



Comprehensive District Improvement Plan

Edmonson County

100 Wildcat Way
Brownsville, KY 42210

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

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.

The Edmonson County School district has an enrollment of 1983 students from preschool to twelfth grade. Of those students, 2% are minority students, 61% are identified as receiving free/reduced meals, 2% are English Language Learners, and 16% of the student population receive special education services.

The district employs 151 certified teachers. Of that, 3% are new teachers with zero years experience or emergency certified, 7% of teachers have 1-3 years experience, and the other 90% have 4 or more years of experience. There are no principals or assistant principals with fewer than 4 years of administrative experience. The fact that 90% of the staff employed in the Edmonson Count School District speaks the fact that most teachers come to teach in Edmonson County and choose to stay.

Edmonson County chose two self-selected indicators for the purpose of the equitable access diagnostic. Currently, out of 151 certified teachers, only 3 have their National Board Certifications. As a district we are trying to encourage teachers to take advantage of this opportunity and have begun monitoring our numbers more closely. Additionally, the PGES Overall Effectiveness Rating among teachers, principals, and other staff is 97.6% for the district. The data from the 2016 KPREP assessment showed Edmonson County as a Distinguished school district and we believe this is due to the great teachers that are employed here. The effectiveness rating of the 54 that participated in their summative year during 2015-16 is proof of this.

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.

Barriers to equitable access to effective educators were identified.

1. Teacher turnover rates are too high among teachers that live outside of the school district.

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2. Out of 151 teachers in the district, only 3 (less than 1%) are National Board Certified.

Root causes to barriers were identified:

1. Edmonson County is a rural area located 30 miles north of Bowling Green. Most teachers in the district are from the district and call Edmonson County home. Those who teach in Edmonson County but are not from the county typically come there in an attempt to find a job and often time leave the district when an opening closer to "home" opens up.
2. National Board Certification is costly and there is a lack of education about the certification among teachers in the dist

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

Reduce barriers to equitable access for quality teachers in the Edmonson County School District.

Measurable Objective 1:

collaborate to ensure that Edmonson County School District has quality teachers by 05/19/2017 as measured by PGES data and Teacher Turnover Data.

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Strategy1:

Encourage teachers to participate in National Board Certification - District will send information to staff about learning opportunities around becoming NBC.

Category: Professional Learning & Support

Research Cited:

Activity - National Board Certification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Encourage staff to participate in National Board Certification by having NBC teachers recognized at opening day, recognizing them on a plaque at the central office, and providing learning opportunities around National Board Certification offered by GRREC.	Professional Learning	08/03/2016	05/19/2017	\$0 - No Funding Required	Principals, Teachers, Instructional Supervisor

Strategy2:

New Teacher Mentoring Program - New teachers will be mentored at the school and district level to ensure that they fully understand the Danielson Framework and are supported in the many facets of becoming a new teacher. Topics will include, but are not limited to: classroom management, classroom discipline, instructional strategies, assessment practices, communication, and other topics deemed necessary by new teachers.

Category: Professional Learning & Support

Research Cited:

Activity - KTIP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
First year teachers will participate in KTIP through Western Kentucky University.	Professional Learning Recruitment and Retention Behavioral Support Program Academic Support Program	08/03/2016	05/19/2017	\$0 - No Funding Required	Principal, Resource Teacher, University Supervisor

Activity - New Teacher Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
New teachers will meet with Instructional Supervisor quarterly to "check in" and discuss areas of concern.	Recruitment and Retention Professional Learning Career Preparation/Orientation Academic Support Program Behavioral Support Program	08/03/2016	05/19/2017	\$0 - No Funding Required	New Teachers, Instructional Supervisor

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	Edmonson County 5/6 Center	

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?**

The Edmonson County School District continually uses data to inform decisions at the school and district level. The district wants to know if the current programs are working for all students and identify areas of strengths and weaknesses.

The data from the 2016 KPREP assessment gives the district an over all score of 74.5, up from 70.3 in 2015, placing the district in the Distinguished category and ranking it 34th in the state when ranked among Kentucky's 173 school districts.

2016 KPREP Results

Achievement Results:

Elementary:72.8 Total Achievement Points (up from 69.7 Total Achievement Points in 2015)

Reading: 19.8 Points, 61.7 % Proficient/Distinguished, 11.6% Bonus (up from 60.8% Proficient/Distinguished in 2015)

Math 18.5 Points, 54.4% Proficient/Distinguished, 6.1% Bonus (up from 49.6% Proficient/Distinguished in 2015)

Social Studies: 18.4 points, 55.5% Proficient/Distinguished, 0% Bonus (up from 53.8% Proficient/Distinguished in 2015)

Writing 12.3 points, 39.7% Proficient/Distinguished, 0% Bonus(up from 34.5% Proficient/Distinguished in 2015)

Language Mechanics 3.8 points, 54.9% Proficient/Distinguished, 13.9% Bonus (down from 61.2% Proficient/Distinguished in 2015)

Middle: 84.2 Total Achievement Points(up from 83.4 Total Achievement Points in 2015)

Reading: 20.1 points, 64.2% Proficient/Distinguished, 8% Bonus (up from 64.1% Proficient/Distinguished in 2015)

Math 19.7 points, 56.5% Proficient/Distinguished, 10% Bonus (down from 59.5% Proficient/Distinguished in 2015)

Social Studies 24.5 points, 74.3% Proficient/Distinguished, 22.1% Bonus (down from 81.1% Proficient/Distinguished in 2015)

Writing 16.7 points, 63.3% Proficient/Distinguished, 9.1% Bonus (up from 55.4% Proficient/Distinguished in 2015)

Language Mechanics 3.2 points; 49.3% Proficient/Distinguished, 0% Bonus (down from 50.4% Proficient/Distinguished in 2015)

High: 66.6 Total Achievement Points (up from 64.4 Total Achievement Points in 2015)

Reading: 12.5 points, 52.1% Proficient/Distinguished, 6.1% Bonus (down from 58.4% Proficient/Distinguished in 2015)

Math 12.9 points, 42% Proficient/Distinguished, 0% Bonus (up from 36.2% Proficient/Distinguished in 2015)

Science 13.3 points, 39.0% Proficient/Distinguished, 0% Bonus (down from 42.3% Proficient/Distinguished in 2015)

Social Studies 14.5 points, 60.5% Proficient/Distinguished, 0% Bonus (up from 52.8% Proficient/Distinguished in 2015)

Writing 10.4 points, 37.0% Proficient/Distinguished, 0% Bonus (down from 45.5% Proficient/Distinguished in 2015)

Language Mechanics 3.3 points, 59.2% Proficient/Distinguished, 16.2% Bonus (down from 61% Proficient/Distinguished in 2015)

Gap Results:

Elementary:56.1 Total Gap Points (up from 43.8 Total Gap Points in 2015)

Reading: 13.8 Points, 55.1% Proficient/Distinguished (up from 54.4% Proficient/Distinguished in 2015)

Math 11.8 Points, 47% Proficient/Distinguished (up from 41.6% Proficient/Distinguished in 2015)

Social Studies: 11.4 points, 45.7% Proficient/Distinguished (down from 49.5% Proficient/Distinguished in 2015)

Writing 6 points, 29.8% Proficient/Distinguished (up from 23.1% Proficient/Distinguished in 2015)

Language Mechanics 2.3 points, 46.3% Proficient/Distinguished (down from 56.8% Proficient/Distinguished in 2015)

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Middle: 40.7 Total Gap Points (down from 59.1 Total Gap Points in 2015)

Reading: 14.5 points, 58.1% Proficient/Distinguished (up from 57% Proficient/Distinguished in 2015)

Math 12.3 points, 49.3% Proficient/Distinguished (down from 52.9% Proficient/Distinguished in 2015)

Social Studies 17.5 points, 69.8 % Proficient/Distinguished (down from 76.8% Proficient/Distinguished in 2015)

Writing 11.0 points, 55.1% Proficient/Distinguished (up from 50.8% Proficient/Distinguished in 2015)

Language Mechanics 2.1 points; 41.3% Proficient/Distinguished (down from 44.8% Proficient/Distinguished in 2015)

High: 69.6 Total Gap Points (up from 38.0 Total Gap Points in 2015)

Reading: 8.9 points, 44.6% Proficient/Distinguished (down from 44.7% Proficient/Distinguished in 2015)

Math 6.4 points, 32.1% Proficient/Distinguished (up from 24.1% Proficient/Distinguished in 2015)

Science 7.2 points, 35.9% Proficient/Distinguished (down from 39.3% Proficient/Distinguished in 2015)

Social Studies 9.1 points, 45.3% Proficient/Distinguished (up from 41.1% Proficient/Distinguished in 2015)

Writing 5.5 points, 34.1% Proficient/Distinguished (down from 38.1% Proficient/Distinguished in 2015)

Language Mechanics 2.0 points, 50.7% Proficient/Distinguished (down from 52.4% Proficient/Distinguished in 2015)

Growth Data

Elementary: 53.3 Total Points

Student Growth Percentile: 46.0 Total Points

Reading: 45.4 % Met Growth

Math: 46.5% Met Growth

Combined: 46.0% Met Growth

Categorical Growth: 60.5 Total Points

Reading: 61.3 % Met Growth

Math: 59.6% Met Growth

Combined: 60.5% Met Growth

Middle: 68.9 Total Points

Student Growth Percentile: 69.4 Total Points

Reading: 67.2 % Met Growth

Math: 71.6% Met Growth

Combined: 69.4% Met Growth

Categorical Growth: 68.4 Total Points

Reading: 71.1 % Met Growth

Math: 65.5% Met Growth

Combined: 68.4% Met Growth

High: 57.5 Total Points

Student Growth Percentile: 57.5 Total Points

Reading: 62.2 % Met Growth

Math: 52.8% Met Growth

Combined: 57.5% Met Growth

College and Career Readiness

High 18.0 Total CCR Points (up from 17.2 Total CCR Points in 2015)

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77.3% Students College and/or Career Ready (up from 74.6% Students College and/or Career Ready in 2015)

Graduation Rate

High School: 18.4 Total Points (up from 18.2 Total Points in 2015)

2016 Rate: 91.9

2015 Rate: 91.0

Program Review Data

Elementary 35.2 points (down from 35.8 points in 2015)

Middle 25.9 points (equal to 25.9 points in 2015)

High 41.7 points (up from 29.2 points in 2015 - but GC/WL was added)

TELL Survey Data

99.29% participation rate

Areas of strength include: facilities and resources, community support and involvement, student conduct, leadership, and instructional support.

Professional development showed up as an area of weakness. 59.9% of teachers felt that PD was differentiated to meet their needs and 67.2% felt that PD is evaluated.

Overall, 92.1% of teachers felt that Edmonson County is a good place to work.

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 Edmonson County School District had lots to celebrate this year. For the very first time, the district as a whole was a Distinguishehd district, The Edmonson County 5/6 Center was named a School of Distinction, while Kyrock Elementary and Edmonson County High School were labeled Distinguished Schools. South Edmonson Elementary scored Needs Improvement.

Reading and math achievement scores were above state average at the elementary and middle school levels. High school Science and Social Studies were above the state average as was Social Studies and Writing at the middle school level. Language Mechanics was above the state level at elementary, middle, and high school levels.

Overall Gap scores in elementary, middle, and high school reading were above state average. Reading and Math gap scores were above state average in elementary, middle, and high school levels. The district was also above state average in gap Science at the high school level, gap Social Studies at the middle school level, gap writing at the middle and high school levels, and language mechanics in all areas.

Growth scores were above the state average at the middle and high school levels.

College and Career Readiness and Graduation Rate was above state average at the high school level.

The biggest strength of the year came from the district being a Distinguished District with 4 of 5 schools being proficient or distinguished.

The district also had 99% participation rate in the Tell Survey and 92% of the staff felt that Edmonson County School District was a good place to work.

Opportunities for Improvement

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

While there were many areas to celebrate, there are also areas of concern.

Continued improvement in achievement, gap, and growth are needed in order for all schools to continue to improve and move higher in the state rankings and score at least proficient.

* There is a need to reduce the number of novice students in all areas.

* There is a need to increase the number of distinguished students in all areas to reap the benefits of bonus points.

*End of Course exams at the high school level, especially Algebra II, must be addressed to increase the number of students scoring proficient and distinguished.

*Growth scores must increase at the elementary levels.

Novice reduction plans are in place at all buildings to address the needs of our lowest learners. Differentiation will continue to push students to their highest potential. EOC teachers are utilizing quality core resources to better instruct students on the structure of the exams. Data continues to be used to guide instruction at all levels. Professional development must be tailored to the specific needs of each building so that teachers can have intentional, direct professional learning on areas of need. Progress monitoring of student achievement must be a focus. Content standards mapping, pacing, and refinement among grade levels and across grade levels will be necessary. School leadership teams are also working on differentiated, meaningful professional learning for teachers in an effort to improve TELL survey data in 2017.

Oversight and Monitoring

Describe your processes and interventions for monitoring continuous improvement.

The Edmonson County School District has several tools in place for monitoring continuous improvement. At the elementary and middle school levels, Star Enterprise and Discovery Education assessments are given regularly to identify individual students working below ability level. These students are given interventions and appropriate supports to ensure that their progress is enhanced and that they are not left behind educationally. At the high school, EPAS data, along with Reading Plus and formative classroom assessments, help to move students into developmentally appropriate interventions and educational opportunities.

The Instructional Supervisor will meet with school leadership teams on a quarterly basis to ensure that the plans presented in the school's CSIP are being followed.

Conclusion

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

While the Edmonson County School District is pleased with the progress of its students, staff will continue to strive to have high expectations for academic success and improvement. End-of-course exams will continue to be a focus as will novice reduction and College and Career Readiness. Plans are in place for all areas of weakness so improvements on KPREP scores will be seen in 2017.

Edmonson County Goals and Plans 2016

Overview

Plan Name

Edmonson County Goals and Plans 2016

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	Reduce barriers to equitable access for quality teachers in the Edmonson County School District.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$0
2	Provide meaningful professional learning for all teachers.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
3	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group to 72.5% for elementary, 74.5% for middle, and 65.6% for high school by 2019.	Objectives: 2 Strategies: 3 Activities: 4	Organizational	\$42550
4	Increase the averaged combined reading and math scores to the delivery target of 75.3 in elementary, 77.8 in middle, and 69.5 in high school by 2019.	Objectives: 1 Strategies: 2 Activities: 6	Organizational	\$13500
5	Increase the graduation rate to 98% by 2024.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$16000
6	Decrease the average percentage of students scoring novice in reading/math combined to 12.5% at elementary, 9.3% at middle school, and 19.2% at high school by 2017.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0
7	Increase the number of students scoring College and/or Career Ready to 79.7% by 2017.	Objectives: 1 Strategies: 3 Activities: 7	Organizational	\$0
8	Increase the number of students coming to Kindergarten scoring "ready"	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$2500

Goal 1: Reduce barriers to equitable access for quality teachers in the Edmonson County School District.

Measurable Objective 1:

collaborate to ensure that Edmonson County School District has quality teachers by 05/19/2017 as measured by PGES data and Teacher Turnover Data.

Strategy 1:

New Teacher Mentoring Program - New teachers will be mentored at the school and district level to ensure that they fully understand the Danielson Framework and are supported in the many facts of becoming a new teacher. Topics will include, but are not limited to: classroom management, classroom discipline, instructional strategies, assessment practices, communication, and other topics deemed necessary by new teachers.

Category: Professional Learning & Support

Activity - KTIP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
First year teachers will participate in KTIP through Western Kentucky University. Schools: All Schools	Professional Learning, Behavioral Support Program, Recruitment and Retention, Academic Support Program	08/03/2016	05/19/2017	\$0	No Funding Required	Principal, Resource Teacher, University Supervisor

Activity - New Teacher Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New teachers will meet with Instructional Supervisor quarterly to "check in" and discuss areas of concern. Schools: All Schools	Career Preparation/Orientation, Professional Learning, Behavioral Support Program, Recruitment and Retention, Academic Support Program	08/03/2016	05/19/2017	\$0	No Funding Required	New Teachers, Instructional Supervisor

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Strategy 2:

Encourage teachers to participate in National Board Certification - District will send information to staff about learning opportunities around becoming NBC.

Category: Professional Learning & Support

Activity - National Board Certification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Encourage staff to participate in National Board Certification by having NBC teachers recognized at opening day, recognizing them on a plaque at the central office, and providing learning opportunities around National Board Certification offered by GRREC. Schools: All Schools	Professional Learning	08/03/2016	05/19/2017	\$0	No Funding Required	Principals, Teachers, Instructional Supervisor

Goal 2: Provide meaningful professional learning for all teachers.

Measurable Objective 1:

collaborate to provide meaningful professional learning by 05/20/2016 as measured by Val-Ed Survey Results.

Strategy 1:

Professional Development - Each school will provide 24 hours of PD to each certified staff members throughout the year. Each school will develop a professional development plan that is aligned to their CSIP to guide the professional learning that will take place throughout the year.

Category: Professional Learning & Support

Activity - Professional Learning Needs Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Schools will conduct a professional learning needs assessment based on PGES data to better tailor their PD plan and offerings to topics necessary to improve teacher effectiveness. Schools: All Schools	Professional Learning, Recruitment and Retention	08/05/2015	05/19/2017	\$0	No Funding Required	Principal, Counselor, Curriculum Coordinators, Teachers

Activity - Teacher Training from GRREC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Schools will utilize Green River Regional Education Cooperative to provide training to teachers. Schools: All Schools	Professional Learning, Behavioral Support Program, Recruitment and Retention, Academic Support Program	08/03/2015	05/19/2017	\$0	No Funding Required	Principals, Counselors, Curriculum Coordinators, Teachers
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Goal 3: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group to 72.5% for elementary, 74.5% for middle, and 65.6% for high school by 2019.

Measurable Objective 1:

collaborate to increase the overall average combined reading and math proficiency rates for all students in the non-duplicated elementary gap group to 61.4%, the middle school gap group to 64.2%, and the ECHS gap group to 51.8% by 05/19/2017 as measured by School Report Card.

Strategy 1:

Identify the Gap Group - District and school-level stakeholders will use IC to collect data so that all students in the Gap Group will be identified as such.

Category: Continuous Improvement

Activity - Identification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators and teachers will use KPREP data and IC to identify Gap students in order to provide academic supports. Schools: All Schools	Academic Support Program	08/05/2015	05/19/2017	\$0	No Funding Required	Administrators Teachers Instructional Assistants

(shared) Strategy 2:

Monitoring - Data will be collected from local, state, and benchmark assessments to monitor progress of gap students toward academic proficiency.

Category: Continuous Improvement

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will monitor the students in the gap group to ensure they are making progress toward proficiency. Schools: All Schools	Academic Support Program	08/05/2015	05/19/2017	\$0	No Funding Required	Administrators Teachers Instructional Assistants
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Measurable Objective 2:

collaborate to increase the number of students with an IEP scoring proficient or distinguished in reading and math to 50% by 05/19/2017 as measured by School Report Card.

(shared) Strategy 1:

Monitoring - Data will be collected from local, state, and benchmark assessments to monitor progress of gap students toward academic proficiency.

Category: Continuous Improvement

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor the students in the gap group to ensure they are making progress toward proficiency. Schools: All Schools	Academic Support Program	08/05/2015	05/19/2017	\$0	No Funding Required	Administrators Teachers Instructional Assistants

Strategy 2:

Student Support - Special education staff will provide support so that students with IEPs are provided as much service as possible in the regular classroom setting.

Category: Continuous Improvement

Activity - Research-based instructional strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special Education monies were used to purchase Lexia, Reading Plus, and IXL Math for all students with IEPs. Schools: All Schools	Academic Support Program	08/05/2015	05/19/2017	\$2550	IDEA	DOSE Special Education Teachers Special Education Instructional Assistants

Activity - Get the Picture	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>9th Grade Students with IEPs are mentored by Get the Picture Coordinator and trained special education staff or administrators toward College and Career Readiness and graduation. Get the Picture Coordinator also collaborates with regular ed staff to help students with academic content in all areas.</p> <p>Schools: Edmonson County High School</p>	Academic Support Program	09/14/2015	05/19/2017	\$40000	Grant Funds	Get the Picture Coordinator, Cindi Whittinghill ECHS Adminsitrator s ECHS Special Education Teachers
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Goal 4: Increase the averaged combined reading and math scores to the delivery target of 75.3 in elementary, 77.8 in middle, and 69.5 in high school by 2019.

Measurable Objective 1:

collaborate to increase the overall reading and math scores to 65.4% proficient in elementary schools, 68.9% proficient at middle school, and 57.3% proficient at high schools by 05/19/2017 as measured by School Report Card.

Strategy 1:

Curriculum Alignment - Teachers and administrators will collaborate to create or review/edit existing pacing guides and curriculum maps to ensure rigor and congruence to state standards.

Category: Continuous Improvement

Activity - PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will meet in grade-level/content teams to plan, disaggregate data, and create and review common assessments, student support and enrichment/intervention strategies as appropriate for each student.</p> <p>Schools: All Schools</p>	Academic Support Program	08/05/2015	05/19/2017	\$0	No Funding Required	Administrators, Teachers

Activity - Assessment Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>PLCs will analyze formative and summative assessments for rigor and alignment to KCAS or Quality Core for End of Course Assessments.</p> <p>Schools: All Schools</p>	Academic Support Program	08/05/2015	05/19/2017	\$0	No Funding Required	Administrators Teachers

Activity - Curriculum Mapping and Pacing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will work with administrators and/or Curriculum Coordinators to create curriculum maps and pacing guides that are aligned to KCAS or Quality Core. Schools: All Schools	Academic Support Program	08/05/2015	05/19/2017	\$0	No Funding Required	Administrators Curriculum Coordinators Teachers
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Strategy 2:

RTI - RTI will be implemented to provide at-risk students with targeted interventions and enrichment opportunities for students scoring above benchmark.

Category: Continuous Improvement

Activity - Diagnostics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Star data will be used to monitor student progress toward benchmarks. All students will be monitored at least four times per year; intervention students will be progress monitored on a regular basis according to each school's RTI Handbook. Schools: Edmonson County Middle School, South Edmonson Elementary School, Kyrock Elementary School, Edmonson County 5/6 Center	Academic Support Program	08/05/2015	05/19/2017	\$10000	District Funding	Administrators Teachers

Activity - Differentiation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Schools will analyze Star data as well as classroom formative and summative data to measure achievement in core Reading and Math instruction. Using this data, teachers will provide students with instruction on their level. Schools: Edmonson County Middle School, South Edmonson Elementary School, Kyrock Elementary School, Edmonson County 5/6 Center	Academic Support Program	08/05/2015	05/20/2016	\$0	No Funding Required	Administrators Teachers Instructional Assistants

Activity - Reading Plus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Plus will be used to identify, monitor, and target students reading ability. Schools: Edmonson County High School	Academic Support Program	10/10/2016	05/19/2017	\$3500	District Funding	Administrators Teachers Instructional Supervisor

Goal 5: Increase the graduation rate to 98% by 2024.

Measurable Objective 1:

improve graduation rate at ECHS from 86.3% to 93.1% by 05/19/2017 as measured by School Report Card.

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Strategy 1:

Student Mentoring - Administrators and staff will mentor at-risk students.

Category: Persistence to Graduation

Activity - Mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators and staff will identify at-risk students through IC reports and teacher and student referral. They will work to build relationships with students and encourage graduation for all students. Schools: Edmonson County High School	Behavioral Support Program, Academic Support Program	08/05/2015	05/19/2017	\$0	No Funding Required	Administrators Teachers Support Staff

Activity - Get the Picture	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
9th grade students with IEPs are mentored by a "Get the Picture" Coordinator and trained special education staff/administrators toward College and Career Readiness and graduation. Schools: Edmonson County High School	Academic Support Program	09/14/2015	05/19/2017	\$0	No Funding Required	Get the Picture Coordinator, Cindi Whittinghill ECHS Administrator ECHS Special Education Staff

Strategy 2:

Credit Recovery - At-risk students who fall behind in regular coursework will be given the opportunity to recover lost credits.

Category: Persistence to Graduation

Activity - Edgenuity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Edgenuity's online courses are offered for at-risk students who fall behind in regular coursework. Edgenuity gives students a chance to complete coursework at their own pace and gain credits that they would otherwise miss out on. Schools: Edmonson County High School	Academic Support Program	08/03/2016	05/19/2017	\$16000	General Fund	Administrators Teachers

Goal 6: Decrease the average percentage of students scoring novice in reading/math combined to 12.5% at elementary, 9.3% at middle school, and 19.2% at high school by 2017.

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Measurable Objective 1:

collaborate to decrease the average percentage of students scoring novice in reading/math combined to 12.5% at elementary, 9.3% at middle school, and 19.2% at high school by 05/19/2017 as measured by School Report Card.

Strategy 1:

Target the Novice Population - Administrators and teachers will use data to identify students who scored novice on last year's KPREP assessment and then provide interventions to move them toward proficiency.

Category: Continuous Improvement

Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who scored novice on last year's KPREP will receive targeted intervention strategies to help keep them from scoring novice in the current year. Schools: All Schools	Academic Support Program	08/05/2015	05/19/2017	\$0	No Funding Required	Administrators Teachers Instructional Assistants
Activity - Identification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators and teachers will use last year's KPREP data to identify students who scored novice and provide appropriate supports. Schools: All Schools	Academic Support Program	08/05/2015	05/19/2017	\$0	No Funding Required	Administrators Teachers Support Staff
Activity - Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who scored novice on last year's KPREP assessment will be monitored using Star to make sure growth is occurring and interventions are working. Schools: Edmonson County Middle School, South Edmonson Elementary School, Kyrock Elementary School, Edmonson County 5/6 Center	Academic Support Program	08/05/2015	05/19/2017	\$0	No Funding Required	Administrators Teachers

Goal 7: Increase the number of students scoring College and/or Career Ready to 79.7% by 2017.

Measurable Objective 1:

collaborate to increase the percentage of students being College and/or Career Ready to 79.7% by 05/19/2017 as measured by School Report Card.

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Strategy 1:

Career Readiness Pathways - Middle school teachers and counselors and high school counselors will recommend CTE courses aligned with career interests.

Category: Career Readiness Pathways

Activity - Career Pathways	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Middle school teachers and counselors and high school counselors will collaborate and use ILPs to aid students in registering in CTE courses that are aligned with their career interests. Schools: Edmonson County Middle School, Edmonson County High School	Career Preparation/Orientation, Academic Support Program	01/04/2016	05/19/2017	\$0	No Funding Required	MS Teachers MS Counselor HS Counselors

Activity - Program Completion Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor students enrolled in a career pathway and ensure they become preparatory and then complete KOSSA Technical Program or become Industry Certified. Schools: Edmonson County High School	Career Preparation/Orientation, Academic Support Program	08/05/2015	05/19/2017	\$0	No Funding Required	HS Administrators HS Counselors HS Vocational Teachers

Activity - School/Job Placement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Auto mechanics and Welding teachers move students into technical school or directly into a job. Schools: Edmonson County High School	Career Preparation/Orientation	01/04/2016	05/19/2017	\$0	No Funding Required	HS Welding Teacher HS Auto Teacher

Activity - Advisor/Advisee Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Middle School teachers meet with 8th grade students twice yearly to complete college/career readiness activities supplied by the school counselor. During the first meeting, advisors/advisees complete college preparedness activities such as career exploration, post-secondary costs, linking careers to education, etc. During the second meeting, the high school curriculum and 9th grade registration are reviewed/discussed. Through the Career Exploration class required for all 8th graded students, ILPs are monitored and discussed in preparation for choosing a high school Career Pathway. Schools: Edmonson County Middle School	Career Preparation/Orientation, Academic Support Program	08/05/2015	05/19/2017	\$0	No Funding Required	MS Faculty and Staff

Strategy 2:

Course and Assessment Alignment - Increase opportunities for dual credit through Career Technical Education Programs, Advanced Placement, and the statewide dual

SY 2016-2017

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credit agreement with Kentucky Career and Technical College System and Western Kentucky University.

Category: Integrated Methods for Learning

Activity - College and Career Credit	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborate with post secondary institutions to increase the number of CTE opportunities. Schools: Edmonson County High School	Academic Support Program	08/05/2015	05/19/2017	\$0	No Funding Required	HS Administrators HS Teachers Post secondary staffs

Strategy 3:

Student Monitoring - HS counselor will monitor students and maintain appropriate record keeping to determine college and career readiness for Edmonson County students in order to provide interventions and assistance to students scoring below benchmark.

Category: Continuous Improvement

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Maintain appropriate records for each 12th grade student to show when each benchmark has been reached. Schools: Edmonson County High School	Career Preparation/Orientation, Academic Support Program	08/05/2015	05/20/2016	\$0	No Funding Required	HS Counselor

Activity - Student Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who fail to meet Compass benchmarks use Edmentum as a content intervention until they can retest and hopefully meet or exceed benchmark. Schools: Edmonson County High School	Academic Support Program	08/05/2015	05/20/2016	\$0	No Funding Required	HS Administrators HS Counselors

Goal 8: Increase the number of students coming to Kindergarten scoring "ready"

Measurable Objective 1:

collaborate to increase the percentage of incoming Kindergarten students scoring ready to 60% by 08/31/2017 as measured by the Brigance Assessment Tool.

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Strategy 1:

Kindergarten Readiness - Each elementary school will create a curriculum that will expose incoming Kindergarten students to readiness skills needed for success in Kindergarten.

Category: Early Learning

Activity - Kindergarten Camp	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten Camp will take place during the summer at both elementary schools to acclimate incoming Kindergarten students to the school setting. Curriculum will focus on skills necessary for success in Kindergarten. Schools: South Edmonson Elementary School, Kyrock Elementary School	Academic Support Program	06/05/2017	07/28/2017	\$2500	District Funding	DoSE Instructional Supervisor Director of State and Federal Programs FRYSC/YSC Staff Kindergarten Staff Elementary Principals

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Diagnostics	Star data will be used to monitor student progress toward benchmarks. All students will be monitored at least four times per year; intervention students will be progress monitored on a regular basis according to each school's RTI Handbook.	Academic Support Program	08/05/2015	05/19/2017	\$10000	Administrators Teachers
Reading Plus	Reading Plus will be used to identify, monitor, and target students reading ability.	Academic Support Program	10/10/2016	05/19/2017	\$3500	Administrators Teachers Instructional Supervisor
Kindergarten Camp	Kindergarten Camp will take place during the summer at both elementary schools to acclimate incoming Kindergarten students to the school setting. Curriculum will focus on skills necessary for success in Kindergarten.	Academic Support Program	06/05/2017	07/28/2017	\$2500	DoSE Instructional Supervisor Director of State and Federal Programs FRYSC/YSC Staff Kindergarten Staff Elementary Principals
Total					\$16000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Advisor/Advisee Meetings	Middle School teachers meet with 8th grade students twice yearly to complete college/career readiness activities supplied by the school counselor. During the first meeting, advisors/advisees complete college preparedness activities such as career exploration, post-secondary costs, linking careers to education, etc. During the second meeting, the high school curriculum and 9th grade registration are reviewed/discussed. Through the Career Exploration class required for all 8th graded students, ILPs are monitored and discussed in preparation for choosing a high school Career Pathway.	Career Preparation/Orientation, Academic Support Program	08/05/2015	05/19/2017	\$0	MS Faculty and Staff
Interventions	Students who scored novice on last year's KPREP will receive targeted intervention strategies to help keep them from scoring novice in the current year.	Academic Support Program	08/05/2015	05/19/2017	\$0	Administrators Teachers Instructional Assistants
Professional Learning Needs Assessment	Schools will conduct a professional learning needs assessment based on PGES data to better tailor their PD plan and offerings to topics necessary to improve teacher effectiveness.	Professional Learning, Recruitment and Retention	08/05/2015	05/19/2017	\$0	Principal, Counselor, Curriculum Coordinators, Teachers
Curriculum Mapping and Pacing	Teachers will work with administrators and/or Curriculum Coordinators to create curriculum maps and pacing guides that are aligned to KCAS or Quality Core.	Academic Support Program	08/05/2015	05/19/2017	\$0	Administrators Curriculum Coordinators Teachers
Assessment Analysis	PLCs will analyze formative and summative assessments for rigor and alignment to KCAS or Quality Core for End of Course Assessments.	Academic Support Program	08/05/2015	05/19/2017	\$0	Administrators Teachers
Identification	Administrators and teachers will use last year's KPREP data to identify students who scored novice and provide appropriate supports.	Academic Support Program	08/05/2015	05/19/2017	\$0	Administrators Teachers Support Staff
KTIP	First year teachers will participate in KTIP through Western Kentucky University.	Professional Learning, Behavioral Support Program, Recruitment and Retention, Academic Support Program	08/03/2016	05/19/2017	\$0	Principal, Resource Teacher, University Supervisor
Student Interventions	Students who fail to meet Compass benchmarks use Edmentum as a content intervention until they can retest and hopefully meet or exceed benchmark.	Academic Support Program	08/05/2015	05/20/2016	\$0	HS Administrators HS Counselors

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Identification	Administrators and teachers will use KPREP data and IC to identify Gap students in order to provide academic supports.	Academic Support Program	08/05/2015	05/19/2017	\$0	Administrators Teachers Instructional Assistants
National Board Certification	Encourage staff to participate in National Board Certification by having NBC teachers recognized at opening day, recognizing them on a plaque at the central office, and providing learning opportunities around National Board Certification offered by GRREC.	Professional Learning	08/03/2016	05/19/2017	\$0	Principals, Teachers, Instructional Supervisor
New Teacher Academy	New teachers will meet with Instructional Supervisor quarterly to "check in" and discuss areas of concern.	Career Preparation/Orientation, Professional Learning, Behavioral Support Program, Recruitment and Retention, Academic Support Program	08/03/2016	05/19/2017	\$0	New Teachers, Instructional Supervisor
College and Career Credit	Collaborate with post secondary institutions to increase the number of CTE opportunities.	Academic Support Program	08/05/2015	05/19/2017	\$0	HS Administrators HS Teachers Post secondary staffs
Progress Monitoring	Teachers will monitor the students in the gap group to ensure they are making progress toward proficiency.	Academic Support Program	08/05/2015	05/19/2017	\$0	Administrators Teachers Instructional Assistants
PLC	Teachers will meet in grade-level/content teams to plan, disaggregate data, and create and review common assessments, student support and enrichment/intervention strategies as appropriate for each student.	Academic Support Program	08/05/2015	05/19/2017	\$0	Administrators, Teachers
Program Completion Monitoring	Monitor students enrolled in a career pathway and ensure they become preparatory and then complete KOSSA Technical Program or become Industry Certified.	Career Preparation/Orientation, Academic Support Program	08/05/2015	05/19/2017	\$0	HS Administrators HS Counselors HS Vocational Teachers

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Teacher Training from GRREC	Schools will utilize Green River Regional Education Cooperative to provide training to teachers.	Professional Learning, Behavioral Support Program, Recruitment and Retention, Academic Support Program	08/03/2015	05/19/2017	\$0	Principals, Counselors, Curriculum Coordinators, Teachers
Monitoring	Students who scored novice on last year's KPREP assessment will be monitored using Star to make sure growth is occurring and interventions are working.	Academic Support Program	08/05/2015	05/19/2017	\$0	Administrators Teachers
Get the Picture	9th grade students with IEPs are mentored by a "Get the Picture" Coordinator and trained special education staff/administrators toward College and Career Readiness and graduation.	Academic Support Program	09/14/2015	05/19/2017	\$0	Get the Picture Coordinator, Cindi Whittinghill ECHS Administrators ECHS Special Education Staff
Career Pathways	Middle school teachers and counselors and high school counselors will collaborate and use ILPs to aid students in registering in CTE courses that are aligned with their career interests.	Career Preparation/Orientation, Academic Support Program	01/04/2016	05/19/2017	\$0	MS Teachers MS Counselor HS Counselors
Differentiation	Schools will analyze Star data as well as classroom formative and summative data to measure achievement in core Reading and Math instruction. Using this data, teachers will provide students with instruction on their level.	Academic Support Program	08/05/2015	05/20/2016	\$0	Administrators Teachers Instructional Assistants
Data Analysis	Maintain appropriate records for each 12th grade student to show when each benchmark has been reached.	Career Preparation/Orientation, Academic Support Program	08/05/2015	05/20/2016	\$0	HS Counselor
Mentoring	Administrators and staff will identify at-risk students through IC reports and teacher and student referral. They will work to build relationships with students and encourage graduation for all students.	Behavioral Support Program, Academic Support Program	08/05/2015	05/19/2017	\$0	Administrators Teachers Support Staff

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School/Job Placement	Auto mechanics and Welding teachers move students into technical school or directly into a job.	Career Preparation/Orientation	01/04/2016	05/19/2017	\$0	HS Welding Teacher HS Auto Teacher
Total					\$0	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Get the Picture	9th Grade Students with IEPs are mentored by Get the Picture Coordinator and trained special education staff or administrators toward College and Career Readiness and graduation. Get the Picture Coordinator also collaborates with regular ed staff to help students with academic content in all areas.	Academic Support Program	09/14/2015	05/19/2017	\$40000	Get the Picture Coordinator, Cindi Whittinghill ECHS Administrator s ECHS Special Education Teachers
Total					\$40000	

IDEA

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Research-based instructional strategies	Special Education monies were used to purchase Lexia, Reading Plus, and IXL Math for all students with IEPs.	Academic Support Program	08/05/2015	05/19/2017	\$2550	DOSE Special Education Teachers Special Education Instructional Assistants
Total					\$2550	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Edgenuity	Edgenuity's online courses are offered for at-risk students who fall behind in regular coursework. Edgenuity gives students a chance to complete coursework at their own pace and gain credits that they would otherwise miss out on.	Academic Support Program	08/03/2016	05/19/2017	\$16000	Administrators Teachers
Total					\$16000	

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
KTIP	First year teachers will participate in KTIP through Western Kentucky University.	Professional Learning, Behavioral Support Program, Recruitment and Retention, Academic Support Program	08/03/2016	05/19/2017	\$0	Principal, Resource Teacher, University Supervisor
New Teacher Academy	New teachers will meet with Instructional Supervisor quarterly to "check in" and discuss areas of concern.	Career Preparation/Orientation, Professional Learning, Behavioral Support Program, Recruitment and Retention, Academic Support Program	08/03/2016	05/19/2017	\$0	New Teachers, Instructional Supervisor
Professional Learning Needs Assessment	Schools will conduct a professional learning needs assessment based on PGES data to better tailor their PD plan and offerings to topics necessary to improve teacher effectiveness.	Professional Learning, Recruitment and Retention	08/05/2015	05/19/2017	\$0	Principal, Counselor, Curriculum Coordinators, Teachers

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Teacher Training from GRREC	Schools will utilize Green River Regional Education Cooperative to provide training to teachers.	Professional Learning, Behavioral Support Program, Recruitment and Retention, Academic Support Program	08/03/2015	05/19/2017	\$0	Principals, Counselors, Curriculum Coordinators, Teachers
PLC	Teachers will meet in grade-level/content teams to plan, disaggregate data, and create and review common assessments, student support and enrichment/intervention strategies as appropriate for each student.	Academic Support Program	08/05/2015	05/19/2017	\$0	Administrators, Teachers
Assessment Analysis	PLCs will analyze formative and summative assessments for rigor and alignment to KCAS or Quality Core for End of Course Assessments.	Academic Support Program	08/05/2015	05/19/2017	\$0	Administrators, Teachers
Identification	Administrators and teachers will use KPREP data and IC to identify Gap students in order to provide academic supports.	Academic Support Program	08/05/2015	05/19/2017	\$0	Administrators, Teachers, Instructional Assistants
Progress Monitoring	Teachers will monitor the students in the gap group to ensure they are making progress toward proficiency.	Academic Support Program	08/05/2015	05/19/2017	\$0	Administrators, Teachers, Instructional Assistants
Research-based instructional strategies	Special Education monies were used to purchase Lexia, Reading Plus, and IXL Math for all students with IEPs.	Academic Support Program	08/05/2015	05/19/2017	\$2550	DOSE, Special Education Teachers, Special Education Instructional Assistants
Curriculum Mapping and Pacing	Teachers will work with administrators and/or Curriculum Coordinators to create curriculum maps and pacing guides that are aligned to KCAS or Quality Core.	Academic Support Program	08/05/2015	05/19/2017	\$0	Administrators, Curriculum Coordinators, Teachers
Interventions	Students who scored novice on last year's KPREP will receive targeted intervention strategies to help keep them from scoring novice in the current year.	Academic Support Program	08/05/2015	05/19/2017	\$0	Administrators, Teachers, Instructional Assistants

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Identification	Administrators and teachers will use last year's KPREP data to identify students who scored novice and provide appropriate supports.	Academic Support Program	08/05/2015	05/19/2017	\$0	Administrators Teachers Support Staff
National Board Certification	Encourage staff to participate in National Board Certification by having NBC teachers recognized at opening day, recognizing them on a plaque at the central office, and providing learning opportunities around National Board Certification offered by GRREC.	Professional Learning	08/03/2016	05/19/2017	\$0	Principals, Teachers, Instructional Supervisor
Total					\$2550	

South Edmonson Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Diagnostics	Star data will be used to monitor student progress toward benchmarks. All students will be monitored at least four times per year; intervention students will be progress monitored on a regular basis according to each school's RTI Handbook.	Academic Support Program	08/05/2015	05/19/2017	\$10000	Administrators Teachers
Differentiation	Schools will analyze Star data as well as classroom formative and summative data to measure achievement in core Reading and Math instruction. Using this data, teachers will provide students with instruction on their level.	Academic Support Program	08/05/2015	05/20/2016	\$0	Administrators Teachers Instructional Assistants
Monitoring	Students who scored novice on last year's KPREP assessment will be monitored using Star to make sure growth is occurring and interventions are working.	Academic Support Program	08/05/2015	05/19/2017	\$0	Administrators Teachers
Kindergarten Camp	Kindergarten Camp will take place during the summer at both elementary schools to acclimate incoming Kindergarten students to the school setting. Curriculum will focus on skills necessary for success in Kindergarten.	Academic Support Program	06/05/2017	07/28/2017	\$2500	DoSE Instructional Supervisor Director of State and Federal Programs FRYSC/YSC Staff Kindergarten Staff Elementary Principals
Total					\$12500	

Kyrock Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Diagnostics	Star data will be used to monitor student progress toward benchmarks. All students will be monitored at least four times per year; intervention students will be progress monitored on a regular basis according to each school's RTI Handbook.	Academic Support Program	08/05/2015	05/19/2017	\$10000	Administrators Teachers
Differentiation	Schools will analyze Star data as well as classroom formative and summative data to measure achievement in core Reading and Math instruction. Using this data, teachers will provide students with instruction on their level.	Academic Support Program	08/05/2015	05/20/2016	\$0	Administrators Teachers Instructional Assistants
Monitoring	Students who scored novice on last year's KPREP assessment will be monitored using Star to make sure growth is occurring and interventions are working.	Academic Support Program	08/05/2015	05/19/2017	\$0	Administrators Teachers
Kindergarten Camp	Kindergarten Camp will take place during the summer at both elementary schools to acclimate incoming Kindergarten students to the school setting. Curriculum will focus on skills necessary for success in Kindergarten.	Academic Support Program	06/05/2017	07/28/2017	\$2500	DoSE Instructional Supervisor Director of State and Federal Programs FRYSC/YSC Staff Kindergarten Staff Elementary Principals
Total					\$12500	

Edmonson County Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Diagnostics	Star data will be used to monitor student progress toward benchmarks. All students will be monitored at least four times per year; intervention students will be progress monitored on a regular basis according to each school's RTI Handbook.	Academic Support Program	08/05/2015	05/19/2017	\$10000	Administrators Teachers
Differentiation	Schools will analyze Star data as well as classroom formative and summative data to measure achievement in core Reading and Math instruction. Using this data, teachers will provide students with instruction on their level.	Academic Support Program	08/05/2015	05/20/2016	\$0	Administrators Teachers Instructional Assistants
Career Pathways	Middle school teachers and counselors and high school counselors will collaborate and use ILPs to aid students in registering in CTE courses that are aligned with their career interests.	Career Preparation/Orientation, Academic Support Program	01/04/2016	05/19/2017	\$0	MS Teachers MS Counselor HS Counselors

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Advisor/Advisee Meetings	Middle School teachers meet with 8th grade students twice yearly to complete college/career readiness activities supplied by the school counselor. During the first meeting, advisors/advisees complete college preparedness activities such as career exploration, post-secondary costs, linking careers to education, etc. During the second meeting, the high school curriculum and 9th grade registration are reviewed/discussed. Through the Career Exploration class required for all 8th graded students, ILPs are monitored and discussed in preparation for choosing a high school Career Pathway.	Career Preparation/Orientation, Academic Support Program	08/05/2015	05/19/2017	\$0	MS Faculty and Staff
Monitoring	Students who scored novice on last year's KPREP assessment will be monitored using Star to make sure growth is occurring and interventions are working.	Academic Support Program	08/05/2015	05/19/2017	\$0	Administrators Teachers
Total					\$10000	

Edmonson County High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Mentoring	Administrators and staff will identify at-risk students through IC reports and teacher and student referral. They will work to build relationships with students and encourage graduation for all students.	Behavioral Support Program, Academic Support Program	08/05/2015	05/19/2017	\$0	Administrators Teachers Support Staff
Edgenuity	Edgenuity's online courses are offered for at-risk students who fall behind in regular coursework. Edgenuity gives students a chance to complete coursework at their own pace and gain credits that they would otherwise miss out on.	Academic Support Program	08/03/2016	05/19/2017	\$16000	Administrators Teachers
Get the Picture	9th grade students with IEPs are mentored by a "Get the Picture" Coordinator and trained special education staff/administrators toward College and Career Readiness and graduation.	Academic Support Program	09/14/2015	05/19/2017	\$0	Get the Picture Coordinator, Cindi Whittinghill ECHS Administrators ECHS Special Education Staff

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Get the Picture	9th Grade Students with IEPs are mentored by Get the Picture Coordinator and trained special education staff or administrators toward College and Career Readiness and graduation. Get the Picture Coordinator also collaborates with regular ed staff to help students with academic content in all areas.	Academic Support Program	09/14/2015	05/19/2017	\$40000	Get the Picture Coordinator, Cindi Whittinghill ECHS Adminsitrators ECHS Special Education Teachers
Career Pathways	Middle school teachers and counselors and high school counselors will collaborate and use ILPs to aid students in registering in CTE courses that are aligned with their career interests.	Career Preparation/Orientation, Academic Support Program	01/04/2016	05/19/2017	\$0	MS Teachers MS Counselor HS Counselors
Program Completion Monitoring	Monitor students enrolled in a career pathway and ensure they become preparatory and then complete KOSSA Technical Program or become Industry Certified.	Career Preparation/Orientation, Academic Support Program	08/05/2015	05/19/2017	\$0	HS Administrators HS Counselors HS Vocational Teachers
School/Job Placement	Auto mechanics and Welding teachers move students into technical school or directly into a job.	Career Preparation/Orientation	01/04/2016	05/19/2017	\$0	HS Welding Teacher HS Auto Teacher
College and Career Credit	Collaborate with post secondary institutions to increase the number of CTE opportunities.	Academic Support Program	08/05/2015	05/19/2017	\$0	HS Administrators HS Teachers Post secondary staffs
Data Analysis	Maintain appropriate records for each 12th grade student to show when each benchmark has been reached.	Career Preparation/Orientation, Academic Support Program	08/05/2015	05/20/2016	\$0	HS Counselor
Student Interventions	Students who fail to meet Compass benchmarks use Edmentum as a content intervention until they can retest and hopefully meet or exceed benchmark.	Academic Support Program	08/05/2015	05/20/2016	\$0	HS Adminstrators HS Counselors
Reading Plus	Reading Plus will be used to identify, monitor, and target students reading ability.	Academic Support Program	10/10/2016	05/19/2017	\$3500	Administrator s Teachers Instructional Supervisor

Comprehensive District Improvement Plan

Edmonson County

Total \$59500

Edmonson County 5/6 Center

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Diagnostics	Star data will be used to monitor student progress toward benchmarks. All students will be monitored at least four times per year; intervention students will be progress monitored on a regular basis according to each school's RTI Handbook.	Academic Support Program	08/05/2015	05/19/2017	\$10000	Administrators Teachers
Differentiation	Schools will analyze Star data as well as classroom formative and summative data to measure achievement in core Reading and Math instruction. Using this data, teachers will provide students with instruction on their level.	Academic Support Program	08/05/2015	05/20/2016	\$0	Administrators Teachers Instructional Assistants
Monitoring	Students who scored novice on last year's KPREP assessment will be monitored using Star to make sure growth is occurring and interventions are working.	Academic Support Program	08/05/2015	05/19/2017	\$0	Administrators Teachers
Total					\$10000	

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.edmonson.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.	Yes		

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

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

Comprehensive District Improvement Plan

Edmonson County

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

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

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

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

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

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

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

Comprehensive District Improvement Plan

Edmonson County

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

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

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

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

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

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

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

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

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

Comprehensive District Improvement Plan

Edmonson County

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

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

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

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

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

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

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

Comprehensive District Improvement Plan

Edmonson County

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

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

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

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

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

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

Label	Assurance	Response	Comment	Attachment
37.	We certify that we are a District of Innovation and attach the approved application.	N/A	We are not a district of innovation.	

Comprehensive District Improvement Plan

Edmonson County

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

Phase II - Compliance and Accountability - Districts

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

Reduce barriers to equitable access for quality teachers in the Edmonson County School District.

Measurable Objective 1:

collaborate to ensure that Edmonson County School District has quality teachers by 05/19/2017 as measured by PGES data and Teacher Turnover Data.

Strategy1:

Encourage teachers to participate in National Board Certification - District will send information to staff about learning opportunities around becoming NBC.

Category: Professional Learning & Support

Research Cited:

Activity - National Board Certification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Encourage staff to participate in National Board Certification by having NBC teachers recognized at opening day, recognizing them on a plaque at the central office, and providing learning opportunities around National Board Certification offered by GRREC.	Professional Learning	08/03/2016	05/19/2017	\$0 - No Funding Required	Principals, Teachers, Instructional Supervisor

Strategy2:

New Teacher Mentoring Program - New teachers will be mentored at the school and district level to ensure that they fully understand the Danielson Framework and are supported in the many facts of becoming a new teacher. Topics will include, but are not limited to: classroom management, classroom discipline, instructional strategies, assessment practices, communication, and other topics deemed necessary by new teachers.

Category: Professional Learning & Support

Research Cited:

Comprehensive District Improvement Plan

Edmonson County

Activity - KTIP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
First year teachers will participate in KTIP through Western Kentucky University.	Academic Support Program Behavioral Support Program Recruitment and Retention Professional Learning	08/03/2016	05/19/2017	\$0 - No Funding Required	Principal, Resource Teacher, University Supervisor

Activity - New Teacher Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
New teachers will meet with Instructional Supervisor quarterly to "check in" and discuss areas of concern.	Academic Support Program Professional Learning Recruitment and Retention Behavioral Support Program Career Preparation/Orientation	08/03/2016	05/19/2017	\$0 - No Funding Required	New Teachers, Instructional Supervisor

Goal 2:

All new teachers will participate in a mentoring program during their first year.

Measurable Objective 1:

collaborate to ensure that no new teachers have an overall score of "Ineffective" by 05/20/2016 as measured by PGES data.

Strategy1:

New Teacher Mentoring Program - New teachers will be mentored at the school and district level to ensure that they fully understand the Danielson Framework and are supported in the many facets of becoming a new teacher. Topics will include, but are not limited to: classroom management, classroom discipline, instructional strategies, assessment practices, communication, and other topics deemed necessary by new teachers.

Category: Professional Learning & Support

Research Cited:

Comprehensive District Improvement Plan

Edmonson County

Activity - KTIP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
First year teachers will participate in KTIP through Western Kentucky University.	Professional Learning Academic Support Program Recruitment and Retention Career Preparation/Orientation	08/05/2015	05/20/2016	\$0 - No Funding Required	Principal, Resource Teacher, University Supervisor

Goal 3:

Provide meaningful professional learning for all teachers.

Measurable Objective 1:

collaborate to provide meaningful professional learning by 05/20/2016 as measured by Val-Ed Survey Results.

Strategy1:

Professional Development - Each school will provide 24 hours of PD to each certified staff members throughout the year. Each school will develop a professional development plan that is aligned to their CSIP to guide the professional learning that will take place throughout the year.

Category: Professional Learning & Support

Research Cited:

Activity - Teacher Training from GRREC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Schools will utilize Green River Regional Education Cooperative to provide training to teachers.	Academic Support Program Professional Learning Behavioral Support Program Recruitment and Retention	08/03/2015	05/19/2017	\$0 - No Funding Required	Principals, Counselors, Curriculum Coordinators, Teachers

Activity - Professional Learning Needs Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Schools will conduct a professional learning needs assessment based on PGES data to better tailor their PD plan and offerings to topics necessary to improve teacher effectiveness.	Recruitment and Retention Professional Learning	08/05/2015	05/19/2017	\$0 - No Funding Required	Principal, Counselor, Curriculum Coordinators, Teachers

Goal 4:

Increase the number of students scoring College and/or Career Ready to 79.7% by 2017.

Comprehensive District Improvement Plan

Edmonson County

Measurable Objective 1:

collaborate to increase the percentage of students being College and/or Career Ready to 79.7% by 05/19/2017 as measured by School Report Card.

Strategy1:

Career Readiness Pathways - Middle school teachers and counselors and high school counselors will recommend CTE courses aligned with career interests.

Category: Career Readiness Pathways

Research Cited:

Activity - Advisor/Advisee Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Middle School teachers meet with 8th grade students twice yearly to complete college/career readiness activities supplied by the school counselor. During the first meeting, advisors/advisees complete college preparedness activities such as career exploration, post-secondary costs, linking careers to education, etc. During the second meeting, the high school curriculum and 9th grade registration are reviewed/discussed. Through the Career Exploration class required for all 8th graded students, ILPs are monitored and discussed in preparation for choosing a high school Career Pathway.	Academic Support Program Career Preparation/Orientation	08/05/2015	05/19/2017	\$0 - No Funding Required	MS Faculty and Staff

Activity - School/Job Placement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Auto mechanics and Welding teachers move students into technical school or directly into a job.	Career Preparation/Orientation	01/04/2016	05/19/2017	\$0 - No Funding Required	HS Welding Teacher HS Auto Teacher

Activity - Career Pathways	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Middle school teachers and counselors and high school counselors will collaborate and use ILPs to aid students in registering in CTE courses that are aligned with their career interests.	Academic Support Program Career Preparation/Orientation	01/04/2016	05/19/2017	\$0 - No Funding Required	MS Teachers MS Counselor HS Counselors

Activity - Program Completion Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor students enrolled in a career pathway and ensure they become preparatory and then complete KOSSA Technical Program or become Industry Certified.	Career Preparation/Orientation Academic Support Program	08/05/2015	05/19/2017	\$0 - No Funding Required	HS Administrators HS Counselors HS Vocational Teachers

Comprehensive District Improvement Plan

Edmonson County

Strategy2:

Student Monitoring - HS counselor will monitor students and maintain appropriate record keeping to determine college and career readiness for Edmonson County students in order to provide interventions and assistance to students scoring below benchmark.

Category: Continuous Improvement

Research Cited:

Activity - Student Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who fail to meet Compass benchmarks use Edmentum as a content intervention until they can retest and hopefully meet or exceed benchmark.	Academic Support Program	08/05/2015	05/20/2016	\$0 - No Funding Required	HS Administrators HS Counselors

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Maintain appropriate records for each 12th grade student to show when each benchmark has been reached.	Career Preparation/ Orientation Academic Support Program	08/05/2015	05/20/2016	\$0 - No Funding Required	HS Counselor

Strategy3:

Course and Assessment Alignment - Increase opportunities for dual credit through Career Technical Education Programs, Advanced Placement, and the statewide dual credit agreement with Kentucky Career and Technical College System and Western Kentucky University.

Category: Integrated Methods for Learning

Research Cited:

Activity - College and Career Credit	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaborate with post secondary institutions to increase the number of CTE opportunities.	Academic Support Program	08/05/2015	05/19/2017	\$0 - No Funding Required	HS Administrators HS Teachers Post secondary staffs

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

Goal 1:

Middle School Proficiency

Measurable Objective 1:

collaborate to increase combined reading and math scores to 74.6 by 05/31/2017 as measured by K-PREP.

Comprehensive District Improvement Plan

Edmonson County

Strategy1:

Professional Learning - Professional learning committees will align curriculum to KCAS and develop common formative assessments to inform instruction and identify students for intervention.

Category:

Research Cited:

Activity - Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will develop common formative assessments that will inform instruction and identify students for intervention	Professional Learning	08/01/2012	05/31/2017	\$0 - No Funding Required	Teachers, Counselor, Principal

Activity - Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff collaborate in professional learning communities to develop curriculum maps and high quality lesson plans to align curriculum to KCAS	Professional Learning	08/01/2012	05/31/2017	\$0 - No Funding Required	Teachers, Counselor, Principal

Goal 2:

All Principals, Teachers and Other Professionals will participate in the Professional Growth and Effectiveness System.

Measurable Objective 1:

demonstrate a proficiency in the understanding and implementation of the Danielson Framework by 05/19/2017 as measured by Teacher participation and rating in TPGES.

Strategy1:

PGES Training - Teachers will develop an understanding of the criteria for each domain of the Danielson Framework. Additionally teachers will receive peer observation training to help with their understanding.

Category: Teacher PGES

Research Cited: Danielson Framework for Teaching

Activity - Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will understand and implement the criteria for success in the four domains of the Danielson Framework.	Professional Learning	08/01/2014	05/19/2017	\$0 - No Funding Required	Certified Staff, Building Administrators, District Administrators

Strategy2:

Professional Development - Each certified staff member must have 24 hours of professional learning. The district mandates 6 hours for data disaggregation. The other 18 hours is based upon each school's needs, including Professional Growth needs based on PGES.

Category: Professional Learning & Support

Research Cited:

Comprehensive District Improvement Plan

Edmonson County

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each certified staff member must have 24 hours of professional learning. The district mandates 6 hours for data disaggregation. The other 18 hours is based upon each school's needs, including Professional Growth needs based on PGES. Each school turns in a PD plan to the district outlining their professional learning plans for the year.	Professional Learning	08/05/2015	05/19/2017	\$15151 - District Funding	Administrators All certified staff

Goal 3:

Reduce barriers to equitable access for quality teachers in the Edmonson County School District.

Measurable Objective 1:

collaborate to ensure that Edmonson County School District has quality teachers by 05/19/2017 as measured by PGES data and Teacher Turnover Data.

Strategy1:

Encourage teachers to participate in National Board Certification - District will send information to staff about learning opportunities around becoming NBC.

Category: Professional Learning & Support

Research Cited:

Activity - National Board Certification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Encourage staff to participate in National Board Certification by having NBC teachers recognized at opening day, recognizing them on a plaque at the central office, and providing learning opportunities around National Board Certification offered by GRREC.	Professional Learning	08/03/2016	05/19/2017	\$0 - No Funding Required	Principals, Teachers, Instructional Supervisor

Strategy2:

New Teacher Mentoring Program - New teachers will be mentored at the school and district level to ensure that they fully understand the Danielson Framework and are supported in the many facts of becoming a new teacher. Topics will include, but are not limited to: classroom management, classroom discipline, instructional strategies, assessment practices, communication, and other topics deemed necessary by new teachers.

Category: Professional Learning & Support

Research Cited:

Comprehensive District Improvement Plan

Edmonson County

Activity - KTIP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
First year teachers will participate in KTIP through Western Kentucky University.	Academic Support Program Recruitment and Retention Professional Learning Behavioral Support Program	08/03/2016	05/19/2017	\$0 - No Funding Required	Principal, Resource Teacher, University Supervisor

Activity - New Teacher Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
New teachers will meet with Instructional Supervisor quarterly to "check in" and discuss areas of concern.	Academic Support Program Recruitment and Retention Professional Learning Career Preparation/Orientation Behavioral Support Program	08/03/2016	05/19/2017	\$0 - No Funding Required	New Teachers, Instructional Supervisor

Goal 4:

Provide meaningful professional learning for all teachers.

Measurable Objective 1:

collaborate to provide meaningful professional learning by 05/20/2016 as measured by Val-Ed Survey Results.

Strategy1:

Professional Development - Each school will provide 24 hours of PD to each certified staff members throughout the year. Each school will develop a professional development plan that is aligned to their CSIP to guide the professional learning that will take place throughout the year.

Category: Professional Learning & Support

Research Cited:

Activity - Professional Learning Needs Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Schools will conduct a professional learning needs assessment based on PGES data to better tailor their PD plan and offerings to topics necessary to improve teacher effectiveness.	Professional Learning Recruitment and Retention	08/05/2015	05/19/2017	\$0 - No Funding Required	Principal, Counselor, Curriculum Coordinators, Teachers

Comprehensive District Improvement Plan

Edmonson County

Activity - Teacher Training from GRREC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Schools will utilize Green River Regional Education Cooperative to provide training to teachers.	Academic Support Program Professional Learning Behavioral Support Program Recruitment and Retention	08/03/2015	05/19/2017	\$0 - No Funding Required	Principals, Counselors, Curriculum Coordinators, Teachers

Goal 5:

Increase the number of students scoring College and/or Career Ready to 79.7% by 2017.

Measurable Objective 1:

collaborate to increase the percentage of students being College and/or Career Ready to 79.7% by 05/19/2017 as measured by School Report Card.

Strategy1:

Career Readiness Pathways - Middle school teachers and counselors and high school counselors will recommend CTE courses aligned with career interests.

Category: Career Readiness Pathways

Research Cited:

Activity - Career Pathways	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Middle school teachers and counselors and high school counselors will collaborate and use ILPs to aid students in registering in CTE courses that are aligned with their career interests.	Academic Support Program Career Preparation/Orientation	01/04/2016	05/19/2017	\$0 - No Funding Required	MS Teachers MS Counselor HS Counselors

Activity - School/Job Placement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Auto mechanics and Welding teachers move students into technical school or directly into a job.	Career Preparation/Orientation	01/04/2016	05/19/2017	\$0 - No Funding Required	HS Welding Teacher HS Auto Teacher

Activity - Program Completion Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor students enrolled in a career pathway and ensure they become preparatory and then complete KOSSA Technical Program or become Industry Certified.	Academic Support Program Career Preparation/Orientation	08/05/2015	05/19/2017	\$0 - No Funding Required	HS Administrators HS Counselors HS Vocational Teachers

Comprehensive District Improvement Plan

Edmonson County

Activity - Advisor/Advisee Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Middle School teachers meet with 8th grade students twice yearly to complete college/career readiness activities supplied by the school counselor. During the first meeting, advisors/advisees complete college preparedness activities such as career exploration, post-secondary costs, linking careers to education, etc. During the second meeting, the high school curriculum and 9th grade registration are reviewed/discussed. Through the Career Exploration class required for all 8th graded students, ILPs are monitored and discussed in preparation for choosing a high school Career Pathway.</p>	<p>Academic Support Program Career Preparation/Orientation</p>	<p>08/05/2015</p>	<p>05/19/2017</p>	<p>\$0 - No Funding Required</p>	<p>MS Faculty and Staff</p>

Executive Summary

Introduction

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

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

Description of the School System

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

The Edmonson County School District is located in rural South Central Kentucky. Edmonson County has 1,981 students enrolled in preschool through 12th grades served by 140 teachers and school administrators. There are five schools within the district: Two preschool-4th grade elementary schools, one 5/6 center, one middle school, and one high school. The district has 62% of the students qualifying for free/reduced lunch, 13% of the students receive Special Education services, and 22% of students are identified as Gifted and Talented.

Edmonson County is a very tight-knit community. Most people who live in the county are third, fourth, fifth, and even sixth generation families; ties run deep in this area. Because of that, most parents and families are supportive of the school system. The county rallies together in times of trouble and believes it "takes a village" to raise children.

The Edmonson County School District does face its challenges. Almost a third of Edmonson County is comprised of Mammoth Cave National Park which reduces the tax base for local revenue. The Edmonson County School District is the largest employer of the community, followed by two local banks, and some other small locally-owned businesses. The county also lacks a variety of industry which again keeps the tax base for local revenue low. The majority of Edmonson County's working class must commute to nearby larger cities such as Bowling Green, Glasgow, and even Louisville. The unemployment rate is currently at 6%. The number of students graduating from Edmonson County has increased each year for the last four years and is currently at 43.4%, however, 35% of students enter the work force immediately from high school because they are unable to afford post-secondary education or fail to see its value. Despite these challenges, the community is very supportive of the Edmonson County School District.

System's Purpose

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

Our Children, Our Future

The Edmonson County School District accepts the responsibility to provide meaningful learning experiences that will enable all students to reach high levels of academic and non-academic performance, demonstrate positive social/emotional growth, and become productive members of our society.

There has been a push in the district to move students toward College and Career Readiness. This is starting in elementary school with college or post-secondary education becoming an expectation for all students. The mindset continues through middle school and high school where 77% of students are college and/or career ready. The goal of the district is for all students to be college and/or career ready before graduating from Edmonson County.

The district also strives to maintain positive and open communication with all stakeholders. This is done through personal phone calls, newsletters, One Call system calls, print and social media. Parents can never be too informed on their child's education, and open communication is critical to the success of Edmonson County students.

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.

Overall, the Edmonson County School District improved from 69.3 (proficient) to 74.5 and was labeled as a distinguished school district for the first time ever. Edmonson County did rank 34th of 173 school districts in Kentucky. Edmonson County Schools compared very well with area school districts. Warren was 79th, Barren was 68th, Grayson was 61st, Hart County was 113th, and Butler was 162nd.

Local schools scored well also. Edmonson County High School scored Distinguished and ranked 38th of 229 high schools in the state. Edmonson County Middle School was Proficient and ranked 136th out of 326 Middle Schools in the state. Edmonson County 5/6 Center scored Distinguished and captured the "School of Distinction" title. They are ranked 46th in the state among 326 middle schools. Kyrock Elementary School was a Distinguished school, ranking 227th of 709. Lastly, South Edmonson Elementary scored Needs Improvement and was 505th out of 709 elementary schools.

Continued areas of improvement include: personalized professional development, decreasing the number of novice students, increasing the percentage of students scoring at proficient and distinguished, closing the achievement gap for students with disabilities, and college and/or career readiness for all.

Additional Information

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

While the Edmonson County School District believes that academic achievement is of great importance, it also realizes that classroom achievement is not the only mark of success. In addition to educating students academically, the district believes in educating the whole child. This comes in various forms in the Edmonson County School District. South Edmonson Elementary is a Leader in Me school and uses the leadership platform to teach students to be in charge of themselves and apply the 7 habits to all aspects of their lives. All schools offer extracurricular activities to students including various clubs, art/drama opportunities, community service opportunities, and team sports opportunities. These life lessons reach far beyond the school setting and have as great an impact on students as those lessons learned in the classroom.

During the coming years, Edmonson County will continue to have high expectations for faculty, staff, and students. We will continue to look for ways to improve instruction utilizing characteristics of highly effective teaching and learning. Additionally, we will strive to meet the needs of all learners and ensure that our students are college and/or career ready.