



KDE Comprehensive Improvement Plan for Districts

Perry County

315 Park Ave
Hazard, KY 41701

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Introduction

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

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?

Perry County is located in the eastern part of Kentucky with a population of 28,241. Over the past couple of years, the population in Perry County has decreased 1.6%. This is a direct result of the plummeting coal industry, which is one of the primary industries in the county, and has seen drastic layoffs in recent years.

The student population is predominantly white at 97.5%, with 1.5% African American, 1% Hispanic, and 83% of Perry County students are eligible for free/reduced lunch and approximately 18% are students with disabilities. The student enrollment has steadily declined in recent years. In the last ten years, Perry County Schools has seen a 10% decline in student membership. In 2003, the student enrollment was 4,500 and currently the student enrollment is 4,050. The decline in student enrollment has led to the closing of two elementary schools, Lost Creek Elementary in 2008, and Big Creek Elementary in 2013.

The school district is comprised of 10 schools, 8 elementary schools, one K-12 school, and one 9-12 High School. Currently, the district has 4,048 students with slightly over 800 employees. The school district is the second largest employer in Perry County. The district recently opened a new K-8 school, East Perry Elementary, which replaced Dennis Wooton Elementary (a K-5 school). With this district make up, one of the unique features of Perry County is the distance between our schools. On average, a round trip from central office to our outlying schools is 54 miles. This factor presents a challenge for district administrators to visit every school every day even though we are strategically scheduling visits.

Another challenge facing the Perry County District is the lack of an area technical center. Students attend HCTC but the courses and number of students permitted to attend is limited. Students that do attend cannot complete a career major and cannot become career-ready. There are collaborative plans to expand these course offerings internally within our own school district.

Promoting a system of trust, where all stakeholders can be assured that every decision is being made in the best interest of the students of Perry County, has become our challenge of priority. The District Leadership Team, in conjunction with board members, school administrators, staff, students, and community partners has begun a new chapter in the story of the Perry County School system with the development of a new mission, vision, and belief statements.

Perry County Schools is a high progressing district, having Robinson Elementary recognized as a distinguished school and East Perry Elementary categorized as Proficient. Strategic Planning and crucial decisions based on data will ensure that we will continue to move forward as a district.

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.

A Diagnostic Audit was conducted in March 2014. Our district regained capacity as well as was recognized for a Promising Practice in our working board sessions. These sessions include classroom walk throughs, student interviews, and an in depth look at each school our board members represent.

Three district improvement priorities were identified that included:

*Develop, implement, and evaluate a grading and reporting system to be used by all teachers in all school and across all grade levels and courses. Define clear criteria that represent student attainment of content knowledge and skills that will be assessed by all teachers using common grading and reporting policies.

*Use data to systematically and continuously identify unique learning needs of all students at all grade levels of proficiency as well as other learning needs. Train system and school personnel on current research related to unique characteristics of learning and provide or coordinate related individualized learning support services to all students.

*Develop, implement, and monitor policies and procedures for strategic resource management. The policies and procedures must include a systematic, long-range, strategic planning process in the areas of budget, facilities, and other strategic system components. Once developed the plans must be implemented with fidelity and have built-in measures used to monitor and ensure successful implementation and completion.

District Leadership and a strategic planning committee comprised of various stakeholders including students, community members, and local government are planning next steps to address each improvement priority.

MOTTO

"We expect success"

VISION

The vision of Perry County Schools is to ensure student success, as measured by college and career readiness, through the building and sustaining of appropriate systems for continuous academic achievement and lifelong endeavors.

MISSION

Perry County students raising the standard for lifelong learning.

BELIEF STATEMENTS

- Building sustainable systems will frame our work.
- Stakeholders (parents, business, partners, students, etc.) will work to understand their role within the organization.
- Pertinent data will inform all decisions.
- Staff will contribute to a culture of shared accountability.
- Transparent, 2-way communication will inform the pieces of our continuous improvement cycle.
- Students will be empowered to co-produce challenging and equitable opportunities that align with the vision of the organization.

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.

Perry County Schools has earned a high progressing district label. This means that our district is in the Top 10% of the state for district improvement. We also have two schools that were recognized for academic achievements. Robinson Elementary was categorized as distinguished in grades 6-8 while East Perry Elementary earned a proficient school status in both elementary and middle.

In March of 2014, our district also underwent a Diagnostic Audit. We were granted capacity as well as noted for being on track for our priority school, Perry County Central High School, to no longer be under state assistance after this year.

There are still areas of improvement within our district. We have four focus schools: Buckhorn, Leatherwood, AB Combs, and Chavies. District Leadership has worked closely with each school leadership team to ensure next steps are taken to ensure sustainable improvement.

Additional Information

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

Perry County Schools is committed to sustainable improvement for all of our schools. Teams are meeting currently on each goal listed in our Strategic Plan.

Strategic Plan 2014-2019

1.0 NEXT GENERATION LEARNERS

- 1.1 90% of students will be on grade level in reading and math.
- 1.2 95% graduation rate
- 1.3 100% of graduating seniors will be college and career ready
- 1.4 75% of all students in the GAP will meet benchmarks

2.0 NEXT GENERATION PROFESSIONALS

- 2.1 100% of staff will be highly qualified

3.0 NEXT GENERATION INSTRUCTIONAL PROGRAMS AND SUPPORT

- 3.1 District attendance will be 95%
- 3.2 Increase to 6% contingency for the district
- 3.3 100% of Perry County Schools' special education programs will receive a "Meets requirements" on its annual "District Determination"
- 3.4 All district facilities that are a category 4 will be built new schools

4.0 NEXT GENERATION SCHOOLS AND DISTRICTS

- 4.1 100% of schools and district will be classified as Proficient
- 4.2 90% satisfaction rate with overall district communication

2014-2015 CDIP

Overview

Plan Name

2014-2015 CDIP

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	All students will become proficient in reading.	Objectives: 1 Strategies: 2 Activities: 10	Academic	\$0
2	All students will become proficient in mathematics.	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$22000
3	All students will be college and career ready.	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$0
4	All students will graduate high school.	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$17000
5	All system participants will have professional capacity to sustain continuous improvement.	Objectives: 1 Strategies: 4 Activities: 6	Organizational	\$0

Goal 1: All students will become proficient in reading.

Measurable Objective 1:

60% of All Students will demonstrate a proficiency in Reading by 05/31/2015 as measured by KPrep assessment, MAP universal screener, and daily formative assessments..

Strategy 1:

Best Practices - Support will be provided to all Schools specifically Focus schools in Reading and Math to close GAPs through various trainings, programs, and strategies.

Category: Professional Learning & Support

Research Cited: K-Prep

Activity - Analyzing student achievement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze student achievement by Gap groups relative to state (K-Prep, EPAS) and district and school assessments Schools: All Schools	Policy and Process	08/07/2014	05/29/2015	\$0	No Funding Required	District Leadership Team, Harvey Colwell, Jonathan Jett
Activity - Non-Cognitive Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify non-cognitive data such as attendance, behavior, retention, and individual student scores. Schools: All Schools	Policy and Process	08/07/2014	05/29/2015	\$0	No Funding Required	Cindy Gabbard, Kristie Collett, Harvey Colwell, Scott Johnson, Johnny Wooton, Jeff Brashear, school staffs, principals
Activity - On-demand Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with three full days of on-demand training with Angela Hilterbrand. Schools: All Schools	Policy and Process	09/02/2014	05/29/2015	\$0	No Funding Required	Kristie Collett
Activity - District Review Team (Special Education)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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There will be a committee developed with 1 member per school designed to develop a systems approach to implementing ideas and strategies with the special education program. The team will meet monthly. Schools: All Schools	Policy and Process	08/07/2014	05/29/2015	\$0	No Funding Required	Harvey Colwell, Kristie Collett, school members, Bridget Maggard, Jay Richie
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Activity - Research Based Reading Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Close reading, read around the text, and marking up the text will be shared with New Teacher Academy Participants, Teacher Leads and PLC leads. Schools: All Schools	Professional Learning	11/03/2014	05/29/2015	\$0	No Funding Required	Instructional supervisors

Strategy 2:

Data Based Decision Making - Students will be placed in RTI periods/classes based on current and relevant data such as MAP, formative assessments, EOC benchmarks, and ACT assessments. These classes should be fluid and rotating based on student needs.

Category: Continuous Improvement

Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A thirty minute period will be built into every master schedule to provide small group intervention and enrichment for all students. Schools: All Schools	Academic Support Program	08/07/2014	05/31/2015	\$0	No Funding Required	school administrators , guidance counselors

Activity - Data Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After recent MAP assessment, students will participate in a data day that will analyze individual student scores to internalize progress made and goals needed to improve. Schools: All Schools	Academic Support Program	08/07/2014	05/31/2015	\$0	No Funding Required	school administration

Activity - Teacher Placement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Placement of teachers will be based on current and trend data as well as a goal to reduce class size, provide strongest remediation with the most qualified teachers. Schools: All Schools	Direct Instruction	08/07/2014	05/31/2015	\$0	No Funding Required	district and school administration , site base

Activity - SED data tracking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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All SED teachers will be responsible for caseload and tracking pertinent data in order to monitor progress toward closing the GAP. Schools: All Schools	Academic Support Program	09/01/2014	05/29/2015	\$0	No Funding Required	Harvey Colwell, SED DLT
Activity - K-8 Exit Criteria	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grades K-8 have common exit criteria for each grade to determine retention and/or progress. Developed by teacher leaders each student is held accountable for MAP scores, attendance, grades, writing, and exit criteria assessments based on skills. Schools: All Schools	Academic Support Program	08/07/2014	06/30/2015	\$0	No Funding Required	Principals, DLT

Goal 2: All students will become proficient in mathematics.

Measurable Objective 1:

50% of All Students will demonstrate a proficiency in Mathematics by 05/31/2015 as measured by KPrep assessment, MAP universal screener, and daily formative assessments..

Strategy 1:

Curriculum Revisions and Alignment - Curriculum Maps will be revised to address data points and gaps in instruction. Appropriate pacing guides and model lessons will be shared with all staff. All grade level and content teachers will collaborate to create a rigorous curriculum directly aligned to Common Core.

Category: Professional Learning & Support

Activity - Curriculum Days	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level and content teachers will meet in PLCs on regular basis with a standing agenda: 1. What does the data say about our students? 2. Who has mastered content and who hasn't? 3. What do we do for each group? 4. What are our next steps? Schools: All Schools	Professional Learning	08/07/2014	05/31/2015	\$0	No Funding Required	Administration , Instructional Supervisors, PLC Leads
Activity - Peer Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will visit classroom teachers with high performance data in their content or grade. Schools: All Schools	Professional Learning	09/01/2014	05/31/2015	\$1000	Other	Principals

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Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be placed in RTI classes based on universal screener, MAP data. Students will use Odyssey as well as direct small group or one on one instruction to improve skills. Schools: All Schools	Academic Support Program	09/01/2014	05/31/2015	\$20000	Other	Gear Up Specialists, principals

Activity - Teacher Leader visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have the opportunity to visit other classrooms within the district. Teacher Leaders will be chosen based on classroom walk through data and MAP data. Schools: All Schools	Professional Learning	08/07/2014	05/29/2015	\$1000	Title I School Improvement (ISI)	Kristie Collett, Jonathan Jett

Goal 3: All students will be college and career ready.

Measurable Objective 1:

60% of Ninth, Tenth, Eleventh and Twelfth grade students will complete a portfolio or performance in Career & Technical by 06/30/2015 as measured by ACT, Compass, KYOTE, Work keys, ASVAB or Industry Certificates.

Strategy 1:

Career Pathways - Students will be matched with appropriate pathways based on ILPs. RTI groups will also be used to identify needs of students.

Category: Career Readiness Pathways

Activity - Data Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will become familiar with pathways, college benchmarks, and expectations for being CCR. Schools: All Schools	Career Preparation/Orientation	09/01/2014	05/31/2015	\$0	No Funding Required	Guidance Counselors

Activity - ACT Bootcamp	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Consecutive Saturdays leading to ACT, teacher leads will assist students in preparation for ACT with tips and strategies for each content. Schools: All Schools	Academic Support Program	09/01/2014	05/31/2015	\$0	No Funding Required	Teacher Leads

Activity - Dual Credit	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students at both high schools will have opportunity to take up to 24 hours of dual credit through UPike. Schools: All Schools	Career Preparation/Orientation	08/19/2014	05/12/2015	\$0	Financial Aid	High school administration and guidance
Activity - Intense RTI Period	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be grouped during RTI based on ACT, PLAN, and/or MAP scores for support. Schools: All Schools	Academic Support Program	08/07/2014	05/29/2015	\$0	No Funding Required	Jonathan Jett, High school administration

Goal 4: All students will graduate high school.

Measurable Objective 1:

87% of Ninth, Tenth, Eleventh and Twelfth grade students will complete a portfolio or performance in Career & Technical by 06/30/2015 as measured by graduation requirements.

Strategy 1:

Persistence to graduation - The Perry County School district will send out Persistence to graduation lists from Infinite Campus to high schools in order to identify those students who are at risk for failing to graduate in order that plans may be developed at the school level.

Category:

Research Cited: Based on the graduation rate from 2011-2012.

Activity - Career Organization	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Enroll CTE students in a career and technical student organization at the high school level . Schools: All Schools	Policy and Process	08/07/2014	05/29/2015	\$2000	District Funding	High school administration
Activity - Operation Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All 8th and 10th grade students in the district will participate in a state wide initiative of mentoring toward college/career choices available to them once they have completed graduation. Schools: All Schools	Policy and Process	08/07/2014	03/27/2015	\$0	No Funding Required	Harvey Colwell, community stakeholders, parents, district and school staffs.

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Activity - Career Readiness Pathway	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize the ILP in order to place freshmen in CTE courses aligned with career interests. Schools: All Schools	Policy and Process	08/07/2014	06/26/2015	\$0	No Funding Required	High School Counselors, ILP coordinators, Johnny Wooton
Activity - Public Relation Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase public relation activities with middle school students including tours, college visits, presentations on careers, discussions on CTE opportunities at the high school level, and ILP planning. Schools: All Schools	Policy and Process	08/07/2014	05/29/2015	\$15000	Other	Principals, Bridget Maggard, Scott Johnson, GEAR UP staff, teachers, counselors

Goal 5: All system participants will have professional capacity to sustain continuous improvement.

Measurable Objective 1:

collaborate to ensure all schools, students, and leaders are high performing in all areas of achievement. by 06/30/2015 as measured by assessment data and PGES.

Strategy 1:

Professional Development - Schools will be given the opportunity to get training by KVEC staff in numerous available PD offerings made available to all schools specifically Focus Schools.

Category:

Research Cited: K-Prep

Activity - PD Availability	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All schools will meet with central office staff concerning the available PD offerings by district staff and teacher leaders. Schools: All Schools	Policy and Process	08/07/2014	05/29/2015	\$0	No Funding Required	Harvey Colwell, Kristie Collett, Scott Johnson, Teacher leaders

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Activity - District PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will develop and implement more district/school level PDs for all school staffs in order to increase the number of job embedded opportunities. Schools: All Schools	Policy and Process	08/07/2014	05/29/2015	\$0	No Funding Required	Harvey Colwell, Cindy Gabbard, Brad Adams, Scott Johnson, Jennifer Caudill, Darla Combs, Kristie Collett

Strategy 2:

DLT Domain 3 walk throughs - DLT will conduct walk throughs at all focus schools on a monthly basis. This will include one to one conferences as well as calibration between administrators. All of domain 3 will broken into one domain per teacher.

Category: Professional Learning & Support

Activity - Action plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Action plans and/or targeted growth plans will be developed based on data as well as walk through evidence. Schools: All Schools	Professional Learning	08/07/2014	05/29/2015	\$0	No Funding Required	Jonathan Jett

Activity - School to school PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and/ or schools will be partnered together to make classroom observations and participate in school to school PLCs. Schools: All Schools	Professional Learning	09/02/2014	05/29/2015	\$0	No Funding Required	DLT, Principals

Strategy 3:

Board working session - Monthly BOE working sessions will be held at a school monthly. Schools will be responsible for scheduling classroom visits, reviewing data, sharing strategies, and setting up interviews for BOE members as well as the community.

Category: Stakeholder Engagement

Activity - Teacher Leaders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher leaders will be used as model classrooms to share strategies for our district. Schools: All Schools	Academic Support Program	08/07/2014	05/29/2015	\$0	No Funding Required	Jonathan Jett

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Strategy 4:

1-1 Principal PLC - Principals will be scheduled for a 1-1 meeting with DLT to discuss relevant and current data. Actions plans will be developed in conjunction with DLT for each school. This includes monitoring of walk throughs, MAP data, site visits, and other areas of focus.

Category: Principal PGES

Activity - Data tracking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each school will be monitored in the following areas of focus: MAP Domain 3 DLT walk throughs site visits with area of focus attendance CIITS common assessment data Exit Criteria Schools: All Schools	Academic Support Program	09/02/2014	06/30/2015	\$0	No Funding Required	Jonathan Jett

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Career Organization	Enroll CTE students in a career and technical student organization at the high school level .	Policy and Process	08/07/2014	05/29/2015	\$2000	High school administration
Total					\$2000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
District PD	The district will develop and implement more district/school level PDs for all school staffs in order to increase the number of job embedded opportunities.	Policy and Process	08/07/2014	05/29/2015	\$0	Harvey Colwell, Cindy Gabbard, Brad Adams, Scott Johnson, Jennifer Caudill, Darla Combs, Kristie Collett
ACT Bootcamp	Consecutive Saturdays leading to ACT, teacher leads will assist students in preparation for ACT with tips and strategies for each content.	Academic Support Program	09/01/2014	05/31/2015	\$0	Teacher Leads
K-8 Exit Criteria	Grades K-8 have common exit criteria for each grade to determine retention and/or progress. Developed by teacher leaders each student is held accountable for MAP scores, attendance, grades, writing, and exit criteria assessments based on skills.	Academic Support Program	08/07/2014	06/30/2015	\$0	Principals, DLT
On-demand Writing	Teachers will be provided with three full days of on-demand training with Angela Hilterbrand.	Policy and Process	09/02/2014	05/29/2015	\$0	Kristie Collett
RTI	A thirty minute period will be built into every master schedule to provide small group intervention and enrichment for all students.	Academic Support Program	08/07/2014	05/31/2015	\$0	school administrators , guidance counselors
Data Day	After recent MAP assessment, students will participate in a data day that will analyze individual student scores to internalize progress made and goals needed to improve.	Academic Support Program	08/07/2014	05/31/2015	\$0	school administration

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SED data tracking	All SED teachers will be responsible for caseload and tracking pertinent data in order to monitor progress toward closing the GAP.	Academic Support Program	09/01/2014	05/29/2015	\$0	Harvey Colwell, SED DLT
School to school PLCs	Teachers and/ or schools will be partnered together to make classroom observations and participate in school to school PLCs.	Professional Learning	09/02/2014	05/29/2015	\$0	DLT, Principals
Intense RTI Period	Students will be grouped during RTI based on ACT, PLAN, and/or MAP scores for support.	Academic Support Program	08/07/2014	05/29/2015	\$0	Jonathan Jett, High school administration
Teacher Leaders	Teacher leaders will be used as model classrooms to share strategies for our district.	Academic Support Program	08/07/2014	05/29/2015	\$0	Jonathan Jett
Data Day	Students will become familiar with pathways, college benchmarks, and expectations for being CCR.	Career Preparation/Orientation	09/01/2014	05/31/2015	\$0	Guidance Counselors
Curriculum Days	Grade level and content teachers will meet in PLCs on regular basis with a standing agenda: 1. What does the data say about our students? 2. Who has mastered content and who hasn't? 3. What do we do for each group? 4. What are our next steps?	Professional Learning	08/07/2014	05/31/2015	\$0	Administration, Instructional Supervisors, PLC Leads
PD Availability	All schools will meet with central office staff concerning the available PD offerings by district staff and teacher leaders.	Policy and Process	08/07/2014	05/29/2015	\$0	Harvey Colwell, Kristie Collett, Scott Johnson, Teacher leaders
Career Readiness Pathway	Utilize the ILP in order to place freshmen in CTE courses aligned with career interests.	Policy and Process	08/07/2014	06/26/2015	\$0	High School Counselors, ILP coordinators, Johnny Wooton
Operation Preparation	All 8th and 10th grade students in the district will participate in a state wide initiative of mentoring toward college/career choices available to them once they have completed graduation.	Policy and Process	08/07/2014	03/27/2015	\$0	Harvey Colwell, community stakeholders, parents, district and school staffs.
Teacher Placement	Placement of teachers will be based on current and trend data as well as a goal to reduce class size, provide strongest remediation with the most qualified teachers.	Direct Instruction	08/07/2014	05/31/2015	\$0	district and school administration, site base

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Non-Cognitive Data	Identify non-cognitive data such as attendance, behavior, retention, and individual student scores.	Policy and Process	08/07/2014	05/29/2015	\$0	Cindy Gabbard, Kristie Collett, Harvey Colwell, Scott Johnson, Johnny Wooton, Jeff Brashear, school staffs, principals
Action plans	Action plans and/or targeted growth plans will be developed based on data as well as walk through evidence.	Professional Learning	08/07/2014	05/29/2015	\$0	Jonathan Jett
Research Based Reading Strategies	Close reading, read around the text, and marking up the text will be shared with New Teacher Academy Participants, Teacher Leads and PLC leads.	Professional Learning	11/03/2014	05/29/2015	\$0	Instructional supervisors
District Review Team (Special Education)	There will be a committee developed with 1 member per school designed to develop a systems approach to implementing ideas and strategies with the special education program. The team will meet monthly.	Policy and Process	08/07/2014	05/29/2015	\$0	Harvey Colwell, Kristie Collett, school members, Bridget Maggard, Jay Richie
Data tracking	Each school will be monitored in the following areas of focus: MAP Domain 3 DLT walk throughs site visits with area of focus attendance CIITS common assessment data Exit Criteria	Academic Support Program	09/02/2014	06/30/2015	\$0	Jonathan Jett
Analyzing student achievement	Analyze student achievement by Gap groups relative to state (K-Prep, EPAS) and district and school assessments	Policy and Process	08/07/2014	05/29/2015	\$0	District Leadership Team, Harvey Colwell, Jonathan Jett
Total					\$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
RTI	Students will be placed in RTI classes based on universal screener, MAP data. Students will use Odyssey as well as direct small group or one on one instruction to improve skills.	Academic Support Program	09/01/2014	05/31/2015	\$20000	Gear Up Specialists, principals

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Peer Observations	Teachers will visit classroom teachers with high performance data in their content or grade.	Professional Learning	09/01/2014	05/31/2015	\$1000	Principals
Public Relation Activities	Increase public relation activities with middle school students including tours, college visits, presentations on careers, discussions on CTE opportunities at the high school level, and ILP planning.	Policy and Process	08/07/2014	05/29/2015	\$15000	Principals, Bridget Maggard, Scott Johnson, GEAR UP staff, teachers, counselors
Total					\$36000	

Financial Aid

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Dual Credit	Students at both high schools will have opportunity to take up to 24 hours of dual credit through UPike.	Career Preparation/Orientation	08/19/2014	05/12/2015	\$0	High school administration and guidance
Total					\$0	

Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Leader visits	Teachers will have the opportunity to visit other classrooms within the district. Teacher Leaders will be chosen based on classroom walk through data and MAP data.	Professional Learning	08/07/2014	05/29/2015	\$1000	Kristie Collett, Jonathan Jett
Total					\$1000	

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
Career Organization	Enroll CTE students in a career and technical student organization at the high school level .	Policy and Process	08/07/2014	05/29/2015	\$2000	High school administration
Analyzing student achievement	Analyze student achievement by Gap groups relative to state (K-Prep, EPAS) and district and school assessments	Policy and Process	08/07/2014	05/29/2015	\$0	District Leadership Team, Harvey Colwell, Jonathan Jett
Operation Preparation	All 8th and 10th grade students in the district will participate in a state wide initiative of mentoring toward college/career choices available to them once they have completed graduation.	Policy and Process	08/07/2014	03/27/2015	\$0	Harvey Colwell, community stakeholders, parents, district and school staffs.
Career Readiness Pathway	Utilize the ILP in order to place freshmen in CTE courses aligned with career interests.	Policy and Process	08/07/2014	06/26/2015	\$0	High School Counselors, ILP coordinators, Johnny Wooton
Public Relation Activities	Increase public relation activities with middle school students including tours, college visits, presentations on careers, discussions on CTE opportunities at the high school level, and ILP planning.	Policy and Process	08/07/2014	05/29/2015	\$15000	Principals, Bridget Maggard, Scott Johnson, GEAR UP staff, teachers, counselors
PD Availability	All schools will meet with central office staff concerning the available PD offerings by district staff and teacher leaders.	Policy and Process	08/07/2014	05/29/2015	\$0	Harvey Colwell, Kristie Collett, Scott Johnson, Teacher leaders

KDE Comprehensive Improvement Plan for Districts

Perry County

District PD	The district will develop and implement more district/school level PDs for all school staffs in order to increase the number of job embedded opportunities.	Policy and Process	08/07/2014	05/29/2015	\$0	Harvey Colwell, Cindy Gabbard, Brad Adams, Scott Johnson, Jennifer Caudill, Darla Combs, Kristie Collett
Non-Cognitive Data	Identify non-cognitive data such as attendance, behavior, retention, and individual student scores.	Policy and Process	08/07/2014	05/29/2015	\$0	Cindy Gabbard, Kristie Collett, Harvey Colwell, Scott Johnson, Johnny Wooton, Jeff Brashear, school staffs, principals
On-demand Writing	Teachers will be provided with three full days of on-demand training with Angela Hilterbrand.	Policy and Process	09/02/2014	05/29/2015	\$0	Kristie Collett
District Review Team (Special Education)	There will be a committee developed with 1 member per school designed to develop a systems approach to implementing ideas and strategies with the special education program. The team will meet monthly.	Policy and Process	08/07/2014	05/29/2015	\$0	Harvey Colwell, Kristie Collett, school members, Bridget Maggard, Jay Richie
RTI	A thirty minute period will be built into every master schedule to provide small group intervention and enrichment for all students.	Academic Support Program	08/07/2014	05/31/2015	\$0	school administrators, guidance counselors
Data Day	After recent MAP assessment, students will participate in a data day that will analyze individual student scores to internalize progress made and goals needed to improve.	Academic Support Program	08/07/2014	05/31/2015	\$0	school administration
Teacher Placement	Placement of teachers will be based on current and trend data as well as a goal to reduce class size, provide strongest remediation with the most qualified teachers.	Direct Instruction	08/07/2014	05/31/2015	\$0	district and school administration, site base
Research Based Reading Strategies	Close reading, read around the text, and marking up the text will be shared with New Teacher Academy Participants, Teacher Leads and PLC leads.	Professional Learning	11/03/2014	05/29/2015	\$0	Instructional supervisors

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Curriculum Days	Grade level and content teachers will meet in PLCs on regular basis with a standing agenda: 1. What does the data say about our students? 2. Who has mastered content and who hasn't? 3. What do we do for each group? 4. What are our next steps?	Professional Learning	08/07/2014	05/31/2015	\$0	Administration , Instructional Supervisors, PLC Leads
Peer Observations	Teachers will visit classroom teachers with high performance data in their content or grade.	Professional Learning	09/01/2014	05/31/2015	\$1000	Principals
RTI	Students will be placed in RTI classes based on universal screener, MAP data. Students will use Odyssey as well as direct small group or one on one instruction to improve skills.	Academic Support Program	09/01/2014	05/31/2015	\$20000	Gear Up Specialists, principals
Data Day	Students will become familiar with pathways, college benchmarks, and expectations for being CCR.	Career Preparation/Orientation	09/01/2014	05/31/2015	\$0	Guidance Counselors
ACT Bootcamp	Consecutive Saturdays leading to ACT, teacher leads will assist students in preparation for ACT with tips and strategies for each content.	Academic Support Program	09/01/2014	05/31/2015	\$0	Teacher Leads
SED data tracking	All SED teachers will be responsible for caseload and tracking pertinent data in order to monitor progress toward closing the GAP.	Academic Support Program	09/01/2014	05/29/2015	\$0	Harvey Colwell, SED DLT
K-8 Exit Criteria	Grades K-8 have common exit criteria for each grade to determine retention and/or progress. Developed by teacher leaders each student is held accountable for MAP scores, attendance, grades, writing, and exit criteria assessments based on skills.	Academic Support Program	08/07/2014	06/30/2015	\$0	Principals, DLT
Action plans	Action plans and/or targeted growth plans will be developed based on data as well as walk through evidence.	Professional Learning	08/07/2014	05/29/2015	\$0	Jonathan Jett
School to school PLCs	Teachers and/ or schools will be partnered together to make classroom observations and participate in school to school PLCs.	Professional Learning	09/02/2014	05/29/2015	\$0	DLT, Principals
Teacher Leaders	Teacher leaders will be used as model classrooms to share strategies for our district.	Academic Support Program	08/07/2014	05/29/2015	\$0	Jonathan Jett
Data tracking	Each school will be monitored in the following areas of focus: MAP Domain 3 DLT walk throughs site visits with area of focus attendance CIITS common assessment data Exit Criteria	Academic Support Program	09/02/2014	06/30/2015	\$0	Jonathan Jett
Dual Credit	Students at both high schools will have opportunity to take up to 24 hours of dual credit through UPike.	Career Preparation/Orientation	08/19/2014	05/12/2015	\$0	High school administration and guidance
Intense RTI Period	Students will be grouped during RTI based on ACT, PLAN, and/or MAP scores for support.	Academic Support Program	08/07/2014	05/29/2015	\$0	Jonathan Jett, High school administration

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Teacher Leader visits	Teachers will have the opportunity to visit other classrooms within the district. Teacher Leaders will be chosen based on classroom walk through data and MAP data.	Professional Learning	08/07/2014	05/29/2015	\$1000	Kristie Collett, Jonathan Jett
					Total	\$39000

KDE Needs Assessment

Introduction

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

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?

Perry County Schools is a high progress district. Our district was in the top ten percent of districts across the state with growth. In addition, we have two schools that were labeled Distinguished and Proficient. The data does not indicate how these schools were able to achieve this status.

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 were tremendous growth in program review scores across the district, and significant student growth in all areas at most schools. All students at 6 of 10 schools made significant growth. Teacher Leaders were identified to showcase model teaching as well as principals paired with partners to shadow successful practices.

Opportunities for Improvement

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

As a district, we have four focus schools and one school that is on track to be out of priority status. District leaders are assigned to these schools daily with a focus on walk throughs as well as looking at areas of PLCs, PGES, and technology integration.

Oversight and Monitoring

Describe your processes and interventions for monitoring continuous improvement.

Weekly our District Leadership Team meets to discuss growth of each school. MAP data analysis is done with each principal individually. We are also in beginning phases of long term strategic planning.

Conclusion

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

An in depth look at each school through MAP data analysis, CSIPs, walk throughs and on site visits will determine a school's progress. In addition, quality job-embedded professional development will be shared with all teachers. Teacher leaders will be model classrooms as well as provide input on how to move our district forward.

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

Our district ensure 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:

All students will be college and career ready.

Measurable Objective 1:

60% of All Students will complete a portfolio or performance in Career & Technical by 06/30/2015 as measured by ACT, Compass, KYOTE, Work keys, ASVAB or Industry Certificates.

Strategy1:

Career Pathways - Students will be matched with appropriate pathways based on ILPs. RTI groups will also be used to identify needs of students.

Category: Career Readiness Pathways

Research Cited:

Activity - Data Day	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will become familiar with pathways, college benchmarks, and expectations for being CCR.	Career Preparation/ Orientation			09/01/2014	05/31/2015	\$0 - No Funding Required	Guidance Counselors

Activity - Dual Credit	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students at both high schools will have opportunity to take up to 24 hours of dual credit through UPike.	Career Preparation/ Orientation			08/19/2014	05/12/2015	\$0 - Financial Aid	High school administration and guidance

Activity - ACT Bootcamp	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Consecutive Saturdays leading to ACT, teacher leads will assist students in preparation for ACT with tips and strategies for each content.	Academic Support Program			09/01/2014	05/31/2015	\$0 - No Funding Required	Teacher Leads

KDE Comprehensive Improvement Plan for Districts

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

Goal 1:

All system participants will have professional capacity to sustain continuous improvement.

Measurable Objective 1:

collaborate to ensure all schools, students, and leaders are high performing in all areas of achievement. by 06/30/2015 as measured by assessment data and PGES.

Strategy1:

1-1 Principal PLC - Principals will be scheduled for a 1-1 meeting with DLT to discuss relevant and current data. Actions plans will be developed in conjunction with DLT for each school. This includes monitoring of walk throughs, MAP data, site visits, and other areas of focus.

Category: Principal PGES

Research Cited:

Activity - Data tracking	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each school will be monitored in the following areas of focus: MAP Domain 3 DLT walk throughs site visits with area of focus attendance CIITS common assessment data Exit Criteria	Academic Support Program			09/02/2014	06/30/2015	\$0 - No Funding Required	DLT

Strategy2:

Professional Development - Schools will be given the opportunity to get training by KVEC staff in numerous available PD offerings made available to all schools specifically Focus Schools.

Category:

Research Cited: K-Prep

Activity - PD Availability	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All schools will meet with central office staff concerning the available PD offerings by KVEC staff to guide schools in improvement of their school level status specifically focus schools.	Policy and Process			11/01/2012	05/10/2013	\$0 - No Funding Required	Harvey Colwell, KVEC staff, principals

KDE Comprehensive Improvement Plan for Districts

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Activity - District PD	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will develop and implement more district/school level PDs for all school staffs in order to increase the number of job embedded opportunities.	Policy and Process			08/06/2012	05/10/2013	\$0 - No Funding Required	Harvey Colwell, Cindy Gabbard, Brad Adams, Scott Johnson, Jennifer Caudill, Darla Combs

Strategy3:

DLT Domain 3 walk throughs - DLT will conduct walk throughs at all focus schools on a monthly basis. This will include one to one conferences as well as calibration between administrators. All of domain 3 will broken into one domain per teacher.

Category: Professional Learning & Support

Research Cited:

Activity - School to school PLCs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and/ or schools will be partnered together to make classroom observations and participate in school to school PLCs.	Professional Learning			09/02/2014	05/29/2015	\$0 - No Funding Required	DLT, Principals

Activity - Action plans	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Action plans and/or targeted growth plans will be developed based on data as well as walk through evidence.	Professional Learning			08/07/2014	05/29/2015	\$0 - No Funding Required	Principals, DLT

Strategy4:

Board working session - Monthly BOE working sessions will be held at a school monthly. Schools will be responsible for scheduling classroom visits, reviewing data, sharing strategies, and setting up interviews for BOE members as well as the community.

Category: Stakeholder Engagement

Research Cited:

Activity - Teacher Leaders	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher leaders will be used as model classrooms to share strategies for our district.	Academic Support Program			08/07/2014	05/29/2015	\$0 - No Funding Required	Jonathan Jett

KDE Superintendent Assurances

Introduction

Assurances are intended to provide evidence that the Superintendent has shared and discussed in open board meetings the progress and performance in the areas of goals and targets for student achievement that have/have not been met as well as the operational requirements for the district and the operational needs for schools and support staff.

Evidence of these discussions is required to support all responses through the upload of Board Meeting Minutes that includes each of the areas and feedback received in conjunction with a Comprehensive District Improvement Plan that outlines “the plan” to address, monitor, track progress and sustainability in student achievement, and operational needs for both the district and schools.

Delivery Targets

Five year delivery goals are set for schools and districts to ensure that students are college and career-ready. Within the school and district goals Delivery Targets are set to identify the annual incremental growth needed to achieve the five year goal in the areas of Proficiency, College and Career Readiness, Achievement Gap, and Graduation Rate. These targets shall be used to set goals and monitor progress in student achievement throughout the instructional year.

Next Generation Professionals will be addressed through identifying the district’s plan for implementation of the Professional Growth and Effectiveness System for Teachers and Principals in the 2014-2015 school year. Supporting documentation for these responses can be provided by additional narrative responses, the district Certified Evaluation Plan and an APPROVED Waiver if applicable.

The Superintendent has communicated in open board meetings the progress of the goals and targets throughout the instructional year and has communicated the vision and strategy for moving the work forward through the Comprehensive District Improvement Plan (CDIP).

The CDIP discussions include updates on student achievement through the use of student performance data, goals and plans created to achieve and monitor student success and areas for improvement, sustainability of growth and resources used for student achievement, and measuring the effectiveness of teachers and principals.

	Statement or Question	Response	Rating
1. Proficiency:	Increase the averaged combined reading and math K-Prep scores for elementary students.	Has Met District Targets	N/A

	Statement or Question	Response	Rating
2. Proficiency:	Increase the averaged combined reading and math K-Prep scores for middle students.	Has Met District Targets	N/A

	Statement or Question	Response	Rating
3. Proficiency:	Increase the averaged combined reading and math EOC scores for high schools.	Has Met District Targets	N/A

	Statement or Question	Response	Rating
4. Graduation Rate:	Increase the cohort graduation rate.	Has Met District Targets	N/A

	Statement or Question	Response	Rating
5. College and Career Readiness:	Increase the percentage of students who graduate college and career ready.	Has Met District Targets	N/A

KDE Comprehensive Improvement Plan for Districts

Perry County

	Statement or Question	Response	Rating
6. Closing Achievement Gap:	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group.	Has Not Met District Targets	N/A

Label	Assurance	Response	Comment	Attachment
7. Next Generation Professionals for Teachers:	The district will:	Fully implement the Kentucky Professional Growth and Effectiveness System for Teachers in 2014-2015 as set forth in the district's Certified Evaluation Plan.		

Label	Assurance	Response	Comment	Attachment
8. Next Generation Professionals for Principals:	The district will:	Fully Implement the Kentucky Professional Growth and Effectiveness System for Principals in 2014-2015 as set forth in the District's Certified Evaluation Plan.		

Label	Assurance	Response	Comment	Attachment
9.	Delivery Targets and PGES implementation artifacts have been documented in The LOCAL BOARD MINUTES (UPLOAD OF BOARD MINUTES TO SUPPORT ALL RESPONSES IS REQUIRED).	Yes		Perry BOE minutes

Resources and Support Systems

Resources and Support Systems identify the district’s operational areas and their status and progress. In open board meetings the Superintendent must have communicated the health and status of the operational budget for the district and ensures that the district is operating in compliance of all ethical, legal and policy standards of the district, state and federal government.

Label	Assurance	Response	Comment	Attachment
1. Operational Budget:	Establishes a balanced operational budget for school programs and activities which include correct prior year audit findings and submit a balanced working budget and tentative budget that includes the required 2% contingency.	Has developed a balanced Operational Budget		

Label	Assurance	Response	Comment	Attachment
2. Compliance:	Maintains compliance with legal, ethical and policy standards. External audit for 2014-2015 school year will indicate 0 violations of ethics and policy standards.	Is in compliance		

Label	Assurance	Response	Comment	Attachment
3. Direct Communication:	Effectively communicates the district's budget and resource allocation to the local board. Provides budget updates to the board at every regularly scheduled meeting.	Superintendent has provided budget and resource allocation updates		

Label	Assurance	Response	Comment	Attachment
4.	Delivery artifacts have been incorporated into the Superintendent assurances and documented in the artifacts in the areas of budget and resources of LOCAL BOARD MINUTES (UPLOAD OF BOARD MINUTES TO SUPPORT ALL RESPONSES IS REQUIRED).	Yes		Perry BOE mins

Facilities/Support Systems

Facilities and Support Systems identify the operational needs and environment for district schools. In open board meetings the Superintendent must have communicated progress, actions taken and updates in the areas of instruction, materials, technology, educational materials and resources and overall environment from the KY TELL Survey. In non-KY TELL Survey years the Superintendent may explain progress and updates to the prior year targets.

	Statement or Question	Response	Rating
a)	Teachers have sufficient access to appropriate instructional materials.	Strongly Agree	N/A

	Statement or Question	Response	Rating
b)	Teachers have sufficient access to instructional technology, including computers, printers, software and internet access.	Strongly Agree	N/A

	Statement or Question	Response	Rating
c)	Teachers have access to reliable communication technology, including phones, faxes and email.	Strongly Agree	N/A

	Statement or Question	Response	Rating
d)	Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	Strongly Agree	N/A

	Statement or Question	Response	Rating
e)	Teachers have sufficient access to a broad range of professional support personnel.	Agree	N/A

	Statement or Question	Response	Rating
f)	The school environment is clean and well maintained.	Agree	N/A

	Statement or Question	Response	Rating
g)	Teachers have adequate space to work productively.	Agree	N/A

	Statement or Question	Response	Rating
h)	The physical environment of classrooms in the school supports teaching and learning.	Disagree	N/A

KDE Comprehensive Improvement Plan for Districts

Perry County

	Statement or Question	Response	Rating
i)	The reliability and speed of internet connections in the school are sufficient to support instructional practices.	Strongly Agree	N/A

Label	Assurance	Response	Comment	Attachment
j)	Delivery artifacts have been incorporated into the Superintendent assurances and have been documented in the artifacts of LOCAL BOARD MINUTES (UPLOAD OF BOARD MINUTES TO SUPPORT ALL RESPONSES IS REQUIRED).	Yes		Perry BOE mins

KDE 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		Perry County Communication Plan

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		CDIP

Label	Assurance	Response	Comment	Attachment
3.	All teachers in our district including those providing services to private school students are highly qualified.	Yes		Teacher Qualification

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

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

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

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

KDE Comprehensive Improvement Plan for Districts

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

Label	Assurance	Response	Comment	Attachment
9.	Our district ensure 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		Assurances

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		Assurances

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

Label	Assurance	Response	Comment	Attachment
12.	Our district ensure 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		

KDE Comprehensive Improvement Plan for Districts

Perry County

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		

KDE Comprehensive Improvement Plan for Districts

Perry County

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 setaside funds for neglected institutions in the district are expended on identified student needs.	Yes		

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

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

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

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

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

KDE Comprehensive Improvement Plan for Districts

Perry County

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

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

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

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

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

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