

ROWAN COUNTY SCHOOLS
Comprehensive District Improvement Plan

ASSURANCE CERTIFICATION
School Year 2009-2010

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

Superintendent Marvin Moore

Board Chairperson: Larry Coldiron

Date: _____

Signature

Signature

LOCAL PROGRAM CONTACTS
Comprehensive Improvement Plan for 2009-2010

FEDERAL GRANT PROGRAMS 2009-2010	LOCAL CONTACT EMAIL	LOCAL TELEPHONE
NCLB, Title I: Part A (Improving Basic Programs)	mike.mathews@rowan.kyschools.us	606-784-8928
NCLB, Title I: Part D (Neglected and Delinquent)	paula.stafford@rowan.kyschools.us	606-784-8956
NCLB, Title II: Part A (High Quality Teachers and Principals)	mike.mathews@rowan.kyschools.us	606-784-8928
NCLB, Title II: Part D (Education Technology)	john.maxey@rowan.kyschools.us	606-784-8928
NCLB, Title IV: Part A (Safe and Drug Free Schools & Communities)	ray.ginter@rowan.kyschools.us	606-784-8956
NCLB, Title V: Part A (Innovative Programs)	mike.mathews@rowan.kyschools.us	606-784-8928
Individuals with Disabilities Education Act (IDEA) Basic	pam.eklund@rowan.kyschools.us	606-784-8928
Individuals with Disabilities Education Act (IDEA) Preschool	shirley.burge@rowan.kyschools.us	606-784-7721
McKinney -Vento Homeless Education Act (NCLB Title X Part B)	susan.chin@rowan.kyschools.us	606-784-5383
Carl D. Perkins Vocational and Technical Education Act - Basic	debbie.howes@rowan.kyschools.us	606-784-8956
Extended School Services	mike.mathews@rowan.kyschools.us	606-784-8928
Gifted and Talented Education	rhonda.banks@rowan.kyschools.us	606-784-1204
State Preschool Program	shirley.burge@rowan.kyschools.us	606-784-7721
Kentucky Education Technology System	john.maxey@rowan.kyschools.us	606-784-8928
Textbooks	lucy.moore@rowan.kyschools.us	606-784-8928
Professional Development	lucy.moore@rowan.kyschools.us	606-784-8928

**Rowan County Schools
Comprehensive Improvement Plan
2009-2010**

Mission Statement

The Rowan County mission statement has been revised and developed by the planning and review committee. The mission of Rowan County is to provide every student with high quality instruction in every classroom with a highly qualified teacher. Our district is also committed to maintaining a curriculum that is rigorous and aligned with our state standards that allow for real world examples to be used frequently in the classroom. Rowan County strives to work with state and local agencies/communities collaboratively to help prepare our students for skills needed in the 21st century. Every school is committed to fostering a love for learning through a multitude of research - based instructional strategies that accommodates all student learning styles. Rowan County is committed to prepare our students to become life-long learners and productive members of our community and worldwide society.

Process of Developing the Comprehensive Plan

The district plan is to support the individual school plans and achieve or exceed NCLB and KCCT goals. The district plan will focus on the need to reduce achievement gaps, place a systematic process for monitoring, evaluating and reviewing the curriculum, and create a culture that will assume responsibility as a district and school staff for student success and failure. The district plan was created through the individual needs of each school priority. The priority needs from each school were gathered through data analysis of PAS, DIBELS, KCCT, ACT, Plan, Explore, and NCLB data. The district data team led administrators from each school through a data analysis process: gathering and analyzing data; establishing priority needs; defining goals and developing action plans. The district assisted schools by providing a data analysis process plan identifying students who did not reach proficiency. The name and claim list were compiled for each school and those goals needed in order to reach proficiency in 2009. This plan empowered principals and counselors to involve all stakeholders in the data analysis process. Meetings will be scheduled regularly to review student learning and provide an opportunity for district and school leadership to collaborate. These meetings will help leadership to identify clear, concise, and measurable goals in building the capacity for instructional and organizational effectiveness of the schools.

Reflection of the 2008-2009 Plan

In March of 2009 our district went through a Scholastic Review and the executive summary helped us to identify some areas to address and those which we could improve. One suggestion was to require school council reporting of their comprehensive school improvement plan, to prepare regular education and special education teachers to use research based collaborative models, and more collaboration between district leadership and school leadership to determine which current programs are most effective and aligned to learning targets set by the district and schools. In order to ensure effective communication it was suggested that the district establish common language in order to guide discussions about curriculum, instruction, and assessment to keep teaching and learning at the core of all work in the district. In June of 2009 our district leadership team met to discuss and plan for improvement. This meeting provided an opportunity for district and school leaders to analyze root causes and why parts of the plans from the previous year were not successful with our subpopulations. In response to the plan, an intentional monitoring process for walk through at each school must take place to monitor programs and instructional strategies for rigor in the classroom. The members of the team also realized a need for an appropriate special education collaboration model to be in place K-12. It was also determined that because some school sites lack sufficient population for school accountability for all student populations, we must take ownership of all student populations regardless of accountability.

Sources Used to Determine Needs

A wide variety of data sources was used to determine district needs. Those sources were:

- Standards and Indicators for District Improvement*
- Kentucky Core Content Test (KCCT) Scores
- PAS Scores
- AimsWeb
- School and District Report Cards
- School-level Comprehensive Improvement Plans
- District Professional Development Survey

- Program Reviews (Preschool, Even Start, Special Education, Gifted/Talented, Family Resource Youth Service Centers Title I, Homeless, Safe Schools, ESL, KETS, Career and Technical Education, etc.)
- District-wide Teachers' Advisory Committee and School Administrators' Group
- Focus Group Meeting of the District Planning Committee
- Teacher Quality Report
- Culture Survey Report

Adopted Goals

At the end of the of the needs assessment process, three areas were identified by the district for improvement. The district plan primarily reflects the needs identified by the schools since the district philosophy is to serve as a resource to the schools. Additionally, the plan reflects an on-going commitment to improving the skills and capacities of all school and district administrators. The goals for the Rowan County Schools District Comprehensive Improvement Plan address the following broad areas:

- *Academic Performance, [Curriculum, Assessment, Instruction (SISI Standards1,3)];*
- *Learning Environment, [Culture, Professional Development, Evaluation (SISI Standards4,5,6)]; and*
- *Efficiency, [Leadership, Organizational Structure, Effective Planning (SISI Standards7 8,9)].*

Implementation of this plan is expected to:

- work toward eliminating gaps in our subpopulations so that all students have access to curriculum and equitable opportunities to learn and achieve in ways appropriate to individual learning needs
- build on and improve communication about student learning through our CDIP and CSIP's
- allow for the development of leadership capacities of all the school-level and district-level leaders through our Professional Learning Community groups

Planning and Review Committee

Name	Stakeholder Group
Darinda Ramey-Marriner	Family Resource Center Director
Tom Daughtery	Assistant Superintendent
Sarah Chaney	Middle School Reading Coach
Joyce Mabry	Classified Staff
Mike Mathews	Federal Programs Director
Debbie Patrick	Middle School Parent
Julie Anderson	Elementary Counselor; Elementary Parent
Larry Tapp	Elementary Principal
Bev Gilliam	Elementary Principal
Allison Mathews	Elementary Curriculum Coordinator; Elementary Parent
Pam Tiller	Elementary Librarian
Nadine Griffith	District Administrator
Pam Eklund	Special Education Director
Janie Cundiff	Elementary Title I Teacher
April Ratliff	Elementary Counselor
Denine Sergent	High School Counselor
Cathy Riley	Elementary Special Education Teacher
Tinnah Sammons	High School Teacher
Larry Robinson	Middle School Teacher
Tina Northcutt	Middle School Librarian
Patty Brown	District Assessment Coordinator

-

Communication Plan

The completed plan will be available to the public in a variety of places: at each school and at the board of education office, on the district's web site, and in articles in the district newspaper highlighting the goals and selected activities. Within the school community,

the plan will be shared with district employees during various group meetings and with each school's council. Announcements regarding the availability will be printed in the local paper.

Comprehensive improvement planning is a continuous process. Adjustments to the plan will be made as needed and revised documents posted on the district web site and sent to each school where they will be available for public review. District personnel will maintain their liaison roles with schools, helping to keep open the lines of communication and support.

Action Component: Academic Performance
District: Rowan County

Date: December 15, 2009

Priority Need

- Our 2009 KCCT disaggregated results show that there are significant differences in the performances levels in math and reading with our students with disabilities, and free and reduced lunch population.

Math

Elementary F/R lunch approved **62.46**, **Elementary** F/R lunch not approved **86.5**; **Elementary** with disabilities **43.3**, **Elementary** no disability **78.8**;

Reading

Elementary F/R lunch approved **63**, **Elementary** F/R lunch not approved **83.57**; **Elementary** with disabilities **47.9**, **Elementary** no disability **76.31**;

Math

Middle F/R lunch approved **53.3**, **Middle** F/R lunch not approved **72.14**; **Middle** with disabilities **22.15**, **Middle** no disability **72.14**

Reading

Middle F/R lunch approved **55.7**, **Middle** F/R lunch not approved **84.13**; **Middle** with disabilities **23.4**, **Middle** no disability **78.74**

Reading

High F/R lunch approved 45.54, **High** F/R lunch not approved 66.37; **High** with disabilities 12, **High** no disability 62.43;

Math

High F/R lunch approved 27.66, **High** F/R lunch not approved 48.8 ; **High** with disabilities 5, **High** no disability 43.35

- The 2009 NCLB report indicated the district did not make AYP in math or reading with students with disabilities.

Causes and Contributing Factors for Priority Need

- A. The district does not have a system in place to adequately monitor curriculum to ensure all student populations are being exposed to the core curriculum.
- B. There is not a system in place for ensuring that effective and varied instructional strategies (best practices) are fully implemented.

Measurable Goal (To address Priority Need)

According to our NCLB results our district did not make AYP (meeting 11 out of 13 goals) because our students with disabilities are not meeting their AMO in reading and math.

By 2010, we will increase the number of students with disabilities performing at the proficient level in reading and math by 12%. (Reading from 36.72 to 48.72) (Math from 32.67 to 44.67)

Setting this yearly 12% gain in the number of students scoring proficient in reading and math would assure our district meeting NCLB's AYP by 2014.

Action Component: Academic Performance**District: Rowan County****Date: Dec. 15, 2009**

Objective Label	Strategy/Activity	Expected Impact	Responsible Person(s)	Start-End Dates	Estimated Cost	Fund Source	Progress Report C=Completed IP=In Progress A=Adjusted
1.1b	The district will establish a district curriculum committee K-12 that will review, revise, and monitor the curriculum on an annual basis.	The district document will reflect a curriculum that is fully aligned, with Core Content 4.1 and assessments aligned to appropriate Depth of Knowledge (DOK) levels, and including resources/ strategies for diverse learners.	District curriculum coordinators Representatives from Elementary, Middle and High School Staff	Dec. 2008 - ongoing	N/A	N/A	Completed
1.1d	The district will help establish Curricular, instructional, and Assessment transitional	Communication between 5 th and 6 th grade staff, and 8 th and 9 th	District Curriculum Coordinators School	May 2009 May 2010	N/A	N/A	In Progress

Objective Label	Strategy/Activity	Expected Impact	Responsible Person(s)	Start-End Dates	Estimated Cost	Fund Source	Progress Report C=Completed IP=In Progress A=Adjusted
	activities that will be initiated between elementary/middle/high.	grade staff will enhance delivery of the aligned curriculum and improve student achievement.	principals School counselor School Staff				
1.1f	School and district leadership will plan collaborative transition activities to support and communicate results of assessment methods established to monitor student achievement.	Desegregation and analysis of assessment data of KCCT, PAS, Plan, Explorer will identify areas of strengths and need in transitional curriculum alignment and delivery.	District Assessment Coordinators School Counselors Principals	Aug 2008 - ongoing	N/A	N/A	In Progress
1.1.f	The district and school leadership will develop and utilize a walk-through tool for monitoring rigor and effective instructional strategies in the	As a result of the walk-throughs effective feed back will be given to principals/ teachers to	District Leadership School Leadership	Aug. 2009	\$2,800	PD/General Fund	In Progress

Objective Label	Strategy/Activity	Expected Impact	Responsible Person(s)	Start-End Dates	Estimated Cost	Fund Source	Progress Report C=Completed IP=In Progress A=Adjusted
	classroom.	improve instruction.					
1.1.c	The district will continue leadership meetings that involve central office leadership and school principals to identify and remove barriers to proficiency.	The district and school leadership will collaborate in more effectively together which build school culture.	District Leadership School Leadership Morehead State Dr. Rocky Wallace Dr. David Barnett	Aug 2009 - ongoing	\$ 1500.00	PD Funds	In Progress
3.1d	Formative assessment training has been provided by KASC to our district to help implement effective formative assessment strategies that need to take place in the classrooms.	Assessment will be better aligned with learning targets and objectives that address the core content at depth of knowledge levels that promote critical thinking and	Principals Teachers District Assessment Coordinator Title I Coordinator KASC trainer	Nov. 2009	\$1850.00	School Improvement funds	In Progress

Objective Label	Strategy/Activity	Expected Impact	Responsible Person(s)	Start-End Dates	Estimated Cost	Fund Source	Progress Report C=Completed IP=In Progress A=Adjusted
		problem solving. (training records, assessment samples)					
1.1.d	The district will support the collaboration of schools as students with special needs are transitioned from one school level to another, i.e.(P-K, 5 th -6 th , 8 th -9 th).	Consistency of services to students with special needs will enhance student success. (Individual Education Plans, student grades, attendance records)	Special Ed. Director	Aug. 09 June 10	\$1500	IDEA-B	In Progress
3.1.d	Middle school math teachers will attend professional development once a month in partnership with the University of	Teachers will learn new ways to incorporate algebraic ideas into their math lessons which is	Middle school teachers Middle Principal District Assessment Coordinator	Dec. 08 - ongoing	N/A	N/A	Adjusted

Objective Label	Strategy/Activity	Expected Impact	Responsible Person(s)	Start-End Dates	Estimated Cost	Fund Source	Progress Report C=Completed IP=In Progress A=Adjusted
	Kentucky on Making Algebraic Connections to learn how to incorporate algebraic ideas into their classroom instruction	part of the core content.					
3.1d	Middle and high school teachers will continue to use strategies learned from Striving Readers Grant/Professional Development in content classes.	Classroom teachers will be better equipped to implement content area reading and literacy strategies.	Debbie Howes Tresia Swain	Aug-09-ongoing	N/A	Striving Reader Grant	In Progress
3.1e	Pending e-rate funding, the district will continue to provide the following: KETS Master Plan; phone access in every school/classroom; cell phone & paging service where appropriate; Internet access in every school & classroom	Reliable, secure access to educational technology will be available to support teaching and learning for all students and staff.	District Technology Coordinator	ongoing	\$80,000	KETS Funds, General Fund	In Progress

Objective Label	Strategy/Activity	Expected Impact	Responsible Person(s)	Start-End Dates	Estimated Cost	Fund Source	Progress Report C=Completed IP=In Progress A=Adjusted
	using high-speed data circuits and appropriate wiring. The district will continue to purchase, upgrade, and maintain KETS-standard hardware for students and staff.						
3.1e	Student Technology Leadership Programs (STLP) will continue to provide opportunities for family and community involvement through school technology-based programs and projects.	Connection between schools and community providing students opportunities to improve learning and work skills.	School STLP Coordinators, District Technology Coordinator	Aug-09-ongoing	\$7,000	KETS Funds	In Progress
3.1f	NovelStars online learning will continue to be used at the high school and alternative schools	Struggling students will be able to recover or complete credits needed to graduate	High School and Alternative School Leadership	Aug-09-ongoing	\$15,000	General Fund, Safe Schools	In Progress

Objective Label	Strategy/Activity	Expected Impact	Responsible Person(s)	Start-End Dates	Estimated Cost	Fund Source	Progress Report C=Completed IP=In Progress A=Adjusted
1.1c	The district will support and assist in the systemic disaggregation and analysis of multiple data sources to identify achievement gaps among socio-economic groups, gender, ethnicity, disabled, and program services.	Student learning will be improved as identified needs are targeted for specific interventions at the school and district levels. (CATS & NCLB results)	Principals Counselors District Assessment Coordinators Central Office Administrators	Aug – 09 - ongoing	NA	NA	In Progress

Action Component: Learning Environment

District: Rowan County

Date: Dec. 15 , 2009

Priority Need

- There is a need for an effective collaboration model to take place in all classrooms to help close the disability gap.
- There is a need for a more effective school wide plan that monitors the progress of low achieving students along with interventions to reduce the disability gap.

Causes and Contributing Factors for Priority Need

- Schools are inconsistent in their use of effective and collaborative approach to teaching and learning.
- Not all schools are effectively monitoring the progress of lower achieving students and give needed interventions.

Measurable Goal (To address Priority Need)

- All teachers have received researched based collaboration training and will implement these strategies in the classroom on a daily basis.
- Schools will implement a plan that will monitor the progress of lower achieving students and give needed interventions to help close the disability gap.

Action Component: Learning Environment

District: Rowan County

Date: Dec15, 2009

III. Strategies and Activities

Label	Strategy/Activity	Expected Impact	Responsible Person(s)	Start-End Dates	Estimated Cost	Fund Source	Progress Report C=Completed IP=In Progress A=Adjusted
6.1.a	The district will provide a district wide training K-12 collaborative special ed model training.	Teachers will use a more researched based approach when collaborating in the classroom which will lead to higher student achievement.	District Leadership School Leadership K-12 Teachers	June 2009	N/A	Toyah Robey KDE Special Ed Consultant	Completed

6.1.a	District team and school leadership will monitor the implementation and effectiveness of the collaborative special ed models using through walk-throughs and give feedback to school leadership and teachers.	There will be a more effective collaborative model in place in the classroom that will increase student achievement.	District Leadership School Leadership K-12 Teachers	Aug. 2009	N/A	N/A	In Progress
6.1.b	Closing the disability gap training has been provided by KASC to all schools.	During the training each school has created a plan to close the gap with students with disabilities.	District Leadership School Leadership	Dec. 2009	\$1000.00	School Improvement funds	Completed
6.1.b	The district team and school administrators will monitor each schools plan for closing the disability gap training and support schools in the implementation of their plan.	Each school plan will help reduce the disability gap.	District Leadership School Leadership Teachers	Dec. 2009	N/A	N/A	In progress
6.1.a	District wide differentiated training was provided to all K-12 teachers.	Teachers will have more teaching strategies to use to help close the achievement gap.	District Leadership School Leadership K-12 Teachers Marsha Spears	June-09	\$4,500.00	School Improvement funds	Completed

6.1.b	The district team and school administrators will monitor (walk-throughs) classrooms for using differentiated instruction and support schools in the implementation of their plan.	Teachers will receive feedback on their use of differentiated instruction to help improve instruction.	District Leadership School Leadership K-12 Teachers	Aug. 09	N/A	N/A	In progress
5.1e	Some elementary schools will conduct running records/Dibels (K-5) reading assessments from the CORE., AIMSWEB (Consortium of Reading Excellence) for students (4 th and 5 th).	Students' reading assessments will identify needs and appropriate interventions or instruction will be implemented.	Principals Teachers RTI School Team	Sept-09- May-10	\$2500.00	School Improvement Funds	In Progress
6.1e	All schools are using "What Works In Classrooms" nine essential instructional strategies by Robert Marzano to be used in the classroom.	Schools are implementing these instructional strategies to help reduce the achievement gaps.	School Leadership District Leader	Sept-09- May - 10	N/A	N/A	In Progress

6.1b	The district provides assistance to schools in analysis and interpretation of research and data to determine the short and long-term professional development needs of all staff members.	Student learning will improve and will be reflected in higher scores on state and national assessments. (KCCT, EXPLORE, PLAN, ThinkLink ACT)	Lucy Moore Curriculum Coordinators	Aug - 08- ongoing	\$1,000	PD Funds IDEA - B	
4.1k	Rowan County Pre-School will implement Creative Curriculum (state-approved research-based curriculum.)	Student achievement will be improved so students will be prepared for kindergarten.	Preschool	09- on- going	\$2000	Preschool Funds	In progress
5.1b	Extended School Services (ESS) will provide supplemental instructional services to lower achieving students to reduce achievement gaps.	Student skills mastery in core areas will improve. (pre/post tests, class performance, state tests)	Title I Coordinator ESS School Coordinators Counselors	Sept- 09- ongoing	\$ 59,000.	ESS Funds	In progress

5.1c	Full-day Kindergarten will be provided at each elementary school.	Emergent literacy and learning needs will be addressed in greater depth. (progress records)	Elementary Principals Title I Coordinator	Aug-09-cont.	\$495,638.00	Title I General Fund	In Progress
5.1a	The Community Education Director will work with community businesses and agencies to provide adult education courses.	Learning will be on going for adult participants and needed skills will be developed and/or enhanced. (grant records)	Kellen Gussler	6/09-cont.	\$25,000	Community Ed. Grant General Fund	In Progress
5.1a	Parent and community volunteers will be recruited and trained to work with teachers and schools to provide tutoring, mentoring, and other classroom assistance	Positive relationships between the school, home, and the community will be developed and/or strengthened. (training records, volunteer participation records)	FRYSC Directors Shirley Burge Pam Eklund (Special Ed. Dir)	6/09on-going	\$300	FRYSC Grants Preschool Funds IDEA-B	Adjusted
6.1a	PD plans will be reviewed and	Professional	Lucy Moore	1/09-	NA	NA	In Progress

	coordinated by a district-wide committee representing all schools.	growth will be clearly defined and aligned to instructional needs. (PD and assessment records)	PD Committee	4/10			
4.1k	The district will continue to support home visits by teachers at the Preschool, Kindergarten, 1 st , 6 th , and 9 th grade levels.	School/home communication and student transitions will be enhanced. (survey results, anecdotal records)	Shirley Burge Pam Eklund	6/09 on-going	\$30,000	Title II-A Preschool Funds IDEA-B	Adjusted
5.1a	The district will collaborate with local government and civic groups to plan and coordinate community activities for families of students of all age groups i.e. St. Claire One to One reading program, Health Fair, Career Fair, Reality Store, Jazzin at the Moonlight, Readifest, and Rowan County Christmas.	Parental involvement will increase for students at all age/grade levels. (sign in sheets, participation lists)	Principals FRYSC District Leadership	8/09 on-going	\$15,000	Title I-A FRYSC Grants Community Funds General Fund	
5.1a	Student academic performance will be highlighted at school-wide and district events including council meetings, PTO meetings, board meetings, school assemblies, etc.	Participation in and attendance at school and district events will increase	District Leadership	8/09-ongoing	NA	NA	In Progress

		as will student and parent motivation toward academic excellence. (meeting records)					
--	--	--	--	--	--	--	--

Action Component: Efficiency

District: Rowan County

Date: Dec. 15, 2009

Priority Need

- There is a need for better correlation between the growth plan and teacher evaluations for effective instruction.
- There is a need for more consistent analysis of assessment data to help make academic decisions in schools.

Causes and Contributing Factors for Priority Need

- Individual growth plans are developed without collaboration and/or intentional connection to the results of the certified evaluation process dealing with instruction.
- Lack of analysis of data to make academic decisions in schools.

Measurable Goal (To address Priority Need)

- All growth plans and teacher evaluations will be congruent with one another. District walk-through data will help school leadership look for effective instruction.
- The school/district uses data for school improvement planning.

Action Component: Efficiency**District: Rowan County****Date: Dec. 15, 2009****III. Strategies and Activities**

Label	Strategy/Activity	Expected Impact	Responsible Person(s)	Start-End Dates	Estimated Cost	Fund Source	Progress Report C=Completed IP-In Progress A=Adjusted
6.2c	The individual growth plans will be collaboratively developed and based on the professional needs of certified staff members identified through the certified evaluation process.	Teachers will become more proficient with instructional strategies in the weak areas depicted by their certified evaluations.	School Leadership District Leadership	Aug.09- May-10	N/A	N/A	In Progress
6.2f	District walk-throughs will monitor for effective instructional strategies and give feed back to principals and teachers.	As a result of the walk-throughs effective feed back will be given to principals/ teachers to improve instruction.	District Leadership School Leadership K-12 Teachers	Aug. 09	N/A	N/A	In progress
7.1b	Each teacher will continue to be an active member of a	Teachers will improve instructional	Principals District Leadership	8/09 - ongoing	NA	NA	Adjusted

Label	Strategy/Activity	Expected Impact	Responsible Person(s)	Start-End Dates	Estimated Cost	Fund Source	Progress Report C=Completed IP-In Progress A=Adjusted
6.2c	The individual growth plans will be collaboratively developed and based on the professional needs of certified staff members identified through the certified evaluation process.	Teachers will become more proficient with instructional strategies in the weak areas depicted by their certified evaluations.	School Leadership District Leadership	Aug.09- May-10	N/A	N/A	In Progress
	PLC team working to implement researched based strategies gained from professional development.	practices (reflect on student learning, develop common assessments, and differentiated instruction)					
7.1b	PAS data will be used as an intermediate assessment to benchmark the progress of subgroups (free/reduced, students with disabilities, gender) in reading and math	Students will receive appropriate interventions to improve student achievement on local and state assessments.	Principals RTI School Teams District Leadership	8/09- ongoing	NA	NA	In Progress

Label	Strategy/Activity	Expected Impact	Responsible Person(s)	Start-End Dates	Estimated Cost	Fund Source	Progress Report C=Completed IP-In Progress A=Adjusted
6.2c	The individual growth plans will be collaboratively developed and based on the professional needs of certified staff members identified through the certified evaluation process.	Teachers will become more proficient with instructional strategies in the weak areas depicted by their certified evaluations.	School Leadership District Leadership	Aug.09- May-10	N/A	N/A	In Progress
	in grades K-11.						
7.1d	The four elementary schools our working with a RTI consultant (95% group) to help analyze data and provide effective training for intervention strategies.	Teachers will learn how to analyze data more effectively and give the appropriate interventions to students that are not meeting benchmark.	Elementary Schools District Team 95% Percent Group	10/09- 5-10	\$ 7,000.00	School Improvement Funds	In Progress
9.3c	The district leadership team will work with school principals in the development of learning targets that need to be posted	Teachers will use the learning target to guide their instruction on a daily basis. Students will be able to self-	District Leadership School Leadership	June 09- On-going	N/A	N/A	In Progress

Label	Strategy/Activity	Expected Impact	Responsible Person(s)	Start-End Dates	Estimated Cost	Fund Source	Progress Report C=Completed IP-In Progress A=Adjusted
6.2c	The individual growth plans will be collaboratively developed and based on the professional needs of certified staff members identified through the certified evaluation process.	Teachers will become more proficient with instructional strategies in the weak areas depicted by their certified evaluations.	School Leadership District Leadership	Aug.09- May-10	N/A	N/A	In Progress
	daily in classrooms.	assess themselves which will allow them to be in more control of their learning.					
9.3a	All leadership team members will participate in book studies on current research and in discussion and planning groups.	School leadership skills and knowledge will be enhanced. (agendas, evaluations)	District Leadership Team Morehead State Faculty	8/09- cont.	\$700.00	PD Funds	In Progress
	Teacher will visit highly effective teachers using differentiated strategies and	Teachers will improve instructional practices (reflect on student	K-12 Teachers School Leadership District	Jan. 2010 – On going	\$ 1,500.00	School Improvement Funds	In Progress

Label	Strategy/Activity	Expected Impact	Responsible Person(s)	Start-End Dates	Estimated Cost	Fund Source	Progress Report C=Completed IP-In Progress A=Adjusted
6.2c	The individual growth plans will be collaboratively developed and based on the professional needs of certified staff members identified through the certified evaluation process.	Teachers will become more proficient with instructional strategies in the weak areas depicted by their certified evaluations.	School Leadership District Leadership	Aug.09- May-10	N/A	N/A	In Progress
	formative assessment.	learning, develop more formative assessments, and differentiated instruction)	Leadership				
9.3a	Leadership team members will attend training sessions and/or conferences to update skills and knowledge of research-based strategies to support the schools and students in reaching proficiency.	Leadership team members will provide PD and follow-up as a result of leadership and conference activities for school staff to increase student achievement across the district. (PD	District Leadership School Leadership	6/09- 6/10	\$5000	Title I PD Funds School Improvement Funds	In progress

Label	Strategy/Activity	Expected Impact	Responsible Person(s)	Start-End Dates	Estimated Cost	Fund Source	Progress Report C=Completed IP-In Progress A=Adjusted
6.2c	The individual growth plans will be collaboratively developed and based on the professional needs of certified staff members identified through the certified evaluation process.	Teachers will become more proficient with instructional strategies in the weak areas depicted by their certified evaluations.	School Leadership District Leadership	Aug.09- May-10	N/A	N/A	In Progress
		records)					
7.1d	Leadership team members will be trained to analyze and interpret test scores, other academic data, and non-cognitive data.	School administrators will be more effective leaders in identifying school needs and planning to improve student achievement. (PD records, training records)	District Assessment Coordinators	8/09-ongoing	NA	NA	In Progress
9.5b	The leadership team will support comprehensive planning in all schools across the district.	District and schools' Comprehensive Plans will communicate a clear focus with	District Leadership Team School principals	8/09-cont.	NA	NA	In Progress

Label	Strategy/Activity	Expected Impact	Responsible Person(s)	Start-End Dates	Estimated Cost	Fund Source	Progress Report C=Completed IP-In Progress A=Adjusted
6.2c	The individual growth plans will be collaboratively developed and based on the professional needs of certified staff members identified through the certified evaluation process.	Teachers will become more proficient with instructional strategies in the weak areas depicted by their certified evaluations.	School Leadership District Leadership	Aug.09- May-10	N/A	N/A	In Progress
		manageable goals. (comprehensive improvement plans) The district team will meet with school leadership throughout the year to monitor and support plans.					

