



# **KDE Comprehensive Improvement Plan for Districts**

## **Pendleton County**

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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?**

Pendleton County is a rural district located in Northern Kentucky about 35 miles south of Cincinnati and about 50 miles north of Lexington. Pendleton County is a rural community that takes pride in the school system. The school district is the largest employer of the county. Our educational needs are great due to the many environmental factors of the county. We face many barriers with our students understanding the critical importance of basic and advanced education. Current data shows that approximately, 18% of our working age population (age 18-64) are without a high school diploma or equivalent. According to the 2012 American Survey data, only 6.1% of our county residents have a Bachelor's degree and an additional 7.4% have an Associate's degree. Approximately 61% of our student population qualifies for free and reduced lunch.

The mission of the Pendleton County Schools is to meet the unique needs of our students through a culture of expectation, engagement and continuous growth so every student is prepared for the 21st century. The District is composed of Northern Elementary, Southern Elementary, Phillip A. Sharp Middle School and Pendleton County Memorial High School. Pendleton County has 161 teachers and serves approximately 2,500 students ranging from preschool to grade 12. The district focus is STUDENT GROWTH. All four schools are dedicated to making every student college/career ready when they graduate.

Pendleton County is committed to excellence in teaching and learning with a goal of preparing students to succeed for life by meeting the individual needs of students using response to intervention; ensuring quality instruction; and developing learning communities.

## **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.**

VISION: Achieving Greatness: Every Student, Every Day

The mission of the Pendleton County Schools is to meet the unique needs of our students through a culture of expectation, engagement and continuous growth so every student is prepared for the 21st century.

We believe:

Our schools deserve leaders, teachers and staff who:

- have passion and vision to lead and teach with a servant heart
- value the uniqueness of every student and are committed to seeing every student succeed
- are willing to grow professionally to improve outcomes for all students
- hold themselves and others to a high level of individual and professional accountability
- make data-driven decisions based on what is in the best interests of our students
- create a safe and welcoming environment for all members of the school and community

Our schools are filled with students who:

- learn in engaging, thoughtful, and creative ways
- involve themselves as active partners in their own learning
- thrive on positive relationships with caring adults
- participate as active and vital members of the school community
- are motivated to achieve at high levels as life-long learners

Our schools are supported by parents and the community who:

- value education and life-long learning
- engage in the life of our schools through positive relationships and active participation
- take pride as collaborative partners and stakeholders in the success of our schools

## 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.**

Pendleton County School District has made notable improvement in the last three years as demonstrated by the most recent test scores.

-We are ranked as a Proficient and Progressing District.

-Stakeholders have worked together to create a mission statement that is a guiding light for the work that is occurring for students

-We are utilizing MAP data and Formative Assessment Data, leadership has worked with staff to create a growth mindset culture. Students have gained skills in personal and academic goal setting so that they take ownership of their learning.

-We have worked to develop leadership capacity and teacher capacity around the new standards and implement programs that support more rigorous work. Reading series for elementary, middle and high and a math series for elementary have been purchased based on teacher input and the need to provide more adequate and rigorous resources for instruction.

-Teams of educators have submitted grants to support students needs which include:

\$50,000 Instructional Transformation Grant (each year for 4 years) to focus on building capacity in the new standards(reading, math, science)

\$53,000 Rural School Grant to provide job-embedded professional development and tools for teachers

-Summer learning has been identified as a strategy to close the achievement gap and each school was provided funds to support this work during the summer of 2014 and 2015.

-PGES is also in place and the superintendent is working with building leadership to develop and support their roles as instructional leaders.

There are many student, staff and district-wide accomplishments to celebrate in Pendleton County Schools. These accomplishments are highlighted in each school's CSIP.

## **Additional Information**

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

The leadership team met in the summer of 2012 to create a draft mission statement and vision statement to guide our work as a district. This work was very critical in creating a foundation for our work in Pendleton County Schools.

**MISSION:**

The mission of the Pendleton County Schools is to meet the unique needs of our students through a culture of expectation, engagement and continuous growth so every student is prepared for the 21st century.

**VISION:** Achieving Greatness: Every Student, Every Day

# **2015-2016 Pendleton County Comprehensive District Improvement Plan**

## **Overview**

### **Plan Name**

2015-2016 Pendleton County Comprehensive District Improvement Plan

### **Plan Description**

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the average combined KPREP scores for reading and math from 43.1% proficient/distinguished to 71.4% by 2018.	Objectives: 1 Strategies: 4 Activities: 14	Organizational	\$7500
2	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 43.1% in 2015 to 71.4% in 2018.	Objectives: 1 Strategies: 2 Activities: 8	Organizational	\$0
3	Increase Graduation Rate 2015-16	Objectives: 1 Strategies: 3 Activities: 5	Organizational	\$800
4	College and Career Readiness 2015-2016	Objectives: 1 Strategies: 7 Activities: 18	Organizational	\$8300
5	Decrease the average combined reading and math novice K-PREP scores for all students from 24.3% to 12.1% by 2020.	Objectives: 1 Strategies: 2 Activities: 6	Organizational	\$61000
6	Equitable Distribution	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
7	TELL Survey Needs	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

## Goal 1: Increase the average combined KPREP scores for reading and math from 43.1% proficient/distinguished to 71.4% by 2018.

### Measurable Objective 1:

collaborate to increase averaged combined reading and math K-Prep scores for elementary and middle school students by 11/01/2016 as measured by an increase from 43.1% to 54.16%.

### Strategy 1:

Instructional Programming - Instruction - PC Schools will utilize and make available to all students a challenging curriculum that addresses a common academic core and is taught through proven, research-based instructional strategies.

Category: Learning Systems

Activity - Instructional Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PC staff will utilize a variety of research-based instructional strategies to engage student learning, including technology, formative assessment, defining learning targets, and high level questioning.  Schools: All Schools	Direct Instruction	01/01/2016	01/01/2017	\$0	No Funding Required	District and School Leadership Teams; Classroom Teachers

Status	Progress Notes	Created On	Created By
In Progress	Better grouping of students based on their needs	June 03, 2014	Mrs. Amy M Razor

Activity - Material Usage	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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PC staff will utilize research-based resources to increase the complexity and rigor of classroom instruction and to support student learning. Rigorous, cognitively complex tasks that support increased independence will be the center of all instruction.  Schools: All Schools	Professional Learning, Direct Instruction	01/01/2016	01/01/2017	\$0	No Funding Required	District Leadership Team, Building Leadership Teams, Teachers
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Status	Progress Notes	Created On	Created By
In Progress	Best practices in feedback, formative assessment, goal setting, higher level questioning.	July 18, 2014	Kristina Sheehy

Activity - Differentiation of Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will instruct and utilize strategies in differentiation of instruction for all types of learners based on data analysis to ensure that all students meet continuous progress. Staff will flexibly group students based on results of formative assessment data to provide differentiated teaching, intervention and enrichment opportunities.  Schools: All Schools	Direct Instruction	01/01/2016	01/01/2017	\$1500	Title II Part A	District and School Leadership Teams, Teachers

Status	Progress Notes	Created On	Created By
N/A	Utilize instructional coach to design diff. tool kit.	December 04, 2013	Mrs. Amy M Razor

## Strategy 2:

Curriculum Alignment - In order to provide access to a rigorous curriculum so that students are college/career ready, staff will continue updating curriculum documents which include pacing guides, essential learning targets, and common assessments based on Kentucky's Model Curriculum Framework, Program of Studies and Core Academic Standards relating to all content areas:

1. Mathematics
2. Reading
3. Writing
4. Science
5. Social Studies
6. Arts and Humanities
7. Practical Living/Career Studies

This process will include analyzing current class structure to offer accelerated learning opportunities.

Category: Continuous Improvement

Status	Progress Notes	Created On	Created By
N/A	Needs updates	December 04, 2013	Mrs. Amy M Razor

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Activity - Program Alignment to Common Core	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District recently purchased Scott Foresman Reading, EnVision Math, and SpringBoard programs to support classroom instruction. Schools will continue to work to ensure that programs align with Kentucky Academic Standards.  Schools: All Schools	Professional Learning	01/01/2016	09/04/2017	\$6000	General Fund	District and Building Instructional Teams; Teachers and Staff

Activity - Next Generation Science Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will continue to build instructional capacity through professional learning and work on alignment of NGSS with current documents.  Schools: All Schools	Professional Learning	09/08/2014	01/01/2017	\$0	No Funding Required	District and Building Instructional Leadership Teams; Teachers and Staff

### Strategy 3:

Assessments - PC Schools will utilize assessment tasks that are intentional, standards-based, rigorous, and used to guide instructional decisions. Congruent assessments will allow for more accurate re-teaching of non-mastered standards and will ultimately result in improved student learning.;

Category: Learning Systems

Activity - Formative Assessment Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PC Schools will regularly utilize formative assessment that aligns with learning targets in order to make instructional decisions about student learning progress. Teachers will utilize information to evaluate, refine and adjust instruction to fit the needs of individual students. Results will be analyzed and next steps for learning will be discussed in PLC meetings.  Schools: All Schools	Direct Instruction	01/01/2016	01/01/2017	\$0	General Fund	District and Building Instructional Leadership Teams; Teachers and Staff

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Activity - MAP Testing and Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>PC Schools (Elementary and Middle) will implement MAP testing and will analyze results in order to make instructional decisions. The MAP test will measure student progress and project proficiency; teachers will be able to identify areas of strength/weakness in order to tailor instruction to match student needs.</p> <p>Schools: Phillip Sharp Middle School, Southern Elementary School, Northern Elementary School</p>	Direct Instruction	01/01/2016	01/01/2017	\$0	General Fund	District and Building Instructional Leadership Teams; Teachers and Staff

Activity - Common Unit Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>PC Schools will utilize standard-aligned Common Assessments with both multiple choice and written response questions in order to identify gaps in learning. Assessments will be congruent to standards and rigorous in nature. Results will be analyzed to provide re-teaching at the end of each instructional unit.</p> <p>Schools: All Schools</p>	Direct Instruction	01/01/2016	01/01/2017	\$0	General Fund	District and Building Instructional Leadership Teams; Teachers and Staff

**Strategy 4:**

Learning Environment - Students need to be held to high expectations and encouraged to take responsibility for their learning. All PC Schools will use clear expectations, goal setting and high standards of learning and behavior in order to help students grow and reach their maximum potential.

Category: Continuous Improvement

Activity - Learning Targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All classrooms in PC Schools will utilize student friendly learning targets that are congruent to standards, posted, and referenced throughout the lesson.  Schools: All Schools	Direct Instruction	01/01/2016	01/01/2017	\$0	General Fund	District and Building Instructional Leadership Teams; Teachers and Staff
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Activity - Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PC Schools will work with students as partners in setting individual goals for their learning. Involving students as partners in their academic growth will make the students more involved in their learning and development. Students will learn to take responsibility and feel accountable for their progress  Schools: All Schools	Direct Instruction	01/01/2016	01/01/2017	\$0	General Fund	District and Building Instructional Leadership Teams; Teachers and Staff

Activity - PBIS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PC Schools will utilize PBIS, Positive Behavioral Interventions and Supports, in order to provide clarity for student behavioral expectations. Research shows that students who know what to expect can understand and perform their learning tasks better. Specific expectations help students have a clearer sense of what it takes to perform at high levels. Behavior data will be collected, analyzed and regularly reviewed to impact program improvement.  Schools: All Schools	Behavioral Support Program	01/01/2016	01/01/2017	\$0	General Fund	District and Building Leadership Teams; Teachers and Staff

Activity - Parental Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Parental involvement will be encouraged in all schools through events both held by schools and in conjunction with various other agencies. Each school will utilize common events including a beginning year Open House , Parent Teacher Conferences and Title One Informational Sessions to encourage parents to visit the schools and meet school personnel. In addition, all schools will utilize report cards and midterms to communicate student progress, and a variety of other means of communication (letters, emails, phone calls) to convey important school information and events.  Schools: All Schools	Parent Involvement	01/01/2016	01/01/2017	\$0	General Fund	District and School Leadership Teams; Teachers and Staff
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Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PC Schools will utilize Professional Learning Communities (PLCs) to build teacher leader capacity, review student work, analyze common assessments and other data, and participate in lesson/unit planning.  Schools: All Schools	Professional Learning	01/01/2016	01/01/2017	\$0	General Fund	District and Building Instructional Leadership Teams; Teachers and Staff

Activity - Higher Level Questions and Tasks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All PC Schools will intentionally ask questions and assign tasks of high cognitive levels in order to deepen student understanding of content.  Schools: All Schools	Direct Instruction	01/01/2016	01/01/2017	\$0	General Fund	District and Building Instructional Leadership Teams; Teachers and Staff

**Goal 2: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 43.1% in 2015 to 71.4% in 2018.**

# KDE Comprehensive Improvement Plan for Districts

Pendleton County

## Measurable Objective 1:

collaborate to increase the combined reading and math proficiency ratings for all students in the non-duplicated gap group from 43.1% to 45.7% by 11/01/2016 as measured by KPREP scores..

## Strategy 1:

Response To Intervention - PC Schools will continue to develop and revise the Rtl process in Math, Reading, Writing and Behavior. Pyramids of intervention will provide scaffolded strategies to assure academic success of students. Students not scoring proficient in math and reading will be identified and targeted for intervention.

Category: Learning Systems

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PC Schools will review a variety of data sources for each student in order to make informed decisions regarding students' areas of academic need. Students who are not meeting standards will be identified and provided with research-based, specific interventions in order to make growth in their area of academic weakness. Academic progress for all students will be analyzed and discussed during PLC meetings.  Schools: All Schools	Academic Support Program	01/01/2016	01/01/2017	\$0	General Fund	District and Building Instructional Leadership Teams; Teachers and Staff

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PC Students will receive, in addition to daily grade level instruction in reading, writing and math, instruction that is on their individualized learning level. Teachers will flexibly group students based on results of formative assessment data to provide differentiated teaching, intervention, and enrichment opportunities.  Schools: All Schools	Academic Support Program	01/01/2016	01/01/2017	\$0	General Fund	District and Building Instructional Leadership Teams; Teachers and Staff

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Activity - RIT Band Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>PC Schools (Elementary and Middle) will use MAP data to create and prepare flexible small groups. By grouping students with similar RIT bands, teachers can better meet the instructional needs of each student, starting where they are in their learning. RIT instruction is a major step in closing the gaps with missing concepts and skills.</p> <p>Schools: Phillip Sharp Middle School, Southern Elementary School, Northern Elementary School</p>	Academic Support Program	01/01/2016	01/01/2017	\$0	General Fund	District and Building Instructional Leadership Teams; Teachers and Staff

## Strategy 2:

Analysis of State and Federal Programs - State and federal programs will be analyzed to ensure high levels of effectiveness. Special Education, Title One, ESS, ESL and Early Childhood programs will be monitored and adjustments will be made to programs as needed.

Category: Continuous Improvement

Activity - Special Education	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>PC Schools will analyze regular and special education practices, review IEPS, scores, goals, accommodations and LRE for quality in regard to rigor and appropriateness.</p> <p>Schools: All Schools</p>	Academic Support Program	01/01/2016	01/01/2017	\$0	General Fund	District and Building Instructional Leadership Teams; Teachers and Staff

Activity - Title One	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Title One school and district practices will be reviewed to ensure compliance, proper utilization of resources, and program effectiveness on closing the achievement gap.  Schools: All Schools	Academic Support Program	01/01/2016	01/01/2017	\$0	General Fund	District and Building Instructional Leadership Teams; Teachers and Staff
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Activity - Extended School Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Extended School Services will be utilized appropriately in each school based on the needs of students. Programs will be analyzed and data-based decisions will be made to ensure that all students in need of additional services are provided with such. As appropriate, in school or out of school tutoring and summer school services may be provided to students in need.  Schools: All Schools	Academic Support Program	01/01/2016	01/01/2017	\$0	General Fund	District and Building Instructional Leadership Teams; Teachers and Staff

Activity - Early Childhood Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Early Childhood Programs will be examined to ensure Ekerts compliance and effectiveness in preparing PC Schools youngest learners for proficiency. PC Schools will work with local daycare providers to offer a full day option to meet the transportation challenge, allowing more eligible 4-year old preschoolers to attend school.  Schools: Southern Elementary School, Northern Elementary School	Academic Support Program	01/01/2016	01/01/2017	\$0	General Fund	District and Building Instructional Leadership Teams; Teachers and Staff

Activity - ESL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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PC Schools will ensure that students in need of ESL services have been identified. The district ESL program will be analyzed to ensure compliance and overall effectiveness.  Schools: All Schools	Academic Support Program	01/01/2016	01/01/2017	\$0	General Fund	District and Building Instructional Leadership Teams; Teachers and Staff
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### Goal 3: Increase Graduation Rate 2015-16

#### Measurable Objective 1:

collaborate to increase the district graduation rate from 91.4 to 94.6 by 06/15/2016 as measured by Unbridled Learning Accountability Model.

#### Strategy 1:

Persistence to Graduation - Schools will monitor students at risk of dropping out by utilizing the Persistence to Graduation Tool. Interventions to barriers as specified in other strategies will be implemented as appropriate.

Category: Persistence to Graduation

Activity - At Risk Tracking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School leadership teams will use tracking tools and data analysis (e.g., PTGT, grades, discipline, attendance) to identify students at risk of dropping out and to assist one another in developing appropriate course of action (e.g. referrals for services, supports, schedule changes, placement changes.)  Schools: Phillip Sharp Middle School, Pendleton County High School	Academic Support Program	08/17/2015	06/03/2016	\$0	No Funding Required	School administrators and counselors

Activity - Transition to Workplace	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Referrals to the Office of Vocational Rehabilitation will be made as appropriate for students with disabilities during their junior year. Those eligible for OVR services will receive follow-up meetings to discuss post-secondary plans.  Schools: Pendleton County High School	Academic Support Program	08/17/2015	06/15/2016	\$0	No Funding Required	DOSE, OVR personnel
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## Strategy 2:

Academic and Career Advising - Counselors will offer academic and career advising in all schools. Elementary counselors will incorporate and embed career awareness in their guidance lessons. Middle and High School Counselors will provide academic and career advising throughout the school year.

Category: Career Readiness Pathways

Activity - ILP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide middle and high school students with career pathway information related to their ILP's in order to make good elective choices.  Schools: All Schools	Career Preparation/Orientation	10/01/2013	11/02/2015	\$0	No Funding Required	Counseling Departments

Status	Progress Notes	Created On	Created By
Completed	ILP's completed	July 18, 2014	Kristina Sheehy

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in Operation Preparation (Colleg/Career Readiness Activities)activities across all grade levels.  Schools: All Schools	Direct Instruction	08/17/2015	06/15/2016	\$800	Other	Counselors will lead this activity.

Status	Progress Notes	Created On	Created By
Completed	Career counselor worked with 8th graders and sophmores.	July 18, 2014	Kristina Sheehy
N/A	All grade levels?	December 04, 2013	Mrs. Amy M Razor

**Strategy 3:**

Targeted Interventions - All students will be assessed with a comprehensive assessment system that is aligned to state and federal standards, College Readiness Standards, and essential learning items. Students not scoring at benchmarks will receive interventions starting in the regular classroom.

Category:

Activity - Differentiation Using Rit Band Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will provide small group Rit Band Instruction to provide enrichment and remedial opportunities based on assessment data.  Schools: All Schools	Other	08/17/2015	06/15/2016	\$0	No Funding Required	Classroom teachers, Administration to monitor progress

**Goal 4: College and Career Readiness 2015-2016**

**Measurable Objective 1:**

collaborate to increase the percentage of students who are college-and career-ready from 65.6% to 67.5% by 11/02/2016 as measured by Unbridled Learning Accountability Model.

**Strategy 1:**

Persistence to Graduation - Students will be monitored through the Persistence to Graduation tool to ensure graduation.

Category: Career Readiness Pathways

Activity - Review EPAS Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School reviews EOC and ACT data to analyze gaps in instructional programming for students. School leadership runs the persistence to graduate tool (PtGT) from IC to determine which students are at risk of not meeting academic benchmarks or in need of additional supports.  Schools: Pendleton County High School	Career Preparation/Orientation	08/17/2015	06/15/2016	\$0	No Funding Required	High School Counselors
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Status	Progress Notes	Created On	Created By
Completed	Explore data analyzed	July 18, 2014	Kristina Sheehy
N/A	Look at new assessment tools	December 04, 2013	Mrs. Amy M Razor

### Strategy 2:

Increasing Rigor - Focus will be on how to raise the rigor in all classrooms so that students are college/career ready.

Category: Professional Learning & Support

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly instructional meetings will provide resources and on-going support for building and district leadership as we prepare students to be college and career ready through our focused agendas and PLC conversations to increase rigor. Focus areas will include rigorous unit tests and using higher order thinking questions in the classrooms.  Schools: All Schools	Professional Learning	08/17/2015	06/15/2016	\$3000	General Fund	Curriculum Directors, Exec. Director of Teaching and Learning and Building Principals

Status	Progress Notes	Created On	Created By
Completed	District leadership meetings	July 18, 2014	Kristina Sheehy

### Strategy 3:

Academic and Career Advising - Counselors will provide academic and career advising beginning at the Elementary School level.

Category: Career Readiness Pathways

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Activity - Operation Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop, promote and implement Operation Preparation across the district. Schools: All Schools	Career Preparation/Orientation	08/17/2015	06/15/2016	\$0	Other	Elementary, Middle and High School Counselors

Status	Progress Notes	Created On	Created By
Completed	Sharp- 8th grade PCHS- sophomore	July 18, 2014	Kristina Sheehy
N/A	Continue to refine through reflection	December 04, 2013	Mrs. Amy M Razor

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide professional development for middle and high school counselors on the 16 National Career Clusters and the 79 Career Pathways. Schools: All Schools	Career Preparation/Orientation	08/17/2015	06/15/2016	\$0	Other	Counselors

Status	Progress Notes	Created On	Created By
Completed	Excellent PLC grown amongst counselors. They have presented PCS work at a national conference.	July 18, 2014	Kristina Sheehy
N/A	Work in process	December 04, 2013	Mrs. Amy M Razor

Activity - Career and Technical Education Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Career and Technical Education opportunities for students will support student post-secondary preparedness with seamless communication and guidance between PCHS, Area Technology Education Center. The district administration will support and help coordinate these efforts. Student career pathways will be clearly articulated and developed with education beginning at 5th grade and continuing to graduation for all students. Schools: Pendleton County High School	Career Preparation/Orientation	08/17/2015	06/15/2016	\$0	Other	Superintendent, PCHS Principal, CTE Teachers

# KDE Comprehensive Improvement Plan for Districts

Pendleton County

Status	Progress Notes	Created On	Created By
In Progress	CTE at Sharp Middle School will focus on more recognition for students that complete KOSSA and work keys by college and employers.	August 14, 2014	Kristina Sheehy
In Progress	Ongoing through ILB	July 18, 2014	Kristina Sheehy

Activity - College Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The counselors will establish a college day where all students wear college shirts and a career day where all middle and high school students dress in a career related to their ILP career choice and elementary students dress up as a career of their choice.  Schools: All Schools	Career Preparation/Orientation	08/17/2015	06/15/2016	\$0	No Funding Required	Counselors

Status	Progress Notes	Created On	Created By
In Progress	College and Career Day used in connection with ACT Rally.	July 18, 2014	Kristina Sheehy
N/A	Who, What, Where Needs Clarification	December 04, 2013	Mrs. Amy M Razor

Activity - College/Career Readiness Tracking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student college/career readiness data will be charted, updated, and reflected upon with all juniors and seniors at PCHS.  Schools: All Schools	Academic Support Program	08/17/2015	06/15/2016	\$0	No Funding Required	Instructional Coach, BAC

Status	Progress Notes	Created On	Created By
Completed	PCHS team works to update progress and monitor success and implement next steps.	July 18, 2014	Kristina Sheehy

## Strategy 4:

Targeted Interventions - Students who are not college/career ready will be offered interventions in their area/s needing improvement.

Category: Career Readiness Pathways

# KDE Comprehensive Improvement Plan for Districts

Pendleton County

Activity - Student Practice Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide students with practice opportunities to increase ACT scores, and/or Work Keys assessments. Schools: Pendleton County High School	Career Preparation/Orientation	08/17/2015	06/15/2016	\$400	General Fund	Administration, Counselors

Status	Progress Notes	Created On	Created By
In Progress		July 18, 2014	Kristina Sheehy

Activity - Remediation Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify and implement remediation strategies for students not meeting Work Keys, ASVAB and ACT benchmarks. Schools: Pendleton County High School	Career Preparation/Orientation	08/17/2015	06/15/2016	\$0	Other	Administration, Counselors

Status	Progress Notes	Created On	Created By
Completed	Fully implemented with ACT	July 18, 2014	Kristina Sheehy
N/A	Why not act?	December 04, 2013	Mrs. Amy M Razor

Activity - Target Chronic Absences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize our FRC and DPP staff to target chronic absences through home visits and communicating impact of absenteeism on student learning. Schools: All Schools	Other	08/17/2015	06/15/2016	\$0	No Funding Required	FRC and DPP

Activity - Parent training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## KDE Comprehensive Improvement Plan for Districts

Pendleton County

Provide parent/guardians trainings for literacy, effective parenting strategies, and other topics/needs identified by staff.  Schools: All Schools	Parent Involvement	08/17/2015	06/15/2016	\$4900	Title I Part A	FRC and DPP
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### Strategy 5:

Career Readiness Pathways - CTE classrooms will develop programs and interventions to provide experiences for students to become career ready.

Category: Career Readiness Pathways

Activity - Planning Time	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 school.  Schools: Pendleton County High School	Professional Learning	08/17/2015	06/15/2016	\$0	No Funding Required	PCHS Principal, CTE Staff

Status	Progress Notes	Created On	Created By
In Progress		July 18, 2014	Kristina Sheehy

Activity - Update Industry Certificates	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review and update industry certifications available to preparatory students.  Schools: Pendleton County High School	Career Preparation/Orientation	08/17/2015	06/15/2016	\$0	No Funding Required	PCHS Principal, Counselors

Status	Progress Notes	Created On	Created By
Completed	KDE website	July 18, 2014	Kristina Sheehy

### Strategy 6:

Course and Assessment Alignment - CTE staff will work to align all course and assessments to ensure success for students.

Category: Career Readiness Pathways

# KDE Comprehensive Improvement Plan for Districts

Pendleton County

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CTE teachers will develop formative assessments for each CTE program to determine chances of success on KOSSA and Work Keys.  Schools: Pendleton County High School	Direct Instruction	08/17/2015	06/15/2016	\$0	No Funding Required	PCHS Principal, CTE Staff

Status	Progress Notes	Created On	Created By
In Progress		July 18, 2014	Kristina Sheehy
N/A	Align to KOSSA and Work keys	December 04, 2013	Mrs. Amy M Razor

Activity - Curriculum Maps	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PCHS will utilize curriculum maps aligned with KOSSA and common core standards.  Schools: Pendleton County High School	Professional Learning	08/17/2015	06/15/2016	\$0	No Funding Required	PCHS Principal, teachers

Status	Progress Notes	Created On	Created By
Completed		July 18, 2014	Kristina Sheehy
N/A	Work Keys	December 04, 2013	Mrs. Amy M Razor

Activity - Align CTE Curriculum with KOSSA	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PCHS will align CTE curriculum with KOSSA, industry certification standards and common core standards.  Schools: Pendleton County High School	Professional Learning	08/17/2015	06/15/2016	\$0	No Funding Required	PCHS Principal and Staff

Status	Progress Notes	Created On	Created By
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**KDE Comprehensive Improvement Plan for Districts**

Pendleton County

Completed		July 18, 2014	Kristina Sheehy
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**Strategy 7:**

Acceleration - PCHS will offer acceleration for students who are ready for Advance Placement classes.

Category: Career Readiness Pathways

Status	Progress Notes	Created On	Created By
N/A	Do we need revisions to policy?	December 04, 2013	Mrs. Amy M Razor

Activity - Acceleration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PCHS will provide opportunities to address acceleration strategies for students such as dual credits, college courses, etc. Schools: Pendleton County High School	Policy and Process	08/17/2015	06/15/2016	\$0	No Funding Required	Principal, SBDM

Status	Progress Notes	Created On	Created By
Completed	Aspire-U has been created and implemented.	July 18, 2014	Kristina Sheehy

Activity - Advance Placement Exams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will take AP exams in the spring. PCHS will examine score reports to determine program improvements. Schools: Pendleton County High School	Direct Instruction	03/01/2016	06/15/2016	\$0	Other	Principal, AP staff

**Goal 5: Decrease the average combined reading and math novice K-PREP scores for all students from 24.3% to 12.1% by 2020.**

**Measurable Objective 1:**

collaborate to decrease the average combined reading and math novice scores for all schools from 24.3% to 21.9% by 10/21/2016 as measured by K-PREP scores..

**Strategy 1:**

Curriculum and Instructional Resources and Strategies - PC Schools will intentionally use curriculum and instructional strategies and resources that align with state standards to ensure mastery learning for all students. Those students not meeting standards will receive additional instruction according to their needs.

Category: Learning Systems

Activity - Techonology Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PC Schools will utilize a variety of technological programs to assess and reinforce standards. Students will be assessed using programs such as MAP and GradeCam. Learning results will be analyzed and Novice learners will be addressed using technology programs appropriate for each need. Programs used include (but are not limited to) Lexia, Reading Plus, Hybridge, and MobyMax.  Schools: All Schools	Academic Support Program	01/01/2016	01/01/2017	\$61000	Other	District and Building Instructional Leadership Teams; Teachers and Staff

Activity - Mastery Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PC Schools will intentionally use formative assessment for standards mastery with all students. Non-mastery will be addressed through continuous review and re-teaching as needed.  Schools: All Schools	Direct Instruction	01/01/2016	01/01/2017	\$0	General Fund	District and Building Instructional Leadership Teams; Teachers and Staff

# KDE Comprehensive Improvement Plan for Districts

Pendleton County

Activity - Flashbacks of Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PC Elementary School students in Grades 3-5 will utilize Flashbacks (short 3-5 question quizzes on learned material) as a means of review and reinforcement. Data will be analyzed to further inform instruction.  Schools: Southern Elementary School, Northern Elementary School	Direct Instruction	01/01/2016	01/01/2017	\$0	General Fund	District and Building Instructional Leadership Teams; Teachers and Staff

## Strategy 2:

Small Group Instruction - PC Schools will utilize small group instruction that is conducive to the needs of the individual Novice learners.

Category: Continuous Improvement

Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interventions will be provided for all students identified as falling below benchmark in reading and math, or scoring Novice on MAP or KPREP. Interventions may come from a variety of sources and funding.  Schools: All Schools	Academic Support Program	01/01/2016	01/01/2017	\$0	General Fund	District and Building Instructional Leadership; Teachers and Staff

Activity - Targeted Strategies for Students Approaching the Next Proficiency Level	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PC Schools will work in PLC teams to analyze data results and identify specific students that are on the verge of scoring at the next proficiency level (also known as "bubble students"). Teachers will analyze student data and create individualized plans to meet student needs.  Schools: All Schools	Academic Support Program	01/01/2016	01/01/2017	\$0	General Fund	District and Building Instructional Leadership; Teachers and Staff

## KDE Comprehensive Improvement Plan for Districts

Pendleton County

Activity - Mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PC Schools will collaborate to address any non-academic needs that hinder our learners. Through targeted small groups, counselors and teachers will work to develop positive relationships, teach student support and study skills, and address physical, social, behavioral or emotional needs that may be interfering with learning.  Schools: All Schools	Behavioral Support Program	01/01/2016	01/01/2017	\$0	General Fund	District and Building Instructional Leadership; Teachers and Staff

## Goal 6: Equitable Distribution

### Measurable Objective 1:

collaborate to ensure that Pendleton County Schools continue to attract the highest-quality and qualified teachers in all content areas, by 08/01/2016 as measured by 100% of our teachers will be highly qualified on the LEAD report.

### Strategy 1:

Recruiting Events - Representative(s) from our Human Resource Department will attend regional and select state university career fairs targeting the areas where we struggle to recruit and retain highly qualified teachers.

Category: Other - Recruitment and Retention

Activity - Recruitment and Retention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pendleton County will continue to develop its new teacher orientation and provide support and professional learning as needed. Principals will also assign a mentor for new teachers.  Schools: All Schools	Recruitment and Retention	01/04/2016	07/29/2016	\$0	No Funding Required	Superintendent, Executive Director of Human Resources and building principals.

## Goal 7: TELL Survey Needs

### Measurable Objective 1:

collaborate to provide PLAN days to improve the non-instructional time provided for teachers to collaborate with colleagues (68.7 percent of teachers agree that they have adequate time) by 06/15/2017 as measured by PLAN day schedules developed by each school and TELL Survey results.

### Strategy 1:

Increased non-instructional time for teachers - PLAN day schedules will provide teachers with an additional 3 calendar days of non-instructional time to work in Professional Learning Communities. School plans will reflect this.

Category: Continuous Improvement

Activity - Monitor the implementation of the PLAN day approved plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals will submit proposals for use of PLAN days which align with school improvement plans and reflect time for teachers to work in Professional Learning Communities.  Schools: All Schools	Academic Support Program	08/17/2015	08/15/2016	\$0	District Funding	Executive Director of Teaching and Learning and Directors of Curriculum

## 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
Monitor the implementation of the PLAN day approved plans	Principals will submit proposals for use of PLAN days which align with school improvement plans and reflect time for teachers to work in Professional Learning Communities.	Academic Support Program	08/17/2015	08/15/2016	\$0	Executive Director of Teaching and Learning and Directors of Curriculum
<b>Total</b>					\$0	

### Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent training	Provide parent/guardians trainings for literacy, effective parenting strategies, and other topics/needs identified by staff.	Parent Involvement	08/17/2015	06/15/2016	\$4900	FRC and DPP
<b>Total</b>					\$4900	

### General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Mastery Learning	PC Schools will intentionally use formative assessment for standards mastery with all students. Non-mastery will be addressed through continuous review and re-teaching as needed.	Direct Instruction	01/01/2016	01/01/2017	\$0	District and Building Instructional Leadership Teams; Teachers and Staff
Student Practice Opportunities	Provide students with practice opportunities to increase ACT scores, and/or Work Keys assessments.	Career Preparation/Orientation	08/17/2015	06/15/2016	\$400	Administration, Counselors

# KDE Comprehensive Improvement Plan for Districts

Pendleton County

Program Alignment to Common Core	District recently purchased Scott Foresman Reading, EnVision Math, and SpringBoard programs to support classroom instruction. Schools will continue to work to ensure that programs align with Kentucky Academic Standards.	Professional Learning	01/01/2016	09/04/2017	\$6000	District and Building Instructional Teams; Teachers and Staff
Data Analysis	PC Schools will review a variety of data sources for each student in order to make informed decisions regarding students' areas of academic need. Students who are not meeting standards will be identified and provided with research-based, specific interventions in order to make growth in their area of academic weakness. Academic progress for all students will be analyzed and discussed during PLC meetings.	Academic Support Program	01/01/2016	01/01/2017	\$0	District and Building Instructional Leadership Teams; Teachers and Staff
Formative Assessment Analysis	PC Schools will regularly utilize formative assessment that aligns with learning targets in order to make instructional decisions about student learning progress. Teachers will utilize information to evaluate, refine and adjust instruction to fit the needs of individual students. Results will be analyzed and next steps for learning will be discussed in PLC meetings.	Direct Instruction	01/01/2016	01/01/2017	\$0	District and Building Instructional Leadership Teams; Teachers and Staff
MAP Testing and Analysis	PC Schools (Elementary and Middle) will implement MAP testing and will analyze results in order to make instructional decisions. The MAP test will measure student progress and project proficiency; teachers will be able to identify areas of strength/weakness in order to tailor instruction to match student needs.	Direct Instruction	01/01/2016	01/01/2017	\$0	District and Building Instructional Leadership Teams; Teachers and Staff
Special Education	PC Schools will analyze regular and special education practices, review IEPs, scores, goals, accommodations and LRE for quality in regard to rigor and appropriateness.	Academic Support Program	01/01/2016	01/01/2017	\$0	District and Building Instructional Leadership Teams; Teachers and Staff
Higher Level Questions and Tasks	All PC Schools will intentionally ask questions and assign tasks of high cognitive levels in order to deepen student understanding of content.	Direct Instruction	01/01/2016	01/01/2017	\$0	District and Building Instructional Leadership Teams; Teachers and Staff
ESL	PC Schools will ensure that students in need of ESL services have been identified. The district ESL program will be analyzed to ensure compliance and overall effectiveness.	Academic Support Program	01/01/2016	01/01/2017	\$0	District and Building Instructional Leadership Teams; Teachers and Staff

**KDE Comprehensive Improvement Plan for Districts**

Pendleton County

RIT Band Groups	PC Schools (Elementary and Middle) will use MAP data to create and prepare flexible small groups. By grouping students with similar RIT bands, teachers can better meet the instructional needs of each student, starting where they are in their learning. RIT instruction is a major step in closing the gaps with missing concepts and skills.	Academic Support Program	01/01/2016	01/01/2017	\$0	District and Building Instructional Leadership Teams; Teachers and Staff
Mentoring	PC Schools will collaborate to address any non-academic needs that hinder our learners. Through targeted small groups, counselors and teachers will work to develop positive relationships, teach student support and study skills, and address physical, social, behavioral or emotional needs that may be interfering with learning.	Behavioral Support Program	01/01/2016	01/01/2017	\$0	District and Building Instructional Leadership; Teachers and Staff
PBIS	PC Schools will utilize PBIS, Positive Behavioral Interventions and Supports, in order to provide clarity for student behavioral expectations. Research shows that students who know what to expect can understand and perform their learning tasks better. Specific expectations help students have a clearer sense of what it takes to perform at high levels. Behavior data will be collected, analyzed and regularly reviewed to impact program improvement.	Behavioral Support Program	01/01/2016	01/01/2017	\$0	District and Building Leadership Teams; Teachers and Staff
Interventions	Interventions will be provided for all students identified as falling below benchmark in reading and math, or scoring Novice on MAP or KPREP. Interventions may come from a variety of sources and funding.	Academic Support Program	01/01/2016	01/01/2017	\$0	District and Building Instructional Leadership; Teachers and Staff
Learning Targets	All classrooms in PC Schools will utilize student friendly learning targets that are congruent to standards, posted, and referenced throughout the lesson.	Direct Instruction	01/01/2016	01/01/2017	\$0	District and Building Instructional Leadership Teams; Teachers and Staff
Flashbacks of Learning	PC Elementary School students in Grades 3-5 will utilize Flashbacks (short 3-5 question quizzes on learned material) as a means of review and reinforcement. Data will be analyzed to further inform instruction.	Direct Instruction	01/01/2016	01/01/2017	\$0	District and Building Instructional Leadership Teams; Teachers and Staff
Targeted Strategies for Students Approaching the Next Proficiency Level	PC Schools will work in PLC teams to analyze data results and identify specific students that are on the verge of scoring at the next proficiency level (also known as "bubble students"). Teachers will analyze student data and create individualized plans to meet student needs.	Academic Support Program	01/01/2016	01/01/2017	\$0	District and Building Instructional Leadership; Teachers and Staff

# KDE Comprehensive Improvement Plan for Districts

Pendleton County

Parental Involvement	Parental involvement will be encouraged in all schools through events both held by schools and in conjunction with various other agencies. Each school will utilize common events including a beginning year Open House , Parent Teacher Conferences and Title One Informational Sessions to encourage parents to visit the schools and meet school personnel. In addition, all schools will utilize report cards and midterms to communicate student progress, and a variety of other means of communication (letters, emails, phone calls) to convey important school information and events.	Parent Involvement	01/01/2016	01/01/2017	\$0	District and School Leadership Teams; Teachers and Staff
PLC Meetings	Monthly instructional meetings will provide resources and on-going support for building and district leadership as we prepare students to be college and career ready through our focused agendas and PLC conversations to increase rigor. Focus areas will include rigorous unit tests and using higher order thinking questions in the classrooms.	Professional Learning	08/17/2015	06/15/2016	\$3000	Curriculum Directors, Exec. Director of Teaching and Learning and Building Principals
Early Childhood Programs	Early Childhood Programs will be examined to ensure Ekerts compliance and effectiveness in preparing PC Schools youngest learners for proficiency. PC Schools will work with local daycare providers to offer a full day option to meet the transportation challenge, allowing more eligible 4-year old preschoolers to attend school.	Academic Support Program	01/01/2016	01/01/2017	\$0	District and Building Instructional Leadership Teams; Teachers and Staff
Title One	Title One school and district practices will be reviewed to ensure compliance, proper utilization of resources, and program effectiveness on closing the achievement gap.	Academic Support Program	01/01/2016	01/01/2017	\$0	District and Building Instructional Leadership Teams; Teachers and Staff
Professional Learning Communities	PC Schools will utilize Professional Learning Communities (PLCs) to build teacher leader capacity, review student work, analyze common assessments and other data, and participate in lesson/unit planning.	Professional Learning	01/01/2016	01/01/2017	\$0	District and Building Instructional Leadership Teams; Teachers and Staff
Differentiated Instruction	PC Students will receive, in addition to daily grade level instruction in reading, writing and math, instruction that is on their individualized learning level. Teachers will flexibly group students based on results of formative assessment data to provide differentiated teaching, intervention, and enrichment opportunities.	Academic Support Program	01/01/2016	01/01/2017	\$0	District and Building Instructional Leadership Teams; Teachers and Staff

# KDE Comprehensive Improvement Plan for Districts

Pendleton County

Goal Setting	PC Schools will work with students as partners in setting individual goals for their learning. Involving students as partners in their academic growth will make the students more involved in their learning and development. Students will learn to take responsibility and feel accountable for their progress	Direct Instruction	01/01/2016	01/01/2017	\$0	District and Building Instructional Leadership Teams; Teachers and Staff
Common Unit Assessments	PC Schools will utilize standard-aligned Common Assessments with both multiple choice and written response questions in order to identify gaps in learning. Assessments will be congruent to standards and rigorous in nature. Results will be analyzed to provide re-teaching at the end of each instructional unit.	Direct Instruction	01/01/2016	01/01/2017	\$0	District and Building Instructional Leadership Teams; Teachers and Staff
Extended School Services	Extended School Services will be utilized appropriately in each school based on the needs of students. Programs will be analyzed and data-based decisions will be made to ensure that all students in need of additional services are provided with such. As appropriate, in school or out of school tutoring and summer school services may be provided to students in need.	Academic Support Program	01/01/2016	01/01/2017	\$0	District and Building Instructional Leadership Teams; Teachers and Staff
<b>Total</b>					<b>\$9400</b>	

## No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Planning Time	Provide planning time for the development of career pathways for each CTE program available with the school.	Professional Learning	08/17/2015	06/15/2016	\$0	PCHS Principal, CTE Staff
Align CTE Curriculum with KOSSA	PCHS will align CTE curriculum with KOSSA, industry certification standards and common core standards.	Professional Learning	08/17/2015	06/15/2016	\$0	PCHS Principal and Staff
Transition to Workplace	Referrals to the Office of Vocational Rehabilitation will be made as appropriate for students with disabilities during their junior year. Those eligible for OVR services will receive follow-up meetings to discuss post-secondary plans.	Academic Support Program	08/17/2015	06/15/2016	\$0	DOSE, OVR personnel
Formative Assessments	CTE teachers will develop formative assessments for each CTE program to determine chances of success on KOSSA and Work Keys.	Direct Instruction	08/17/2015	06/15/2016	\$0	PCHS Principal, CTE Staff
College Day	The counselors will establish a college day where all students wear college shirts and a career day where all middle and high school students dress in a career related to their ILP career choice and elementary students dress up as a career of their choice.	Career Preparation/Orientation	08/17/2015	06/15/2016	\$0	Counselors

# KDE Comprehensive Improvement Plan for Districts

Pendleton County

Target Chronic Absences	Utilize our FRC and DPP staff to target chronic absences through home visits and communicating impact of absenteeism on student learning.	Other	08/17/2015	06/15/2016	\$0	FRC and DPP
Review EPAS Data	School reviews EOC and ACT data to analyze gaps in instructional programming for students. School leadership runs the persistence to graduate tool (PtGT) from IC to determine which students are at risk of not meeting academic benchmarks or in need of additional supports.	Career Preparation/Orientation	08/17/2015	06/15/2016	\$0	High School Counselors
Acceleration	PCHS will provide opportunities to address acceleration strategies for students such as dual credits, college courses, etc.	Policy and Process	08/17/2015	06/15/2016	\$0	Principal, SBDM
Curriculum Maps	PCHS will utilize curriculum maps aligned with KOSSA and common core standards.	Professional Learning	08/17/2015	06/15/2016	\$0	PCHS Principal, teachers
Material Usage	PC staff will utilize research-based resources to increase the complexity and rigor of classroom instruction and to support student learning. Rigorous, cognitively complex tasks that support increased independence will be the center of all instruction.	Professional Learning, Direct Instruction	01/01/2016	01/01/2017	\$0	District Leadership Team, Building Leadership Teams, Teachers
Update Industry Certificates	Review and update industry certifications available to preparatory students.	Career Preparation/Orientation	08/17/2015	06/15/2016	\$0	PCHS Principal, Counselors
College/Career Readiness Tracking	Student college/career readiness data will be charted, updated, and reflected upon with all juniors and seniors at PCHS.	Academic Support Program	08/17/2015	06/15/2016	\$0	Instructional Coach, BAC
Next Generation Science Standards	The district will continue to build instructional capacity through professional learning and work on alignment of NGSS with current documents.	Professional Learning	09/08/2014	01/01/2017	\$0	District and Building Instructional Leadership Teams; Teachers and Staff
At Risk Tracking	School leadership teams will use tracking tools and data analysis (e.g., PTGT, grades, discipline, attendance) to identify students at risk of dropping out and to assist one another in developing appropriate course of action (e.g. referrals for services, supports, schedule changes, placement changes.)	Academic Support Program	08/17/2015	06/03/2016	\$0	School administrators and counselors
Differentiation Using Rit Band Instruction	Classroom teachers will provide small group Rit Band Instruction to provide enrichment and remedial opportunities based on assessment data.	Other	08/17/2015	06/15/2016	\$0	Classroom teachers, Administration to monitor progress

# KDE Comprehensive Improvement Plan for Districts

Pendleton County

Recruitment and Retention	Pendleton County will continue to develop its new teacher orientation and provide support and professional learning as needed. Principals will also assign a mentor for new teachers.	Recruitment and Retention	01/04/2016	07/29/2016	\$0	Superintendent, Executive Director of Human Resources and building principals.
Instructional Strategies	PC staff will utilize a variety of research-based instructional strategies to engage student learning, including technology, formative assessment, defining learning targets, and high level questioning.	Direct Instruction	01/01/2016	01/01/2017	\$0	District and School Leadership Teams; Classroom Teachers
ILP	Provide middle and high school students with career pathway information related to their ILP's in order to make good elective choices.	Career Preparation/Orientation	10/01/2013	11/02/2015	\$0	Counseling Departments
<b>Total</b>					<b>\$0</b>	

## Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Differentiation of Instruction	All teachers will instruct and utilize strategies in differentiation of instruction for all types of learners based on data analysis to ensure that all students meet continuous progress. Staff will flexibly group students based on results of formative assessment data to provide differentiated teaching, intervention and enrichment opportunities.	Direct Instruction	01/01/2016	01/01/2017	\$1500	District and School Leadership Teams, Teachers
<b>Total</b>					<b>\$1500</b>	

## Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Advance Placement Exams	Students will take AP exams in the spring. PCHS will examine score reports to determine program improvements.	Direct Instruction	03/01/2016	06/15/2016	\$0	Principal, AP staff
Professional Development	Provide professional development for middle and high school counselors on the 16 National Career Clusters and the 79 Career Pathways.	Career Preparation/Orientation	08/17/2015	06/15/2016	\$0	Counselors
Operation Preparation	Students will participate in Operation Preparation (Colleg/Career Readiness Activities) activities across all grade levels.	Direct Instruction	08/17/2015	06/15/2016	\$800	Counselors will lead this activity.
Operation Preparation	Develop, promote and implement Operation Preparation across the district.	Career Preparation/Orientation	08/17/2015	06/15/2016	\$0	Elementary, Middle and High School Counselors

# KDE Comprehensive Improvement Plan for Districts

Pendleton County

Career and Technical Education Opportunities	Career and Technical Education opportunities for students will support student post-secondary preparedness with seamless communication and guidance between PCHS, Area Technology Education Center. The district administration will support and help coordinate these efforts. Student career pathways will be clearly articulated and developed with education beginning at 5th grade and continuing to graduation for all students.	Career Preparation/Orientation	08/17/2015	06/15/2016	\$0	Superintendent, PCHS Principal, CTE Teachers
Technology Resources	PC Schools will utilize a variety of technological programs to assess and reinforce standards. Students will be assessed using programs such as MAP and GradeCam. Learning results will be analyzed and Novice learners will be addressed using technology programs appropriate for each need. Programs used include (but are not limited to) Lexia, Reading Plus, Hybridge, and MobyMax.	Academic Support Program	01/01/2016	01/01/2017	\$61000	District and Building Instructional Leadership Teams; Teachers and Staff
Remediation Strategies	Identify and implement remediation strategies for students not meeting Work Keys, ASVAB and ACT benchmarks.	Career Preparation/Orientation	08/17/2015	06/15/2016	\$0	Administration, Counselors
<b>Total</b>					<b>\$61800</b>	

## 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
ILP	Provide middle and high school students with career pathway information related to their ILP's in order to make good elective choices.	Career Preparation/Orientation	10/01/2013	11/02/2015	\$0	Counseling Departments
Differentiation Using Rit Band Instruction	Classroom teachers will provide small group Rit Band Instruction to provide enrichment and remedial opportunities based on assessment data.	Other	08/17/2015	06/15/2016	\$0	Classroom teachers, Administration to monitor progress
Instructional Strategies	PC staff will utilize a variety of research-based instructional strategies to engage student learning, including technology, formative assessment, defining learning targets, and high level questioning.	Direct Instruction	01/01/2016	01/01/2017	\$0	District and School Leadership Teams; Classroom Teachers
Material Usage	PC staff will utilize research-based resources to increase the complexity and rigor of classroom instruction and to support student learning. Rigorous, cognitively complex tasks that support increased independence will be the center of all instruction.	Professional Learning, Direct Instruction	01/01/2016	01/01/2017	\$0	District Leadership Team, Building Leadership Teams, Teachers
Differentiation of Instruction	All teachers will instruct and utilize strategies in differentiation of instruction for all types of learners based on data analysis to ensure that all students meet continuous progress. Staff will flexibly group students based on results of formative assessment data to provide differentiated teaching, intervention and enrichment opportunities.	Direct Instruction	01/01/2016	01/01/2017	\$1500	District and School Leadership Teams, Teachers
PLC Meetings	Monthly instructional meetings will provide resources and on-going support for building and district leadership as we prepare students to be college and career ready through our focused agendas and PLC conversations to increase rigor. Focus areas will include rigorous unit tests and using higher order thinking questions in the classrooms.	Professional Learning	08/17/2015	06/15/2016	\$3000	Curriculum Directors, Exec. Director of Teaching and Learning and Building Principals

# KDE Comprehensive Improvement Plan for Districts

Pendleton County

Operation Preparation	Develop, promote and implement Operation Preparation across the district.	Career Preparation/Orientation	08/17/2015	06/15/2016	\$0	Elementary, Middle and High School Counselors
Professional Development	Provide professional development for middle and high school counselors on the 16 National Career Clusters and the 79 Career Pathways.	Career Preparation/Orientation	08/17/2015	06/15/2016	\$0	Counselors
Operation Preparation	Students will participate in Operation Preparation (Colleg/Career Readiness Activities)activities across all grade levels.	Direct Instruction	08/17/2015	06/15/2016	\$800	Counselors will lead this activity.
College Day	The counselors will establish a college day where all students wear college shirts and a career day where all middle and high school students dress in a career related to their ILP career choice and elementary students dress up as a career of their choice.	Career Preparation/Orientation	08/17/2015	06/15/2016	\$0	Counselors
College/Career Readiness Tracking	Student college/career readiness data will be charted, updated, and reflected upon with all juniors and seniors at PCHS.	Academic Support Program	08/17/2015	06/15/2016	\$0	Instructional Coach, BAC
Program Alignment to Common Core	District recently purchased Scott Foresman Reading, EnVision Math, and SpringBoard programs to support classroom instruction. Schools will continue to work to ensure that programs align with Kentucky Academic Standards.	Professional Learning	01/01/2016	09/04/2017	\$6000	District and Building Instructional Teams; Teachers and Staff
Target Chronic Absences	Utilize our FRC and DPP staff to target chronic absences through home visits and communicating impact of absenteeism on student learning.	Other	08/17/2015	06/15/2016	\$0	FRC and DPP
Parent training	Provide parent/guardians trainings for literacy, effective parenting strategies, and other topics/needs identified by staff.	Parent Involvement	08/17/2015	06/15/2016	\$4900	FRC and DPP
Next Generation Science Standards	The district will continue to build instructional capacity through professional learning and work on alignment of NGSS with current documents.	Professional Learning	09/08/2014	01/01/2017	\$0	District and Building Instructional Leadership Teams; Teachers and Staff
Formative Assessment Analysis	PC Schools will regularly utilize formative assessment that aligns with learning targets in order to make instructional decisions about student learning progress. Teachers will utilize information to evaluate, refine and adjust instruction to fit the needs of individual students. Results will be analyzed and next steps for learning will be discussed in PLC meetings.	Direct Instruction	01/01/2016	01/01/2017	\$0	District and Building Instructional Leadership Teams; Teachers and Staff

# KDE Comprehensive Improvement Plan for Districts

Pendleton County

Common Unit Assessments	PC Schools will utilize standard-aligned Common Assessments with both multiple choice and written response questions in order to identify gaps in learning. Assessments will be congruent to standards and rigorous in nature. Results will be analyzed to provide re-teaching at the end of each instructional unit.	Direct Instruction	01/01/2016	01/01/2017	\$0	District and Building Instructional Leadership Teams; Teachers and Staff
Learning Targets	All classrooms in PC Schools will utilize student friendly learning targets that are congruent to standards, posted, and referenced throughout the lesson.	Direct Instruction	01/01/2016	01/01/2017	\$0	District and Building Instructional Leadership Teams; Teachers and Staff
Goal Setting	PC Schools will work with students as partners in setting individual goals for their learning. Involving students as partners in their academic growth will make the students more involved in their learning and development. Students will learn to take responsibility and feel accountable for their progress	Direct Instruction	01/01/2016	01/01/2017	\$0	District and Building Instructional Leadership Teams; Teachers and Staff
PBIS	PC Schools will utilize PBIS, Positive Behavioral Interventions and Supports, in order to provide clarity for student behavioral expectations. Research shows that students who know what to expect can understand and perform their learning tasks better. Specific expectations help students have a clearer sense of what it takes to perform at high levels. Behavior data will be collected, analyzed and regularly reviewed to impact program improvement.	Behavioral Support Program	01/01/2016	01/01/2017	\$0	District and Building Leadership Teams; Teachers and Staff
Parental Involvement	Parental involvement will be encouraged in all schools through events both held by schools and in conjunction with various other agencies. Each school will utilize common events including a beginning year Open House , Parent Teacher Conferences and Title One Informational Sessions to encourage parents to visit the schools and meet school personnel. In addition, all schools will utilize report cards and midterms to communicate student progress, and a variety of other means of communication (letters, emails, phone calls) to convey important school information and events.	Parent Involvement	01/01/2016	01/01/2017	\$0	District and School Leadership Teams; Teachers and Staff
Professional Learning Communities	PC Schools will utilize Professional Learning Communities (PLCs) to build teacher leader capacity, review student work, analyze common assessments and other data, and participate in lesson/unit planning.	Professional Learning	01/01/2016	01/01/2017	\$0	District and Building Instructional Leadership Teams; Teachers and Staff

# KDE Comprehensive Improvement Plan for Districts

Pendleton County

Higher Level Questions and Tasks	All PC Schools will intentionally ask questions and assign tasks of high cognitive levels in order to deepen student understanding of content.	Direct Instruction	01/01/2016	01/01/2017	\$0	District and Building Instructional Leadership Teams; Teachers and Staff
Data Analysis	PC Schools will review a variety of data sources for each student in order to make informed decisions regarding students' areas of academic need. Students who are not meeting standards will be identified and provided with research-based, specific interventions in order to make growth in their area of academic weakness. Academic progress for all students will be analyzed and discussed during PLC meetings.	Academic Support Program	01/01/2016	01/01/2017	\$0	District and Building Instructional Leadership Teams; Teachers and Staff
Differentiated Instruction	PC Students will receive, in addition to daily grade level instruction in reading, writing and math, instruction that is on their individualized learning level. Teachers will flexibly group students based on results of formative assessment data to provide differentiated teaching, intervention, and enrichment opportunities.	Academic Support Program	01/01/2016	01/01/2017	\$0	District and Building Instructional Leadership Teams; Teachers and Staff
Special Education	PC Schools will analyze regular and special education practices, review IEPs, scores, goals, accommodations and LRE for quality in regard to rigor and appropriateness.	Academic Support Program	01/01/2016	01/01/2017	\$0	District and Building Instructional Leadership Teams; Teachers and Staff
Title One	Title One school and district practices will be reviewed to ensure compliance, proper utilization of resources, and program effectiveness on closing the achievement gap.	Academic Support Program	01/01/2016	01/01/2017	\$0	District and Building Instructional Leadership Teams; Teachers and Staff
Extended School Services	Extended School Services will be utilized appropriately in each school based on the needs of students. Programs will be analyzed and data-based decisions will be made to ensure that all students in need of additional services are provided with such. As appropriate, in school or out of school tutoring and summer school services may be provided to students in need.	Academic Support Program	01/01/2016	01/01/2017	\$0	District and Building Instructional Leadership Teams; Teachers and Staff
ESL	PC Schools will ensure that students in need of ESL services have been identified. The district ESL program will be analyzed to ensure compliance and overall effectiveness.	Academic Support Program	01/01/2016	01/01/2017	\$0	District and Building Instructional Leadership Teams; Teachers and Staff

# KDE Comprehensive Improvement Plan for Districts

Pendleton County

Techonology Resources	PC Schools will utilize a variety of technological programs to assess and reinforce standards. Students will be assessed using programs such as MAP and GradeCam. Learning results will be analyzed and Novice learners will be addressed using technology programs appropriate for each need. Programs used include (but are not limited to) Lexia, Reading Plus, Hybridge, and MobyMax.	Academic Support Program	01/01/2016	01/01/2017	\$61000	District and Building Instructional Leadership Teams; Teachers and Staff
Mastery Learning	PC Schools will intentionally use formative assessment for standards mastery with all students. Non-mastery will be addressed through continuous review and re-teaching as needed.	Direct Instruction	01/01/2016	01/01/2017	\$0	District and Building Instructional Leadership Teams; Teachers and Staff
Interventions	Interventions will be provided for all students identified as falling below benchmark in reading and math, or scoring Novice on MAP or KPREP. Interventions may come from a variety of sources and funding.	Academic Support Program	01/01/2016	01/01/2017	\$0	District and Building Instructional Leadership; Teachers and Staff
Targeted Strategies for Students Approaching the Next Proficiency Level	PC Schools will work in PLC teams to analyze data results and identify specific students that are on the verge of scoring at the next proficiency level (also known as "bubble students"). Teachers will analyze student data and create individualized plans to meet student needs.	Academic Support Program	01/01/2016	01/01/2017	\$0	District and Building Instructional Leadership; Teachers and Staff
Mentoring	PC Schools will collaborate to address any non-academic needs that hinder our learners. Through targeted small groups, counselors and teachers will work to develop positive relationships, teach student support and study skills, and address physical, social, behavioral or emotional needs that may be interfering with learning.	Behavioral Support Program	01/01/2016	01/01/2017	\$0	District and Building Instructional Leadership; Teachers and Staff
Recruitment and Retention	Pendleton County will continue to develop its new teacher orientation and provide support and professional learning as needed. Principals will also assign a mentor for new teachers.	Recruitment and Retention	01/04/2016	07/29/2016	\$0	Superintendent, Executive Director of Human Resources and building principals.
Monitor the implementation of the PLAN day approved plans	Principals will submit proposals for use of PLAN days which align with school improvement plans and reflect time for teachers to work in Professional Learning Communities.	Academic Support Program	08/17/2015	08/15/2016	\$0	Executive Director of Teaching and Learning and Directors of Curriculum
<b>Total</b>					<b>\$77200</b>	

# KDE Comprehensive Improvement Plan for Districts

Pendleton County

## Southern Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
MAP Testing and Analysis	PC Schools (Elementary and Middle) will implement MAP testing and will analyze results in order to make instructional decisions. The MAP test will measure student progress and project proficiency; teachers will be able to identify areas of strength/weakness in order to tailor instruction to match student needs.	Direct Instruction	01/01/2016	01/01/2017	\$0	District and Building Instructional Leadership Teams; Teachers and Staff
RIT Band Groups	PC Schools (Elementary and Middle) will use MAP data to create and prepare flexible small groups. By grouping students with similar RIT bands, teachers can better meet the instructional needs of each student, starting where they are in their learning. RIT instruction is a major step in closing the gaps with missing concepts and skills.	Academic Support Program	01/01/2016	01/01/2017	\$0	District and Building Instructional Leadership Teams; Teachers and Staff
Early Childhood Programs	Early Childhood Programs will be examined to ensure Ekerts compliance and effectiveness in preparing PC Schools youngest learners for proficiency. PC Schools will work with local daycare providers to offer a full day option to meet the transportation challenge, allowing more eligible 4-year old preschoolers to attend school.	Academic Support Program	01/01/2016	01/01/2017	\$0	District and Building Instructional Leadership Teams; Teachers and Staff
Flashbacks of Learning	PC Elementary School students in Grades 3-5 will utilize Flashbacks (short 3-5 question quizzes on learned material) as a means of review and reinforcement. Data will be analyzed to further inform instruction.	Direct Instruction	01/01/2016	01/01/2017	\$0	District and Building Instructional Leadership Teams; Teachers and Staff
<b>Total</b>					\$0	

## Phillip Sharp Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
At Risk Tracking	School leadership teams will use tracking tools and data analysis (e.g., PTGT, grades, discipline, attendance) to identify students at risk of dropping out and to assist one another in developing appropriate course of action (e.g. referrals for services, supports, schedule changes, placement changes.)	Academic Support Program	08/17/2015	06/03/2016	\$0	School administrators and counselors

## KDE Comprehensive Improvement Plan for Districts

Pendleton County

MAP Testing and Analysis	PC Schools (Elementary and Middle) will implement MAP testing and will analyze results in order to make instructional decisions. The MAP test will measure student progress and project proficiency; teachers will be able to identify areas of strength/weakness in order to tailor instruction to match student needs.	Direct Instruction	01/01/2016	01/01/2017	\$0	District and Building Instructional Leadership Teams; Teachers and Staff
RIT Band Groups	PC Schools (Elementary and Middle) will use MAP data to create and prepare flexible small groups. By grouping students with similar RIT bands, teachers can better meet the instructional needs of each student, starting where they are in their learning. RIT instruction is a major step in closing the gaps with missing concepts and skills.	Academic Support Program	01/01/2016	01/01/2017	\$0	District and Building Instructional Leadership Teams; Teachers and Staff
<b>Total</b>					<b>\$0</b>	

### Pendleton County High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Review EPAS Data	School reviews EOC and ACT data to analyze gaps in instructional programming for students. School leadership runs the persistence to graduate tool (PtGT) from IC to determine which students are at risk of not meeting academic benchmarks or in need of additional supports.	Career Preparation/Orientation	08/17/2015	06/15/2016	\$0	High School Counselors
Student Practice Opportunities	Provide students with practice opportunities to increase ACT scores, and/or Work Keys assessments.	Career Preparation/Orientation	08/17/2015	06/15/2016	\$400	Administration, Counselors
Remediation Strategies	Identify and implement remediation strategies for students not meeting Work Keys, ASVAB and ACT benchmarks.	Career Preparation/Orientation	08/17/2015	06/15/2016	\$0	Administration, Counselors
Career and Technical Education Opportunities	Career and Technical Education opportunities for students will support student post-secondary preparedness with seamless communication and guidance between PCHS, Area Technology Education Center. The district administration will support and help coordinate these efforts. Student career pathways will be clearly articulated and developed with education beginning at 5th grade and continuing to graduation for all students.	Career Preparation/Orientation	08/17/2015	06/15/2016	\$0	Superintendent, PCHS Principal, CTE Teachers
Planning Time	Provide planning time for the development of career pathways for each CTE program available with the school.	Professional Learning	08/17/2015	06/15/2016	\$0	PCHS Principal, CTE Staff
Update Industry Certificates	Review and update industry certifications available to preparatory students.	Career Preparation/Orientation	08/17/2015	06/15/2016	\$0	PCHS Principal, Counselors
Formative Assessments	CTE teachers will develop formative assessments for each CTE program to determine chances of success on KOSSA and Work Keys.	Direct Instruction	08/17/2015	06/15/2016	\$0	PCHS Principal, CTE Staff

## KDE Comprehensive Improvement Plan for Districts

Pendleton County

Curriculum Maps	PCHS will utilize curriculum maps aligned with KOSSA and common core standards.	Professional Learning	08/17/2015	06/15/2016	\$0	PCHS Principal, teachers
Align CTE Curriculum with KOSSA	PCHS will align CTE curriculum with KOSSA, industry certification standards and common core standards.	Professional Learning	08/17/2015	06/15/2016	\$0	PCHS Principal and Staff
Acceleration	PCHS will provide opportunities to address acceleration strategies for students such as dual credits, college courses, etc.	Policy and Process	08/17/2015	06/15/2016	\$0	Principal, SBDM
Advance Placement Exams	Students will take AP exams in the spring. PCHS will examine score reports to determine program improvements.	Direct Instruction	03/01/2016	06/15/2016	\$0	Principal, AP staff
At Risk Tracking	School leadership teams will use tracking tools and data analysis (e.g., PTGT, grades, discipline, attendance) to identify students at risk of dropping out and to assist one another in developing appropriate course of action (e.g. referrals for services, supports, schedule changes, placement changes.)	Academic Support Program	08/17/2015	06/03/2016	\$0	School administrators and counselors
Transition to Workplace	Referrals to the Office of Vocational Rehabilitation will be made as appropriate for students with disabilities during their junior year. Those eligible for OVR services will receive follow-up meetings to discuss post-secondary plans.	Academic Support Program	08/17/2015	06/15/2016	\$0	DOSE, OVR personnel
<b>Total</b>					<b>\$400</b>	

### Northern Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
MAP Testing and Analysis	PC Schools (Elementary and Middle) will implement MAP testing and will analyze results in order to make instructional decisions. The MAP test will measure student progress and project proficiency; teachers will be able to identify areas of strength/weakness in order to tailor instruction to match student needs.	Direct Instruction	01/01/2016	01/01/2017	\$0	District and Building Instructional Leadership Teams; Teachers and Staff
RIT Band Groups	PC Schools (Elementary and Middle) will use MAP data to create and prepare flexible small groups. By grouping students with similar RIT bands, teachers can better meet the instructional needs of each student, starting where they are in their learning. RIT instruction is a major step in closing the gaps with missing concepts and skills.	Academic Support Program	01/01/2016	01/01/2017	\$0	District and Building Instructional Leadership Teams; Teachers and Staff

**KDE Comprehensive Improvement Plan for Districts**

Pendleton County

Early Childhood Programs	Early Childhood Programs will be examined to ensure Ekerts compliance and effectiveness in preparing PC Schools youngest learners for proficiency. PC Schools will work with local daycare providers to offer a full day option to meet the transportation challenge, allowing more eligible 4-year old preschoolers to attend school.	Academic Support Program	01/01/2016	01/01/2017	\$0	District and Building Instructional Leadership Teams; Teachers and Staff
Flashbacks of Learning	PC Elementary School students in Grades 3-5 will utilize Flashbacks (short 3-5 question quizzes on learned material) as a means of review and reinforcement. Data will be analyzed to further inform instruction.	Direct Instruction	01/01/2016	01/01/2017	\$0	District and Building Instructional Leadership Teams; Teachers and Staff
<b>Total</b>					\$0	

# **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?**

Using feedback from various stakeholders PCS is trying to answer the following questions:

1. What key areas do we need to provide on-going support and resources for?
2. What gap groups do we need to focus on to make continued progress
3. How are we doing on preparing students to be College and Career Ready?
4. What resources/support do teachers need to build internal capacity to meet student needs?
5. How do our stakeholders' input translate into next steps for district growth?

## **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 and Celebrations:

College and Career Readiness is improving

Improved graduation rate

Aligned Curriculum

Assessments congruent to standards

CASL Model is effectively used in majority of classrooms

MAP Data utilized to guide instruction and monitor student growth

Strengthened capacity in Special education department

Continuous monitoring(i.e. walkthroughs, PLCS & teacher evaluation)

PBIS implemented to create positive culture

Job-embedded Professional Learning for teachers

Steps to sustain strengths:

We will continue to monitor activities and strategies through daily walkthroughs by administrators, district learning walk process and PLC meetings. Goals for classroom performance have been clearly articulated and resources continue to be provided as needs arise (within the limitations of our budget). Monthly leadership meetings are held to sustain leadership capacity and effective communication of district goals/expectations. Instructional coaches are also utilized to support teacher growth and student achievement. On-going needs assessment of the budget is conducted to effectively maximize resources. Assessments are being revised to ensure that they are congruent to the standard and rigorous.

## Opportunities for Improvement

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

Areas in Need of Improvement:

Writing in all subject areas

Continue to use data to guide instruction

Continue to strengthen teacher tool-box for formative assessment

Rtl refinement

Effective Student Engagement

Continue to refine PBIS based on data

Need for effective questioning

Rigorous Lessons

Differentiation for all students

Next steps:

We will continue to monitor activities and strategies through daily walkthroughs by administrators, district learning walk process and PLC meetings. Goals for classroom performance have been clearly articulated and resources continue to be provided as needs arise (within the limitations of our budget). Monthly leadership meetings are held to sustain leadership capacity and effective communication of district goals/expectations. Instructional coaches are also utilized to support teacher growth and student achievement. On-going needs assessment of the budget is conducted to effectively maximize resources .

## **Oversight and Monitoring**

### **Describe your processes and interventions for monitoring continuous improvement.**

We will continue to monitor activities and strategies through daily walkthroughs by administrators, district learning walk process(instructional rounds) and PLCmeetings. Goals for classroom performance have been clearly articulated and resources continue to be provided as needs arise (within the limitations of our budget). Monthly leadership meetings are held to sustain leadership capacity and effective communication of district goals/expectations. Instructional coaches are also utilized to support teacher growth and student achievement. On-going needs assessment of the budget is conducted to effectively maximize resources .

Monthly checks on assessment data will be held with each school's leadership team. All teachers and principals will utilize TPGES/PPGES to improve instruction. As a district we will work together to build capacity and find effective ways to implement the many aspects of PGES so that student learning is the focus.

## **Conclusion**

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

PCS Leadership will continue implementing and monitoring the goals, strategies and activities for student achievement as documented in the current CDIP. As part of this process, the district and schools will complete an Implementation and Impact check to monitor progress. Schools/District will make needed adjustments to ensure the success of Pendleton County students. We will also go through the process of revising our current CDIP and CSIPs based on data analysis from Unbridled Learning.

# **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:**

Equitable Distribution

**Measurable Objective 1:**

collaborate to ensure that Pendleton County Schools continue to attract the highest-quality and qualified teachers in all content areas, by 08/01/2016 as measured by 100% of our teachers will be highly qualified on the LEAD report.

**Strategy1:**

Recruiting Events - Representative(s) from our Human Resource Department will attend regional and select state university career fairs targeting the areas where we struggle to recruit and retain highly qualified teachers.

Category: Other - Recruitment and Retention

Research Cited:

Activity - Recruitment and Retention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pendleton County will continue to develop its new teacher orientation and provide support and professional learning as needed. Principals will also assign a mentor for new teachers.	Recruitment and Retention	01/04/2016	07/29/2016	\$0 - No Funding Required	Superintendent, Executive Director of Human Resources and building principals.

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

**Goal 1:**

TELL Survey Needs

**Measurable Objective 1:**

collaborate to provide PLAN days to improve the non-instructional time provided for teachers to collaborate with colleagues (68.7 percent of teachers agree that they have adequate time) by 06/15/2017 as measured by PLAN day schedules developed by each school and TELL Survey results.

# KDE Comprehensive Improvement Plan for Districts

Pendleton County

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## Strategy1:

Increased non-instructional time for teachers - PLAN day schedules will provide teachers with an additional 3 calendar days of non-instructional time to work in Professional Learning Communities. School plans will reflect this.

Category: Continuous Improvement

Research Cited:

Activity - Monitor the implementation of the PLAN day approved plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals will submit proposals for use of PLAN days which align with school improvement plans and reflect time for teachers to work in Professional Learning Communities.	Academic Support Program	08/17/2015	08/15/2016	\$0 - District Funding	Executive Director of Teaching and Learning and Directors of Curriculum

## **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		

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.	No	Pendleton County High School's French teacher does not currently meet the NCLB requirements, however we believe she does have the skills and experience to teach our students due to French being her native language. She is involved in training and/or coursework to satisfy the requirements. Parents of students enrolled in her class have been notified of this.	

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		

# KDE Comprehensive Improvement Plan for Districts

Pendleton County

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

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

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

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

Label	Assurance	Response	Comment	Attachment
11.	Our district ensures class-size reduction needs are determined by analysis of data 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		

# KDE Comprehensive Improvement Plan for Districts

Pendleton County

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

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

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

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

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

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

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

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

# KDE Comprehensive Improvement Plan for Districts

Pendleton County

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

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

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

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

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

Label	Assurance	Response	Comment	Attachment
27.	Our district ensures that Title I funds are reserved and expended to meet the needs of homeless children and youth in non-Title I schools.	N/A	All schools have a school-wide program.	

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.	N/A	We do not receive more than \$500,000.	

Label	Assurance	Response	Comment	Attachment
29.	Our district ensures that parents are involved in deciding ways in which parent involvement funds are used.	Yes	We are making a better effort to involve parents in decision making this year.	

# KDE Comprehensive Improvement Plan for Districts

Pendleton County

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

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

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

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

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

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

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

# KDE Comprehensive Improvement Plan for Districts

Pendleton County

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<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
37.	We certify that we are a District of Innovation and attach the approved application.	N/A		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

# **Equitable Access Diagnostic**

## **Introduction**

### Description

As part of No Child Left Behind (NCLB) each state is required to develop strategies to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. The results of this effort became a national push to ensure all teachers were highly qualified (HQT); meaning each teacher holds the appropriate certification for the content and/or grade level for which they are assigned. National data show that poor and minority continue to be taught by inexperienced, unqualified, or out-of-field teachers. As a result, in 2014, the United States Department of Education (USDOE) required states to develop equity plans and use evidence based strategies to address this issue. The focus of the plan is to move away from the concept of “highly qualified” to “high effective”.

**Needs Assessment**

Label	Assurance	Response	Comment	Attachment
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the district?	Yes		

**What are the barriers?**

There were no barriers identified.

**List the data sources used to identify the barriers.**

PGES and Highly Qualified Report

**What are the root causes of those identified barriers?**

There were no barriers identified.

**What does the Professional Growth and Effectiveness System data say about the effectiveness of teachers and leaders in the district?**

No teachers in PCS were rated ineffective under PGES.

## Equitable Access Strategies

**Placement: Describe district policies or procedures that address the assignment of students to ensure low income, minority, Limited English Proficient and Exceptional Children and Youth are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers.**

The elementary schools allow parents to have some input in their child's teacher for grades K-3. School administrators make the final decision on placement of students. Teachers complete a form that ranks students' behavior and academic performance along with other information such as ESL, IEP's or GT.

**Placement: How is data used to make student assignment decisions to ensure low income, minority, Limited English Proficient and Exceptional Children and Youth are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers?**

The elementary schools allow parents to have some input in their child's teacher for grades K-3. School administrators make the final decision on placement of students. Teachers complete a form that ranks students' behavior and academic performance along with other information such as ESL, IEP's or GT. EOY MAP scores along with report card grades are also used to make the decisions for placements.

**Recruitment and Retention: How does the district analyze student level data to design targeted recruitment of effective and diverse teachers and leaders?**

Student level data (student voice surveys) is analyzed to determine the teacher qualities that will be most effective for our schools.

**Recruitment and Retention: How does the district recruit teachers who are effective in implementing practices that are targeted to support the diverse learning needs of minority students, low income students, Limited English Proficient and Exception Children and Youth?**

Administrators seek out teachers who have proven to be effective with these students.

**Recruitment and Retention: How does the district recruit effective teachers and leaders to its high poverty, high minority, lowest achieving schools or schools with higher populations of Limited English Proficient or Exceptional Children and Youth?**

Administrators focus on the positives of school system including facilities, programs, availability of resources and support, and how rewarding it is to work with these students.

**Recruitment and Retention: How does the district retain effective teachers retained in high poverty, high minority, low achieving schools or schools with higher populations of Limited English Proficient and Exceptional Children and Youth? Identify any incentives.**

Effective teachers are retained through developing personal relationships with colleagues, developing a personal interest in the success of the school and through constant administrative support.

**Professional Learning: Identify district supports, including mentoring and/or induction, provided to meet the needs of first year, inexperienced and out-of-field teachers.**

KTIP mentors are carefully selected based on priority growth areas of the new teachers, inexperienced teachers are paired with a grade level or content mentor and the instructional coach is involved in training these teachers and providing classroom supports. Our most experienced teacher/leaders are utilized to assist new teachers in the building. The district provides a training at the beginning of the school year for all new employees as well.

**Professional Learning: Utilizing PGES data, how are the professional learning needs of teacher with an effectiveness rating below accomplished being addressed?**

PLC meetings, specific professional development opportunities, mentoring teachers, targeted visits from the instructional coach, peer observations, and school visits.

**Working Conditions: How are TELL Kentucky results being addressed to increase recruitment, retention and professional learning needs of staff?**

TELL results are analyzed and discussed with staff, SBDM Councils, district administrators and Board members. Professional development needs are determined as a result of the TELL data and school administrators are required to have a TELL goal on their growth plan.

## **Questions**

**Identify all goals, objectives, strategies and activities created that support equitable access and the responses in this diagnostic.**

There have been no identified barriers, TELL survey are analyzes, professional development is identified based on student achievement, PGES and TELL results. Supports are in place to recruit and retain staff. Student assignments are fair and equitable for all.