

Perry County Public Schools

District Improvement Plan

Assurances Certification

2011-2012

I certify that to the best of my knowledge, the information contained in the application is correct and complete and that the agency named in this application has authorized me, as its representative, to obligate this agency to conduct any ensuring program or activity in accordance with all applicable Federal and State laws, regulations and specific program assurances contained in the *Kentucky Comprehensive Improvement Planning Guidebook*. It is understood that this application, once posted to our local district server for public access constitutes an offer, and if accepted by the Kentucky Department of Education or negotiated to acceptance, will form a binding agreement.

<i>John Paul Amis</i>	<i>John "Punkin" Combs</i>
Superintendent	Board Chairman

A complete copy of the “Assurances” is available for download from the Kentucky Department of Education’s Comprehensive Improvement Planning Web Page at <http://www.education.ky.gov/KDE/Administrative+Resources/School+Improvement/Comprehensive+Improvement+Planning/default.htm?SUBMIT=Search>

PERRY COUNTY BOARD MEMBERS

BOARD MEMBER	SIGNATURE OF APPROVAL	DISTRICT
Charlene Miller (Vice-Chair)		1#
Debbie Hignite McIntosh		2#
Jerry Wayne Stacy		3#
James Ritchie		4#

**Executive Summary for
Perry County Public Schools'
2011-2012 District Improvement Plan**

Vision, Mission Statement, Parameters

The vision of Perry County Public Schools is to provide a caring and stimulating environment where children will recognize and achieve their fullest potential, so that they can make their best contribution to society.

The mission of Perry County Schools is to educate our students to become productive members of society.

We will . . .

- Not tolerate behavior that diminishes the dignity or self-worth of any individual.
- Always treat students, families, and community members as partners in the educational process.
- Make decisions based on the best interest of students.
- Focus our resources, programs, and practices on accomplishing our mission.
- Provide a safe learning environment throughout the district.
- Hold each individual responsible for his or her actions.
- Not tolerate ineffective performance by students or employees.
- Decisions will be made giving full consideration of the authority of the site-based council and the building principal.

PROCESS USED TO DEVELOP THE DISTRICT IMPROVEMENT PLAN

How were planning and needs assessment committees organized?

The district comprehensive improvement plan committee was organized around the three major groups of standards in the Standards and Indicators for School Improvement; Academic Performance-Standards 1-3, Learning Environment-Standards 4-6, and Efficiency-Standards 7-9. Our district committee members are listed as follows.

Who were members/representative groups who serve on the district CSIP committee?

PCSD 2011

Committee Members:

- 1. Harvey Colwell- DCSIP Chair, Director of Special Education**
- 2. Johnny Wooton- Assistant Superintendent/Personnel Director**
- 3. Cindy Gabbard- Chief Academic Officer**
- 4. Jody Maggard- District Finance Officer**
- 5. Jonathan Jett- Maintenance/Transportation**
- 6. Debbie Hignite-McIntosh- Board Member**
- 7. Timothy Wooton- Buckhorn Assistant Principal**
- 8. Estill Neace- Perry County Central High School Principal**
- 9. Neal Feltner- AB Combs Elementary Principal**
- 10. Scott Brown- Robinson Elementary Principal**
- 11. Eddie Browning- Chavies Elementary Principal**
- 12. Jeff Smith- Community Member/Parent**
- 13. Scott Blank- Student**
- 14. Hillary Tucker- Student**
- 15. Paula Boggs- Teacher @ Buckhorn School**
- 16. Brad Adams- District Curriculum Coach**
- 17. Katrina Jett- Teacher @ Dennis Wooton Elementary**
- 18. Kim Hayes- Teacher @ Perry County Central High School**
- 19. Susie Sizemore- District Preschool/FRYSC/Public Relations**
- 20. Scott Johnson- District Curriculum Coach**
- 21. Jennifer Caudill- District Curriculum Coach**
- 22. Linda Campbell- Director of Food Services**

How were the needs of the school or district determined?

Various data analysis sessions were held at the committee level. Each committee used the data outlined below to determine the needs of the district. Each committee synthesized this data into causes and contributing factors and then into needs. After identifying needs the committee prioritized them in relation to their projected impact on student achievement and priority needs were established.

Staff analyzed and disaggregated the Kentucky Performance Report, the Adequate Yearly Progress Reports from NCLB, Explore, Plan and ACT reports, Discovery Education Probe scores, review of the 2010-2011 DIP, the Strategies and Activities for District Improvement document.

Staff analyzed Emergency Management Reports, School and Parent Surveys, ESS Reports, Highly Qualified Professional Development Reports, Professional Growth Needs, Surveys, review of the 2010-2011 DIP and the Strategies and Activities for District Improvement document.

Staff analyzed the DIP and Implementation and Impact Check Process, Master Schedules, Staff Allocation Reports, Average Daily Attendance Reports, Surveys, review of the 2010-2011 DIP and the Strategies and Activities for District Improvement document.

How were goals and strategies decided upon?

Individual School Improvement Plans were analyzed to determine the steps the district would need to take to support the Goals, Objectives and Strategies and Activities in the school plans. District goals were determined by the amount of growth in student achievement needed to reach an accountability percentage that would help our schools and district achieve state growth targets. The district committee was encouraged to establish objectives that addressed the particular three standards in their part of the District Improvement Plan from the Standards and Indicators for School Improvement. Strategies and activities to meet these objectives had to be research based, proven successful at another school, proven successful in the past in our district or be identified as an instructional best practice and these strategies had to address our priority needs and goals.

How will Improvement Planning be ensured in the future?

Our district sought to involve as many people as possible in the development of this improvement plan. Our committee feels strongly that by including multiple perspectives in the planning for student achievement we would provide ourselves with the greatest opportunity to achieve our goals. Finally, we will continue to report the progress of enacting our plan by use of Implementation and Impact Checks.

COMMUNICATION PLAN

How will the comprehensive school improvement plan and other important information be shared with stakeholders?

In addition to the inclusion of multiple perspectives in the development of the DIP, the district will post the 2011-2012 DIP on the district web page, <http://www.perry.kyschools.us>

Copies of the plan will be sent in email to various KDE offices. District instructional staff will also provide each school in the district and copies made available at the front desk in central office.

How will input continually be gathered from stakeholders?

PCSD 2011

The district will continually be open to suggestion from stakeholders each time the Implementation and Impact Check Sheets are submitted from the committee. District instructional staff will continue to monitor the progress of our schools in the implementation of the 2011-2012 DIP and in their rate of progress toward improving student achievement levels.

Action Component Academic Performance Draft Final

District Name Perry County Public Schools Component Manager Cindy Gabbard/Johnny Wooton/Harvey Colwell

Date : 11/22/2011

Priority Need	Goal (Addresses the Priority Need)
<p>Based on KCCT and AYP data, our district did not meet our Annual Yearly Progress (AYP) in the areas of Reading and Math in White (Non-Hispanic) students, Free and Reduced Lunch students, and students with disabilities.</p> <p>In Reading in 2010, 76.26% of all students scored Proficient and in 2011 that percentage decreased to 70.90%.</p> <p>In Math in 2010, 73.67% of all students scored Proficient and in 2011 that percentage decreased to 68.38%.</p> <p>In 2010 57 students (Graduating Seniors) or 23% graduated college and/or career ready.</p>	<p>By May 2011, 84.35% of all students in the Perry County School District will score Proficient in the area of Reading.</p> <p>By May 2011, 79.89% of all students in the Perry County School District will score Proficient in the area of Math.</p> <p>By May 2011, at least 32% of graduating seniors in the Perry County School District will be either college and/or career ready. The state target or goal is 50% by 2014 and in order to reach this target or goal our district needs to increase by 9% each year.</p>

Causes and Contributing Factors	Objectives with Measures of Success
<p>Students are not achieving at levels commensurate to their peers in reading or mathematics. Contributing factors may include poor attendance or pull-out services that reduce access to the curriculum; learning deficits; over-reliance on modifications, and inadequate hands-on experiences, modeling and quality work samples, real-world relevance, and opportunities to revise work based on descriptive feedback. Teachers may not be adequately prepared to meet the diverse needs in their classrooms.</p> <p>Contributing factors may include instruction that needs to be more rigorous and differentiated, learning targets and formative assessment results that have not been clearly communicated to students, and students not receiving additional instruction on missing content.</p> <p>Contributing factors may include difficulty with reading and interpreting questions, organizing answers, writing clearly with appropriate language and critical vocabulary, and demonstrating the appropriate depth of knowledge. Scores may also suggest inexperience with non-fiction writing as it relates to evaluating, and revising open response questions.</p> <p>Student errors on standardized mathematics tests indicate that students lack understanding of mathematical concepts and reasoning. Contributing factors may include a lack of experience evaluating the reasonableness of an answer, over-reliance on rote memorization, common misconceptions, and limited experience applying math in their daily lives.</p>	<p>Achievement Gap Reduction AP – 1 By May 2012, we will have a consistent monitoring plan for the Response to Intervention System for accelerating the progress of students in the lowest 15% of the district in reading, mathematics, and behavior—as evidenced by progress monitoring of each student and the reduction of Achievement Gaps for Disaggregated groups.</p> <p>Assessment AP – 2 By May 2012, teachers will continue implement formative and summative assessments and provide timely and descriptive feedback for academic growth as evidenced by Teacher Assessment Folders, Discovery Education Probes/screenings.</p> <p>Curriculum and Instruction AP – 3 By May 2012, we will continue to implement research-based core instruction/common core standards for English/Language Arts and Mathematics at elementary, middle, and high school levels –as evidenced by formal walkthroughs (E-Walk) and lesson Plans with improved scores on Discovery Education, K-Prep, and My Reading Coach, curriculum maps, pacing guides, and AYP.</p> <p>AP – 4 By May 2012, we will continue to implement intervention/enrichment practices in response to ongoing formative assessment that ensure students acquire content knowledge including the beginning stages of common assessment district wide –as evidenced by reduced failure rates and higher Discovery Education, K-Prep, and AYP .</p> <p>AP- 5 By May 2012, we will implement intervention/enrichment practices in response to ongoing formative assessment so that students will receive the content knowledge needed as evidence by a reduction in the failure/novice rates and higher Discovery Education, K-Prep, and proficiency in AYP.</p>

Date: 11/15/2011

Public

Private, Non-Profit

Achievement GAP Reduction- The Perry County School District will continue to implement a consistent RTI system to increase the progress of students of the lowest 20% of the district in Reading, Math, and Behavior as evidence by progress monitoring of each student at the school and a reduction of the achievement Gaps for all subgroups.							
Objective Label	Strategy/Activity	Expected Impact in Terms of Student Performance & Classroom Practice	Responsible Person	Start Date	End Date	Resources Needed	Fund Source
AP-1	<p>A Response to Intervention System (RTI), implemented district wide, will analyze data to identify students for assistance and monitor progress during interventions.</p> <p>Reading: Reading Recovery, My Reading Coach, Discovery Education Screenings, Study Island</p> <p>Math: Discovery Education Screenings, Everyday Math, Symphony Math at some schools</p> <p>Needed training will be looked at and provided if determined the need is there.</p>	Students performing in the bottom 20% at their schools for Reading and Math will receive instruction in addition to core instruction that accelerates their learning and determines needs for other services.	Harvey Colwell Brad Adams Principals Teachers	8/3/2011	5/31/2012	Discovery Ed. \$7,000 toward PCCHS (Non-Title 1 School) My reading Coach & Study Island Programs	Rural and Low NA NA
AP – 1b	<p>High-Quality Professional Development Parts of PD will address RTI: RTI policy and process Use of assessment data (Discovery Education, PBIS) to monitor and improve progress. Research-based intervention strategies for Reading, Math, and Behavior.</p>	Teaching and learning will improve based on student progress in Reading, Math, and/or behavior.	Harvey Colwell Principals Brad Adams	9/3/2011	5/31/2012	Discovery Ed. \$2,500 toward PCCHS Staff Training PBIS – SWISS Data/Repo	Rural and Low Rural and Low

						ring \$2,500	
AP - 1c	Implementation will be supported by District cadres, PLCs, common planning times, district PD days, and Dr. Whitaker writing trainings to develop and implement writing program, Program Reviews, School Level PD, along with impact and implementation (I and I's).	Teaching and learning will improve based on student progress in Reading, Math, and/or Behavior.	Harvey Colwell Jennifer Caudill Scott Johnson Brad Adams Cadre Leaders Principals	9/3/2011	5/31/2012	School Level PD offerings Total for district \$16,197 District PD Offerings \$135,366.82	PD Funds Title 1 PD Funds
Assessment, AP – 2 By May 2012, the Perry County School District will continue to use Formative Assessment Practices in order to provide academic growth –as evidenced by reduction in failure/novice rates and higher Discovery Education, K-Prep, and AYP (NCLB) scores and percentage rates.							
AP – 2a	Students acquisition of content knowledge in reading and mathematics using: • Clear learning targets and “I can statements” in all content areas • Timely, descriptive feedback from assessments; and begin implementation of teacher assessment notebooks • Additional instruction on the specific content that has not been mastered along with college and/or career ready and End of Course Assessments. • Additional assessment/instruction over specific content with Program Reviews in Writing, Practical Living, and Arts and Humanities.	Students at all grade levels will have reduced failure/novice rates and demonstrate learning with higher grades and an increase in college and/or career ready through KOSSA, IC-3, and Industry Certificates, Discovery Education, K-Prep, and AYP (NCLB) scores .	Cindy Gabbard Johnny Wooton Harvey Colwell Principals Jennifer Caudill Brad Adams Scott Johnson	Sept. 2011	May 2012	NA	NA
AP – 2b	Assessment will include: • Non-fiction writing: Writing to learn and to demonstrate learning; • Modeling for students to show proficient or distinguished levels (Open response, extended /constructive response, and open ended questions; on-demand writing, essays etc.)	Students at all grade levels will have reduced failure/novice rates and demonstrate learning with higher grades, K-Prep, and AYP (NCLB) scores .	Cindy Gabbard Johnny Wooton Harvey Colwell Scott Johnson Jennifer Caudill Brad Adams Principals	Aug. 2011	May 2012	NA	NA
AP - 2c	High-Quality* Professional Development • Writing and analyzing assessments of content (organized by concept, at proper Depth of	Students at all grade levels will have reduced failure/novice rates and demonstrate learning	Cindy Gabbard Johnny Wooton Harvey Colwell	Aug. 2011	May 2012	PD \$5,000	Title 1 PD

	<p>Knowledge levels (DOK), types of ORQ's);</p> <ul style="list-style-type: none"> *Fall/Spring Assessment Trainings * Quality Core Training for staff (EOC) *Rigor *Differentiation •Higher Levels of Formative Assessments; •Strategies to teach reading/math and analysis of questions, and the use of vocabulary and content specific language. *Participation by PCCHS in the PTELL Program 	with higher grades, Discovery Education, K-Prep, and AYP (NCLB) scores.	Curriculum Coaches Principals KVEC				
AP – 2d	Integrity of implementation will be completed with follow-up on PD by, Impact and Implementation Checks, In-District leadership Team, curriculum coaches, and school administrators.	Schools will have reduced failure/novice rates and demonstrate learning with higher grades, Discovery Education, K-Prep, and AYP (NCLB) scores.	Cindy Gabbard Johnny Wooton Harvey Colwell Principals Curriculum Coaches	Sept. 2011	May 2012	PD follow-up \$3000	General Fund

Curriculum and Instruction, AP – 3 By May 2012, Perry County School District will continue to implement **Research-based Core Instruction for English/Language Arts, Mathematics, and College and/or Career Ready** at all grade levels –as evidenced by Lesson Plans, Formal and Informal Walk through observations, and improved reading and math scores on Discovery Education Probes, K-Prep, and AYP scores.

AP – 3a	Core Instruction in all Reading and Mathematics classes/courses will use Research-Based Instructional Strategies and/or Materials for all students.	Use of textbooks, programs, and standards-based units of study will improve students' reading scores on Discovery Education probes, Formative Assessments K-Prep, Explore, Plan, and ACT	Cindy Gabbard Johnny Wooton Harvey Colwell Principals	Aug. 2011	May 2012	Textbook or Program adoptions: Mathematics in 2011-2012 (Elementary) \$100,000	Textbook 2011 funds General
AP – 3b	School and District Literacy Plans will be developed and implemented, but will be transformed into a district wide writing/communication plan.	Students will be able to communicate through reading, writing, with a variety of technologies, and for authentic audiences and purposes.	Jennifer Caudill Scott Johnson Brad Adams	Sept. 2011	May 2012	NA	NA
AP – 3c	High-Quality* Professional Development	PD Plans will identify trainings. As a result schools will have reduced failure/novice rates and demonstrate learning with higher grades, Discovery Education	Cindy Gabbard Johnny Wooton Harvey Colwell Curriculum Coaches	Sept. 2011	May 2012	NA	NA

	assessment and rigorous instruction; pacing guides and curriculum maps <ul style="list-style-type: none"> •Differentiation and Small Group Instruction at all levels •District Writing/Communication Plan Development/Implementation *Mathematics rigorous instructional strategies	Probes/screenings, Explore, Plan, ACT, K-Prep, and AYP (NCLB) scores.	Principals BACs				
AP – 3d	Integrity of implementation will be monitored with follow-up on PD, Impact and Implementation Checks, In-District Leadership Team, and monitoring by district curriculum coaches and school administrators.	Schools will have reduced failure/novice rates and demonstrate learning with higher grades , Discovery Education Probes/Screenings, Explore, Plan, ACT, K-Prep, and AYP (NCLB) scores.	Cindy Gabbard Johnny Wooton Harvey Colwell Principals Curriculum Coaches	Aug. 2011	May 2012	NA	NA
AP – 3e	Students will construct understanding of mathematical concepts through: <ul style="list-style-type: none"> • Manipulating materials; • Drawing or constructing models; • Relevant, real-world math application; • Technology use such as calculators and • Research-based Core Instruction. 	Use of research-based textbooks and programs, and standards-based units of study in Lesson Plans will improve students' mathematics scores on Discovery Education Probes/Screenings, Formative Assessments, Explore, Plan, ACT, K-Prep, and AYP (NCLB) scores.	Cindy Gabbard Johnny Wooton Harvey Colwell Principals Curriculum Coaches Mike Smith	Sept. 2011	May 2012	NA	NA
AP – 3f	Technology will be used by students to learn mathematics, reading, and other core subjects , demonstrate their learning, to deliver instruction, differentiate instruction, and assess student progress in mathematics. Tools will include: <ul style="list-style-type: none"> • Calculators with instruction <ul style="list-style-type: none"> • Use of Smart boards and Intelligent Classrooms • Use of computers in EOC assessments • Use of I-pads for formal walkthrough observations by district and school administration • Discovery Education Probes/Screenings • My Reading Coach Program • Computer Labs 	Students will be more engaged, develop competencies with technologies, increase communication skills, have reduced failure/novice rates and demonstrate learning with higher grades , Discovery Education probes/screenings, Explore, Plan, ACT, K-Prep, and AYP (NCLB) scores.	Mike Smith Cindy Gabbard Johnny Wooton Harvey Colwell Principals	Aug 2011	May 2012	\$127,000	KETS Funding Title 1 Funding

Curriculum and Instruction, AP – 4 By May 2012, the Perry County School District will implement **Intervention and Enrichment** practices in response to ongoing formative assessment that ensure students acquire content knowledge –as evidenced by reduced failure/novice rates and higher Discovery Education Probes/Screenings, K-Prep, and AYP (NCLB).

AP – 4a	<p>Interventions / Enrichment will include</p> <ul style="list-style-type: none"> •Intervention Classes and Individual Plans that supplement required Mathematics/English courses with research-based instructional strategies •Discovery Education (All Grade Levels) •Math/English Labs (H.S.) •Study Island (E.S.) • ESS-Daytime Waivers (Credit Recovery) (H.S.) <ul style="list-style-type: none"> • Transitional Classes in Math/English (H.S.) 	All students, including those in disaggregated populations will have reduced failure/novice rates and demonstrate learning with higher grades, Discovery Education Probes/Screenings, K-Prep, Explore, Plan, ACT and AYP (NCLB) scores .	Cindy Gabbard Johnny Wooton Harvey Colwell Principals	Sept. 2011	May 2012	\$53,287 CR salaries for both HS	ESS Funds
AP – 4b	<p>High-Quality* Professional Development All students</p> <ul style="list-style-type: none"> •English Language Learners: PSP Plan development and implementation •Implementation of Instructional assistants where needed with students according to IEP/PSP Plans (ELL, Special Education) where needed (E.S./H.S.) with focus on reading and math strategies •Enrichment Strategies: Collaboration Strategies, IEP Guidance Document alignment with common core standards, ARC chairperson responsibilities, and yearly folder reviews. (Cadres) 	All students, including those in disaggregated populations will have reduce novice/failure rates and demonstrate learning with higher grades, Discovery Education Probes/screenings, Explore, Plan, ACT, K-Prep, and AYP (NCLB) scores .	Harvey Colwell-DOSE Principals Sabrina Miller (PCCHS) Kim Campbell (Viper) Brenda Combs (KVEC)	Sept. 2011	May 2012	\$1000 \$12,430 (ELL) Salary \$360,000 (IEP) Salaries \$8,000 Yearly contract	Rural and Low Board IDEA-B KVEC
AP – 4c	<p>Discovery Education Screenings will allow for goals to set in content areas</p> <ul style="list-style-type: none"> •Using Discovery Education Probe/screening assessment results; •After the fall assessment; 2 fall screenings •For their performance on the spring Discovery Education Screening test; •Along with a plan for reaching the goal; and •Review the goal at mid-year and in spring. 	All students, including those in disaggregated populations will have reduced failure/novice rates and demonstrate learning with higher grades, Discovery Education Probes/Screenings, Explore, Plan, ACT, K-Prep, and AYP (NCLB) scores .	Harvey Colwell Brad Adams Principals Assigned Discovery Ed. Person at each school	Sept. 2011	May 2012	\$7,000 \$2,500 (PCCHS- for training and yearly payment) \$3,800 School Level	Rural and Low School Allocation Money
AP – 4d	<p>Transition to Higher Education: continue to remove barriers and transition as many students as possible to be college and/or career ready by vertical alignment of classes and key transition points through the help of GEAR-UP Specialists.</p>	All students, including those in disaggregated populations will have reduced failure/novice rates, higher grades, graduate on-time, and continue their education beyond high school, be	Harvey Colwell Cindy Gabbard Johnny Wooton 4 GEAR-UP Specialists district wide	Nov. 2011	May 2012	\$260,000 Salaries for specialists	GEAR-UP Grant Money

<ul style="list-style-type: none"> •Students prioritize choices of post-secondary institutions and career choices. •College visits to regional institutions •Assistance/coaching with FAFSA and admissions applications <p>Help in reaching benchmarks and get ready for KOSSA Test, IC-3 Test, COMPASS Test, ASVAB Testing, and Work Keys</p>	college and/or career ready.	Principals Counselors				
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Action Component Efficiency Draft X Final

District Name Perry County Public Schools Component Manager Cindy Gabbard/Johnny Wooton/Harvey Colwell

Date : 11/15/2011

Priority Need	Goal (Addresses the Priority Need)
<p>Based on KCCT and AYP data, our district did not meet our Annual Yearly Progress (AYP) in the areas of Reading and Math in White (Non-Hispanic) students, Free and Reduced Lunch students, and students with disabilities.</p> <p>In Reading in 2010, 76.26% of all students scored Proficient and in 2011 that percentage decreased to 70.90%.</p> <p>In Math in 2010, 73.67% of all students scored Proficient and in 2011 that percentage decreased to 68.38%.</p> <p>In 2010 57 students (Graduating Seniors) or 23% graduated college and/or career ready.</p>	<p>By May 2011, 84.35% of all students in the Perry County School District will score Proficient in the area of Reading.</p> <p>By May 2011, 79.89% of all students in the Perry County School District will score Proficient in the area of Math.</p> <p>By May 2011, at least 32% of graduating seniors in the Perry County School District will be either college and/or career ready. The state target or goal is 50% by 2014 and in order to reach this target or goal our district needs to increase by 9% each year.</p>

Action Component Efficiency Draft X Final

District Name Perry County Public Schools Component Manager Cindy Gabbard/Johnny Wooton/Harvey Colwell

Date : 11/15/2011

Causes and Contributing Factors	Objectives with Measures of Success
<p>*Allocations of district resources to each school are not always sufficient for the unique needs of each school, especially those struggling to meet state and federal goals.</p> <p>*We continue to be challenged to plan for and allocate resources, remove barriers and monitor progress of learning.</p> <p>*Not enough emphasis has been placed on collaboration in improvement planning. Therefore not all staff members are aware of the parts of the Improvement Plan that they are responsible for implementing.</p> <p>*We haven't always monitored the implementation of the Strategies and Activities of our Improvement Plan, evaluated the effectiveness of them in impacting student achievement levels, or abandoned them before seeing the effects.</p> <p>*We promote horizontal planning across the district but do not intentionally plan for vertical planning that crosses school boundaries (elem-mid-high.)</p>	<p>EFF-1 By May 2012, attempt to implement a systematic approach for removing barriers to learning and allocating as much available funds allowed for struggling schools, School Allocations, Discovery Education Probe/Screening results, NCLB & IPR.</p> <p>EFF-2 By May 2012, the Perry County School district will continue to recruit, develop & retain master teachers well versed in content to reduce the % of courses without a Highly Qualified Teacher by as evidenced by the Highly Qualified Summary Report and LEAD Report.</p> <p>EFF -3 By May 2012, the Perry County School District will implement a systematic approach for long-range planning and communication with all stakeholders as evidenced in a change in perception reported in the School Staff surveys (TELL Survey)</p> <p>EFF-4 By May 2012, the Perry County School district will develop and implement a communication plan that focuses on home/school community involvement to increase student achievement as evidenced by increased participation (home visits, parent/teacher conferences, parent organizations, volunteer hours, mentor programs, FRYSC/Title I activities, Community Education/Parent Involvement Committee/Team.)</p>

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Action Component Efficiency

Draft Final

District Name Perry County Public Schools

Component Manager Cindy Gabbard/Johnny Wooton/Harvey Colwell

Date : 11/15/2011

Public

Private, Non-Profit

Objective Label	Strategy/Activity	Expected Impact in Terms of Student Performance & Classroom Practice	Responsible Person	Start Date	End Date	Resources Needed	Fund Source
EFF – 1a	District level departments will effectively integrate (co-mingle) state & federal resources to meet school specific needs by identifying & removing barriers to learning. a) Discovery Education upgrade	Increase in student achievement through: <ul style="list-style-type: none"> • Individual student need information • Intervention strategies • Enrichment opportunities 	Cindy Gabbard Johnny Wooton Harvey Colwell Jody Maggard Curriculum Coaches Principals and	Sept. 2011	May 2012	NA	NA

	<ul style="list-style-type: none"> b) Study Island at some schools c) District Cadres d) Salaries e) School trainings f) Conferences (Assessment) 	<ul style="list-style-type: none"> • Quality core curriculum • High quality professional development & • Rigorous daily classroom instruction. 	BACs				
EFF-2a	District Personnel office will continue to recruit high quality teachers through the school district.	Increase in student achievement with increases in the number of courses taught by HQ teachers.	Johnny Wooton Principals	July 2011	June 2012	NA	NA
EFF-2b	District Personnel department will continue to look at Alternative Certification Employees (MATs) when there is a need for positions.	Increase in student achievement with increases in the number of courses taught by HQ teachers.	Johnny Wooton Principals	July 2011	June 2012	NA	NA
EFF-2c	Develop a plan to assist all teachers without High Quality status in achieving HQ status. <ul style="list-style-type: none"> a) Identify the non-highly qualified personnel b) Utilize the HQ status toolkit with EPSB 	Increase in student achievement with increases in the number of courses taught by HQ teachers.	Johnny Wooton Principals	Aug. 2011	June 2012	NA	NA
EFF-2d	Continue to invest in teachers with: <ul style="list-style-type: none"> a) New Teacher Induction Meeting b) NBCT Encouragement c) KLA/KLAA 	Increase in student achievement by retaining the master teachers that we recruit & hire.	Johnny Wooton Cindy Gabbard Jody Maggard	Aug 2011	June 2012	NA	NA
EFF-3a	District Leaders will form a committee to develop a systematic process for scheduling and communicating district/school events, upcoming projects & important due dates.	Increase in student achievement with an increase in communication & parent involvement awareness of long-range planning including: <ul style="list-style-type: none"> • Professional Development (summer & school year) • Use of Technology updated • Master Schedule • Coordination of after school 					

		<p>events (awards celebrations, festivals, parent/teacher conferences, SBDM, PTO/PTA, elections, etc.)</p> <ul style="list-style-type: none"> • Assessment windows • District Report deadlines & school data input requirements. (KTIP, LEAD, Technology, Finance, ESS, Title I, FRYSC, etc.) • School/District Report Cards • School/District Improvement Plans • School Board Meeting deadlines (school presentations, wow, reimbursement, fieldtrip, fund raising timelines, etc.) 					
EFF-4a	Increase the use of teacher web pages that will include upcoming events, classroom schedules, and classroom celebrations along with the district and school messenger system.	Increase in student achievement by strengthening the Home and School partnership.	Mike Smith Susie Sizemore Emerson Combs District Committee	Nov. 2011	May 2012	\$10,000 Annual Fee School Messenger	E-Rate/KETS
EFF-4b	All staff will continue to make home visits.	Increase student achievement by strengthening the Home and School partnership.	Harvey Colwell	Nov. 2011	May 2012	NA	NA
EFF-4c	Students will be screened for at-risk obesity through height and weight screenings along with BMI being calculated along with employees having blood sugar, cholesterol, and blood pressure screened and checked.	To help in the increase of student achievement and adult focus good health and achievement.	Linda Campbell Nancy Crawford School Nurses	Sept. 2011	May 2012	NA	NA

Action Component Learning Environment

Draft

X Final

District Name Perry County Public Schools

Component Manager Cindy Gabbard/Johnny Wooton/Harvey Colwell

Date : 11/15/2011

Priority Need	Goal (Addresses the Priority Need)
<p>Based on KCCT and AYP data, our district did not meet our Annual Yearly Progress (AYP) in the areas of Reading and Math in White (Non-Hispanic) students, Free and Reduced Lunch students, and students with disabilities.</p> <p>In Reading in 2010, 76.26% of all students scored Proficient and in 2011 that percentage decreased to 70.90%.</p> <p>In Math in 2010, 73.67% of all students scored Proficient and in 2011 that percentage decreased to 68.38%.</p> <p>In 2010 57 students (Graduating Seniors) or 23% graduated college and/or career ready.</p>	<p>By May 2011, 84.35% of all students in the Perry County School District will score Proficient in the area of Reading.</p> <p>By May 2011, 79.89% of all students in the Perry County School District will score Proficient in the area of Math.</p> <p>By May 2011, at least 32% of graduating seniors in the Perry County School District will be either college and/or career ready. The state target or goal is 50% by 2014 and in order to reach this target or goal our district needs to increase by 9% each year.</p>

Action Component Learning Environment

Draft

X Final

District Name Perry County Public Schools

Component Manager Cindy Gbbard/Johnny Wooton/Harvey Colwell

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Causes and Contributing Factors	Objectives with Measures of Success
<p>*A need for improved communication and involvement of all stakeholders in the educational progress of students (school staff, certified and classified, parents/caregivers, community, and businesses) which impacts student achievement.</p> <p>*Need for a focus on Highly Qualified Professional Development that will address the instructional changes and norms.</p> <p>*A need for focus on RTI for academics and behavior and continue to work on full implementation and guidelines.</p> <p>*To continue implementation of PLCs.</p> <p>*A need to develop intentional academic, social, physical and emotional support for all students.</p>	<p>LE-1 By May 2012, the Perry County School District will work on continuing to develop and implement a community /parent involvement/communication plan that focuses on home/school community involvement to increase student achievement as evidenced by increased participation in School Messenger, Volunteer Hours, parent/teacher conferences, FRYSC activities, home visits, open house events, and so forth.</p> <p>LE-2 By May 2012, the Perry County School District will continue to work on and implement Positive Behavior Supports and attendance strategies to remove barriers to learning at all schools in an effort to increase student achievement as evidenced by K-Prep/AYP including Explore, Plan, ACT scores, attendance reports, SWISS data/report, and AYP reports.</p> <p>LE-3 By May 2012, the Perry County School District will continue to work at developing and implementing Professional Development that will meet the needs of staff district wide. We will work to ensure high quality Professional Development is received by all staff as evidenced by CSIPs, IGPs, School PD plans, and increased student achievement.</p> <p>LE-4 By May 2012, the Perry County School District will continue to work on providing structure and support for all school's PLCs and common Planning Time Staff/Department Meetings.</p>

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Public

Private, Non-Profit

Objective Label	Strategy/Activity	Expected Impact in Terms of Student Performance & Classroom Practice	Responsible Person	Start Date	End Date	Resources Needed	Fund Source
LE – 1a	To continue the use of district web pages that will include upcoming events, celebrations.	District and parent partnerships that will help in increasing student achievement.	Mike Smith Susie Sizemore Emerson Combs District Tech Staff Building Tech Staff Principals	Sept. 2011	May 2012	\$10,000 Message system	School Messenger
LE- 1b	To continue to do home visits and open house events at all schools.	School and parent partnerships that will help in leading to an increase in student achievement.	Harvey Colwell Principals	Sept. 2011	May 2012	NA	NA
LE-1c	To develop a district wide parent involvement/communication plan to improve school and home partnerships.	School and home partnerships that will lead to an increase in student achievement.	Mike Smith Susie Sizemore Emerson Combs	Nov. 2011	May 2012	NA	NA
LE- 2a	The district will continue to implement Positive Behavior Supports (PBIS) as the behavior part of RTI through KYCID and train staff yearly along with school committees to include all school staff.	This will allow for positive relationships, school climate, culture, and to remove barriers to student achievement.	Harvey Colwell Cris Rush Mike Smith Jay Richie Principals School Committees	Aug. 2011	May 2012	Oregon University SWISS Program \$2,500	Rural and Low

LE-2b	To improve attendance at all schools through daily e-mail reminders, posting of percentages of all schools by e-mail, along with Nitax attendance committee at PCCHS (Mentoring Program), and school rewards.	To improve attendance rates and provide students a greater opportunity for educational success.	Jeff Brashear Harvey Colwell Cris Rush Principals	Aug. 2011	May 2012	NA	NA
LE-3a	District staff will determine highly qualified professional development, staff meetings, and develop the district plan to guide PD for the district.	To improve student achievement and provide staff with a greater understanding of all educational changes facing the district.	Harvey Colwell Cindy Gabbard Johnny Wooton	Aug. 2011	May 2012	\$3,000	PD Funds