



Comprehensive District Improvement Plan

Pendleton County

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Introduction

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

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

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

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

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

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

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

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

Phase I - Equitable Access to Effective Educators District Diagnostic

Introduction

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

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

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

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

Equitable Access to Effective Educators - District

Label	Assurance	Response	Comment	Attachment
District Equity Data (1)	Complete the District Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration. *Self-selected data could come from a variety of sources. It should be relevant to the needs of the district. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data; TELL results; turnover data. **The district should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:	I acknowledge that I have uploaded the District Equity Data.		Pendleton District Equity Diagnostic 16-17

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

In each one of our four schools, "students from poverty" make up more than 50% of our student population. The number of "students with disabilities" is larger in the elementary schools. We have very few KTIP teachers in our district. Many of our building level administrators have fewer than 3 years of administrative experience. A high percentage of our teachers have 4 or more years of experience in all four schools. This helps to ensure that all of our students are having the opportunity to be taught by highly skilled and experienced teachers.

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

We have a high percentage of "students with disabilities" in the elementary schools.

A high percentage of our building level administrators have fewer than 3 years of administrative experience.

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Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	Complete the District Equity Goals tab for this diagnostic. Include at least one other self-selected indicator for consideration. *Self-selected data could come from a variety of sources. It should be relevant to the needs of the district. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data; TELL results; turnover data. **The district should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:	I acknowledge that I have uploaded the District Equity Goals Data.		Equity Goals Pendleton District Equity Goals 16-17

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

OR

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

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

Goal 1:

Continue to ensure equitable access to effective educators.

Measurable Objective 1:

collaborate to ensure that Pendleton County Schools continue to attract the highest-quality and qualified teachers in all content areas, by 12/29/2017 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:

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Activity - Recruitment and Retention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pendleton County will continue to develop new teachers through orientation, support and professional learning as needed. Principals will also assign a mentor for new teachers.	Recruitment and Retention	08/08/2016	12/29/2017	\$0 - No Funding Required	Superintendent, Executive Director of Human Resources and building principals.

Phase I - GAP Target Assurance

Introduction

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

Gap Target Assurance

Label	Assurance	Response	Comment	Attachment
	As superintendent of the district, I hereby certify that:	The following school(s) have failed to meet their gap target for two (2) consecutive years and are listed in the text box provided below	Northern Elementary Southern Elementary Sharp Middle School Pendleton County High School	

Phase I - Needs Assessment

Introduction

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

Data Analysis

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

What does the data/information not tell you?

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 well are we preparing students to be College and Career Ready?
4. What resources/support do teachers need to build internal capacity to meet students' 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?

The percent of students graduating as college and/or career ready is improving.

The graduation rate is improving.

Achievement has increased in all four schools.

Continued work on revisions to common unit assessments as well as weekly assessments in order to align to standards

CASL Model is effectively used in majority of classrooms

PBIS implemented to create a positive culture

STAR and CERT data is being used to guide instruction and monitor student growth

Student Work Analysis Protocol is being utilized to more effectively analyze student work in order to modify and improve instruction

Job-embedded professional learning for teachers

Continuous monitoring (i.e. walkthroughs, PLCs and teacher evaluation)

Cooperative learning and co-teaching training for regular education and special education teachers and administrators

Steps to sustain strengths:

We will continue to monitor activities and strategies through daily walkthroughs by administrators, district learning walks, 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. District administrators 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 and a Student Work Analysis Protocol is being utilized to analyze the results of the assessments in order to guide instruction.

Opportunities for Improvement

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

Novice reduction in all subject areas

Novice reduction in our students with disabilities and free/reduced lunch group

Rtl refinement

Effective student engagement

Rigorous lessons

Effective co-teaching and cooperative learning practices

Differentiation for all students

Effective questioning

Continue using student work analysis protocol to inform instruction

Next Steps:

We will continue to monitor activities and strategies through daily walkthroughs by administrators, district learning walks 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. District administrators 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 throughs (instructional rounds) 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. District administrators 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. We will continue to work on utilizing a student work analysis protocol during our PLC meetings. 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.

Teachers and administrators will continue to receive training on effective co-teaching practices as well as cooperative learning structures such as Kagan.

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.

Pendleton Co Schools Goals and Plans 2016-17

Overview

Plan Name

Pendleton Co Schools Goals and Plans 2016-17

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 reading and math KPREP scores from 50.4% proficient/distinguished to 71.4% by 2019.	Objectives: 1 Strategies: 4 Activities: 15	Organizational	\$124500
2	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 41.1% in 2016 to 71.4% by 2019.	Objectives: 1 Strategies: 2 Activities: 8	Organizational	\$65500
3	Increase Graduation Rate.	Objectives: 1 Strategies: 3 Activities: 8	Organizational	\$150000
4	Increase College and Career Readiness.	Objectives: 1 Strategies: 4 Activities: 11	Organizational	\$237000
5	Decrease the average combined reading and math novice K-PREP scores for all students from 20.7% in 2016 to 12.1% by 2020.	Objectives: 1 Strategies: 2 Activities: 7	Organizational	\$214500
6	Identify and address TELL Survey needs.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
7	Continue to ensure equitable access to effective educators.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: Increase the average combined reading and math KPREP scores from 50.4% proficient/distinguished to 71.4% by 2019.

Measurable Objective 1:

collaborate to increase averaged combined reading and math K-PREP proficiency ratings for all students by 11/01/2017 as measured by an increase from 50.4% proficient/distinguished in 2016 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 Kagan Cooperative Learning Structures. Professional development has been provided to staff in the usage of Kagan Structures. Schools: All Schools	Direct Instruction	08/08/2016	12/29/2017	\$5000	Title I Part A	District and School Leadership Teams; Classroom Teachers
Activity - Material Usage	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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	Direct Instruction, Professional Learning	08/08/2016	12/29/2017	\$28000	District Funding	District Leadership Team, Building Leadership Teams, Teachers
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	District Funding	District and School Leadership Teams, Teachers

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Activity - School Visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pendleton County School staff (teachers and administrators) will visit high performing schools/districts to gather information that can be applied in our schools and used to raise student achievement. Schools: All Schools	Professional Learning	08/08/2016	12/29/2017	\$1000	Grant Funds	Teachers, Building and District Leadership

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: Mathematics, Reading, Writing, Science, Social Studies, Arts and Humanities, and Practical Living/Career Studies. This process will include analyzing current class structure to offer accelerated learning opportunities.

Category: Continuous Improvement

Activity - Program Alignment to Common Core	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district 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	08/08/2016	12/29/2017	\$32000	District Funding	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	08/08/2016	12/29/2017	\$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
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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. GradeCam will be used as a tool to evaluate student work. 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	\$5000	Grant Funds	District and Building Instructional Leadership Teams; Teachers and Staff
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Activity - STAR Testing and Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PC Schools (Elementary and Middle) will implement STAR testing and will analyze results in order to make instructional decisions. The STAR 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. Schools: Phillip Sharp Middle School, Southern Elementary School, Northern Elementary School	Direct Instruction	08/08/2016	12/29/2017	\$22000	District Funding	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
PC Schools will utilize standard-aligned Common Assessments with both multiple choice and written response questions in order to identify gaps in learning. Teachers will work to ensure that assessments are congruent to standards and rigorous in nature. Results will be analyzed to provide re-teaching at the end of each instructional unit. Schools: All Schools	Direct Instruction	08/08/2016	12/29/2017	\$25000	Grant Funds	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
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	08/08/2016	12/29/2017	\$0	No Funding Required	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
<p>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</p> <p>Schools: All Schools</p>	Direct Instruction	08/08/2016	12/29/2017	\$0	No Funding Required	District and Building Instructional Leadership Teams; Teachers and Staff
Activity - PBIS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>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.</p> <p>Schools: All Schools</p>	Behavioral Support Program	08/08/2016	12/29/2017	\$0	No Funding Required	District and Building Leadership Teams; Teachers and Staff, PBIS teams
Activity - Parental Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>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.</p> <p>Schools: All Schools</p>	Parent Involvement	08/08/2016	12/29/2017	\$5000	FRYSC	District and School Leadership Teams; Teachers and Staff
Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>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.</p> <p>Schools: All Schools</p>	Professional Learning	08/08/2016	12/29/2017	\$0	No Funding Required	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

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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	08/08/2016	12/29/2017	\$0	No Funding Required	District and Building Instructional Leadership Teams; Teachers and Staff
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Goal 2: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 41.1% in 2016 to 71.4% by 2019.

Measurable Objective 1:

collaborate to increase the combined reading and math proficiency ratings for all students in the non-duplicated gap group from 41.1% in 2016 to 52.5% by 12/29/2017 as measured by KPREP scores..

Strategy 1:

Response To Intervention - PC Schools will continue to develop and revise the RtI 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	08/08/2016	12/29/2017	\$0	No Funding Required	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	08/08/2016	12/29/2017	\$0	No Funding Required	District and Building Instructional Leadership Teams; Teachers and Staff

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Activity - Skill Based Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>PC Schools (Elementary and Middle) will use STAR data to create and prepare flexible small groups based on shared skill deficits. By grouping students with similar weaknesses, teachers can better meet the instructional needs of each student, starting where they are in their learning. Small group skill-based 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	08/08/2016	12/29/2017	\$22000	District Funding	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 Programs, 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	08/08/2016	12/29/2017	\$0	No Funding Required	District and Building Instructional Leadership Teams; Teachers and Staff

Activity - Title Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>School and district practices will be reviewed to ensure compliance, proper utilization of resources, and program effectiveness on closing the achievement gap.</p> <p>Schools: All Schools</p>	Academic Support Program	08/08/2016	12/29/2017	\$0	No Funding Required	District and Building Instructional Leadership Teams; Teachers and Staff

Activity - Extended School Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>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.</p> <p>Schools: All Schools</p>	Academic Support Program	08/08/2016	12/29/2017	\$13500	State Funds	District and Building Instructional Leadership Teams; Teachers and Staff

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Activity - Early Childhood Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Early Childhood Programs will be examined to ensure Ekerts compliance and effectiveness in preparing PC Schools youngest learners for proficiency. PC Schools will offer a full day setting to meet the transportation challenge, allowing more eligible 4-year old preschoolers the opportunity to attend school.</p> <p>Schools: Southern Elementary School, Northern Elementary School</p>	Academic Support Program	08/08/2016	12/29/2017	\$0	General Fund	District and Building Instructional Leadership Teams; Teachers and Staff
Activity - English Language Learners	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>PC Schools will ensure that students in need of ELL services have been identified. The district ELL program will be analyzed to ensure compliance and overall effectiveness. Students in need of service will be provided assistance through the regional education co-op and an ELL tutor.</p> <p>Schools: All Schools</p>	Academic Support Program	08/08/2016	12/29/2017	\$30000	Title I Part A, Title III	District and Building Instructional Leadership Teams; Teachers and Staff, ELL tutor, NKCES

Goal 3: Increase Graduation Rate.

Measurable Objective 1:

collaborate to increase the district graduation rate from 94.5 to 94.9 by 11/01/2017 as measured by Unbridled Learning Accountability Model.

Strategy 1:

Monitor Persistence to Graduation - Schools will monitor students at risk of drop-out. Barriers to graduating will be identified and addressed in order to ensure credits are obtained for graduation.

Category: Persistence to Graduation

Activity - At Risk Tracking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>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, credit recovery, mentoring, etc.).</p> <p>Schools: All Schools</p>	Academic Support Program	08/08/2016	12/29/2017	\$5000	Grant Funds	School administrators , counselors and teachers
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. Those eligible for OVR services will receive follow-up meetings to discuss post-secondary plans. Schools: Pendleton County High School	Academic Support Program	08/08/2016	12/29/2017	\$0	No Funding Required	DOSE, teachers, 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 - Individual Learning Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Individual Learning Plans (ILPs) will be utilized to assist students in creating individualized graduation/career plans. Students will receive information on college visits, colleges will visit the high school, and guest speakers from various career fields will visit all schools. Schools: All Schools	Career Preparation/Orientation	08/08/2016	12/29/2017	\$0	No Funding Required	Counseling Departments, Building and District Leadership, Teachers

Activity - Stakeholder Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty and staff will communicate with stakeholders regarding college and career goals. Guidance counselor and College Coach will offer opportunities such as College 101, FAFSA Education Night, Senior Bootcamp to provide support to students and parents. Schools: Pendleton County High School	Academic Support Program, Career Preparation/Orientation	06/20/2016	12/29/2017	\$0	No Funding Required	Counselor, College Coach, Faculty and Staff, Admin Team

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 - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Formative assessment will be used to monitor student understanding; data will be analyzed and students will receive differentiated instruction to address particular areas of weakness. Schools: All Schools	Academic Support Program, Other	08/08/2016	12/29/2017	\$5000	Grant Funds	Building Leadership, Teachers and Staff

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students identified as not meeting benchmark will be provided with timely and appropriate intervention as detailed in the district RTI plan. Interventions may include one-on-one or small group research based instruction, online remedial assistance, transitional courses, collaborative settings, etc. Schools: All Schools	Direct Instruction	08/08/2016	12/29/2017	\$140000	Read to Achieve, Title I Part A, District Funding	District and Building Leadership, Teachers and Staff
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Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Counselors, teachers, and administrators will monitor student achievement through classroom visits, grade checks, one-to-one conferencing, parent contacts etc. to ensure students continue to stay on pace for graduation. Schools: All Schools	Academic Support Program	08/08/2016	12/29/2017	\$0	No Funding Required	Teachers, Counselors, Admin Staff

Activity - PBIS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will utilize Positive Behavioral Interventions and Supports (PBIS) in all schools to assist in creating a positive learning environment and to provide assistance to staff with behavioral issues that may impede learning. Schools: All Schools	Behavioral Support Program	08/08/2016	12/29/2017	\$0	No Funding Required	PBIS Teams, Admin Team, Faculty & Staff

Goal 4: Increase College and Career Readiness.

Measurable Objective 1:

collaborate to increase the percentage of students who are college-and career-ready from 85.5% to 87.5% by 11/01/2017 as measured by Unbridled Learning Accountability Model.

Strategy 1:

Increasing Instructional Rigor and Student Engagement - We will continually focus on raising the rigor in all classrooms so that students are engaged and have ample opportunity to become college/career ready.

Category: Professional Learning & Support

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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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	08/08/2016	12/29/2017	\$0	No Funding Required	Curriculum Directors, Exec. Director of Teaching and Learning and Building Principals
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Activity - Student Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in all schools will use personal goal setting as a strategy for improvement. Goals will be set and tracked for district benchmark assessments and will be checked and discussed with students. Schools: All Schools	Academic Support Program	08/08/2016	12/29/2017	\$0	No Funding Required	Building Leadership, Teachers, Staff

Activity - Student Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement standards based, engaging instruction in the classroom. Instructional strategies such as KAGAN Cooperative Learning Structures as well as research based resources (Springboard, Flipped Classroom, student led instruction, vocational training, community based work opportunities, technology programs such as Edgenuity, etc.) will be utilized to maximize student engagement. Schools: All Schools	Academic Support Program	08/08/2016	12/29/2017	\$50000	District Funding, Title I Part A	District and Building Leadership, teachers and staff

Strategy 2:

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

Category: Career Readiness Pathways

Activity - Student Practice Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All schools will implement test "scrimmage" exams that mimic key assessments such as KPREP and ACT. Results will be analyzed using GradeCam and a plan created to address misconceptions, remediate content and provide more practice opportunities for students. Schools: All Schools	Academic Support Program	08/08/2016	12/29/2017	\$5000	Grant Funds	Administration, Counselors

Activity - Targeted Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students in all grades who are not meeting benchmark in Reading and Math will be identified. Targeted interventions will be provided in their particular area(s) of need through a variety of research based programs including (but not limited to) Reading Recovery, CIM, Reading Plus, Lexia, Moby Max, and Aleks. Schools: All Schools	Academic Support Program, Career Preparation/Orientation	08/08/2016	12/29/2017	\$140000	Read to Achieve, Title I Part A, District Funding	Administration, Teachers
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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	08/08/2016	12/29/2017	\$0	No Funding Required	FRC and DPP

Activity - Parent training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide parent/guardians trainings for literacy, effective parenting strategies, and other topics/needs identified by staff. Schools: All Schools	Parent Involvement	08/08/2016	12/29/2017	\$5000	FRYSC	FRC and DPP

Strategy 3:

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

Category: Career Readiness Pathways

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will revise student unit assessments to be congruent with KAS and College and Career Ready Standards. Assessment format will align to KPREP and College and Career Readiness instruments such as KOSSA, ACT and EOC. Schools: All Schools	Direct Instruction	08/08/2016	12/29/2017	\$15000	Grant Funds	District and Building Leadership, Teachers and Staff

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All schools will use curriculum that is aligned to and congruent with Kentucky Academic Standards, Program of Studies, Quality Core, College Readiness Standards and/or KOSSA Standards. Schools: All Schools	Academic Support Program	08/08/2016	12/29/2017	\$15000	Grant Funds	District and Building Leadership, Teachers and Staff

Strategy 4:

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

Category: Career Readiness Pathways

SY 2016-2017

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Activity - Acceleration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All schools will provide opportunities to address acceleration strategies for students including enrichment activities, advanced study/placement, dual credits, college courses, etc. Schools: All Schools	Academic Support Program	08/08/2016	12/29/2017	\$7000	District Funding	District and Building Leadership, Teachers and Staff

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	08/08/2016	12/29/2017	\$0	Other	Principal, AP staff

Goal 5: Decrease the average combined reading and math novice K-PREP scores for all students from 20.7% in 2016 to 12.1% by 2020.

Measurable Objective 1:

collaborate to decrease the average combined reading and math novice scores for all schools from 20.7% in 2016 to 18.6% by 12/01/2017 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 - Technology 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 STAR and CERT. Student work will be analyzed using GradeCam 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, MobyMax and ALEKS. Schools: All Schools	Academic Support Program	08/08/2016	12/29/2017	\$74500	Title I Part A, Grant Funds, District Funding	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
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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	08/08/2016	12/29/2017	\$0	No Funding Required	District and Building Instructional Leadership Teams; Teachers and Staff
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Activity - Flashbacks of Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PC Elementary School students in Grades 1-5 will utilize Flashbacks (short daily 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	08/01/2016	12/29/2017	\$0	No Funding Required	District and Building Instructional Leadership Teams; Teachers and Staff

Activity - Co-Teaching Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers at the middle and high school will be trained in and will utilize co-teaching, a specific type of collaborative teaching format and special education service delivery option which involves two or more certified teachers who share instructional responsibility and joint accountability for a single group of diverse learners via partnership strategies in a general education setting. Schools: All Schools	Academic Support Program, Professional Learning	08/08/2016	12/29/2017	\$0	No Funding Required	Middle and High school teachers, Building and District leadership

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 STAR or KPREP. Interventions may come from a variety of sources and funding and include (but are not limited to) Reading Recovery, CIM, AVMR and various technology resources. Schools: All Schools	Academic Support Program	08/08/2016	12/29/2017	\$140000	District Funding, Read to Achieve, Title I Part A	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
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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	08/08/2016	12/29/2017	\$0	No Funding Required	District and Building Instructional Leadership; Teachers and Staff
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	08/08/2016	12/29/2017	\$0	No Funding Required	District and Building Instructional Leadership; Teachers and Staff

Goal 6: Identify and address 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	No Funding Required	Executive Director of Teaching and Learning and Directors of Curriculum

Goal 7: Continue to ensure equitable access to effective educators.

Measurable Objective 1:

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collaborate to ensure that Pendleton County Schools continue to attract the highest-quality and qualified teachers in all content areas, by 12/29/2017 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 new teachers through orientation, support and professional learning as needed. Principals will also assign a mentor for new teachers. Schools: All Schools	Recruitment and Retention	08/08/2016	12/29/2017	\$0	No Funding Required	Superintendent, Executive Director of Human Resources and building principals.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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
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	08/08/2016	12/29/2017	\$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	08/08/2016	12/29/2017	\$0	District and Building Leadership Teams; Teachers and Staff, PBIS teams
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	08/08/2016	12/29/2017	\$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	08/08/2016	12/29/2017	\$0	District and Building Instructional Leadership Teams; Teachers and Staff

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Transition to Workplace	Referrals to the Office of Vocational Rehabilitation will be made as appropriate for students with disabilities. Those eligible for OVR services will receive follow-up meetings to discuss post-secondary plans.	Academic Support Program	08/08/2016	12/29/2017	\$0	DOSE, teachers, OVR personnel
Stakeholder Communication	Faculty and staff will communicate with stakeholders regarding college and career goals. Guidance counselor and College Coach will offer opportunities such as College 101, FAFSA Education Night, Senior Bootcamp to provide support to students and parents.	Academic Support Program, Career Preparation/Orientation	06/20/2016	12/29/2017	\$0	Counselor, College Coach, Faculty and Staff, Admin Team
Progress Monitoring	Counselors, teachers, and administrators will monitor student achievement through classroom visits, grade checks, one-to-one conferencing, parent contacts etc. to ensure students continue to stay on pace for graduation.	Academic Support Program	08/08/2016	12/29/2017	\$0	Teachers, Counselors, Admin 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	08/08/2016	12/29/2017	\$0	FRC and DPP
Title Programs	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	08/08/2016	12/29/2017	\$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	08/08/2016	12/29/2017	\$0	District and Building Instructional 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	08/08/2016	12/29/2017	\$0	Curriculum Directors, Exec. Director of Teaching and Learning and Building Principals
Co-Teaching Training	Teachers at the middle and high school will be trained in and will utilize co-teaching, a specific type of collaborative teaching format and special education service delivery option which involves two or more certified teachers who share instructional responsibility and joint accountability for a single group of diverse learners via partnership strategies in a general education setting.	Academic Support Program, Professional Learning	08/08/2016	12/29/2017	\$0	Middle and High school teachers, Building and District leadership

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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	08/08/2016	12/29/2017	\$0	District and Building Instructional Leadership Teams; Teachers and Staff
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	08/08/2016	12/29/2017	\$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	08/08/2016	12/29/2017	\$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	08/08/2016	12/29/2017	\$0	District and Building Instructional Leadership; Teachers and Staff
Recruitment and Retention	Pendleton County will continue to develop new teachers through orientation, support and professional learning as needed. Principals will also assign a mentor for new teachers.	Recruitment and Retention	08/08/2016	12/29/2017	\$0	Superintendent, Executive Director of Human Resources and building principals.
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	08/08/2016	12/29/2017	\$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	08/08/2016	12/29/2017	\$0	District and Building Instructional Leadership Teams; Teachers and Staff

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Flashbacks of Learning	PC Elementary School students in Grades 1-5 will utilize Flashbacks (short daily quizzes on learned material) as a means of review and reinforcement. Data will be analyzed to further inform instruction.	Direct Instruction	08/01/2016	12/29/2017	\$0	District and Building Instructional Leadership Teams; Teachers and Staff
Student Goal Setting	Students in all schools will use personal goal setting as a strategy for improvement. Goals will be set and tracked for district benchmark assessments and will be checked and discussed with students.	Academic Support Program	08/08/2016	12/29/2017	\$0	Building Leadership, Teachers, Staff
PBIS	The district will utilize Positive Behavioral Interventions and Supports (PBIS) in all schools to assist in creating a positive learning environment and to provide assistance to staff with behavioral issues that may impede learning.	Behavioral Support Program	08/08/2016	12/29/2017	\$0	PBIS Teams, Admin Team, Faculty & 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	08/08/2016	12/29/2017	\$0	District and Building Instructional Leadership; Teachers and Staff
Individual Learning Plans	Individual Learning Plans (ILPs) will be utilized to assist students in creating individualized graduation/career plans. Students will receive information on college visits, colleges will visit the high school, and guest speakers from various career fields will visit all schools.	Career Preparation/Orientation	08/08/2016	12/29/2017	\$0	Counseling Departments, Building and District Leadership, Teachers
Total					\$0	

Title III

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
English Language Learners	PC Schools will ensure that students in need of ELL services have been identified. The district ELL program will be analyzed to ensure compliance and overall effectiveness. Students in need of service will be provided assistance through the regional education co-op and an ELL tutor.	Academic Support Program	08/08/2016	12/29/2017	\$15000	District and Building Instructional Leadership Teams; Teachers and Staff, ELL tutor, NKCES
Total					\$15000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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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 offer a full day setting to meet the transportation challenge, allowing more eligible 4-year old preschoolers the opportunity to attend school.	Academic Support Program	08/08/2016	12/29/2017	\$0	District and Building Instructional Leadership Teams; Teachers and Staff
Total					\$0	

FRYSC

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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	08/08/2016	12/29/2017	\$5000	District and School Leadership Teams; Teachers and Staff
Parent training	Provide parent/guardians trainings for literacy, effective parenting strategies, and other topics/needs identified by staff.	Parent Involvement	08/08/2016	12/29/2017	\$5000	FRC and DPP
Total					\$10000	

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	08/08/2016	12/29/2017	\$0	Principal, AP staff
Total					\$0	

Grant Funds

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, credit recovery, mentoring, etc.).	Academic Support Program	08/08/2016	12/29/2017	\$5000	School administrators , counselors and teachers

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Formative Assessments	Teachers will revise student unit assessments to be congruent with KAS and College and Career Ready Standards. Assessment format will align to KPREP and College and Career Readiness instruments such as KOSSA, ACT and EOC.	Direct Instruction	08/08/2016	12/29/2017	\$15000	District and Building Leadership, Teachers and Staff
Student Practice Opportunities	All schools will implement test "scrimmage" exams that mimic key assessments such as KPREP and ACT. Results will be analyzed using GradeCam and a plan created to address misconceptions, remediate content and provide more practice opportunities for students.	Academic Support Program	08/08/2016	12/29/2017	\$5000	Administration, Counselors
Differentiated Instruction	Formative assessment will be used to monitor student understanding; data will be analyzed and students will receive differentiated instruction to address particular areas of weakness.	Academic Support Program, Other	08/08/2016	12/29/2017	\$5000	Building Leadership, 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. GradeCam will be used as a tool to evaluate student work. Results will be analyzed and next steps for learning will be discussed in PLC meetings.	Direct Instruction	01/01/2016	01/01/2017	\$5000	District and Building Instructional Leadership Teams; Teachers and Staff
Curriculum Alignment	All schools will use curriculum that is aligned to and congruent with Kentucky Academic Standards, Program of Studies, Quality Core, College Readiness Standards and/or KOSSA Standards.	Academic Support Program	08/08/2016	12/29/2017	\$15000	District and Building Leadership, Teachers and Staff
Techonology Resources	PC Schools will utilize a variety of technological programs to assess and reinforce standards. Students will be assessed using programs such as STAR and CERT. Student work will be analyzed using GradeCam 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, MobyMax and ALEKS.	Academic Support Program	08/08/2016	12/29/2017	\$12000	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. Teachers will work to ensure that assessments are congruent to standards and rigorous in nature. Results will be analyzed to provide re-teaching at the end of each instructional unit.	Direct Instruction	08/08/2016	12/29/2017	\$25000	District and Building Instructional Leadership Teams; Teachers and Staff
School Visits	Pendleton County School staff (teachers and administrators) will visit high performing schools/districts to gather information that can be applied in our schools and used to raise student achievement.	Professional Learning	08/08/2016	12/29/2017	\$1000	Teachers, Building and District Leadership
Total					\$88000	

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Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Engagement	Teachers will implement standards based, engaging instruction in the classroom. Instructional strategies such as KAGAN Cooperative Learning Structures as well as research based resources (Springboard, Flipped Classroom, student led instruction, vocational training, community based work opportunities, technology programs such as Edgenuity, etc.) will be utilized to maximize student engagement.	Academic Support Program	08/08/2016	12/29/2017	\$20000	District and Building Leadership, teachers and staff
Response to Intervention	Students identified as not meeting benchmark will be provided with timely and appropriate intervention as detailed in the district RTI plan. Interventions may include one-on-one or small group research based instruction, online remedial assistance, transitional courses, collaborative settings, etc.	Direct Instruction	08/08/2016	12/29/2017	\$10000	District and Building Leadership, Teachers and Staff
Interventions	Interventions will be provided for all students identified as falling below benchmark in reading and math, or scoring Novice on STAR or KPREP. Interventions may come from a variety of sources and funding and include (but are not limited to) Reading Recovery, CIM, AVMR and various technology resources.	Academic Support Program	08/08/2016	12/29/2017	\$25000	District and Building Instructional Leadership; Teachers and Staff
Technology Resources	PC Schools will utilize a variety of technological programs to assess and reinforce standards. Students will be assessed using programs such as STAR and CERT. Student work will be analyzed using GradeCam 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, MobyMax and ALEKS.	Academic Support Program	08/08/2016	12/29/2017	\$25500	District and Building Instructional Leadership Teams; Teachers and Staff
English Language Learners	PC Schools will ensure that students in need of ELL services have been identified. The district ELL program will be analyzed to ensure compliance and overall effectiveness. Students in need of service will be provided assistance through the regional education co-op and an ELL tutor.	Academic Support Program	08/08/2016	12/29/2017	\$15000	District and Building Instructional Leadership Teams; Teachers and Staff, ELL tutor, NKCES
Targeted Intervention	Students in all grades who are not meeting benchmark in Reading and Math will be identified. Targeted interventions will be provided in their particular area(s) of need through a variety of research based programs including (but not limited to) Reading Recovery, CIM, Reading Plus, Lexia, Moby Max, and Aleks.	Academic Support Program, Career Preparation/Orientation	08/08/2016	12/29/2017	\$10000	Administration, Teachers

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Instructional Strategies	PC staff will utilize a variety of research-based instructional strategies to engage student learning, including Kagan Cooperative Learning Structures. Professional development has been provided to staff in the usage of Kagan Structures.	Direct Instruction	08/08/2016	12/29/2017	\$5000	District and School Leadership Teams; Classroom Teachers
Total					\$110500	

Read to Achieve

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Targeted Intervention	Students in all grades who are not meeting benchmark in Reading and Math will be identified. Targeted interventions will be provided in their particular area(s) of need through a variety of research based programs including (but not limited to) Reading Recovery, CIM, Reading Plus, Lexia, Moby Max, and Aleks.	Academic Support Program, Career Preparation/Orientation	08/08/2016	12/29/2017	\$100000	Administration, Teachers
Interventions	Interventions will be provided for all students identified as falling below benchmark in reading and math, or scoring Novice on STAR or KPREP. Interventions may come from a variety of sources and funding and include (but are not limited to) Reading Recovery, CIM, AVMR and various technology resources.	Academic Support Program	08/08/2016	12/29/2017	\$100000	District and Building Instructional Leadership; Teachers and Staff
Response to Intervention	Students identified as not meeting benchmark will be provided with timely and appropriate intervention as detailed in the district RTI plan. Interventions may include one-on-one or small group research based instruction, online remedial assistance, transitional courses, collaborative settings, etc.	Direct Instruction	08/08/2016	12/29/2017	\$100000	District and Building Leadership, Teachers and Staff
Total					\$300000	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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	08/08/2016	12/29/2017	\$13500	District and Building Instructional Leadership Teams; Teachers and Staff
Total					\$13500	

District Funding

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Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Techonology Resources	PC Schools will utilize a variety of technological programs to assess and reinforce standards. Students will be assessed using programs such as STAR and CERT. Student work will be analyzed using GradeCam 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, MobyMax and ALEKS.	Academic Support Program	08/08/2016	12/29/2017	\$37000	District and Building Instructional Leadership Teams; Teachers and Staff
Acceleration	All schools will provide opportunites to address acceleration strategies for students including enrichment activities, advanced study/placement, dual credits, college courses, etc.	Academic Support Program	08/08/2016	12/29/2017	\$7000	District and Building Leadership, Teachers and Staff
Targeted Intervention	Students in all grades who are not meeting benchmark in Reading and Math will be identified. Targeted interventions will be provided in their particular area(s) of need through a variety of research based programs including (but not limited to) Reading Recovery, CIM, Reading Plus, Lexia, Moby Max, and Aleks.	Academic Support Program, Career Preparation/Orientation	08/08/2016	12/29/2017	\$30000	Administration, Teachers
Interventions	Interventions will be provided for all students identified as falling below benchmark in reading and math, or scoring Novice on STAR or KPREP. Interventions may come from a variety of sources and funding and include (but are not limited to) Reading Recovery, CIM, AVMR and various technology resources.	Academic Support Program	08/08/2016	12/29/2017	\$15000	District and Building Instructional Leadership; Teachers and Staff
STAR Testing and Analysis	PC Schools (Elementary and Middle) will implement STAR testing and will analyze results in order to make instructional decisions. The STAR 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	08/08/2016	12/29/2017	\$22000	District and Building Instructional Leadership Teams; Teachers and Staff
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
Skill Based Groups	PC Schools (Elementary and Middle) will use STAR data to create and prepare flexible small groups based on shared skill deficits. By grouping students with similar weaknesses, teachers can better meet the instructional needs of each student, starting where they are in their learning. Small group skill-based instruction is a major step in closing the gaps with missing concepts and skills.	Academic Support Program	08/08/2016	12/29/2017	\$22000	District and Building Instructional Leadership Teams; Teachers and Staff

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Student Engagement	Teachers will implement standards based, engaging instruction in the classroom. Instructional strategies such as KAGAN Cooperative Learning Structures as well as research based resources (Springboard, Flipped Classroom, student led instruction, vocational training, community based work opportunities, technology programs such as Edgenuity, etc.) will be utilized to maximize student engagement.	Academic Support Program	08/08/2016	12/29/2017	\$30000	District and Building Leadership, teachers and staff
Response to Intervention	Students identified as not meeting benchmark will be provided with timely and appropriate intervention as detailed in the district RTI plan. Interventions may include one-on-one or small group research based instruction, online remedial assistance, transitional courses, collaborative settings, etc.	Direct Instruction	08/08/2016	12/29/2017	\$30000	District and Building Leadership, Teachers and Staff
Program Alignment to Common Core	The district 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	08/08/2016	12/29/2017	\$32000	District and Building Instructional Teams; Teachers and Staff
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.	Direct Instruction, Professional Learning	08/08/2016	12/29/2017	\$28000	District Leadership Team, Building Leadership Teams, Teachers
Total					\$254500	

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
Individual Learning Plans	Individual Learning Plans (ILPs) will be utilized to assist students in creating individualized graduation/career plans. Students will receive information on college visits, colleges will visit the high school, and guest speakers from various career fields will visit all schools.	Career Preparation/Orientation	08/08/2016	12/29/2017	\$0	Counseling Departments, Building and District Leadership, Teachers
Differentiated Instruction	Formative assessment will be used to monitor student understanding; data will be analyzed and students will receive differentiated instruction to address particular areas of weakness.	Academic Support Program, Other	08/08/2016	12/29/2017	\$5000	Building Leadership, Teachers and Staff
Instructional Strategies	PC staff will utilize a variety of research-based instructional strategies to engage student learning, including Kagan Cooperative Learning Structures. Professional development has been provided to staff in the usage of Kagan Structures.	Direct Instruction	08/08/2016	12/29/2017	\$5000	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.	Direct Instruction, Professional Learning	08/08/2016	12/29/2017	\$28000	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	08/08/2016	12/29/2017	\$0	Curriculum Directors, Exec. Director of Teaching and Learning and Building Principals

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Student Practice Opportunities	All schools will implement test "scrimmage" exams that mimic key assessments such as KPREP and ACT. Results will be analyzed using GradeCam and a plan created to address misconceptions, remediate content and provide more practice opportunities for students.	Academic Support Program	08/08/2016	12/29/2017	\$5000	Administration , Counselors
Targeted Intervention	Students in all grades who are not meeting benchmark in Reading and Math will be identified. Targeted interventions will be provided in their particular area(s) of need through a variety of research based programs including (but not limited to) Reading Recovery, CIM, Reading Plus, Lexia, Moby Max, and Aleks.	Academic Support Program, Career Preparation/Orientation	08/08/2016	12/29/2017	\$140000	Administration , Teachers
Formative Assessments	Teachers will revise student unit assessments to be congruent with KAS and College and Career Ready Standards. Assessment format will align to KPREP and College and Career Readiness instruments such as KOSSA, ACT and EOC.	Direct Instruction	08/08/2016	12/29/2017	\$15000	District and Building Leadership, Teachers and Staff
Curriculum Alignment	All schools will use curriculum that is aligned to and congruent with Kentucky Academic Standards, Program of Studies, Quality Core, College Readiness Standards and/or KOSSA Standards.	Academic Support Program	08/08/2016	12/29/2017	\$15000	District and Building Leadership, Teachers and Staff
Acceleration	All schools will provide opportunities to address acceleration strategies for students including enrichment activities, advanced study/placement, dual credits, college courses, etc.	Academic Support Program	08/08/2016	12/29/2017	\$7000	District and Building Leadership, 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, credit recovery, mentoring, etc.).	Academic Support Program	08/08/2016	12/29/2017	\$5000	School administrators , counselors and teachers
Program Alignment to Common Core	The district 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	08/08/2016	12/29/2017	\$32000	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	08/08/2016	12/29/2017	\$0	FRC and DPP
Parent training	Provide parent/guardians trainings for literacy, effective parenting strategies, and other topics/needs identified by staff.	Parent Involvement	08/08/2016	12/29/2017	\$5000	FRC and DPP

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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	08/08/2016	12/29/2017	\$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. GradeCam will be used as a tool to evaluate student work. Results will be analyzed and next steps for learning will be discussed in PLC meetings.	Direct Instruction	01/01/2016	01/01/2017	\$5000	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. Teachers will work to ensure that assessments are congruent to standards and rigorous in nature. Results will be analyzed to provide re-teaching at the end of each instructional unit.	Direct Instruction	08/08/2016	12/29/2017	\$25000	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	08/08/2016	12/29/2017	\$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	08/08/2016	12/29/2017	\$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	08/08/2016	12/29/2017	\$0	District and Building Leadership Teams; Teachers and Staff, PBIS teams

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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	08/08/2016	12/29/2017	\$5000	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	08/08/2016	12/29/2017	\$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	08/08/2016	12/29/2017	\$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	08/08/2016	12/29/2017	\$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	08/08/2016	12/29/2017	\$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	08/08/2016	12/29/2017	\$0	District and Building Instructional Leadership Teams; Teachers and Staff

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Title Programs	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	08/08/2016	12/29/2017	\$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	08/08/2016	12/29/2017	\$13500	District and Building Instructional Leadership Teams; Teachers and Staff
English Language Learners	PC Schools will ensure that students in need of ELL services have been identified. The district ELL program will be analyzed to ensure compliance and overall effectiveness. Students in need of service will be provided assistance through the regional education co-op and an ELL tutor.	Academic Support Program	08/08/2016	12/29/2017	\$30000	District and Building Instructional Leadership Teams; Teachers and Staff, ELL tutor, NKCES
Techonology Resources	PC Schools will utilize a variety of technological programs to assess and reinforce standards. Students will be assessed using programs such as STAR and CERT. Student work will be analyzed using GradeCam 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, MobyMax and ALEKS.	Academic Support Program	08/08/2016	12/29/2017	\$74500	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	08/08/2016	12/29/2017	\$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 STAR or KPREP. Interventions may come from a variety of sources and funding and include (but are not limited to) Reading Recovery, CIM, AVMR and various technology resources.	Academic Support Program	08/08/2016	12/29/2017	\$140000	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	08/08/2016	12/29/2017	\$0	District and Building Instructional Leadership; Teachers and Staff

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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	08/08/2016	12/29/2017	\$0	District and Building Instructional Leadership; Teachers and Staff
Recruitment and Retention	Pendleton County will continue to develop new teachers through orientation, support and professional learning as needed. Principals will also assign a mentor for new teachers.	Recruitment and Retention	08/08/2016	12/29/2017	\$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
Co-Teaching Training	Teachers at the middle and high school will be trained in and will utilize co-teaching, a specific type of collaborative teaching format and special education service delivery option which involves two or more certified teachers who share instructional responsibility and joint accountability for a single group of diverse learners via partnership strategies in a general education setting.	Academic Support Program, Professional Learning	08/08/2016	12/29/2017	\$0	Middle and High school teachers, Building and District leadership
School Visits	Pendleton County School staff (teachers and administrators) will visit high performing schools/districts to gather information that can be applied in our schools and used to raise student achievement.	Professional Learning	08/08/2016	12/29/2017	\$1000	Teachers, Building and District Leadership
Student Goal Setting	Students in all schools will use personal goal setting as a strategy for improvement. Goals will be set and tracked for district benchmark assessments and will be checked and discussed with students.	Academic Support Program	08/08/2016	12/29/2017	\$0	Building Leadership, Teachers, Staff
Student Engagement	Teachers will implement standards based, engaging instruction in the classroom. Instructional strategies such as KAGAN Cooperative Learning Structures as well as research based resources (Springboard, Flipped Classroom, student led instruction, vocational training, community based work opportunities, technology programs such as Edgenuity, etc.) will be utilized to maximize student engagement.	Academic Support Program	08/08/2016	12/29/2017	\$50000	District and Building Leadership, teachers and staff
Response to Intervention	Students identified as not meeting benchmark will be provided with timely and appropriate intervention as detailed in the district RTI plan. Interventions may include one-on-one or small group research based instruction, online remedial assistance, transitional courses, collaborative settings, etc.	Direct Instruction	08/08/2016	12/29/2017	\$140000	District and Building Leadership, Teachers and Staff

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Progress Monitoring	Counselors, teachers, and administrators will monitor student achievement through classroom visits, grade checks, one-to-one conferencing, parent contacts etc. to ensure students continue to stay on pace for graduation.	Academic Support Program	08/08/2016	12/29/2017	\$0	Teachers, Counselors, Admin Staff
PBIS	The district will utilize Positive Behavioral Interventions and Supports (PBIS) in all schools to assist in creating a positive learning environment and to provide assistance to staff with behavioral issues that may impede learning.	Behavioral Support Program	08/08/2016	12/29/2017	\$0	PBIS Teams, Admin Team, Faculty & Staff
Total					\$747500	

Southern Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
STAR Testing and Analysis	PC Schools (Elementary and Middle) will implement STAR testing and will analyze results in order to make instructional decisions. The STAR 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	08/08/2016	12/29/2017	\$22000	District and Building Instructional Leadership Teams; Teachers and Staff
Skill Based Groups	PC Schools (Elementary and Middle) will use STAR data to create and prepare flexible small groups based on shared skill deficits. By grouping students with similar weaknesses, teachers can better meet the instructional needs of each student, starting where they are in their learning. Small group skill-based instruction is a major step in closing the gaps with missing concepts and skills.	Academic Support Program	08/08/2016	12/29/2017	\$22000	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 offer a full day setting to meet the transportation challenge, allowing more eligible 4-year old preschoolers the opportunity to attend school.	Academic Support Program	08/08/2016	12/29/2017	\$0	District and Building Instructional Leadership Teams; Teachers and Staff
Flashbacks of Learning	PC Elementary School students in Grades 1-5 will utilize Flashbacks (short daily quizzes on learned material) as a means of review and reinforcement. Data will be analyzed to further inform instruction.	Direct Instruction	08/01/2016	12/29/2017	\$0	District and Building Instructional Leadership Teams; Teachers and Staff
Total					\$44000	

Phillip Sharp Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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STAR Testing and Analysis	PC Schools (Elementary and Middle) will implement STAR testing and will analyze results in order to make instructional decisions. The STAR 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	08/08/2016	12/29/2017	\$22000	District and Building Instructional Leadership Teams; Teachers and Staff
Skill Based Groups	PC Schools (Elementary and Middle) will use STAR data to create and prepare flexible small groups based on shared skill deficits. By grouping students with similar weaknesses, teachers can better meet the instructional needs of each student, starting where they are in their learning. Small group skill-based instruction is a major step in closing the gaps with missing concepts and skills.	Academic Support Program	08/08/2016	12/29/2017	\$22000	District and Building Instructional Leadership Teams; Teachers and Staff
Total					\$44000	

Pendleton County High School

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	08/08/2016	12/29/2017	\$0	Principal, AP staff
Transition to Workplace	Referrals to the Office of Vocational Rehabilitation will be made as appropriate for students with disabilities. Those eligible for OVR services will receive follow-up meetings to discuss post-secondary plans.	Academic Support Program	08/08/2016	12/29/2017	\$0	DOSE, teachers, OVR personnel
Stakeholder Communication	Faculty and staff will communicate with stakeholders regarding college and career goals. Guidance counselor and College Coach will offer opportunities such as College 101, FAFSA Education Night, Senior Bootcamp to provide support to students and parents.	Academic Support Program, Career Preparation/Orientation	06/20/2016	12/29/2017	\$0	Counselor, College Coach, Faculty and Staff, Admin Team
Total					\$0	

Northern Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
STAR Testing and Analysis	PC Schools (Elementary and Middle) will implement STAR testing and will analyze results in order to make instructional decisions. The STAR 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	08/08/2016	12/29/2017	\$22000	District and Building Instructional Leadership Teams; Teachers and Staff

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Skill Based Groups	PC Schools (Elementary and Middle) will use STAR data to create and prepare flexible small groups based on shared skill deficits. By grouping students with similar weaknesses, teachers can better meet the instructional needs of each student, starting where they are in their learning. Small group skill-based instruction is a major step in closing the gaps with missing concepts and skills.	Academic Support Program	08/08/2016	12/29/2017	\$22000	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 offer a full day setting to meet the transportation challenge, allowing more eligible 4-year old preschoolers the opportunity to attend school.	Academic Support Program	08/08/2016	12/29/2017	\$0	District and Building Instructional Leadership Teams; Teachers and Staff
Flashbacks of Learning	PC Elementary School students in Grades 1-5 will utilize Flashbacks (short daily quizzes on learned material) as a means of review and reinforcement. Data will be analyzed to further inform instruction.	Direct Instruction	08/01/2016	12/29/2017	\$0	District and Building Instructional Leadership Teams; Teachers and Staff
Total					\$44000	

Phase II - Assurances - District

Introduction

KDE Assurances for Districts

District Assurances

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

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

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

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

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

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

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

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

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.	N/A		

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

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

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

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

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Pendleton County

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

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

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

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

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

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

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

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

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

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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.	Yes		

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

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

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

Comprehensive District Improvement Plan

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

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

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

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

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

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

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

Comprehensive District Improvement Plan

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

Phase II - Compliance and Accountability - Districts

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

Continue to ensure equitable access to effective educators.

Measurable Objective 1:

collaborate to ensure that Pendleton County Schools continue to attract the highest-quality and qualified teachers in all content areas, by 12/29/2017 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 new teachers through orientation, support and professional learning as needed. Principals will also assign a mentor for new teachers.	Recruitment and Retention	08/08/2016	12/29/2017	\$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:

Identify and address 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.

Comprehensive District Improvement Plan

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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 - No Funding Required	Executive Director of Teaching and Learning and Directors of Curriculum

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.

Pendleton County Schools' mission statement says, "Pendleton County Schools is committed to graduating every student college and/or career ready by empowering staff to deliver high quality instruction and services in a safe and trusting environment." The district's new vision statement is "United in Pursuing Excellence." The school and district leadership team worked over the summer to develop the new mission and vision statement that was adopted by our Board. The school system needs the support of parents, the school board and the community in order to provide quality education to all students. The district focus is STUDENT GROWTH. We are committed to excellence in teaching and learning and we believe we can prepare students to succeed in life if we meet the individual needs of students using response to intervention, ensure quality instruction, and develop strong learning communities.

The District is composed of Northern Elementary, Southern Elementary, Phillip A. Sharp Middle School and Pendleton County Memorial High School. Pendleton County has 140 teachers and serves approximately 2,500 students ranging from preschool to grade 12.

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: United in Pursuing Excellence!

Mission: Pendleton County Schools is committed to graduating every student college and/or career ready by empowering staff to deliver high quality instruction and services in a safe and trusting environment.

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 District.

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

-We are utilizing STAR, CERT, KPREP and Formative Assessment Data to inform instruction.

-School and district 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 and middle school 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)

\$50,000 Rural School Grant to provide job-embedded professional development and tools for teachers

\$150,000 each for the two elementary schools as well as the middle school for the 21st Century grant

-Summer learning has been identified as a strategy to close the achievement gap and each school provided that support to students during the past three summers.

-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 2016 to revise the mission and vision statement used to guide our work as a district. This work was very critical in order to continue to move Pendleton County Schools forward.

MISSION: Pendleton County Schools is committed to graduating every student college and/or career ready by empowering staff to deliver high quality instruction and services in a safe and trusting environment.

VISION: United in Pursuing Excellence