instruction	08/10/2016	05/18/2017	$80000	Assistant Superintendent of Teaching and Learning
Secondary formative assessment	Continue to enhance and refine middle and high school curriculum to go beyond current common summative assessments in core subjects to refine common formative assessments within units.	Academic Support Program	08/10/2016	05/18/2017	$0	Middle and high school administration, instructional coaches, district administration
Operation Preparation	Conference with each 8th and 10th grader about their ILP, test scores and future aspirations.	Career Preparation/Orientation	08/10/2016	05/18/2017	$0	Assistant Superintendent of Teaching and Learning; secondary administration, secondary counselors
ILP review	Ensure all 6th-12th grade students complete yearly components of ILP. Review ILP with students and parents.	Career Preparation/Orientation	08/10/2016	05/18/2017	$0	Assistant Superintendent of Teaching and Learning; Secondary administration and counselors

Advising program	Implement a model for comprehensive school advising that best meets the needs of the students. By collaborating with teachers, community and parents, clear, measurable expectations will be set to assure an effective college and career advising program is in place.	Career Preparation/Orientation	08/10/2016	05/18/2017	$0	Assistant Superintendent of Administration, HCHS Principal, CAS Principal
Data review	School reviews data to analyze gaps in instructional programming for students.	Policy and Process	08/10/2016	05/18/2017	$0	School administration and curriculum coordinators
Secondary Interventions	Determine options for providing targeted transitional interventions to students who did not meet benchmarks on the ACT test or common formative/summative assessments.	Academic Support Program	08/10/2016	05/18/2017	$20000	School administrative staff, curriculum coordinators, instructional staff
Secondary Schools' Communication	Communicate with students and parents to inform them of the need for transitional interventions. Teachers and leaders will monitor student progress and inform parents and students at periodic intervals.	Parent Involvement	08/10/2016	05/18/2017	$0	School administrative staff, guidance counselors, teachers
Persistence to Graduation Tool	Schools will run Persistence to Graduation (PTG) tool from Infinite Campus to determine which students are at risk of not meeting academic benchmarks or in need of additional supports. Using this report, a team will work with teachers, parents and other stakeholders in implementing and monitoring interventions.	Academic Support Program	08/10/2016	05/18/2017	$0	District Social Worker, school administrative staff, guidance counselors
Career Pathway	Review career pathways with middle school students so they can make good elective choices when entering high school. Review career pathway information to ensure high school students are aware of the course opportunities (i.e. college application week, KHEAA activities, dual credit, AP and college classes).	Career Preparation/Orientation	08/10/2016	05/18/2017	$0	Secondary administration and counselors
Persistence to Graduation	Run weekly Early Warning Tool report in IC to identify who is most at risk. Meet with a team to develop targeted interventions to prevent students from dropping out.	Academic Support Program	08/10/2016	05/18/2017	$0	Assistant Superintendent of Teaching and Learning; Assistant Superintendent of Administration; high school administration, RTI staff

Constructed response modeling	Elementary/Middle school teachers, school leaders and/or district leaders will model Extended Response Questions and On Demand Writing with classes at all levels to make sure students in 3rd-8th grades are hearing a consistent message with respect to expectations for ERQs and ODW. If school or district leaders conduct modeling sessions, they will then return to the same classes and observe classroom teachers as they model another ERQ or ODW with the same students.	Direct Instruction	08/10/2016	05/18/2017	$0	Elementary and middle school administration, district instructional team
Secondary Reading & Writing Strategies	Reading and writing strategies, including vocabulary skills, will be taught in all classes. Professional learning in writing for classroom teachers to improve student achievement and writing interventions will be delivered.	Professional Learning	08/10/2016	05/18/2017	$0	Secondary administration, instructional coaches, and teachers
				Total	$100000	

Cairo Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Assessments	Timed assessments (MC, SA, ERQ) will be conducted on a monthly basis for middle schools and each marking period for elementary schools.	Direct Instruction	08/10/2016	05/18/2017	$0	Elementary and Middle school administrative staff and teachers; district instructional coaches
Constructed response modeling	Elementary/Middle school teachers, school leaders and/or district leaders will model Extended Response Questions and On Demand Writing with classes at all levels to make sure students in 3rd-8th grades are hearing a consistent message with respect to expectations for ERQs and ODW.	Direct Instruction	08/10/2016	05/18/2017	$0	Elementary and middle school administration, district instructional team
Math in Focus	District will evaluate for effectiveness Math in Focus and Every Day Counts Calendar curricula. As needed and as available, district will provide curriculum resources.	Direct Instruction	08/10/2016	05/18/2017	$80000	Assistant Superintendent of Teaching and Learning
Renaissance Learning	District will monitor implementation of STAR Math and Accelerated Math. District will provide, as needed and as available, resources as well.	Academic Support Program	08/10/2016	05/18/2017	$48135	Assistant Superintendent of Teaching and Learning; Director of Instruction

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math fact fluency	District will monitor and provide resources, as available and as needed, for implementation of programs for math fact fluency (i.e. FASTTmath, Xtra Math, etc.).	Academic Support Program	08/10/2016	05/18/2017	$40000	Assistant Superintendent of Teaching and Learning; Director of Instructional Technology
AIMSweb	AIMSweb probes will be used to monitor student progress for those in special education and/or RTI programs in grades K-5.	Academic Support Program	08/10/2016	05/18/2017	$4000	Assistant Superintendent of Teaching and Learning; Director of Special Education
Promoting high school opportunities	Continue public relations activities with elementary and middle school students about CTE opportunities at the high school by conducting CTE tours, elementary career fairs, being guest speakers at the middle schools, hosting parent nights for incoming freshmen and assisting them with their ILP planning.	Career Preparation/Orientation	08/10/2016	05/18/2017	$0	CTE Unit Principal, elementary and middle school administration and counselors
Renaissance Learning	District will monitor implementation of STAR Math and Accelerated Math. District will provide, as needed and as available, resources.	Academic Support Program	08/10/2016	05/18/2017	$48135	Assistant Superintendent of Teaching and Learning
Math fact fluency	District will provide resources, as available and as needed, for implementation of programs for math fact fluency (i.e. FASTTmath, Xtra Math, etc.).	Academic Support Program	08/10/2016	05/18/2017	$40000	Assistant Superintendent of Teaching and Learning, Director of Instructional Technology
Constructed response modeling	Elementary/Middle school teachers, school leaders and/or district leaders will model Extended Response Questions and On Demand Writing with classes at all levels to make sure students in 3rd-8th grades are hearing a consistent message with respect to expectations for ERQs and ODW. If school or district leaders conduct modeling sessions, they will then return to the same classes and observe classroom teachers as they model another ERQ or ODW with the same students.	Direct Instruction	08/10/2016	05/18/2017	$0	Elementary and middle school administration, district instructional team
				Total	**$260270**	

Bend Gate Elementary School

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

Assessments	Timed assessments (MC, SA, ERQ) will be conducted on a monthly basis for middle schools and each marking period for elementary schools.	Direct Instruction	08/10/2016	05/18/2017	$0	Elementary and Middle school administrative staff and teachers; district instructional coaches
Constructed response modeling	Elementary/Middle school teachers, school leaders and/or district leaders will model Extended Response Questions and On Demand Writing with classes at all levels to make sure students in 3rd-8th grades are hearing a consistent message with respect to expectations for ERQs and ODW.	Direct Instruction	08/10/2016	05/18/2017	$0	Elementary and middle school administration, district instructional team
Math in Focus	District will evaluate for effectiveness Math in Focus and Every Day Counts Calendar curricula. As needed and as available, district will provide curriculum resources.	Direct Instruction	08/10/2016	05/18/2017	$80000	Assistant Superintendent of Teaching and Learning
Renaissance Learning	District will monitor implementation of STAR Math and Accelerated Math. District will provide, as needed and as available, resources as well.	Academic Support Program	08/10/2016	05/18/2017	$48135	Assistant Superintendent of Teaching and Learning; Director of Instruction
Math fact fluency	District will monitor and provide resources, as available and as needed, for implementation of programs for math fact fluency (i.e. FASTTmath, Xtra Math, etc.).	Academic Support Program	08/10/2016	05/18/2017	$40000	Assistant Superintendent of Teaching and Learning; Director of Instructional Technology
AIMSweb	AIMSweb probes will be used to monitor student progress for those in special education and/or RTI programs in grades K-5.	Academic Support Program	08/10/2016	05/18/2017	$4000	Assistant Superintendent of Teaching and Learning; Director of Special Education
Promoting high school opportunities	Continue public relations activities with elementary and middle school students about CTE opportunities at the high school by conducting CTE tours, elementary career fairs, being guest speakers at the middle schools, hosting parent nights for incoming freshmen and assisting them with their ILP planning.	Career Preparation/Orientation	08/10/2016	05/18/2017	$0	CTE Unit Principal, elementary and middle school administration and counselors

Renaissance Learning	District will monitor implementation of STAR Math and Accelerated Math. District will provide, as needed and as available, resources.	Academic Support Program	08/10/2016	05/18/2017	$48135	Assistant Superintendent of Teaching and Learning
Math fact fluency	District will provide resources, as available and as needed, for implementation of programs for math fact fluency (i.e. FASTTmath, Xtra Math, etc.).	Academic Support Program	08/10/2016	05/18/2017	$40000	Assistant Superintendent of Teaching and Learning, Director of Instructional Technology
Constructed response modeling	Elementary/Middle school teachers, school leaders and/or district leaders will model Extended Response Questions and On Demand Writing with classes at all levels to make sure students in 3rd-8th grades are hearing a consistent message with respect to expectations for ERQs and ODW. If school or district leaders conduct modeling sessions, they will then return to the same classes and observe classroom teachers as they model another ERQ or ODW with the same students.	Direct Instruction	08/10/2016	05/18/2017	$0	Elementary and middle school administration, district instructional team
				Total	$260270	

A B Chandler Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Assessments	Timed assessments (MC, SA, ERQ) will be conducted on a monthly basis for middle schools and each marking period for elementary schools.	Direct Instruction	08/10/2016	05/18/2017	$0	Elementary and Middle school administrative staff and teachers; district instructional coaches
Constructed response modeling	Elementary/Middle school teachers, school leaders and/or district leaders will model Extended Response Questions and On Demand Writing with classes at all levels to make sure students in 3rd-8th grades are hearing a consistent message with respect to expectations for ERQs and ODW.	Direct Instruction	08/10/2016	05/18/2017	$0	Elementary and middle school administration, district instructional team
Math in Focus	District will evaluate for effectiveness Math in Focus and Every Day Counts Calendar curricula. As needed and as available, district will provide curriculum resources.	Direct Instruction	08/10/2016	05/18/2017	$80000	Assistant Superintendent of Teaching and Learning

Renaissance Learning	District will monitor implementation of STAR Math and Accelerated Math. District will provide, as needed and as available, resources as well.	Academic Support Program	08/10/2016	05/18/2017	$48135	Assistant Superintendent of Teaching and Learning; Director of Instruction
Math fact fluency	District will monitor and provide resources, as available and as needed, for implementation of programs for math fact fluency (i.e. FASTTmath, Xtra Math, etc.).	Academic Support Program	08/10/2016	05/18/2017	$40000	Assistant Superintendent of Teaching and Learning; Director of Instructional Technology
AIMSweb	AIMSweb probes will be used to monitor student progress for those in special education and/or RTI programs in grades K-5.	Academic Support Program	08/10/2016	05/18/2017	$4000	Assistant Superintendent of Teaching and Learning; Director of Special Education
Promoting high school opportunities	Continue public relations activities with elementary and middle school students about CTE opportunities at the high school by conducting CTE tours, elementary career fairs, being guest speakers at the middle schools, hosting parent nights for incoming freshmen and assisting them with their ILP planning.	Career Preparation/Orientation	08/10/2016	05/18/2017	$0	CTE Unit Principal, elementary and middle school administration and counselors
Renaissance Learning	District will monitor implementation of STAR Math and Accelerated Math. District will provide, as needed and as available, resources.	Academic Support Program	08/10/2016	05/18/2017	$48135	Assistant Superintendent of Teaching and Learning
Math fact fluency	District will provide resources, as available and as needed, for implementation of programs for math fact fluency (i.e. FASTTmath, Xtra Math, etc.).	Academic Support Program	08/10/2016	05/18/2017	$40000	Assistant Superintendent of Teaching and Learning, Director of Instructional Technology
Constructed response modeling	Elementary/Middle school teachers, school leaders and/or district leaders will model Extended Response Questions and On Demand Writing with classes at all levels to make sure students in 3rd-8th grades are hearing a consistent message with respect to expectations for ERQs and ODW. If school or district leaders conduct modeling sessions, they will then return to the same classes and observe classroom teachers as they model another ERQ or ODW with the same students.	Direct Instruction	08/10/2016	05/18/2017	$0	Elementary and middle school administration, district instructional team
				Total	$260270	

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		

Label	Assurance	Response	Comment	Attachment
3.	All teachers in our district including those providing services to private school students are highly qualified.	Yes	no longer applicable	

Label	Assurance	Response	Comment	Attachment
4.	All paraeducators in our district including those providing services to private school students are highly qualified.	Yes	no longer applicable	

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	no longer applicable	

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		

Comprehensive District Improvement Plan

Henderson County

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	no longer applicable regarding highly qualified teachers	

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.	N/A		

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	Parents complete a compact regarding Title I programs/schools.	

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	no longer applicable regarding highly qualified	

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.	N/A		

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.	N/A		

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:

Closing the Gap by 2019 in combined reading and math scores for all students in the non-duplicated gap group - Elementary: Increase from 53.3% in 2016 to 72.9%, Middle: Increase from 52.6% in 2016 to 68.7%, High: Increase from 42.0% in 2016 to 63.8%.

Measurable Objective 1:

demonstrate a proficiency in combined reading and math scores for all students in the non-duplicated gap group by increasing from 53.3% to 62.0% in elementary, 52.6% to 56.2% in middle and 42.0% to 49.3% in high school. by 05/18/2017 as measured by state assessment.

Strategy1:

Response to Intervention - Interventions to help students who need added assistance.

Category: Persistance to Graduation

Research Cited:

Activity - Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District will continue to ensure that each school implements research-based strategies and curriculum to address needs of gap and tier status students. Schools will submit for review current RTI plans; district RTI plan will be reviewed and updated.	Academic Support Program	08/10/2016	05/18/2017	$0 - No Funding Required	Assistant Superintendent of Teaching and Learning, Director of Special Education

Activity - Middle school scheduling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All middle school students will receive 84 minutes each of math and ELA instruction daily.	Direct Instruction	08/10/2015	05/20/2016	$0 - No Funding Required	Middle school principals

Activity - AIMSweb	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
AIMSweb probes will be used to monitor student progress for those in special education and/or RTI programs in grades K-5.	Academic Support Program	08/10/2016	05/18/2017	$4000 - Title I Part A	Assistant Superintendent of Teaching and Learning; Director of Special Education

Comprehensive District Improvement Plan

Henderson County

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ESS funds, including daytime waivers, will be used to enhance reading and math achievement for identified low-performing students.	Tutoring	08/10/2016	05/18/2017	$198000 - State Funds	Assistant Superintendent of Teaching and Learning

Activity - High School RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
High school flexible grouping for RTI services will be based on data collected up to 4 times per quarter.	Academic Support Program	08/10/2016	05/18/2017	$0 - No Funding Required	High school administration and teachers

Activity - Secondary RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation and monitoring of intervention plan for secondary students performing below grade level on assessment benchmarks (ACT state testing; local administration of EXPLORE/PLAN/Cambridge). As needed, provide professional development for secondary staff on successful assessment strategies.	Academic Support Program	08/10/2015	05/20/2016	$0 - No Funding Required	Assistant Superintendent of Teaching and Learning, Instructional Team, Secondary administration

Activity - Name and Claim	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified as performing below grade level (Name and Claim list) will receive intervention through Kentucky Systems of Intervention.	Academic Support Program	08/10/2015	05/20/2016	$800000 - Title I Part A	Assistant Superintendent of Teaching and Learning

Activity - Gifted and Talented Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District level Gifted and Talented plan to provide direct GT instruction and general education teacher support for GT identified students.	Academic Support Program	08/10/2016	05/18/2017	$0 - No Funding Required	Assistant Superintendent of Teaching and Learning; Gifted and Talented Coordinator

Activity - Special Education Evidence-Based Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement research-based instructional strategies, programs, and co-teaching models to determine best practices (such as System 44, Read 180, Kansas Learning Strategies, social skills).	Academic Support Program	08/10/2015	05/20/2016	$0 - IDEA	Director of Special Education; Special Education Teachers

Activity - Intervention activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District will monitor research-based supplemental reading and math intervention materials to be used district wide. District will financially support, as applicable and as available, district required programs.	Academic Support Program	08/10/2015	05/20/2016	$100000 - Title I Part A	Assistant Superintendent of Teaching and Learning

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All schools will conduct RTI sessions at least weekly with individual students or small student groups as identified by data (MAP, common assessments, teacher or administrative observation).	Academic Support Program	08/18/2016	05/18/2017	$1771711 - Title I Part A	Classroom teachers, interventionists, Title I staff, instructional coaches, and administration

Activity - Special Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education program (with emphasis on co-teaching model) will be implemented with continued monitoring and teacher development and support.	Academic Support Program	08/10/2016	05/18/2017	$0 - No Funding Required	Director of Special Education

Activity - District monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District leadership will monitor all schools' academic improvement activities through instructional walkthroughs and data talks.	Academic Support Program	08/10/2015	05/20/2016	$0 - No Funding Required	Assistant Superintendent of Teaching and Learning; Director of Instruction

Activity - Benchmark assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District will provide a universal benchmark assessment system and progress monitoring system for tier status students. District will review programs for effectiveness and impact. Current programs: MAP, AIMSweb	Academic Support Program	08/10/2016	05/18/2017	$4000 - Title I Part A $61187 - General Fund	Assistant Superintendent of Teaching and Learning; Director of Special Education

Activity - Migrant Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All identified Migrant students and families will be provided academic services and family engagement activities as required in the Title 1- Migrant Education Program (MEP) regulations.	Academic Support Program	08/10/2015	05/20/2016	$25807 - Title III - Migrant	Assistant Superintendent of District Relations and Operations; Migrant Advocate/Recruiter

Activity - Special Education Transition Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement and monitor the Special Education Transition Plan to include additional strategies and support to reduce loss of academic and behavioral performance between major transition grades for identified students.	Academic Support Program	08/10/2015	05/20/2016	$0 - IDEA	Director of Special Education

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Activity - Homeless Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students who meet the criteria for homelessness will be provided resources and services as required by the Title X, Part C - McKinney-Vento Homeless Education Assistance Improvement Act. Tutoring, referral to health services, obtaining pertinent student records and helping parents understand rights and linking them to local services.	Academic Support Program	08/10/2016	05/18/2017	$47034 - Other	Assistant Superintendent of District Relations and Operations

Activity - Behavior Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All schools will continue implementation of a comprehensive behavior RTI system that includes PBIS, TIC, Mental Health First Aid, parent workshops, crisis counseling, Collaborative Partners, behavior charts, etc. As new employees are hired, they will receive comprehensive training in the positive behavior model PBIS (Positive Behavior Intervention System).	Behavioral Support Program	08/10/2016	05/18/2017	$0 - No Funding Required	Director of Special Education; Assistant Superintendent of Teaching and Learning; District Social Worker

Activity - Transition Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement and monitor the District Transition Plan to include additional strategies to reduce loss of academic performance between major transition grades.	Academic Support Program	08/10/2015	05/20/2016	$0 - No Funding Required	Director of Instruction

Goal 2:

Post-Secondary Readiness by 2019 - Increase the percentage of students who are post-secondary ready from 81.2% in 2016 to 100% by 2019.

Measurable Objective 1:

collaborate to increase the percentage of students who are post-secondary ready from 81.2% to 83.0% (delivery target is 80.3% which has already been exceeded.) by 05/18/2017 as measured by the Kentucky college and career readiness definition..

Strategy1:

Academic and Career Advising - Work with students to advise them on their post-graduation plans.

Category: Career Readiness Pathways

Research Cited:

Activity - Advising program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement a model for comprehensive school advising that best meets the needs of the students. By collaborating with teachers, community and parents, clear, measurable expectations will be set to assure an effective college and career advising program is in place.	Career Preparation/ Orientation	08/10/2016	05/18/2017	$0 - No Funding Required	Assistant Superintendent of Administration, HCHS Principal, CAS Principal

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conference with each 8th and 10th grader about their ILP, test scores and future aspirations.	Career Preparation/ Orientation	08/10/2016	05/18/2017	$0 - No Funding Required	Assistant Superintendent of Teaching and Learning; secondary administration, secondary counselors

Strategy2:

Targeted Interventions - Targeted interventions to assure each student is on the path to college and career readiness.

Category: Continuous Improvement

Research Cited:

Activity - Persistence to Graduation Tool	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Schools will run Persistence to Graduation (PTG) tool from Infinite Campus to determine which students are at risk of not meeting academic benchmarks or in need of additional supports. Using this report, a team will work with teachers, parents and other stakeholders in implementing and monitoring interventions.	Academic Support Program	08/10/2016	05/18/2017	$0 - No Funding Required	District Social Worker, school administrative staff, guidance counselors

Activity - Data review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School reviews data to analyze gaps in instructional programming for students.	Policy and Process	08/10/2016	05/18/2017	$0 - No Funding Required	School administration and curriculum coordinators

Activity - Secondary Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Determine options for providing targeted transitional interventions to students who did not meet benchmarks on the ACT test or common formative/summative assessments.	Academic Support Program	08/10/2016	05/18/2017	$20000 - Title I Schoolwide	School administrative staff, curriculum coordinators, instructional staff

Activity - Secondary Schools' Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Communicate with students and parents to inform them of the need for transitional interventions. Teachers and leaders will monitor student progress and inform parents and students at periodic intervals.	Parent Involvement	08/10/2016	05/18/2017	$0 - No Funding Required	School administrative staff, guidance counselors, teachers

Strategy3:

PreK-12 College and Career Readiness Culture - Creating a culture where college and career readiness is the expectation upon graduation.

Emphasis does not start merely in high school; rather, it is a belief and process that begins at birth and is reinforced from preschool through grade 12.

Category: Persistance to Graduation

Research Cited:

Activity - College and Career Bound Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement activities and strategies outlined in the College and Career Bound Plan.	Career Preparation/ Orientation	08/10/2016	05/18/2017	$10500 - General Fund	Multicultural Coordinator, Equity Resource Council, School administration

Strategy4:

Acceleration - Accelerating learning so that high school students can earn college credit, take AP classes and/or progress through high

school at an accelerated rate.

Category: Learning Systems

Research Cited:

Activity - Advanced Placement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
HCHS analyze AP data to determine student access and performance on AP exams. HCHS examine NMSI research on best-practice and implement as suggested, with the intention of assuring AP program remains strong and that more students gain access and succeed in AP program.	Professional Learning	08/10/2016	05/18/2017	$0 - No Funding Required	Assistant Superintendent of Teaching and Learning; HCHS Principals,Counselors, Teachers

Activity - Dual Credit	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Promote dual credit to students not currently on the AP track to enhance students' learning and opportunities.	Direct Instruction	08/10/2016	05/18/2017	$81000 - General Fund	Assistant Superintendent of Teaching and Learning; HCHS administration and counselors

Goal 3:

Graduation Rate by 2019 - Increase the cohort graduation rate from 91.1% in 2016 to 94.7% by 2019.

Measurable Objective 1:

collaborate to increase the cohort graduation rate from 91.1% to 92.2% by 05/18/2017 as measured by the Kentucky Cohort Graduation

Rate.

Strategy1:

Targeted Interventions - Identify students at risk of dropping out and work to prevent this from occurring.

Category:

Research Cited:

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Activity - Persistence to Graduation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Run weekly Early Warning Tool report in IC to identify who is most at risk. Meet with a team to develop targeted interventions to prevent students from dropping out.	Academic Support Program	08/10/2016	05/18/2017	$0 - No Funding Required	Assistant Superintendent of Teaching and Learning; Assistant Superintendent of Administration; high school administration, RTI staff

Strategy2:

Academic and Career Advising - Work with students to develop post-graduation plans.

Category: Career Readiness Pathways

Research Cited:

Activity - ILP review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure all 6th-12th grade students complete yearly components of ILP. Review ILP with students and parents.	Career Preparation/ Orientation	08/10/2016	05/18/2017	$0 - No Funding Required	Assistant Superintendent of Teaching and Learning; Secondary administration and counselors

Activity - Promoting high school opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue public relations activities with elementary and middle school students about CTE opportunities at the high school by conducting CTE tours, elementary career fairs, being guest speakers at the middle schools, hosting parent nights for incoming freshmen and assisting them with their ILP planning.	Career Preparation/ Orientation	08/10/2016	05/18/2017	$0 - No Funding Required	CTE Unit Principal, elementary and middle school administration and counselors

Activity - Career Pathway	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review career pathways with middle school students so they can make good elective choices when entering high school. Review career pathway information to ensure high school students are aware of the course opportunities (i.e. college application week, KHEAA activities, dual credit, AP and college classes).	Career Preparation/ Orientation	08/10/2016	05/18/2017	$0 - No Funding Required	Secondary administration and counselors

Strategy3:

Career Readiness Pathways - Offering courses in each of the 15 career pathways.

Category: Career Readiness Pathways

Research Cited:

Activity - Career Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Expand a National Career Academy- Info Tech Academy and investigate a STEM K-12 program.	Career Preparation/ Orientation	08/10/2016	05/18/2017	$0 - Perkins	CTE staff, district administration

Activity - CTE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Career and Technical Education will continue to offer courses in all 15 career pathways so that students can pursue a variety of career majors and earn industry certificates and/or become KOSSA certified.	Career Preparation/ Orientation	08/10/2016	05/18/2017	$0 - Perkins $0 - Career and Technical Education Funds	CTE administration and staff

Goal 4:

All Next Generation Professionals will be effective. This will be accomplished by fully implementing the district evaluation plan that incorporates the TPGES, OPGES, and PPGES system.

Measurable Objective 1:

collaborate to implement staff effectiveness system by 06/30/2017 as measured by completion of all summative certified evaluations..

Strategy1:

District Data Management System - Data management system

Category: Management Systems

Research Cited:

Activity - District Data Management System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize CIITS to input Summary of Evidence for certified staff evaluation and effectiveness system. Implement a district data management system for all components of PGES and incorporate in certified evaluation plan.	Technology	08/01/2016	06/30/2017	$0 - No Funding Required	Assistant Superintendent of Teaching and Learning, Director of Human Resources, Director of Assessment and Accountability, CEP committee

Strategy2:

Evaluation - Implementation of Certified Evaluation Plan

Category: Teacher PGES

Research Cited:

Activity - TPGES	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement the district certified evaluation plan that incorporates the elements of the TPGES/OPGES system including mini observations, peer observations, full observations, professional growth plans, student growth goals and the student voice survey.	Recruitment and Retention	08/10/2016	05/19/2017	$0 - No Funding Required	Principals

Activity - PPGES	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement the district certified evaluation plan that incorporates the elements of the PPGES system including observations, self-reflection, professional growth plans, and ValEd/TELL survey.	Recruitment and Retention	07/01/2016	06/30/2017	$0 - No Funding Required	Superintendent

Activity - OPGES	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement the district certified evaluation plan that incorporates the elements of the OPGES system including observations, self-reflection, professional growth plans, and Student Voice survey data.	Recruitment and Retention	08/10/2016	05/19/2017	$0 - No Funding Required	Principals and district staff

Narrative:

During 2015-16 school year our district with stakeholder input and participation created a strategic plan which addresses human resources and equitable distribution of teachers. We do not have any teachers who are out of field.

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

Goal 1:

Reading by 2019-Elementary and Middle: Increase the proficiency percentage in reading K-PREP scores from 61.2% in 2016 to 77.6%; and from 57.1% to 74.6% respectively High: Increase the percentage proficient in English II EOC from 67.9% to 78.3%.

Measurable Objective 1:

demonstrate a proficiency in elementary reading scores by increasing from 61.2% to 68.6%; in middle school reading scores by increasing from 57.1% to 64.4% and in high school reading scores by increasing from 67.9% to 69.6%. by 05/18/2017 as measured by state assessments..

Strategy1:

ELA standards and curriculum - Implementation and monitoring of KCAS ELA standards instruction.

Category: Learning Systems

Research Cited: based on national Common Core Standards

Activity - Technology support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue technology support and maintenance for hardware and software that supports a future ready classroom.	Technology	08/10/2016	05/18/2017	$16200 - General Fund $62000 - eRATE	Director of Technology; Director of Instructional Technology

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Activity - Literacy Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue with annual revision, implementation and monitoring of district literacy plan that meets the requirements of Senate Bill 1. This will also include updated literacy plans that schools will incorporate.	Policy and Process	08/10/2016	05/18/2017	$0 - No Funding Required	Assistant Superintendent of Teaching and Learning

Activity - Secondary Reading & Writing Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading and writing strategies, including vocabulary skills, will be taught in all classes across content areas. Professional learning in writing for classroom teachers to improve student achievement.	Direct Instruction	08/10/2016	05/18/2017	$0 - No Funding Required	Secondary administration, instructional coaches, and teachers

Activity - Common Core Curriculum Resources (KAS)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor and evaluate for effectiveness a common research-based core literacy series that aligns with KAS. Also, continue professional learning among grade levels K-5 so that full implementation and fidelity of instructional program can occur.	Direct Instruction	08/10/2016	05/18/2017	$50000 - General Fund	Assistant Superintendent of Teaching and Learning; Instructional Coaches

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue ongoing professional learning aligned with KAS that emphasizes critical and higher order thinking, reading strategies in the content areas and academic vocabulary in instructional practice. Also provide professional development on writing process, on-demand writing, writing to publish, writing to learn and writing to demonstrate learning. Conduct collaborative professional learning with teachers among schools.	Professional Learning	08/10/2016	05/18/2017	$330658 - Title II Part A	Assistant Superintendent of Teaching and Learning

Activity - Accelerated Reader program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
AR program will be used for Kindergarten - 12th grade students to supplement and support reading instruction as part of ELA curriculum; professional learning will also be provided.	Academic Support Program	08/10/2016	05/18/2017	$4150 - Title I Part A $10850 - School Council Funds	Assistant Superintendent of Teaching and Learning; School Administration; Media Specialists

Activity - Instructional Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue research-based instructional strategies and use coaching strategies to increase teacher effectiveness/efficacy.	Direct Instruction	08/10/2016	05/18/2017	$0 - No Funding Required	Assistant Superintendent of Teaching and Learning

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Activity - Benchmark Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Formative district benchmarks and ELA common assessments will be administered to monitor curriculum implementation, inform instruction and measure achievement.	Direct Instruction	08/10/2016	05/18/2017	$0 - No Funding Required	Assistant Superintendent of Teaching and Learning

Activity - Analysis of Student Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using GradeCam, data from common formative and summative assessment analysis will be used to inform instruction, assessment, and student achievement.	Professional Learning	08/10/2016	05/18/2017	$7460 - School Council Funds $7460 - Title I Part A	Principals, instructional coaches, teachers, district instructional team

Activity - Constructed response modeling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Elementary/Middle school teachers, school leaders and/or district leaders will model Extended Response Questions and On Demand Writing with classes at all levels to make sure students in 3rd-8th grades are hearing a consistent message with respect to expectations for ERQs and ODW.	Direct Instruction	08/10/2016	05/18/2017	$0 - No Funding Required	Elementary and middle school administration, district instructional team

Activity - Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Timed assessments (MC, SA, ERQ) will be conducted on a monthly basis for middle schools and each marking period for elementary schools.	Direct Instruction	08/10/2016	05/18/2017	$0 - No Funding Required	Elementary and Middle school administrative staff and teachers; district instructional coaches

Activity - Reading Supplements	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District will continue monitoring research-based supplemental reading and intervention materials to be used district wide. (i.e. AR, Headsprout, STAR, Reading A-Z, LLI, Read 180, System 44, Compass Odyssey, SRA Corrective Reading, SRA Mastery Reading, Failure Free Reading, Study Island, Master the Code, Sing/Spell/Read/Write, etc.) District will financially support, as applicable and as available, district required programs.	Direct Instruction	08/10/2016	05/18/2017	$200000 - Title I Part A $1300000 - General Fund	Assistant Superintendent of Teaching and Learning; Director of Instructional Technology; Director of Special Education

Activity - Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor writing opportunities for students through the implementation of the K-12 communication folder as required by Senate Bill 1.	Academic Support Program	08/10/2016	05/18/2017	$0 - No Funding Required	Assistant Superintendent of Teaching and Learning; School Writing Team Leaders

Activity - RTI sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct weekly RTI sessions with individual student or small student groups as identified by data (MAP, common assessments, teacher observation, or administrative observation).	Academic Support Program	08/10/2016	05/18/2017	$0 - No Funding Required	School administration and leadership

Activity - Reading Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create a district reading committee to evaluate effectiveness of programs and processes in order to improve reading achievement and number of students reading on grade level.	Professional Learning	01/10/2017	05/18/2017	$0 - No Funding Required	Superintendent, Assistant Superintendent of Teaching and Learning, Director of Special Education, Assistant Superintendent of District Operations and Relations, Director of Assessment and Accountability, School Leadership, Teacher Leadership

Activity - Next Generation Leadership Network	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District team of administrators and teachers will collaborate with KDE consultants to determine Problem of Practice and conduct research to determine solutions and implementation of processes to build and maintain capacity.	Professional Learning	07/11/2016	06/30/2017	$5000 - Grant Funds	Assistant Superintendent of Teaching and Learning; Director of Assessment and Accountability; NGLN Team

Goal 2:

Closing the Gap by 2019 in combined reading and math scores for all students in the non-duplicated gap group - Elementary: Increase from 53.3% in 2016 to 72.9%, Middle: Increase from 52.6% in 2016 to 68.7%, High: Increase from 42.0% in 2016 to 63.8%.

Measurable Objective 1:

demonstrate a proficiency in combined reading and math scores for all students in the non-duplicated gap group by increasing from 53.3% to 62.0% in elementary, 52.6% to 56.2% in middle and 42.0% to 49.3% in high school. by 05/18/2017 as measured by state assessment.

Strategy1:

Response to Intervention - Interventions to help students who need added assistance.

Category: Persistance to Graduation

Research Cited:

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ESS funds, including daytime waivers, will be used to enhance reading and math achievement for identified low-performing students.	Tutoring	08/10/2016	05/18/2017	$198000 - State Funds	Assistant Superintendent of Teaching and Learning

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Activity - AIMSweb	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
AIMSweb probes will be used to monitor student progress for those in special education and/or RTI programs in grades K-5.	Academic Support Program	08/10/2016	05/18/2017	$4000 - Title I Part A	Assistant Superintendent of Teaching and Learning; Director of Special Education

Activity - Gifted and Talented Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District level Gifted and Talented plan to provide direct GT instruction and general education teacher support for GT identified students.	Academic Support Program	08/10/2016	05/18/2017	$0 - No Funding Required	Assistant Superintendent of Teaching and Learning; Gifted and Talented Coordinator

Activity - Homeless Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students who meet the criteria for homelessness will be provided resources and services as required by the Title X, Part C - McKinney-Vento Homeless Education Assistance Improvement Act. Tutoring, referral to health services, obtaining pertinent student records and helping parents understand rights and linking them to local services.	Academic Support Program	08/10/2016	05/18/2017	$47034 - Other	Assistant Superintendent of District Relations and Operations

Activity - Special Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education program (with emphasis on co-teaching model) will be implemented with continued monitoring and teacher development and support.	Academic Support Program	08/10/2016	05/18/2017	$0 - No Funding Required	Director of Special Education

Activity - Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District will continue to ensure that each school implements research-based strategies and curriculum to address needs of gap and tier status students. Schools will submit for review current RTI plans; district RTI plan will be reviewed and updated.	Academic Support Program	08/10/2016	05/18/2017	$0 - No Funding Required	Assistant Superintendent of Teaching and Learning, Director of Special Education

Activity - Behavior Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All schools will continue implementation of a comprehensive behavior RTI system that includes PBIS, TIC, Mental Health First Aid, parent workshops, crisis counseling, Collaborative Partners, behavior charts, etc. As new employees are hired, they will receive comprehensive training in the positive behavior model PBIS (Positive Behavior Intervention System).	Behavioral Support Program	08/10/2016	05/18/2017	$0 - No Funding Required	Director of Special Education; Assistant Superintendent of Teaching and Learning; District Social Worker

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All schools will conduct RTI sessions at least weekly with individual students or small student groups as identified by data (MAP, common assessments, teacher or administrative observation).	Academic Support Program	08/18/2016	05/18/2017	$1771711 - Title I Part A	Classroom teachers, interventionists, Title I staff, instructional coaches, and administration

Activity - High School RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
High school flexible grouping for RTI services will be based on data collected up to 4 times per quarter.	Academic Support Program	08/10/2016	05/18/2017	$0 - No Funding Required	High school administration and teachers

Activity - Benchmark assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District will provide a universal benchmark assessment system and progress monitoring system for tier status students. District will review programs for effectiveness and impact. Current programs: MAP, AIMSweb	Academic Support Program	08/10/2016	05/18/2017	$4000 - Title I Part A $61187 - General Fund	Assistant Superintendent of Teaching and Learning; Director of Special Education

Goal 3:

Math by 2019 - Elementary: Increase the math proficiency scores from 62.6% in 2016 to 76.9%; Middle: Increase the math proficiency scores from 65.5% in 2016 to 74.7%; High: Increase the math EOC proficient scores from 42.7% in 2015 to 59.5%.

Measurable Objective 1:

demonstrate a proficiency in elementary school math scores by increasing from 62.6% to 67.7%, in middle school math scores by increasing from 65.5% to 66.0.% (delivery target only 64.5%); in high school math scores by increasing from 42.7% to 43.2% by 05/18/2017 as measured by state assessment.

Strategy1:

Math curriculum - Implementation and monitoring of KCAS math standards

Category: Learning Systems

Research Cited: National Common Core Standards

Activity - Math in Focus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District will evaluate for effectiveness Math in Focus and Every Day Counts Calendar curricula. As needed and as available, district will provide curriculum resources.	Direct Instruction	08/10/2016	05/18/2017	$80000 - General Fund	Assistant Superintendent of Teaching and Learning

Activity - Middle School Math scheduling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 6-8 will receive 84 minutes of math instruction.	Direct Instruction	08/10/2016	05/18/2017	$0 - No Funding Required	Middle school administration

Activity - Renaissance Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District will monitor implementation of STAR Math and Accelerated Math. District will provide, as needed and as available, resources as well.	Academic Support Program	08/10/2016	05/18/2017	$48135 - Title I Part A	Assistant Superintendent of Teaching and Learning; Director of Instruction

Activity - Professional learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide ongoing professional learning aligned with KCAS that emphasizes critical and higher order thinking and Academic Vocabulary in instructional practice.	Professional Learning	08/10/2016	05/18/2017	$330658 - Title II Part A	Assistant Superintendent of Teaching and Learning

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct RTI sessions with individual students or small student groups as identified by data (MAP, common assessments, teacher enduring skills, observation or administrator observation).	Academic Support Program	08/10/2016	05/18/2017	$0 - No Funding Required	Assistant Superintendent of Teaching and Learning; school administrators; RTI teams; Title I coordinators

Activity - Math fact fluency	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District will monitor and provide resources, as available and as needed, for implementation of programs for math fact fluency (i.e. FASTTmath, Xtra Math, etc.).	Academic Support Program	08/10/2016	05/18/2017	$40000 - Title I Part A	Assistant Superintendent of Teaching and Learning; Director of Instructional Technology

Activity - Analysis of Student Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data from analysis of student work will be used to inform instruction and assessment.	Professional Learning	08/10/2016	05/18/2017	$0 - No Funding Required	Principals, instructional coaches, teachers, district instructional team

Activity - Instructional Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify research-based instructional strategies and use coaching strategies to increase teacher effectiveness/efficacy;peer observations within schools and in other schools.	Professional Learning	08/10/2016	05/18/2017	$0 - No Funding Required	District administration, school administration

Activity - Benchmark assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Formative district benchmarks and math common assessments will be administered to monitor curriculum implementation, inform instruction and measure achievement.	Direct Instruction	08/10/2016	05/18/2017	$0 - No Funding Required	Assistant Superintendent of Teaching and Learning

Activity - Secondary formative assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to enhance and refine middle and high school curriculum to go beyond current common summative assessments in core subjects to refine common formative assessments within units.	Academic Support Program	08/10/2016	05/18/2017	$0 - No Funding Required	Middle and high school administration, instructional coaches, district administration

Activity - Supplemental Math Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District will monitor research-based supplemental math and intervention materials to be used district wide. (i.e. AM, Coach, STAR Math, COMPASS, SRA Corrective Math, Number World, FASTT Math, Math in Focus, Every Day Counts, AIMSweb, Study Island Creative Curriculum, Scootpad, Prodigy math) District will financially support, as applicable and as available, district required programs.	Academic Support Program	08/10/2016	05/18/2017	$100000 - Title I Part A	Assistant Superintendent of Teaching and Learning

Goal 4:

Post-Secondary Readiness by 2019 - Increase the percentage of students who are post-secondary ready from 81.2% in 2016 to 100% by 2019.

Measurable Objective 1:

collaborate to increase the percentage of students who are post-secondary ready from 81.2% to 83.0% (delivery target is 80.3% which has already been exceeded.) by 05/18/2017 as measured by the Kentucky college and career readiness definition..

Strategy1:

Targeted Interventions - Targeted interventions to assure each student is on the path to college and career readiness.

Category: Continuous Improvement

Research Cited:

Activity - Secondary Schools' Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Communicate with students and parents to inform them of the need for transitional interventions. Teachers and leaders will monitor student progress and inform parents and students at periodic intervals.	Parent Involvement	08/10/2016	05/18/2017	$0 - No Funding Required	School administrative staff, guidance counselors, teachers

Activity - Secondary Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Determine options for providing targeted transitional interventions to students who did not meet benchmarks on the ACT test or common formative/summative assessments.	Academic Support Program	08/10/2016	05/18/2017	$20000 - Title I Schoolwide	School administrative staff, curriculum coordinators, instructional staff

Comprehensive District Improvement Plan

Henderson County

Activity - Data review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School reviews data to analyze gaps in instructional programming for students.	Policy and Process	08/10/2016	05/18/2017	$0 - No Funding Required	School administration and curriculum coordinators

Activity - Persistence to Graduation Tool	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Schools will run Persistence to Graduation (PTG) tool from Infinite Campus to determine which students are at risk of not meeting academic benchmarks or in need of additional supports. Using this report, a team will work with teachers, parents and other stakeholders in implementing and monitoring interventions.	Academic Support Program	08/10/2016	05/18/2017	$0 - No Funding Required	District Social Worker, school administrative staff, guidance counselors

Strategy2:

PreK-12 College and Career Readiness Culture - Creating a culture where college and career readiness is the expectation upon graduation. Emphasis does not start merely in high school; rather, it is a belief and process that begins at birth and is reinforced from preschool through grade 12.

Category: Persistance to Graduation

Research Cited:

Activity - College and Career Bound Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement activities and strategies outlined in the College and Career Bound Plan.	Career Preparation/ Orientation	08/10/2016	05/18/2017	$10500 - General Fund	Multicultural Coordinator, Equity Resource Council, School administration

Strategy3:

Acceleration - Accelerating learning so that high school students can earn college credit, take AP classes and/or progress through high school at an accelerated rate.

Category: Learning Systems

Research Cited:

Activity - Advanced Placement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
HCHS analyze AP data to determine student access and performance on AP exams. HCHS examine NMSI research on best-practice and implement as suggested, with the intention of assuring AP program remains strong and that more students gain access and succeed in AP program.	Professional Learning	08/10/2016	05/18/2017	$0 - No Funding Required	Assistant Superintendent of Teaching and Learning; HCHS Principals,Counselors, Teachers

Activity - Dual Credit	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Promote dual credit to students not currently on the AP track to enhance students' learning and opportunities.	Direct Instruction	08/10/2016	05/18/2017	$81000 - General Fund	Assistant Superintendent of Teaching and Learning; HCHS administration and counselors

Strategy4:

Academic and Career Advising - Work with students to advise them on their post-graduation plans.

Category: Career Readiness Pathways

Research Cited:

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conference with each 8th and 10th grader about their ILP, test scores and future aspirations.	Career Preparation/ Orientation	08/10/2016	05/18/2017	$0 - No Funding Required	Assistant Superintendent of Teaching and Learning; secondary administration, secondary counselors

Activity - Advising program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement a model for comprehensive school advising that best meets the needs of the students. By collaborating with teachers, community and parents, clear, measurable expectations will be set to assure an effective college and career advising program is in place.	Career Preparation/ Orientation	08/10/2016	05/18/2017	$0 - No Funding Required	Assistant Superintendent of Administration, HCHS Principal, CAS Principal

Goal 5:

Graduation Rate by 2019 - Increase the cohort graduation rate from 91.1% in 2016 to 94.7% by 2019.

Measurable Objective 1:

collaborate to increase the cohort graduation rate from 91.1% to 92.2% by 05/18/2017 as measured by the Kentucky Cohort Graduation Rate.

Strategy1:

Academic and Career Advising - Work with students to develop post-graduation plans.

Category: Career Readiness Pathways

Research Cited:

Activity - Career Pathway	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review career pathways with middle school students so they can make good elective choices when entering high school. Review career pathway information to ensure high school students are aware of the course opportunities (i.e. college application week, KHEAA activities, dual credit, AP and college classes).	Career Preparation/ Orientation	08/10/2016	05/18/2017	$0 - No Funding Required	Secondary administration and counselors

Activity - Promoting high school opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue public relations activities with elementary and middle school students about CTE opportunities at the high school by conducting CTE tours, elementary career fairs, being guest speakers at the middle schools, hosting parent nights for incoming freshmen and assisting them with their ILP planning.	Career Preparation/ Orientation	08/10/2016	05/18/2017	$0 - No Funding Required	CTE Unit Principal, elementary and middle school administration and counselors

Activity - ILP review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure all 6th-12th grade students complete yearly components of ILP. Review ILP with students and parents.	Career Preparation/ Orientation	08/10/2016	05/18/2017	$0 - No Funding Required	Assistant Superintendent of Teaching and Learning; Secondary administration and counselors

Strategy2:

Targeted Interventions - Identify students at risk of dropping out and work to prevent this from occurring.

Category:

Research Cited:

Activity - Persistence to Graduation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Run weekly Early Warning Tool report in IC to identify who is most at risk. Meet with a team to develop targeted interventions to prevent students from dropping out.	Academic Support Program	08/10/2016	05/18/2017	$0 - No Funding Required	Assistant Superintendent of Teaching and Learning; Assistant Superintendent of Administration; high school administration, RTI staff

Strategy3:

Career Readiness Pathways - Offering courses in each of the 15 career pathways.

Category: Career Readiness Pathways

Research Cited:

Activity - Career Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Expand a National Career Academy- Info Tech Academy and investigate a STEM K-12 program.	Career Preparation/ Orientation	08/10/2016	05/18/2017	$0 - Perkins	CTE staff, district administration

Activity - CTE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Career and Technical Education will continue to offer courses in all 15 career pathways so that students can pursue a variety of career majors and earn industry certificates and/or become KOSSA certified.	Career Preparation/ Orientation	08/10/2016	05/18/2017	$0 - Career and Technical Education Funds $0 - Perkins	CTE administration and staff

Goal 6:

Novice Reduction: HCS will reduce the percentage of students scoring novice in each accountable content area at each level, (E, M, H) by

50% by 2020 based on state assessment.

Measurable Objective 1:

A 5% increase of All grade students will demonstrate a proficiency by reducing percentage scoring novice at each level (E, M, H) in English Language Arts by 05/18/2017 as measured by state assessment.

Strategy1:

Language Arts Novice Reduction - School leadership will identify novice students. District and school leadership will participate in professional learning provided by KDE coaches and collaborate to develop plans for novice reduction.

Category: Continuous Improvement

Research Cited:

Activity - Novice Reduction Focus Schools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District and school leadership will continue to work with KDE coach to develop and monitor focus schools' 30-60-90 day plans for specific gap groups and content areas to reduce novice performance.	Policy and Process	08/10/2016	05/18/2017	$0 - No Funding Required	Assistant Superintendent of Teaching and Learning, Director of Assessment and Accountability, Director of Special Education, School Administration

Measurable Objective 2:

A 5% increase of All grade students will demonstrate a proficiency by reducing percentage scoring novice at each level (E, M, H) in Mathematics by 05/18/2017 as measured by 2016 state assessment.

Strategy1:

Math Novice Reduction - School leadership will analyze school data to identify students scoring novice. District and school leadership will participate in professional learning provided by KDE coaches then develop and implement plans to reduce novice performance.

Category: Continuous Improvement

Research Cited:

Activity - Instructional Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify research-based instructional strategies and use coaching strategies to increase teacher effectiveness/efficacy.	Professional Learning	08/10/2016	05/18/2017	$0 - No Funding Required	District administration, school administration

Activity - Supplemental Math Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District will monitor research-based supplemental math and intervention materials to be used district wide. (i.e. AM, Coach, STAR Math, COMPASS, SRA Corrective Math, Number World, FASTT Math, Math in Focus, Every Day Counts, AIMSweb, Study Island Creative Curriculum) District will financially support, as applicable and as available, district required programs.	Academic Support Program	08/10/2016	05/18/2017	$100000 - Title I Part A	Assistant Superintendent of Teaching and Learning

Activity - Analysis of Student Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data from analysis of student work will be used to inform instruction and assessment.	Professional Learning	08/10/2016	05/18/2017	$0 - No Funding Required	district instructional team, principals, instructional coaches, teachers

Activity - Benchmark Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Formative district benchmarks and math common assessments will be administered to monitor curriculum implementation, inform instruction and measure achievement.	Direct Instruction	08/10/2016	05/18/2017	$0 - No Funding Required	Assistant Superintendent of Teaching and Learning

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct RTI sessions with individual students or small student groups as identified by data (MAP, common assessments, teacher observation or administrator observation). All schools in process of changing RTI approach based on participation in KASA/Solution Tree professional learning in Mike Mattos series.	Academic Support Program	08/10/2016	05/18/2017	$0 - No Funding Required	Middle School Administration, Teachers

Activity - Renaissance Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District will monitor implementation of STAR Math and Accelerated Math. District will provide, as needed and as available, resources.	Academic Support Program	08/10/2016	05/18/2017	$48135 - Title I Part A	Assistant Superintendent of Teaching and Learning

Activity - Math fact fluency	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District will provide resources, as available and as needed, for implementation of programs for math fact fluency (i.e. FASTTmath, Xtra Math, etc.).	Academic Support Program	08/10/2016	05/18/2017	$40000 - Title I Part A	Assistant Superintendent of Teaching and Learning, Director of Instructional Technology

Measurable Objective 3:

A 5% increase of All grade students will demonstrate a proficiency by reducing percentage scoring novice at each level (E, M, H) in Reading by 05/18/2017 as measured by state assessment.

Strategy1:

Professional Learning - School and district leadership will participate in KDE training on novice reduction. All schools continue to expand

PLC groups to analyze common formative and summative assessments to drive instruction at all levels.

Category: Professional Learning & Support

Research Cited:

Activity - KDE Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School and district leadership and teachers will attend professional learning with KDE coaches to learn instructional strategies to assist novice learners and to create novice reduction plans to address specific groups and content areas for their schools. Schools will include Novice Reduction goals in School Improvement Plans.	Professional Learning	09/01/2016	05/18/2017	$0 - No Funding Required	Assistant Superintendent of Teaching and Learning, Director of Assessment and Accountability, Director of Special Education

Strategy2:

Reading Novice Reduction - School leadership will identify novice students. District and school leadership will participate in professional

learning provided by KDE coaches and collaborate to develop plans for novice reduction.

Category: Continuous Improvement

Research Cited:

Activity - Novice Reduction Focus School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District and school leadership will continue work for specific gap groups and content areas to reduce novice performance.	Policy and Process	08/10/2016	05/18/2017	$0 - No Funding Required	District Leadership and School Leadership

Activity - Analysis of Student Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using GradeCam, data from common formative and summative assessment analysis will be used to inform instruction, assessment, and student achievement.	Technology	08/10/2016	05/18/2017	$15000 - Title I Part A	District Instructional Team, Instructional Coaches, Principals, Teachers

Activity - Benchmark Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Formative district benchmarks and ELA common assessments will be administered to monitor curriculum implementation, inform instruction and measure achievement.	Direct Instruction	08/10/2016	05/18/2017	$0 - No Funding Required	Assistant Superintendent of Teaching and Learning

Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Renaissance Learning programs AR and AR 360 will be used for Kindergarten - 12th grade students to supplement and support reading instruction as part of ELA curriculum.	Academic Support Program	08/10/2016	05/18/2017	$3600 - Title I Part A $10850 - School Council Funds	Assistant Superintendent of Teaching and Learning, School Administration, Media Specialists

Activity - Instructional Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue research-based instructional strategies and use coaching strategies to increase teacher effectiveness/efficacy.	Direct Instruction	08/10/2016	05/18/2017	$0 - No Funding Required	Assistant Superintendent of Teaching and Learning

Measurable Objective 4:

A 5% increase of All grade students will demonstrate a proficiency by reducing percentage scoring novice at each level (E, M, H) in Social Studies by 05/18/2017 as measured by 2016 state assessment.

Strategy1:

Social Studies Novice Reduction - School leadership will identify novice students. District and school leadership will participate in professional learning provided by KDE coaches and collaborate to develop plans for novice reduction.

Category: Continuous Improvement

Research Cited:

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
KDE professional learning sessions will be provided to teachers in January, February, and March of 2017 on social studies standards and instructional practices.	Professional Learning	01/04/2017	03/30/2017	$0 - No Funding Required	Assistant Superintendent of Teaching and Learning

Activity - Novice Reduction Focus School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District and school administration will collaborate with specific goals and activities to address novice reduction.	Academic Support Program	08/10/2016	05/18/2017	$0 - No Funding Required	Assistant Superintendent of Teaching and Learning, Director of Assessment and Accountability, Director of Special Education, School Leadership

Measurable Objective 5:

A 5% increase of All grade students will demonstrate a proficiency by reducing percentage scoring novice at each level (E, M, H) in Writing by 05/18/2017 as measured by 2017 state assessment.

Strategy1:

Writing Novice Reduction - School leadership will identify novice students. District and school leadership will participate in professional learning provided by KDE coaches and collaborate to develop plans for novice reduction.

Category: Continuous Improvement

Research Cited:

Activity - Constructed response modeling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Elementary/Middle school teachers, school leaders and/or district leaders will model Extended Response Questions and On Demand Writing with classes at all levels to make sure students in 3rd-8th grades are hearing a consistent message with respect to expectations for ERQs and ODW. If school or district leaders conduct modeling sessions, they will then return to the same classes and observe classroom teachers as they model another ERQ or ODW with the same students.	Direct Instruction	08/10/2016	05/18/2017	$0 - No Funding Required	Elementary and middle school administration, district instructional team

Activity - Secondary Reading & Writing Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading and writing strategies, including vocabulary skills, will be taught in all classes. Professional learning in writing for classroom teachers to improve student achievement and writing interventions will be delivered.	Professional Learning	08/10/2016	05/18/2017	$0 - No Funding Required	Secondary administration, instructional coaches, and teachers

Activity - Communications Folders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor writing opportunities for students through the implementation of the K-12 communication folder.	Policy and Process	08/10/2016	05/18/2017	$0 - No Funding Required	Assistant Superintendent of Teaching and Learning, School Writing Team Leaders

Narrative:

Our district has created a strategic plan to address areas identified in TELL survey results; in addition our superintendent works with each school administrator to address areas identified in TELL survey results in the Professional Growth Plans.

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?

Description of the School System

Located on the southern bank of the Ohio River in northwest Kentucky, Henderson County Schools educates 7,602 students from preschool through the twelfth grade. 1,200 certified and classified staff support this endeavor throughout Henderson County on 13 school campuses, including a preschool early learning center, 8 elementary schools, 2 middle schools, one comprehensive high school which also houses a career and technical education center, and one alternative learning center for sixth through twelfth grade students including a performance-based program as well.

Henderson County Schools, the only public school district in the county, has four elementary schools located within the city and four located throughout the county, representing the rural areas of Henderson. Henderson County, a "Work Ready Community," partners with Henderson County Schools to advance the career and technical education program. Henderson County Schools is proud to partner with the committed citizens of this community through such organizations as a United Way partnership to host two Toyota Born Learning Academies, the partnership of the career and technical education center with Henderson's industry and businesses, and Henderson Community College for dual credit courses.

DISTRICT PROFILE

ENROLLMENT   7,602
60% Free and Reduced Lunch
81% white, 9% African American, <1% Asian, 4% Hispanic, <1% Hawaiian, <1% American Indian/Alaskan
14.6% Disability

SCHOOL ENROLLMENT
AB Chandler Elementary 327
Bend Gate Elementary 518
Cairo Elementary 305
Central Academy   170
East Heights Elementary 572
Jefferson Elementary 358
Niagara Elementary 324
South Heights Elementary 555
Spottsville Elementary 504
North Middle   828
South Middle   761
Henderson County High 1993
TBJ Early Learning Center 387

Total   7,602

Percentage of Teachers with Masters Degrees: 76%

Percentage of Teachers with a Rank I Degree (30 hours beyond a Master's Degree): 33%

Beginning Teacher's Salary: $35,699

Total Operating Budget $73,908,131

Transportation: Buses cover 8,000 miles daily.

Henderson County Schools employs 569 certified employees and 587 classified employees.

Staff:

Males 233

Females 923

Race (of those who specified):

Hispanic/Latino 6

White 1057

African American 44

Asian 3

American Indian/Alaskan Native 0

Pacific Islander 1

Community Demographics

Henderson, Kentucky has a population of 28,757 people according to the 2010 US Census. The racial makeup of the city is 84.1% White, 11.8% Black or African American, 0.18% Native American, 0.7% Asian, 0.01% Pacific Islander, 0.58% from other races, and 1.04% from two or more races. Hispanics or Latinos of any race are 1.27% of the population.

Of the 11,693 households in Henderson, 29.8% have children under the age of 18 living with them, 45.5% included married couples living together, 14.1% have a female householder with no husband present, and 36.8% are non-families. The age distribution is 23.5% under the age of 18, 9.2% from 18 to 24, 29.5% from 25 to 44, 22.5% from 45 to 64, and 15.3% who are 65 years of age or older. The median age in Henderson is 37 years. For every 100 females there are 89.3 males. For every 100 females age 18 and over, there are 85.3 males.

The median income for a household in the city is $35,790, and the median income for a family is $45,250. Males have a median income of $37,494 versus $27,588 for females. The per capita income for the city is $23,288. About 13.2% of families and 16.5% of the population are below the poverty line, including 24.6% of those under age 18 and 11.3% of those age 65 or over.

Percent Male Full Time Staff 20.32%

Percent Female Full Time Staff 79.68%

Percent Male Part Time Staff 35.02%

Percent Female Full Time Staff 64.98%

Percent Male Total Staff 24.46%

Percent Female Total Staff 75.54%

Percent Hispanic/Latino 0.40%

Percent White 94.75%

Percent Black/African American 4.62%

Percent Asian 0.17%

Percent American Indian/Alaskan Native 0.06%

Henderson has several unique features. The community of Henderson, Kentucky, is in a tri-state area a with Illinois and Indiana; the metropolitan area of Evansville, IN, is only 13 miles away on the northern side of the Ohio River and offers a variety of opportunities for students and citizens, including two Division I colleges and a technical community college. In addition, Henderson has a community college and a regional campus for Murray State University. Henderson is also home to Audubon State Park and the Henderson Fine Arts Center (located on the campus of Henderson Community College). The primary industries in Henderson are manufacturing, trade, transportation, utilities, and service. One challenge our school system has had to address is in regards to our budget; last year we cut over $3 million dollars in order to meet guidelines and restore our contingency fund. This has caused a reduction in staff, both certified and classified.

Another issue that is going to be of tremendous benefit is that our community passed a nickel tax in November 2015. With those monies, we have begun building a new elementary in the community of Spottsville to replace the current structure and also installed LED lighting in several facilities to reduce costs and maintenance. Future plans are to build a new elementary school for Jefferson Elementary as well.

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.

Members of the Board of Education meet at least annually to set goals for the District. Periodically, the Board of Education assesses the progress of each goal and makes modifications as needed. At every board meeting, the goals are placed in front of each board member to remind each of them when making decisions. All decisions are tied to at least one goal during the decision making process.

Mission Statement

The Mission of the Henderson County Schools is to provide extraordinary educational opportunities for every student.

Vision Statement

The vision of Henderson County Schools is to excel as a national innovative leader in education.

Core Values
*Authentic Service to All
*Excellence in All We Do
*Inspire Human Greatness
*Genuine Relationships are the foundation of everything we do
*Cultivate a community where character matters
*Own the Outreach
*Be the change agent

Our Board Goals
1. All Henderson County School District graduates will be college and/or career ready as measured by the
Kentucky college and career readiness definition.
2. Parental and community involvement opportunities will be expanded and created to support the
Henderson County Schools learning community.
3. Henderson County personnel and students will use technology to support learning by gathering information, effectively communicating, and increasing productivity; by understanding safety and ethical/social issues surrounding the use of technology; and by engaging technology for research, inquiry, problem solving, and innovation.
4. Henderson County Schools will provide multiple opportunities for students to successfully become active and productive citizens in their community.
5. Henderson County Schools will demonstrate fiscal responsibility in all allocation of resources provided by the federal, state, county governments, and by the community to increase student achievement measured by per pupil expenditures.

During the 2015-16 school year, our board of education updated our mission. Led by our Superintendent, our stakeholders also revisited our vision statement and provided input through community forums, student forums, and surveys.

In addition, during the 2015-16 school year our superintendent led the creation of our strategic plan to work towards the vision statement; this process included asking students, parents, community members, and school staff for their input. Students were asked these questions: "What is critical to your success after high school?" and "What things in your school help you achieve excellence, explore opportunities, and realize your potential?" We asked our parents and community members, "What three words should describe Henderson County Schools in 2020?"

Several community forums were held where these questions were asked:

"What do we want HCS to look like in 2020?"

"What reputation would it have?"

"What contributions would it make to our students and community?"

"It is 2020...we have achieved our vision. In what ways do we look different?"

The result establishes a focus for all departments which work in unity to achieve our vision. With this strategic plan, we are taking action by accelerating a shift in funding, priorities, and programs system wide to improve outcomes for our students. Our focus is in 5 areas, each driven by one of the Board of Education goals.

Outline of Strategic Plan

1. Henderson County Schools will prepare all students to be post-secondary ready.

2. Henderson County Schools will create future-ready leaders defining Henderson County as a community with the highest level of integrity and innovation.

3. Henderson County Schools will ensure a strong financial structure that guarantees excellence through creativity and innovation.

4. Henderson County Schools will seamlessly partner with families and community organizations through targeted outreach and engagement.

5. Henderson County Schools will sustain an exemplary staff by creating a dynamic and compassionate culture.

Our school system embodies its purpose through a variety of program offerings from preschool through high school in the areas of academics, career and technical pathways, gifted education, special education, co-curricular and extra-curricular activities, athletics, ELL programs, and our homeless/migrant program. Many of our schools are Leader in Me schools, and all of our schools use the Positive Behavior and Interventions System (PBIS).

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.

Notable Achievements and Areas of Improvement

Henderson County Schools continually works to create a standard of excellence throughout every school. For the second consecutive year, we are a "Distinguished" district ranked at the 98th percentile for student performance on the 2015 KPREP assessment. In addition for 2015, we are in the rewards category for being a "High Progress District." Throughout the district, student-centered learning is creating an atmosphere of achievement.

Henderson County Schools built the first stand-alone preschool in the state and through preschool curriculum and partnerships with community agencies like Toyota Born Learning, is creating opportunities for every child from birth to age four to develop an appetite for education. Five of the eight elementary schools throughout the district achieved "Distinguished" status from the 2014 KPREP assessment, along with one of the two middle schools. We also have 3 schools, two elementary and one middle, recognized as Schools of Distinction.

Every school is ranked proficient or higher and also received all points in Program Review.

Seven elementary schools received Leader in Me grants to work toward becoming a Franklin Covey Lighthouse School, of which one elementary school already is.

At the high school Level, 1,200 of the 2,000 enrolled are involved with the career and technical education center, which is in the top 10% of centers in Kentucky and offers all fifteen pathways. The high school also offers 52 dual/college credit courses and 17 advanced placement courses. Our district provides an alternative school as well as a performance-based program for our students who want to graduate and need a different mode to do so. Our graduation rate has maintained at 90.4 percent for 2014 and 2015, and 75.4% of our students are college and/or career ready.

All of these achievements are predicated on the intentional focus of Henderson County School staff on rigor. Through curriculum and instruction, benchmark testing through MAP, Cambridge assessments, and common formative/summative assessments, the bar is set for achievement and success. Another strength of our school system is our Response to Intervention programs at all levels. Comprehensive high school programming offers diversity in education for students. This includes advanced placement and dual/college credit opportunities as well as career and technical educational opportunities in the classroom and through the co-operative program with community businesses.

In addition each of our schools has a curriculum specialist who works with teachers on instructional strategies, data analysis, and professional learning. Instructional time is dedicated to the advancement of students, from the district's commitment to full-day kindergarten to 90 minutes of direct reading instruction at elementary schools and 90 minutes of direct math instruction at the elementary and middle schools. Through RTI (Response to Intervention) and analysis of student work, all students receive individual learning opportunities. The district has also added 10 minutes to each elementary and high school instructional day and 15 minutes to each middle school instructional day.

Henderson County Schools understands the importance to college and career readiness and has implemented a number of programs to

advance that initiative, including Operation Preparation, the College Bound Plan, and college coaches. Through the career and technical education center, 15 pathways offer students a variety of options for college or career.

Through alternative programming, dropout prevention and truancy diversion programs, and staff dedicated to attendance initiatives, Henderson County Schools continues to see its graduation rate increase.

The professional learning of staff dedicated to the education of Henderson students is key to creating an atmosphere of success. Henderson County Schools offers 24 hours of professional development to certified staff along with Professional Learning Community (PLC) training.

In 2014, Henderson County Schools began a district-wide journey by implementing the CATCH (Coordinated Approach to Children's Health) Program at each school. Nutrition and activity curriculum has been woven into the entire school day, developing healthy habits for each child. As we promote physical activity and healthy food choices for our students, families, and community, we are fortunate to partner with the CATCH organization, Methodist Hospital, Healthy Henderson Coalition, and a local Subway franchisee. Bully prevention activities are also implemented in the schools, working to create a safe environment for every student.

Intentional focus on technology will strengthen the digital literacy of all students. Teachers have professional learning opportunities so they may learn how to define, understand and deliver digital learning. Our Board of Education supports our advancements in technology through grant opportunities for teachers as well as a long-range plan to move to 1:1. Access to textbooks, in both hard copy and electronic copy, is a challenge faced year after year as funding shrinks.

Henderson County Schools will continue to improve the transition process from each level beginning in preschool through transition to life beyond high school. The district will strengthen its relationship with the community and continue to promote parental involvement.

As we move forward, Henderson County Schools will need to update or replace its facilities, increase cultural competency, and expand technology innovation.

Additional Information

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

NA