



Comprehensive District Improvement Plan

Perry County

315 Park Ave
Hazard, KY 41701

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Introduction

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

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

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

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

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

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

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

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

Phase I - Equitable Access to Effective Educators District Diagnostic

Introduction

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

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

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

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

Equitable Access to Effective Educators - District

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

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

All schools have a free/reduced lunch rate of over 76%. All schools have a variety of teachers with varied levels of experience. In addition, all principals have 7 years of experience or more.

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

The main barrier is the high free and reduced lunch rate. Poverty is high in all schools in the district. Teacher turnover has been highest at our once priority high school Perry Central. This is due to effective evaluations.

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

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

OR

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

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

Goal 1:

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

Measurable Objective 1:

collaborate to improve student learning through our own professional learning by 06/30/2017 as measured by 100% of professionals using best practices and high yield instructional strategies..

Strategy1:

District Wide PLC - Once a month, all teachers will collaborate in grade level/content specific PLCs led by teacher leaders. Curriculum and needs based on data will be the guiding talking points.

Category: Professional Learning & Support

Research Cited:

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Activity - Site Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Site visits were made by principals, teacher leaders, and CO to Corbin Independent, Betsy Layne Elementary, Pulaski County Elementary, and Knox Central High School for Biomedical	Professional Learning	10/12/2016	11/15/2016	\$0 - No Funding Required	Instructional Team

Activity - Tech Cadres	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher leaders, along with students, will lead 21st Century tech tools in PLCs for teachers across the district.	Professional Learning	08/04/2016	05/31/2017	\$0 - No Funding Required	DTC

Activity - New Teacher Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The New Teacher Academy schedule was revised to have all PDs in prior to Christmas break so the tools can be used in a more timely manner.	Professional Learning	08/04/2016	12/16/2016	\$0 - No Funding Required	Instructional Team

Phase I - GAP Target Assurance

Introduction

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

Gap Target Assurance

Label	Assurance	Response	Comment	Attachment
	As superintendent of the district, I hereby certify that:	The following school(s) have failed to meet their gap target for two (2) consecutive years and are listed in the text box provided below	AB Combs- elementary and middle Buckhorn- middle school Chavies- middle school East Perry- elementary and middle Leatherwood-middle school Perry Central High School RW- elementary and middle Viper- middle school Willard- middle school	

Phase I - Needs Assessment

Introduction

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

Data Analysis

What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?

What does the data/information not tell you?

Overall, our school district is proficient. Most schools have drastically improved by reducing novice and moving students for categorical growth. It allows us to breakdown areas for improvement in our district and compare our percent of proficient/distinguished to state average. We are above state average only in middle school reading. However, the gap has closed in almost all areas except on-demand writing and language mechanics. The data does not allow us to instructional strategies that may have taken place at each school.

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?

We are strong in middle school reading. We have many veteran teachers in these grades. In order to maintain, we grow our own through our New Teacher Academy, and select Teacher Leaders to guide the instruction in our district.

Opportunities for Improvement

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

On-demand and language mechanics are areas for improvement. We have hired a consultant, Angela Hilterbrand, to help guide the district's work in this area.

Oversight and Monitoring

Describe your processes and interventions for monitoring continuous improvement.

We have many processes for monitoring: CCR charts, MAP data analysis, on-demand scrimmages, district wide PLCs, data notebooks, and many others.

Conclusion

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

We will continue to refine our processes to maintain proficiency and improve.

2016-2017 CDIP

Overview

Plan Name

2016-2017 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 math.	Objectives: 2 Strategies: 4 Activities: 5	Organizational	\$7000
2	All students will become proficient in reading.	Objectives: 2 Strategies: 3 Activities: 6	Organizational	\$25000
3	All students will be college and/or career ready.	Objectives: 1 Strategies: 1 Activities: 6	Organizational	\$80000
4	All students will graduate high school.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$10000
5	All schools will have proficient program reviews.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
6	All students will be Kindergarten ready.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$55000
7	All system participants will have professional capacity to sustain continuous improvement.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0

Goal 1: All students will become proficient in math.

Measurable Objective 1:

demonstrate a proficiency in mathematics by 05/31/2017 as measured by KPrep assessment, MAP universal screener, exit criteria, and common assessments..

Strategy 1:

K-2 math stations - All K-2 teachers were trained on how to effectively use stations in math instruction to differentiate learning for students.

Category: Professional Learning & Support

Activity - Developing Number Concepts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers were trained in strategies in text Developing Number Concepts by Kathy Richardson. Schools: Robert W Combs Elementary School, East Perry County Elementary School, Willard Elementary School, Viper Elementary School, A.B. Combs Elementary School, Chavies Elementary School, Robinson Elementary School, Leatherwood Elementary School, Buckhorn School	Academic Support Program	08/01/2016	05/31/2017	\$5000	General Fund	Math instructional supervisor

Strategy 2:

Teacher training - Teachers will be trained by PIMSER for mathematics in all grades K-12.

Category: Professional Learning & Support

Activity - Academy for effective mathematics teaching and learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher leaders in Algebra I and Algebra II attend a five day workshop from PIMSER. Schools: Perry County Central High School	Professional Learning	10/03/2016	02/28/2017	\$2000	Grant Funds	GEAR UP, Math instructional supervisor

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Strategy 3:

District Wide PLC - K-8 teachers collaborate monthly on data analysis of common assessments and MAP data. In addition, they plan units. All discussions are led by teacher leaders. Additional high school teachers are added to groups to speak about high school expectations.

Category: Professional Learning & Support

Activity - High Yield Instructional Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kagan cooperative learning structures such as Rally Coach are expected to be used in mathematics. Schools: All Schools	Academic Support Program	08/04/2016	05/31/2017	\$0	No Funding Required	Instructional team

Activity - Math recovery training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math recovery teachers trained all K-2 teachers on strategies. This included a make and take of manipulatives such as ten frames, subitizing plates, rek-n-rak models, numeral rolls, and access to Achieve the Core. Schools: Robert W Combs Elementary School, East Perry County Elementary School, Willard Elementary School, Viper Elementary School, A.B. Combs Elementary School, Chavies Elementary School, Robinson Elementary School, Leatherwood Elementary School, Buckhorn School	Professional Learning	08/04/2016	05/31/2017	\$0	No Funding Required	Math recovery teachers

Measurable Objective 2:

collaborate to reduce novice by 05/31/2017 as measured by KPrep assessment, MAP universal screener, exit criteria, and common assessments..

Strategy 1:

CT4GC - SPED teachers will be trained on how to effectively collaborate, track data, and monitor progress of students.

Category: Professional Learning & Support

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Status	Progress Notes	Created On	Created By
N/A	GAP students will be tracked through Mastery Prep, MAP, common assessments, and exit criteria.	December 07, 2016	Mr. Harvey Colwell

Activity - PDSA	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborating classrooms will track data using the Plan-Do-Study-Act model. Schools: All Schools	Academic Support Program	08/04/2016	05/31/2017	\$0	No Funding Required	SPED director

Goal 2: All students will become proficient in reading.

Measurable Objective 1:

demonstrate a proficiency in reading by 05/31/2017 as measured by KPrep assessment, MAP universal screener, exit criteria, and common assessments..

Strategy 1:

High Yield Instructional Strategies - Kagan Cooperative learning structures, technology integration, and question formulation technique will ensure this goal is met.

Category: Integrated Methods for Learning

Research Cited: Kagan

Activity - Teacher training on Kagan Cooperative Learning Structures	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using Gear Up funds, more teachers will be trained on Kagan structures. Instructional rounds will focus on the use of cooperative learning structures in the classrooms across the district. Schools: All Schools	Direct Instruction	09/01/2016	05/31/2017	\$20000	Grant Funds	Instructional Team, Gear Up

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Activity - MAP scatterplots	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>MAP scatter plots will be displayed to track overall class data during the three benchmark assessments throughout the school year.</p> <p>Schools: Robert W Combs Elementary School, East Perry County Elementary School, Willard Elementary School, Viper Elementary School, A.B. Combs Elementary School, Chavies Elementary School, Robinson Elementary School, Leatherwood Elementary School, Buckhorn School</p>	Academic Support Program	08/15/2016	05/31/2017	\$0	No Funding Required	Teachers, Principals

Strategy 2:

Teacher training - Teachers in grades 3-5 will work with consultant, Angela Hilterbrand, for a 5 day workshop focused on increasing KPrep scores in reading.

Category: Professional Learning & Support

Activity - Classroom walk throughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Targeted walk throughs will be conducted in elementary reading classrooms.</p> <p>Schools: Robert W Combs Elementary School, East Perry County Elementary School, Willard Elementary School, Viper Elementary School, A.B. Combs Elementary School, Chavies Elementary School, Robinson Elementary School, Leatherwood Elementary School, Buckhorn School</p>	Other - evaluations	09/01/2016	05/31/2017	\$0	No Funding Required	Instructional team

Activity - collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>SPED teachers will collaborate with teachers based on needs of students. They are required to co-plan and modify as needed based on IEP.</p> <p>Schools: All Schools</p>	Academic Support Program	08/15/2016	05/31/2017	\$0	No Funding Required	SPED director, SPED teachers

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Status	Progress Notes	Created On	Created By
In Progress	GAP students will be tracked through Mastery Prep, MAP, common assessments, and exit criteria.	December 07, 2016	Mr. Harvey Colwell

Activity - District Calibration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals calibrate with district leadership to evaluate teachers at each school in the district. Schools: All Schools	Professional Learning	08/23/2016	05/31/2017	\$0	No Funding Required	Superintendent, Instructional Team, Principals

Measurable Objective 2:

collaborate to reduce novice by 05/31/2017 as measured by KPrep assessment, MAP universal screener, exit criteria, and common assessments..

Strategy 1:

C4TCG - SPED teachers will be trained to effectively learn how to co-teach, track data, and monitor progress of students.

Category: Integrated Methods for Learning

Activity - PDSA	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Co- teaching classrooms will use the Plan-Do-Study-Act to effectively track classroom progress. Schools: All Schools	Academic Support Program	08/01/2016	05/31/2017	\$5000	Other	SPED director

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

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Measurable Objective 1:

achieve college and career readiness through a CCR rate of 80% by 06/30/2017 as measured by ACT, Compass, KYOTE, and Career KOSSA/Industry Certificates.

Strategy 1:

Career Readiness Pathways - Develop, promote, and implement strategies in which students will be college and or career ready through various paths made available to them.

Category:

Research Cited: state CCR data

Activity - CTE Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide planning time for the development of career pathways for each CTE program available with the schools. Schools: Perry County Central High School, Buckhorn School	Policy and Process	08/08/2012	05/13/2013	\$0	No Funding Required	Principals, ER Team, Cindy Gabbard, Guidance Counselors, CTE teachers

Activity - ACT analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Master Prep will be used to give all students a practice ACT beginning in 9th grade. Students will be placed in RTI based on needs from the ACT. Schools: Perry County Central High School, Buckhorn School	Academic Support Program	09/01/2016	05/31/2017	\$75000	Grant Funds	Gear Up, High school administration

Activity - ACT boot camp	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Juniors will have a two day ACT boot camp prior to the Junior ACT given. Torch Prep and Mastery Prep, two national ACT programs, will divide students into small groups to cover ACT tips.</p> <p>Schools: Perry County Central High School, Buckhorn School</p>	Direct Instruction	12/07/2016	03/09/2017	\$5000	Grant Funds	Gear Up, high school administration
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Activity - KYOTE focus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will be trained on how to give and assess the KYOTE writing assessment. This will assist students in becoming college ready.</p> <p>Schools: Perry County Central High School, Buckhorn School</p>	Academic Support Program	10/01/2016	05/31/2017	\$0	No Funding Required	High school admin,

Activity - Increase number of Career pathways	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Both high schools have added Career Pathways to increase student opportunity for CCR.</p> <p>Schools: Perry County Central High School, Buckhorn School</p>	Career Preparation/Orientation	08/04/2016	06/30/2017	\$0	No Funding Required	high school administration

Activity - Increase dual credit hours	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Both high schools will increase the number of dual credit hours offered through collaboration with ECU, HCTC, UCM, and UPike.</p> <p>Schools: Perry County Central High School, Buckhorn School</p>	Academic Support Program	08/04/2016	05/31/2017	\$0	No Funding Required	Chief Instructional Officer

Goal 4: All students will graduate high school.

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Measurable Objective 1:

improve graduation rate through an intense focus by 06/30/2017 as measured by 95% seniors graduating.

Strategy 1:

Mentoring - At risk students will be assigned to a mentor to increase success towards graduation.

Category: Stakeholder Engagement

Activity - AmeriCorps mentors	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mentors will be assigned to "name and claim" students who are potential drop outs. Schools: Perry County Central High School	Academic Support Program	09/01/2016	05/31/2017	\$10000	Other	AmeriCorp, High school admin

Activity - CCR Senior Advisor Duties	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The CCR Senior advisor will monitor students' progress in meeting graduation requirements. Schools: Perry County Central High School, Buckhorn School	Academic Support Program	08/04/2016	05/31/2017	\$0	No Funding Required	Kevin Campbell, Gear Up Academic Specialists

Activity - Advisor/Advisee schedule	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On a regular schedule, students are grouped with an advisor that tracks their data. Specific talking points are given to discuss with students the progress of each. Schools: Perry County Central High School, Buckhorn School	Academic Support Program	08/04/2016	05/31/2017	\$0	No Funding Required	High school staff

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Status	Progress Notes	Created On	Created By
In Progress	Graduation rate will be met for all students. A dropout policy is in place for both high schools.	December 07, 2016	Mr. Harvey Colwell

Activity - Safety Nets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students must complete several steps in order to attempt to drop out. This includes meeting with the counselors, the high school administration, and the DPP. Schools: Perry County Central High School, Buckhorn School	Academic Support Program	08/04/2016	05/31/2017	\$0	No Funding Required	Counselors, High school staff, DPP

Status	Progress Notes	Created On	Created By
In Progress	Students with disabilities are tracked to ensure graduation is met. This includes all safety nets: mentors, individual plans, and specific scheduling.	December 07, 2016	Mr. Harvey Colwell

Goal 5: All schools will have proficient program reviews.

Measurable Objective 1:

demonstrate a proficiency in all program review areas by 06/30/2017 as measured by effectively scoring the rubrics for each area.

Strategy 1:

Mid-year scoring and review - The district program review team will conduct mid year reviews through interviews, walk throughs, and follow up with next steps.

Category: Continuous Improvement

Activity - District Trends	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District trends and successes will be shared with all school administration. Schools: All Schools	Professional Learning	12/15/2016	12/15/2016	\$0	No Funding Required	Program review team
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Activity - Program Review PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PD will be provided to all school Program review leads on changes and expectations. Schools: All Schools	Academic Support Program	08/04/2016	05/31/2017	\$0	No Funding Required	Chief Instructional Officer

Goal 6: All students will be Kindergarten ready.

Measurable Objective 1:

complete a portfolio or performance on Brigance assessment to indicate Kindergarten readiness by 10/01/2016 as measured by 80% on Brigance.

Strategy 1:

Preschool PLCs - Preschool teachers will collaborate with Kindergarten teachers to ensure expectations are met.

Category: Professional Learning & Support

Activity - Curriculum work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A new preschool curriculum has been purchased for all preschools. In addition, prek teachers are creating lesson plans together. A teacher leader has also been chosen to collaborate with Kindergarten teachers. Schools: Robert W Combs Elementary School, East Perry County Elementary School, Viper Elementary School, Robinson Elementary School	Academic Support Program	08/04/2016	05/31/2017	\$55000	Other	Preschool Director

Activity - Site Visit	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All preschool teachers visited the high performing school, Oak Grove Elementary, to observe their preschool classrooms. Schools: Robert W Combs Elementary School, East Perry County Elementary School, Viper Elementary School, Robinson Elementary School	Professional Learning	05/12/2016	08/04/2016	\$0	No Funding Required	Preschool Director

Goal 7: All system participants will have professional capacity to sustain continuous improvement.

Measurable Objective 1:

collaborate to improve student learning through our own professional learning by 06/30/2017 as measured by 100% of professionals using best practices and high yield instructional strategies..

Status	Progress Notes	Created On	Created By
Met	This includes parent involvement for all factors through all communication modes.	December 07, 2016	Mr. Harvey Colwell

Strategy 1:

District Wide PLC - Once a month, all teachers will collaborate in grade level/content specific PLCs led by teacher leaders. Curriculum and needs based on data will be the guiding talking points.

Category: Professional Learning & Support

Activity - Tech Cadres	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teacher leaders, along with students, will lead 21st Century tech tools in PLCs for teachers across the district. Schools: All Schools	Professional Learning	08/04/2016	05/31/2017	\$0	No Funding Required	DTC
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Activity - New Teacher Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The New Teacher Academy schedule was revised to have all PDs in prior to Christmas break so the tools can be used in a more timely manner. Schools: All Schools	Professional Learning	08/04/2016	12/16/2016	\$0	No Funding Required	Instructional Team

Activity - Site Visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Site visits were made by principals, teacher leaders, and CO to Corbin Independent, Betsy Layne Elementary, Pulaski County Elementary, and Knox Central High School for Biomedical Schools: All Schools	Professional Learning	10/12/2016	11/15/2016	\$0	No Funding Required	Instructional Team

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Program Review PD	PD will be provided to all school Program review leads on changes and expectations.	Academic Support Program	08/04/2016	05/31/2017	\$0	Chief Instructional Officer
Math recovery training	Math recovery teachers trained all K-2 teachers on strategies. This included a make and take of manipulatives such as ten frames, subitizing plates, rek-n-rak models, numeral rolls, and access to Achieve the Core.	Professional Learning	08/04/2016	05/31/2017	\$0	Math recovery teachers
PDSA	Collaborating classrooms will track data using the Plan-Do-Study-Act model.	Academic Support Program	08/04/2016	05/31/2017	\$0	SPED director
Increase dual credit hours	Both high schools will increase the number of dual credit hours offered through collaboration with ECU, HCTC, UCM, and UPIke.	Academic Support Program	08/04/2016	05/31/2017	\$0	Chief Instructional Officer
Advisor/Advisee schedule	On a regular schedule, students are grouped with an advisor that tracks their data. Specific talking points are given to discuss with students the progress of each.	Academic Support Program	08/04/2016	05/31/2017	\$0	High school staff
New Teacher Academy	The New Teacher Academy schedule was revised to have all PDs in prior to Christmas break so the tools can be used in a more timely manner.	Professional Learning	08/04/2016	12/16/2016	\$0	Instructional Team
MAP scatterplots	MAP scatter plots will be displayed to track overall class data during the three benchmark assessments throughout the school year.	Academic Support Program	08/15/2016	05/31/2017	\$0	Teachers, Principals
collaboration	SPED teachers will collaborate with teachers based on needs of students. They are required to co-plan and modify as needed based on IEP.	Academic Support Program	08/15/2016	05/31/2017	\$0	SPED director, SPED teachers
CTE Programs	Provide planning time for the development of career pathways for each CTE program available with the schools.	Policy and Process	08/08/2012	05/13/2013	\$0	Principals, ER Team, Cindy Gabbard, Guidance Counselors, CTE teachers
Tech Cadres	Teacher leaders, along with students, will lead 21st Century tech tools in PLCs for teachers across the district.	Professional Learning	08/04/2016	05/31/2017	\$0	DTC

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Increase number of Career pathways	Both high schools have added Career Pathways to increase student opportunity for CCR.	Career Preparation/Orientation	08/04/2016	06/30/2017	\$0	high school administration
Classroom walk throughs	Targeted walk throughs will be conducted in elementary reading classrooms.	Other - evaluations	09/01/2016	05/31/2017	\$0	Instructional team
KYOTE focus	Teachers will be trained on how to give and assess the KYOTE writing assessment. This will assist students in becoming college ready.	Academic Support Program	10/01/2016	05/31/2017	\$0	High school admin,
District Calibration	Principals calibrate with district leadership to evaluate teachers at each school in the district.	Professional Learning	08/23/2016	05/31/2017	\$0	Superintendent, Instructional Team, Principals
High Yield Instructional Strategies	Kagan cooperative learning structures such as Rally Coach are expected to be used in mathematics.	Academic Support Program	08/04/2016	05/31/2017	\$0	Instructional team
Safety Nets	Students must complete several steps in order to attempt to drop out. This includes meeting with the counselors, the high school administration, and the DPP.	Academic Support Program	08/04/2016	05/31/2017	\$0	Counselors, High school staff, DPP
CCR Senior Advisor Duties	The CCR Senior advisor will monitor students' progress in meeting graduation requirements.	Academic Support Program	08/04/2016	05/31/2017	\$0	Kevin Campbell, Gear Up Academic Specialists
District Trends	District trends and successes will be shared with all school administration.	Professional Learning	12/15/2016	12/15/2016	\$0	Program review team
Site Visits	Site visits were made by principals, teacher leaders, and CO to Corbin Independent, Betsy Layne Elementary, Pulaski County Elementary, and Knox Central High School for Biomedical	Professional Learning	10/12/2016	11/15/2016	\$0	Instructional Team
Site Visit	All preschool teachers visited the high performing school, Oak Grove Elementary, to observe their preschool classrooms.	Professional Learning	05/12/2016	08/04/2016	\$0	Preschool Director
Total					\$0	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ACT analysis	Master Prep will be used to give all students a practice ACT beginning in 9th grade. Students will be placed in RTI based on needs from the ACT.	Academic Support Program	09/01/2016	05/31/2017	\$75000	Gear Up, High school administration
Academy for effective mathematics teaching and learning	Teacher leaders in Algebra I and Algebra II attend a five day workshop from PIMSER.	Professional Learning	10/03/2016	02/28/2017	\$2000	GEAR UP, Math instructional supervisor

Comprehensive District Improvement Plan

Perry County

Teacher training on Kagan Cooperative Learning Structures	Using Gear Up funds, more teachers will be trained on Kagan structures. Instructional rounds will focus on the use of cooperative learning structures in the classrooms across the district.	Direct Instruction	09/01/2016	05/31/2017	\$20000	Instructional Team, Gear Up
ACT boot camp	Juniors will have a two day ACT boot camp prior to the Junior ACT given. Torch Prep and Mastery Prep, two national ACT programs, will divide students into small groups to cover ACT tips.	Direct Instruction	12/07/2016	03/09/2017	\$5000	Gear Up, high school administration
Total					\$102000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Curriculum work	A new preschool curriculum has been purchased for all preschools. In addition, prek teachers are creating lesson plans together. A teacher leader has also been chosen to collaborate with Kindergarten teachers.	Academic Support Program	08/04/2016	05/31/2017	\$55000	Preschool Director
AmeriCorps mentors	Mentors will be assigned to "name and claim" students who are potential drop outs.	Academic Support Program	09/01/2016	05/31/2017	\$10000	AmeriCorp, High school admin
PDSA	Co- teaching classrooms will use the Plan-Do-Study-Act to effectively track classroom progress.	Academic Support Program	08/01/2016	05/31/2017	\$5000	SPED director
Total					\$70000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Developing Number Concepts	All teachers were trained in strategies in text Developing Number Concepts by Kathy Richardson.	Academic Support Program	08/01/2016	05/31/2017	\$5000	Math instructional supervisor
Total					\$5000	

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
Teacher training on Kagan Cooperative Learning Structures	Using Gear Up funds, more teachers will be trained on Kagan structures. Instructional rounds will focus on the use of cooperative learning structures in the classrooms across the district.	Direct Instruction	09/01/2016	05/31/2017	\$20000	Instructional Team, Gear Up
collaboration	SPED teachers will collaborate with teachers based on needs of students. They are required to co-plan and modify as needed based on IEP.	Academic Support Program	08/15/2016	05/31/2017	\$0	SPED director, SPED teachers
District Calibration	Principals calibrate with district leadership to evaluate teachers at each school in the district.	Professional Learning	08/23/2016	05/31/2017	\$0	Superintendent, Instructional Team, Principals
PDSA	Co-teaching classrooms will use the Plan-Do-Study-Act to effectively track classroom progress.	Academic Support Program	08/01/2016	05/31/2017	\$5000	SPED director
High Yield Instructional Strategies	Kagan cooperative learning structures such as Rally Coach are expected to be used in mathematics.	Academic Support Program	08/04/2016	05/31/2017	\$0	Instructional team
PDSA	Collaborating classrooms will track data using the Plan-Do-Study-Act model.	Academic Support Program	08/04/2016	05/31/2017	\$0	SPED director
District Trends	District trends and successes will be shared with all school administration.	Professional Learning	12/15/2016	12/15/2016	\$0	Program review team
Program Review PD	PD will be provided to all school Program review leads on changes and expectations.	Academic Support Program	08/04/2016	05/31/2017	\$0	Chief Instructional Officer
Tech Cadres	Teacher leaders, along with students, will lead 21st Century tech tools in PLCs for teachers across the district.	Professional Learning	08/04/2016	05/31/2017	\$0	DTC
New Teacher Academy	The New Teacher Academy schedule was revised to have all PDs in prior to Christmas break so the tools can be used in a more timely manner.	Professional Learning	08/04/2016	12/16/2016	\$0	Instructional Team
Site Visits	Site visits were made by principals, teacher leaders, and CO to Corbin Independent, Betsy Layne Elementary, Pulaski County Elementary, and Knox Central High School for Biomedical	Professional Learning	10/12/2016	11/15/2016	\$0	Instructional Team

Comprehensive District Improvement Plan

Perry County

Total \$25000

Willard Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Classroom walk throughs	Targeted walk throughs will be conducted in elementary reading classrooms.	Other - evaluations	09/01/2016	05/31/2017	\$0	Instructional team
MAP scatterplots	MAP scatter plots will be displayed to track overall class data during the three benchmark assessments throughout the school year.	Academic Support Program	08/15/2016	05/31/2017	\$0	Teachers, Principals
Developing Number Concepts	All teachers were trained in strategies in text Developing Number Concepts by Kathy Richardson.	Academic Support Program	08/01/2016	05/31/2017	\$5000	Math instructional supervisor
Math recovery training	Math recovery teachers trained all K-2 teachers on strategies. This included a make and take of manipulatives such as ten frames, subitizing plates, rek-n-rak models, numeral rolls, and access to Achieve the Core.	Professional Learning	08/04/2016	05/31/2017	\$0	Math recovery teachers
Total					\$5000	

Viper Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Classroom walk throughs	Targeted walk throughs will be conducted in elementary reading classrooms.	Other - evaluations	09/01/2016	05/31/2017	\$0	Instructional team
MAP scatterplots	MAP scatter plots will be displayed to track overall class data during the three benchmark assessments throughout the school year.	Academic Support Program	08/15/2016	05/31/2017	\$0	Teachers, Principals
Developing Number Concepts	All teachers were trained in strategies in text Developing Number Concepts by Kathy Richardson.	Academic Support Program	08/01/2016	05/31/2017	\$5000	Math instructional supervisor
Math recovery training	Math recovery teachers trained all K-2 teachers on strategies. This included a make and take of manipulatives such as ten frames, subitizing plates, rek-n-rak models, numeral rolls, and access to Achieve the Core.	Professional Learning	08/04/2016	05/31/2017	\$0	Math recovery teachers
Curriculum work	A new preschool curriculum has been purchased for all preschools. In addition, prek teachers are creating lesson plans together. A teacher leader has also been chosen to collaborate with Kindergarten teachers.	Academic Support Program	08/04/2016	05/31/2017	\$55000	Preschool Director
Site Visit	All preschool teachers visited the high performing school, Oak Grove Elementary, to observe their preschool classrooms.	Professional Learning	05/12/2016	08/04/2016	\$0	Preschool Director
Total					\$60000	

Comprehensive District Improvement Plan

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Robinson Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Classroom walk throughs	Targeted walk throughs will be conducted in elementary reading classrooms.	Other - evaluations	09/01/2016	05/31/2017	\$0	Instructional team
MAP scatterplots	MAP scatter plots will be displayed to track overall class data during the three benchmark assessments throughout the school year.	Academic Support Program	08/15/2016	05/31/2017	\$0	Teachers, Principals
Developing Number Concepts	All teachers were trained in strategies in text Developing Number Concepts by Kathy Richardson.	Academic Support Program	08/01/2016	05/31/2017	\$5000	Math instructional supervisor
Math recovery training	Math recovery teachers trained all K-2 teachers on strategies. This included a make and take of manipulatives such as ten frames, subitizing plates, rek-n-rak models, numeral rolls, and access to Achieve the Core.	Professional Learning	08/04/2016	05/31/2017	\$0	Math recovery teachers
Curriculum work	A new preschool curriculum has been purchased for all preschools. In addition, prek teachers are creating lesson plans together. A teacher leader has also been chosen to collaborate with Kindergarten teachers.	Academic Support Program	08/04/2016	05/31/2017	\$55000	Preschool Director
Site Visit	All preschool teachers visited the high performing school, Oak Grove Elementary, to observe their preschool classrooms.	Professional Learning	05/12/2016	08/04/2016	\$0	Preschool Director
Total					\$60000	

Robert W Combs Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Classroom walk throughs	Targeted walk throughs will be conducted in elementary reading classrooms.	Other - evaluations	09/01/2016	05/31/2017	\$0	Instructional team
MAP scatterplots	MAP scatter plots will be displayed to track overall class data during the three benchmark assessments throughout the school year.	Academic Support Program	08/15/2016	05/31/2017	\$0	Teachers, Principals
Developing Number Concepts	All teachers were trained in strategies in text Developing Number Concepts by Kathy Richardson.	Academic Support Program	08/01/2016	05/31/2017	\$5000	Math instructional supervisor
Math recovery training	Math recovery teachers trained all K-2 teachers on strategies. This included a make and take of manipulatives such as ten frames, subitizing plates, rek-n-rak models, numeral rolls, and access to Achieve the Core.	Professional Learning	08/04/2016	05/31/2017	\$0	Math recovery teachers
Curriculum work	A new preschool curriculum has been purchased for all preschools. In addition, prek teachers are creating lesson plans together. A teacher leader has also been chosen to collaborate with Kindergarten teachers.	Academic Support Program	08/04/2016	05/31/2017	\$55000	Preschool Director

Comprehensive District Improvement Plan

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Site Visit	All preschool teachers visited the high performing school, Oak Grove Elementary, to observe their preschool classrooms.	Professional Learning	05/12/2016	08/04/2016	\$0	Preschool Director
Total					\$60000	

Perry County Central High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
CTE Programs	Provide planning time for the development of career pathways for each CTE program available with the schools.	Policy and Process	08/08/2012	05/13/2013	\$0	Principals, ER Team, Cindy Gabbard, Guidance Counselors, CTE teachers
Academy for effective mathematics teaching and learning	Teacher leaders in Algebra I and Algebra II attend a five day workshop from PIMSER.	Professional Learning	10/03/2016	02/28/2017	\$2000	GEAR UP, Math instructional supervisor
ACT analysis	Master Prep will be used to give all students a practice ACT beginning in 9th grade. Students will be placed in RTI based on needs from the ACT.	Academic Support Program	09/01/2016	05/31/2017	\$75000	Gear Up, High school administration
ACT boot camp	Juniors will have a two day ACT boot camp prior to the Junior ACT given. Torch Prep and Mastery Prep, two national ACT programs, will divide students into small groups to cover ACT tips.	Direct Instruction	12/07/2016	03/09/2017	\$5000	Gear Up, high school administration
KYOTE focus	Teachers will be trained on how to give and assess the KYOTE writing assessment. This will assist students in becoming college ready.	Academic Support Program	10/01/2016	05/31/2017	\$0	High school admin,
Increase number of Career pathways	Both high schools have added Career Pathways to increase student opportunity for CCR.	Career Preparation/Orientation	08/04/2016	06/30/2017	\$0	high school administration
AmeriCorps mentors	Mentors will be assigned to "name and claim" students who are potential drop outs.	Academic Support Program	09/01/2016	05/31/2017	\$10000	AmeriCorp, High school admin
CCR Senior Advisor Duties	The CCR Senior advisor will monitor students' progress in meeting graduation requirements.	Academic Support Program	08/04/2016	05/31/2017	\$0	Kevin Campbell, Gear Up Academic Specialists
Advisor/Advisee schedule	On a regular schedule, students are grouped with an advisor that tracks their data. Specific talking points are given to discuss with students the progress of each.	Academic Support Program	08/04/2016	05/31/2017	\$0	High school staff
Safety Nets	Students must complete several steps in order to attempt to drop out. This includes meeting with the counselors, the high school administration, and the DPP.	Academic Support Program	08/04/2016	05/31/2017	\$0	Counselors, High school staff, DPP

Comprehensive District Improvement Plan

Perry County

Increase dual credit hours	Both high schools will increase the number of dual credit hours offered through collaboration with EKU, HCTC, UCM, and UPike.	Academic Support Program	08/04/2016	05/31/2017	\$0	Chief Instructional Officer
Total					\$92000	

Leatherwood Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Classroom walk throughs	Targeted walk throughs will be conducted in elementary reading classrooms.	Other - evaluations	09/01/2016	05/31/2017	\$0	Instructional team
MAP scatterplots	MAP scatter plots will be displayed to track overall class data during the three benchmark assessments throughout the school year.	Academic Support Program	08/15/2016	05/31/2017	\$0	Teachers, Principals
Developing Number Concepts	All teachers were trained in strategies in text Developing Number Concepts by Kathy Richardson.	Academic Support Program	08/01/2016	05/31/2017	\$5000	Math instructional supervisor
Math recovery training	Math recovery teachers trained all K-2 teachers on strategies. This included a make and take of manipulatives such as ten frames, subitizing plates, rek-n-rak models, numeral rolls, and access to Achieve the Core.	Professional Learning	08/04/2016	05/31/2017	\$0	Math recovery teachers
Total					\$5000	

East Perry County Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Classroom walk throughs	Targeted walk throughs will be conducted in elementary reading classrooms.	Other - evaluations	09/01/2016	05/31/2017	\$0	Instructional team
MAP scatterplots	MAP scatter plots will be displayed to track overall class data during the three benchmark assessments throughout the school year.	Academic Support Program	08/15/2016	05/31/2017	\$0	Teachers, Principals
Developing Number Concepts	All teachers were trained in strategies in text Developing Number Concepts by Kathy Richardson.	Academic Support Program	08/01/2016	05/31/2017	\$5000	Math instructional supervisor
Math recovery training	Math recovery teachers trained all K-2 teachers on strategies. This included a make and take of manipulatives such as ten frames, subitizing plates, rek-n-rak models, numeral rolls, and access to Achieve the Core.	Professional Learning	08/04/2016	05/31/2017	\$0	Math recovery teachers
Curriculum work	A new preschool curriculum has been purchased for all preschools. In addition, prek teachers are creating lesson plans together. A teacher leader has also been chosen to collaborate with Kindergarten teachers.	Academic Support Program	08/04/2016	05/31/2017	\$55000	Preschool Director
Site Visit	All preschool teachers visited the high performing school, Oak Grove Elementary, to observe their preschool classrooms.	Professional Learning	05/12/2016	08/04/2016	\$0	Preschool Director

Comprehensive District Improvement Plan

Perry County

Total \$60000

Chavies Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Classroom walk throughs	Targeted walk throughs will be conducted in elementary reading classrooms.	Other - evaluations	09/01/2016	05/31/2017	\$0	Instructional team
MAP scatterplots	MAP scatter plots will be displayed to track overall class data during the three benchmark assessments throughout the school year.	Academic Support Program	08/15/2016	05/31/2017	\$0	Teachers, Principals
Developing Number Concepts	All teachers were trained in strategies in text Developing Number Concepts by Kathy Richardson.	Academic Support Program	08/01/2016	05/31/2017	\$5000	Math instructional supervisor
Math recovery training	Math recovery teachers trained all K-2 teachers on strategies. This included a make and take of manipulatives such as ten frames, subitizing plates, rek-n-rak models, numeral rolls, and access to Achieve the Core.	Professional Learning	08/04/2016	05/31/2017	\$0	Math recovery teachers
Total					\$5000	

Buckhorn School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
CTE Programs	Provide planning time for the development of career pathways for each CTE program available with the schools.	Policy and Process	08/08/2012	05/13/2013	\$0	Principals, ER Team, Cindy Gabbard, Guidance Counselors, CTE teachers
Classroom walk throughs	Targeted walk throughs will be conducted in elementary reading classrooms.	Other - evaluations	09/01/2016	05/31/2017	\$0	Instructional team
MAP scatterplots	MAP scatter plots will be displayed to track overall class data during the three benchmark assessments throughout the school year.	Academic Support Program	08/15/2016	05/31/2017	\$0	Teachers, Principals
Developing Number Concepts	All teachers were trained in strategies in text Developing Number Concepts by Kathy Richardson.	Academic Support Program	08/01/2016	05/31/2017	\$5000	Math instructional supervisor
Math recovery training	Math recovery teachers trained all K-2 teachers on strategies. This included a make and take of manipulatives such as ten frames, subitizing plates, rek-n-rak models, numeral rolls, and access to Achieve the Core.	Professional Learning	08/04/2016	05/31/2017	\$0	Math recovery teachers
ACT analysis	Master Prep will be used to give all students a practice ACT beginning in 9th grade. Students will be placed in RTI based on needs from the ACT.	Academic Support Program	09/01/2016	05/31/2017	\$75000	Gear Up, High school administration

Comprehensive District Improvement Plan

Perry County

ACT boot camp	Juniors will have a two day ACT boot camp prior to the Junior ACT given. Torch Prep and Mastery Prep, two national ACT programs, will divide students into small groups to cover ACT tips.	Direct Instruction	12/07/2016	03/09/2017	\$5000	Gear Up, high school administration
KYOTE focus	Teachers will be trained on how to give and assess the KYOTE writing assessment. This will assist students in becoming college ready.	Academic Support Program	10/01/2016	05/31/2017	\$0	High school admin,
Increase number of Career pathways	Both high schools have added Career Pathways to increase student opportunity for CCR.	Career Preparation/Orientation	08/04/2016	06/30/2017	\$0	high school administration
CCR Senior Advisor Duties	The CCR Senior advisor will monitor students' progress in meeting graduation requirements.	Academic Support Program	08/04/2016	05/31/2017	\$0	Kevin Campbell, Gear Up Academic Specialists
Advisor/Advisee schedule	On a regular schedule, students are grouped with an advisor that tracks their data. Specific talking points are given to discuss with students the progress of each.	Academic Support Program	08/04/2016	05/31/2017	\$0	High school staff
Safety Nets	Students must complete several steps in order to attempt to drop out. This includes meeting with the counselors, the high school administration, and the DPP.	Academic Support Program	08/04/2016	05/31/2017	\$0	Counselors, High school staff, DPP
Increase dual credit hours	Both high schools will increase the number of dual credit hours offered through collaboration with EKU, HCTC, UCM, and UPike.	Academic Support Program	08/04/2016	05/31/2017	\$0	Chief Instructional Officer
Total					\$85000	

A.B. Combs Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Classroom walk throughs	Targeted walk throughs will be conducted in elementary reading classrooms.	Other - evaluations	09/01/2016	05/31/2017	\$0	Instructional team
MAP scatterplots	MAP scatter plots will be displayed to track overall class data during the three benchmark assessments throughout the school year.	Academic Support Program	08/15/2016	05/31/2017	\$0	Teachers, Principals
Developing Number Concepts	All teachers were trained in strategies in text Developing Number Concepts by Kathy Richardson.	Academic Support Program	08/01/2016	05/31/2017	\$5000	Math instructional supervisor
Math recovery training	Math recovery teachers trained all K-2 teachers on strategies. This included a make and take of manipulatives such as ten frames, subitizing plates, rek-n-rak models, numeral rolls, and access to Achieve the Core.	Professional Learning	08/04/2016	05/31/2017	\$0	Math recovery teachers
Total					\$5000	

Phase II - Assurances - District

Introduction

KDE Assurances for Districts

District Assurances

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

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

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

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

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

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

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

Comprehensive District Improvement Plan

Perry County

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

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

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

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

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

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

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

Comprehensive District Improvement Plan

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		

Comprehensive District Improvement Plan

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 set-aside funds for neglected institutions in the district are expended on identified student needs.	Yes		

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

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

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

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

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

Comprehensive District Improvement Plan

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		

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

Comprehensive District Improvement Plan

Perry County

Label	Assurance	Response	Comment	Attachment
38.	The district certifies it has submitted the required District School Safety Report in ASSIST to verify compliance with SB/HB345 to assure schools are safer places for students and staff and that school safety practices are being developed and are in place.	Yes		

Phase II - Compliance and Accountability - Districts

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

All students will be college and/or career ready.

Measurable Objective 1:

achieve college and career readiness through a CCR rate of 80% by 06/30/2017 as measured by ACT, Compass, KYOTE, and Career KOSSA/Industry Certificates.

Strategy1:

Career Readiness Pathways - Develop, promote, and implement strategies in which students will be college and or career ready through various paths made available to them.

Category:

Research Cited: state CCR data

Activity - KYOTE focus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained on how to give and assess the KYOTE writing assessment. This will assist students in becoming college ready.	Academic Support Program	10/01/2016	05/31/2017	\$0 - No Funding Required	High school admin,

Activity - CTE Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide planning time for the development of career pathways for each CTE program available with the schools.	Policy and Process	08/08/2012	05/13/2013	\$0 - No Funding Required	Principals, ER Team, Cindy Gabbard, Guidance Counselors, CTE teachers

Activity - ACT boot camp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Juniors will have a two day ACT boot camp prior to the Junior ACT given. Torch Prep and Mastery Prep, two national ACT programs, will divide students into small groups to cover ACT tips.	Direct Instruction	12/07/2016	03/09/2017	\$5000 - Grant Funds	Gear Up, high school administration

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Activity - Increase number of Career pathways	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Both high schools have added Career Pathways to increase student opportunity for CCR.	Career Preparation/ Orientation	08/04/2016	06/30/2017	\$0 - No Funding Required	high school administration

Activity - Increase dual credit hours	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Both high schools will increase the number of dual credit hours offered through collaboration with EKU, HCTC, UCM, and UPike.	Academic Support Program	08/04/2016	05/31/2017	\$0 - No Funding Required	Chief Instructional Officer

Activity - ACT analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Master Prep will be used to give all students a practice ACT beginning in 9th grade. Students will be placed in RTI based on needs from the ACT.	Academic Support Program	09/01/2016	05/31/2017	\$75000 - Grant Funds	Gear Up, High school administration

The 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 improve student learning through our own professional learning by 06/30/2017 as measured by 100% of professionals using best practices and high yield instructional strategies..

Strategy1:

District Wide PLC - Once a month, all teachers will collaborate in grade level/content specific PLCs led by teacher leaders. Curriculum and needs based on data will be the guiding talking points.

Category: Professional Learning & Support

Research Cited:

Activity - Site Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Site visits were made by principals, teacher leaders, and CO to Corbin Independent, Betsy Layne Elementary, Pulaski County Elementary, and Knox Central High School for Biomedical	Professional Learning	10/12/2016	11/15/2016	\$0 - No Funding Required	Instructional Team

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Activity - New Teacher Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The New Teacher Academy schedule was revised to have all PDs in prior to Christmas break so the tools can be used in a more timely manner.	Professional Learning	08/04/2016	12/16/2016	\$0 - No Funding Required	Instructional Team

Activity - Tech Cadres	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher leaders, along with students, will lead 21st Century tech tools in PLCs for teachers across the district.	Professional Learning	08/04/2016	05/31/2017	\$0 - No Funding Required	DTC

Executive Summary

Introduction

Every school system has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school system makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school system stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school system, and the kinds of programs and services that a school system implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school system with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the community will have a more complete picture of how the school system perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school system to reflect on how it provides teaching and learning on a day to day basis.

Description of the School System

Describe the school system's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school system serves?

The Perry County School District is a back to back proficient district comprised of approximately 4,000 students in grades PreK-12. We are nestled in the heart of Eastern Kentucky. Our hometown was once a very prosperous community built on the coal industry. However, with the decline of coal, enrollment has decreased as well as the same time increased the percentage of free/reduced lunch students. Despite these challenges, our district continues to improve the educational process. Many schools have earned prestigious classifications: East Perry Elementary- school of distinction elementary and distinguished middle school, Robinson Middle School- distinguished, AB Combs Elementary- school of distinction elementary, proficient middle school, Buckhorn High School- school of distinction, Perry County Central High School- proficient, Leatherwood Elementary- middle school school of distinction, Willard Elementary- middle school school of distinction, Viper Elementary- proficient elementary, middle school of distinction.

System's Purpose

Provide the school system's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school system embodies its purpose through its program offerings and expectations for students.

MISSION

Perry County students raising the standard for lifelong learning.

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.

NON-NEGOTIABLES

-The Perry County School district will promote a positive culture void of ex-cuses through effective communication.

-All stakeholders (i.e. board members, central office staff, school administrators, teachers, students, community members and parents) will work within clearly defined, transparent, roles/job descriptions resulting in sustainable systematic action plans.

-Pertinent data must be produced by any stakeholder requesting resources, and resources must be continually monitored for effectiveness through data analysis.

-All Perry County students will internalize their goals/benchmarks and co-lead a curriculum that prepares them for the next level.

-Within our educational community, each member will hold other members and themselves accountable and will not experience an environment where fear serves as a barrier to success.

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.

Many of our schools have earned prestigious classifications. Out of 10 schools, nine have earned a proficient, distinguished, or school of distinction honors. Also, our district has earned the proficient title two years in a row.

Our goal is to be a top ten district. Until we achieve that, there are many areas for improvement. We aim to increase proficiency in all academic areas and achieve 100% CCR rate.

Additional Information

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

#weexpectsuccess

Our district is also bringing in the community through many activities such as our Thanksgiving dinner, T's for tickets, and CCR nights.