Comprehensive District Improvement Plan

Garrard County

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Introduction

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

Needs Assessment: http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf
Goals: http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf
Objectives: http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf
Strategies: http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf
Activities: http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf
Executive Summary: http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf

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

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Phase I - Equitable Access to Effective Educators District Diagnostic

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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

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Equitable Access to Effective Educators - District

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

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.

Trends and note-worthy points in the data from data analysis indicate the following:

* The district has 77% of its teachers with a master's degree or beyond.

* 5 principals or assistant principals have 0-3 years of experience.

* Over 83.7% of our teachers have more than 4 years of experience.

* As a trend we do not teachers teaching out of field.

* Only 7% of our teachers were KTIP or beginning teachers.

* The district has 13.5% of students have been identified as "students with disabilities".

* 2% of our students are English Language Learners across the district.

* 59.4 % of our students receive Free and Reduced meals.

* 10% of our students are minority students.

* Our total district enrollment is 2533 , not including preschool students.

* Our total number of teachers is 173.

Perceptions:

Because of the high number of teachers with 4 or more years of experience and their equitable distribution across the district, a high percentage of our gap students have access to experienced teachers.

We have a low percentage of ELL students.

The number of young administrators in our district indicates our desire to grow educational leaders.

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.

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Barriers/Challenges

1. All gap targets are not met.

The root causes are the following:

* high percentage of free and reduced lunch students and high percentage of disability students.

* need for teacher training in RtI for intensive students.

Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	Complete the District Equity Goals tab for this diagnostic. Include at least one other self-selected indicator for consideration. *Self-selected data could come from a variety of sources. It should be relevant to the needs of the district. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data; TELL results; turnover data. **The district should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:	I acknowledge that I have uploaded the District Equity Goals Data.		District Equity Goals 2017

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:

Increase the percentage of students who are college- and career-ready from 84.5 % in 2016 to 88.5 % by 2020.

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Measurable Objective 1:

collaborate to increase the percentage of Garrard County High School students CCR to 85.5% by 06/15/2017 as measured by the Unbridled Learning Formula.

Strategy1:

Academic and Career Advising - Teachers will collaborate with community members to mentor and advise students individually toward achieving academic and career goals.

Category: Career Readiness Pathways

Research Cited:

Activity - Comprehensive Advising Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A comprehensive advising program will aid students in becoming College and Career ready. This will include activities funded by the GEAR Up grant and the YCC grant. (i.e.- advising sessions, Advising Toolkit, collaboration with other agencies and the community) School administrators and other staff members will review academic assessment data and behavioral data as well as ILP data to determine areas of need for students in the areas of college and career readiness advising. Monitoring of the bonus point calculation for college and career readiness will be done at the district and school level.	Academic Support Program	08/01/2016	06/15/2017	$310000 - Grant Funds	District Assessment Coordinator working with School Couselors, Principals, Teachers

Goal 2:

Increase the average combined reading and math K-Prep scores for elementary from 48.7 in 2015-16 to 67.8 in 2018, for middle school from 44.6 in 2016 to 65.7 in 2018, and high school from 51.3 in 2016 to 65.6 in 2018.

Measurable Objective 1:

demonstrate a proficiency - Garrard Elementary Schools/Middle School will increase the averaged combined reading and math scores to 60% by 09/23/2016 as measured by K-prep.

Strategy1:

Curriculum Alignment, Assessment - The curriculum will be further aligned to increase student proficiency. Formative assessment will be applied at all levels to ensure that teachers know students' learning needs.

Category: Continuous Improvement

Research Cited:

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Activity - New Teacher Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Newly hired Garrard County teachers will be supported through a New Teacher Orientation professional learning session at the beginning of the year and at the school level throughout the year.	Professional Learning	08/01/2016	06/15/2017	$3000 - Title II Part A	Superintendent, District Office Support Staff, Principals

Strategy2:

Math/Reading Proficiency - Literacy strategies will be applied in all subject areas to ensure learning at high levels through reading, writing, listening, speaking and observing. Math strategies will be implemented to ensure mastery of math concepts at all levels.

Category: Continuous Improvement

Research Cited:

Activity - Leadership PLC's	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District personnel will meet as a Professional Learning Community. This will include the District Administrative Leadership Team, the District Instructional Leadership Team and an annual retreat. These groups will meet to foster leadership skills that will promote academic proficiency. Each school will conduct PLC Leadership meetings on a regular basis to build capacity for leadership at the school level. District and school personnel will meet in PLC's to revise curriculum and assessments, adjust instructional strategies and analyze student work.	Professional Learning	08/01/2016	06/15/2017	$8000 - Title II Part A	Superintendent, District Leadership Team, School Leadership teams, teachers

Activity - Big Rock: Instructional Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to train principals and teachers to implement instructional strategies (Rutherford, Kagan, Abell/Atherton etc.) as recommended by the 2014 AdvancEd Accreditation Report.	Direct Instruction	08/01/2016	06/15/2017	$18000 - Title II Part A $18000 - IDEA	Superintendent, Assistant Superintendent, District Support Staff, Principals, Teachers

Activity - Walkthroughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Walkthroughs will be conducted regularly in all schools and will involve school and central office personnel. The district short walkthrough (Ewalk)will be used to monitor the district non-negotiables. Additional walkthroughs will be used to focus on specific areas such as PBIS. Ewalk data will be shared and monitored at Instructional Leadership meetings and on Data Day.	Academic Support Program	08/01/2016	06/15/2017	$1300 - Title II Part A	Superintendent, District Office Support Staff, Principals, Teachers

Activity - Content PLC's	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content teachers will meet in PLC's to review assessment results, align curriculum, analyze data and share successful teaching strategies. They will utilize PSDA forms and Grade Cam for recording and sharing data.	Professional Learning	08/01/2016	06/15/2017	$0 - No Funding Required	Principals, District Support Staff, teachers, content cadre participants

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Strategy3:

School Readiness - Students will have the resources needed to be ready for school.

Category: Continuous Improvement

Research Cited:

Activity - Teacher leaders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher leaders will particpate in the Early Learning Leadership Network and implement strategies for K-3 student learning outcomes.	Professional Learning	08/01/2016	06/15/2017	$0 - State Funds	Preschool teachers, kindergarten teachers, Principals, Preschool Coordinator

Strategy4:

Cultural Expectations - The school/district culture will be improved to be optimally conducive to student achievement.

Category: Stakeholder Engagement

Research Cited:

Activity - Shared vision/purpose	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school system will use all available means to share the vision and purpose statements. The GC icons will be placed on letterhead, meeting agendas and notices, and letters to parents/community members to promote the unified vision of Garrard County schools.	Community Engagement	08/01/2016	06/15/2017	$0 - No Funding Required	District Support Staff, Principals, Teachers, all staff

Activity - TELL survey results	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will analyze the results of the TELL survey to maintain and improve working conditions.	Other	08/01/2016	06/15/2017	$0 - No Funding Required	Teachers, Principals, District Support Staff, Superintendent

Activity - Positive Contacts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will complete positive home contacts and document through Infinite Campus at least once each semester.	Other	08/01/2016	06/15/2017	$0 - No Funding Required	teachers, principals, counselors

Goal 3:

Increase the combined reading and math proficiency ratings for all students in the non-duplicated gap group from 40.6 (elementary) to 64.1 in 2018, from 37.3 (middle) to 60.8 in 2018, and from 43 (high) to 59.6 in 2018.

Measurable Objective 1:

collaborate to increase by an average of 11.7% the percentage of non-duplicated gap students scoring at proficiency in each school by 06/15/2018 as measured by the Unbridled Learning Gap calculation..

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Strategy1:

Best Practice - Best practice activities will be identified and implemented based on research-based, proven educational practices.

Category: Continuous Improvement

Research Cited:

Activity - Analyze achievement gap data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Achievement gap data by student groups, relative to state (KPREP/ACT), district (MAP) and school assessments will be monitored and analyzed at least 3 times a year during Data Days to provide guidance in implementing instructional practices, scheduling, and personnel decisions.	Academic Support Program	08/01/2016	06/15/2017	$0 - No Funding Required	Central Office staff, School Leadership Teams, District Leadership Team

Activity - Equitable Distribution	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be equitably distributed throughout the district to ensure that all students are college and career ready. The district will assure that poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers.	Policy and Process	08/01/2016	06/15/2017	$0 - No Funding Required	Superintendent, District staff, Principals

Goal 4:

To reduce the percentage of novice students in Reading: elementary 21.2 to 10.6, middle school: 26.8 to 13.4, high school: 33.3 to 16.7

Measurable Objective 1:

50% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult, Ungraded and All grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency by improving out of the novice category in Reading by 06/15/2020 as measured by KPREP scores.

Strategy1:

Novice Reduction Coaching - We will utilize the expertise of a Novice Reduction coach at one elementary school. The information shared with that school will be communicated to all schools to help reduce district-wide novice percentages.

Category: Continuous Improvement

Research Cited:

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Activity - Novice Reduction Coaching Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The strategies identified by the Novice Reduction Coach at Lancaster Elementary School will be shared with all schools in the district.	Academic Support Program	08/01/2016	06/15/2017	$0 - No Funding Required	Assistant Superintendent, Superintendent, Principals, Novice Reduction Coach

Activity - Serving Novice Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Novice students will be monitored after each administration of MAP, KPREP, formative assessments, Easy CBM, and other pertinent assessments. They will be served as needed through the following programs (daytime ESS, Title I, AmeriCorps, Migrant, Title III, GEAR UP , volunteer tutors and mentors, special education, and RTI services).	Academic Support Program	08/01/2016	06/15/2017	$0 - No Funding Required	Principals, central office support staff, and teachers

Activity - Monitoring Novice Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Novice students will be identified through use of the Persistence to Graduation tool, RTI meetings, KPREP data analysis, and classroom formative assessment	Academic Support Program	08/01/2016	06/15/2017	$0 - No Funding Required	Principals, district support staff, teachers

Activity - Removing Barriers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaboration between school and community will lead to utilization of resources to remove barriers for novice students. (Family Resource Center, Youth Service Center, Migrant, Garrard County Health Department, GECCO, Family Court, Cooperative Parish, Garrard UK Extension Office, Garrard Library, and Child Protective Services, Garrard Sheriff Office and others.	Academic Support Program	08/01/2016	06/15/2017	$0 - No Funding Required	Community agencies listed, school support personnel, principals

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Phase I - GAP Target Assurance

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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.

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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	These schools failed to meet delivery targets for gap populations for 2 consecutive years. Camp Dick Robinson Elementary and Lancaster Elementary School failed to meet targets for gap populations in Combined Reading and Math, Reading and Math for the past 2 consecutive years. Paint Lick Elementary School failed to meet gap delivery targets in Reading for the past two consecutive years. Garrard Middle School and Garrard County High School failed to meet gap delivery targets in Combined Reading and Math , and Math for the past two consecutive years.	

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Phase I - Needs Assessment

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Introduction

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

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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?

Data was analyzed by district and school administrators, school councils and staff members prior to the District Comprehensive Planning Meeting on October 27, 2016. Data sources used to make improvement decisions include the following: The AdvancED Review Team Report from the 2014 District Re-accreditation, the District Report Card, KPREP scores, EPAS data, End of Course data, parent/ staff/student surveys, previous CDIP. Unbridled Learning accountability data as well as other sources of non-cognitive data (i.e. discipline data, attendance data). Each school's Data Day at which KPREP data was analyzed was held in the fall of 2016. Schools used a level specific district-designed protocol for data analysis of 2016 state accountability data. The CDIP contained in this report was built from a majority of the goals, objectives, strategies and activities from the previous plan due to a continuation of the district's purpose.
By gathering and thoroughly analyzing this data, the following questions and answers have been determined for the school district:
1. What does the data tell us? The district's overall score in 2015-16 was 70.0 and we are classified as a Proficient district.
Our schools' scores reflected the following gains and/or losses from the previous year:
Camp Dick Robinson- 2015=65.5, 2016= 75.1 (+9.6)
Lancaster Elementary- 2015= 51.6, 2016= 69.0 (+17.4)
Paint Lick Elementary- 2015= 79.0, 2016= 75.0 (-4.0)
Garrard Middle School- 2015=61.7, 2016= 58.1 (-3.6)
Garrard High School- 2015=76.5, 2016 = 77.1 (+3.0)

Overall results by content areas:
Garrard County High School
Reading: 60.2 down from 60.9 in 2015 (0.7 growth) (-1.2 below the state)
Math: 64.5 up from 56.2 in 2015 (+8.3 growth) (3.9 above the state) Algebra II EOC P/D scores jumped 16 %.
Science: 62.4 up from 54.3 in 2015 (+8.1 growth) (+3.4 above the state)
Social Studies: 73.4 up from 66.6 in 2015 (+5.1 growth) (+5.1 above the state)
Writing: 64.9 up from 64.3 in 2015 (+0.6 growth) (-1.3 below the state)
Language Mechanics 57.7 down from 62.8 in 2015 (-5.1 growth) (-6.6 below the state)

The non-duplicated gap group was above the state in all areas except Language Mechanics. However, their writing score was only +1.8 above the state. Novice reduction goals were met at a 100% rate in reading free and reduced, reading gap group. Zero percent of students in math met the novice reduction target. College and Career Readiness was +16.5 above the state.
The high school is distinguished and progressing as well as a high progress school. The average ACT score was 19 which is the highest in school history.

Garrard Middle School results by content:
Reading: 60.8 down from 67.1 in 2015 (-6.3 growth) (-6.2 below the state)
Math 61.9 up from 59.6 in 2015 (+2.3 growth) (-3.4 below the state)
Science: not assessed
Social Studies: 77.7 down from 82.9 in 2015 (-5.2 growth) (-0.7 below the state)
Writing 56.7 up from 56.4 in 2015 (+0.3 growth) (-6.7 below the state)

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Language Mechanics: 47.5 down from 61.3 in 2015 (-13.8 growth) (-7.2 below the state)

Non-duplicated gap scores at GMS were below the state in everything except Social Studies. Garrard Middle School scored 0 points for novice reduction. GMS student growth is below the state average in categorical growth and student growth percentile for reading and math.

CDR results by content areas:
Reading: 66.2 down from 68.4 in 2015 (-2.2 growth) (-1.8 below the state)
Math 64.4 down from 66.2 in 2015 (-1.8 growth) (-3.6 below the state)
Science - not assessed
Social Studies: 73.7 down from 89.1 in 2015 (15.4 growth) (-0.1 below the state)
Writing: 73.0 up from 65.2 (7.8 growth) (+11.2 above the state)
Language Mechanics 68.4 down from 76.6 in 2015 (-8.2 growth) (-0.5 below the state)

CDR Non- duplicated gap groups were below the state in all subjects except writing and language mechanics. The school received all novice reduction points in reading free and reduced and reading disability students. This was also true for the math free and reduced students. The school is designated distinguished, high performing and progressing. The total score is the highest in school history.

Lancaster Elementary School overall content scores were as follows:
Reading: 56.5 up from 51.0 in 2015 (+5.5 growth) (-11.5 below the state)
Math 62.6 up from 54.2 in 2015 (+8.4 growth) (-5.4 below the state)
Science : not assessed
Social Studies: 68.8 up from 56.8 in 2015 (+12.0 growth) (-5.0 below the state)
Writing: 54.0 up from 44.9 in 2015 (+9.1 growth) (-7.8 below the state)
Language Mechanics: 50.6 down from 55.1 in 2015 (-4.5 growth) (-18.3 below the state)

Non duplicated gap student scored below the state in all subjects assessed. LES novice reduction targets were met at 100% in all subjects except math disability. The school is designated as proficient, progressing and high progress. The school's progress was 31st out of over 700 elementary schools.

Paint Lick Elementary School overall results by content:
Reading: 83.9 up from 79.3 in 2015 (+4.6 growth) (+15.9 above state)
Math: 67.9 up from 66.4 in 2015 (+1.5 growth) (-0.1 below the state)
Science: not assessed
Social Studies: 100.0 from 100.0 in 2015 +26.2 above the state
Writing: 65.3 down from 71.5 in 2015 (-6.2 growth) (+3.5 above the state)
Language Mechanics 100.0 up from 94.9 in 2015 (+5.1 growth) (+31.1 above the state)

Non Duplicated gap scores were above the state in all content areas except math. PLE novice reduction was 33.3% average in reading and 100% average in math. PLE is a distinguished school with an overall reading and social studies score well above the state. (reading is 15.9 above the state and social studies is 26.2 above the state).

2. What does the data not tell us?
Students, parents, and staff members were surveyed in the Spring of 2014 using AdvancED surveys, but we do not have data from our

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community business people, landowners, and senior citizens who have no children in school. Also, the TELL survey was not given in 2016, so we have no recent data from that. Science data is not available in the state of Kentucky for elementary and middle schools because the science assessment is being re-designed.

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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 following are areas of strength based on the most recent KPREP data.

Garrard County is a Proficient district scoring 67.0 in 2015 and increasing to 70.0 in 2016. This was just .5 points away from being designated as a Distinguished district. Three out of five schools exhibited growth over last year. (Camp Dick Robinson, Lancaster Elementary, and Garrard County High School. Social studies improved at the high school level, and was at 100% for the second year in a row at Paint Lick Elementary. Non duplicated gap scores at the high school level were above the state in all but language mechanics. College and career readiness is well above the state average by 16.5 points including bonus points. The ACT score of 19 is the highest in district history. All elementary schools reduced novice students.

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Opportunities for Improvement

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

The following are areas for improvement based on the most recent KPREP data.

Elementary school reading - 4.7 below the state

Elementary school math - 5.8 below the state

Middle school reading- 7.1 below the state

Middle school math - 6.1 below the state

Elementary school writing - 1.3 below the state

Middle school writing- 9.1 below the state

High school writing - 1.4 below the state

Middle school language mechanics - 5.1 below the state

High school language mechanics- 11.2 below the state

ACT - below the state in all areas

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Oversight and Monitoring

Describe your processes and interventions for monitoring continuous improvement.

As a district, we have weekly Instructional Leadership Team (ILT) Professional Learning Community (PLC) meetings. These meetings have a laser-focus on curriculum, instruction, and assessment. Coaching techniques and instructional strategies are modeled and discussed. School leaders are asked to take these techniques and strategies back to their buildings and use them to improve instruction. There are scheduled times during which school leaders share progress and report about the level of implementation occurring at their schools. Also, the district walkthrough template has specific items that look for instructional strategies that are a district focus, e.g., clear learning goals, congruency, and overt responses. Walkthrough data will be compiled at the school and district level and analyzed to identify areas of strength and need. Schools are having regular ILT meetings at their schools which are often attended by district leadership.
KPREP and EOC data was analyzed by the district and individual schools in October, 2016. The data, along with recommendations from our 2014 accreditation report, was used to identify our "big rock" areas for improvement for the district and individual schools. For each identified big rock, 30-day, 60-day, and 90-day plans have been developed to identify how success will be defined and specific activities for improvement. Further, specific action strategies have been identified along with target dates and responsible parties. These plans reviewed regularly and color-coded to indicate levels of implementation. We will have additional data days in December 2016 and March 2017 to analyze current non-cognitive and assessment data to make mid-course corrections.
Finally, oversight and monitoring of teacher and principal effectiveness are occurring through the implementation of the Professional Growth and Effectiveness System (PGES).

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Conclusion

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

Continue to implement and monitor K-12 writing plan

Continue use of 30-60-90 day plans

Continue to model and implement Rutherford coaching strategies

Continue to study Rutherford Artisan Teacher themes

Model and implement engagement strategies

Further develop PLCs

Improve co-teaching

Continue to improve the RtI plan at each school

Monitor instruction and non-negotiables with walkthroughs

Use Data Days to gauge our success

Implement the District Strategic Plan

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Plan for Comprehensive District Improvement Plan 2017

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Overview

Plan Name

Plan for Comprehensive District Improvement Plan 2017

Plan Description

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Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the percentage of students who are college- and career-ready from 84.5 % in 2016 to 88.5 % by 2020.	Objectives: 1 Strategies: 3 Activities: 18	Organizational	$338000
2	Increase the average combined reading and math K-Prep scores for elementary from 48.7 in 2015-16 to 67.8 in 2018, for middle school from 44.6 in 2016 to 65.7 in 2018, and high school from 51.3 in 2016 to 65.6 in 2018.	Objectives: 1 Strategies: 5 Activities: 26	Organizational	$232800
3	Increase the combined reading and math proficiency ratings for all students in the non-duplicated gap group from 40.6 (elementary) to 64.1 in 2018, from 37.3 (middle) to 60.8 in 2018, and from 43 (high) to 59.6 in 2018.	Objectives: 1 Strategies: 3 Activities: 15	Organizational	$1069540
4	Increase the 5-year cohort graduation rate from 91.9% in 2016 to 98% by 2024.	Objectives: 1 Strategies: 2 Activities: 7	Organizational	$2500
5	To reduce the percentage of novice students in Reading: elementary 21.2 to 10.6, middle school: 26.8 to 13.4, high school: 33.3 to 16.7	Objectives: 1 Strategies: 1 Activities: 4	Academic	$0

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Goal 1: Increase the percentage of students who are college- and career-ready from 84.5 % in 2016 to 88.5 % by 2020.

Measurable Objective 1:

collaborate to increase the percentage of Garrard County High School students CCR to 85.5% by 06/15/2017 as measured by the Unbridled Learning Formula.

Strategy 1:

Alignment/Intervention - Curriculum, instruction, assessment and interventions will be aligned to college and career readiness standards.

Category: Continuous Improvement

Research Cited: Research indicates: The more intervention students receive, the more likely they will be to pass the course for which they are receiving intervention. Allen and Feyl Chavkin.2004.

Activity - ACT practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide ACT practice to increase the success rate on ACT. Review data, track students who do not meet benchmarks to provide targeted interventions. Schools: Garrard County High School	Academic Support Program	08/01/2016	06/15/2017	$3000	Grant Funds	District Assessment Coordinator, High School Principal, High School Counselors, Middle School Principal, Middle School Counselor

Activity - Alignment to CCR standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During curriculum alignment meetings and PLC's, CCR standards will be reviewed and the curriculum will be monitored to ensure coverage of all standards in each subject area at all grade levels. Assessment and instruction will be congruent to CCR standards. Schools: Garrard County High School, Garrard Middle School	Academic Support Program	08/01/2016	06/15/2017	$0	No Funding Required	Teachers, Principals, District Support Staff

Activity - Work Keys, ASVAB practice and remediation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify and implement remediation strategies for students not meeting ASVAB and Work Keys benchmarks. Schools: Garrard County High School	Career Preparation/Orientation	08/01/2016	06/15/2017	$0	No Funding Required	ATC staff, Counselors, Principals, Teachers

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Activity - Data Walls/Data Notebooks/Data Folders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Individual student performance on KPREP, ACT, MAP, Practice ACT and other applicable assessments will be tracked using data cards, data notebooks and/or data walls. MAP data will be tracked during district data days (2-3 times per year) Schools: All Schools	Academic Support Program	08/01/2016	06/15/2017	$0	No Funding Required	District support staff, school counselors, principals, teachers

Activity - Strategic Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district has developed a Strategic Plan containing the following 6 elements: Fiscal, Facilities, Support Services, Personnel, CIA (Curriculum, Instruction and Assessment), and Communication all geared toward goals that will help every student become college and career ready. This plan is shared with the entire community through the local newspaper and is used to guide discussion during planning meetings. Schools: All Schools	Other	08/01/2016	06/15/2017	$0	No Funding Required	School leadership team, Superintendent, Board Members

Strategy 2:

College/Career Readiness Pathways - Teachers will have more tools at their disposal to advise students as they become college and career ready.

Category: Career Readiness Pathways

Activity - Career Exploration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train teachers to better understand career options and offerings available to students. Encourage students to explore and be exposed to a myriad of career options through career fairs, career quest speakers, field trips, collaboration with community members, etc.) Schools: All Schools	Career Preparation/Orientation	08/01/2016	06/15/2017	$0	Other	Teachers, PD Coordinator, Principals, Counselors

Activity - Career Certifications	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize partnerships with the Area Technology Center, the community and industry to increase the career certification offerings available to Garrard County students. Students will practice Work Keys exam. Schools: Garrard County High School, Garrard Middle School	Career Preparation/Orientation	08/01/2016	06/15/2017	$0	Other	Principals, Teachers, Counselors

Activity - Accelerated opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Allow for student acceleration according to individual needs through programs such as EKU NOW, Dual credit with EKU, Murray, KHAN Academy, and AdvanceKY, and BCTC Schools: Garrard County High School, Garrard Middle School	Academic Support Program	08/01/2016	06/15/2017	$20000	Title II Part A, School Council Funds, Title VI	Principals, District Support Staff, Teachers, Counselors

Activity - Aligning career curriculum and assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Refine and revise curriculum and formative assessments to align with KOSSA, Work Keys, and Industry Certification assessments to increase levels of success prior to graduation. Schools: Garrard County High School	Career Preparation/Orientation	08/01/2016	06/15/2017	$0	No Funding Required	Teachers, Principals, District Support Staff, Counselors

Activity - Collaboration with Community	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school district will work with industry, businesses and other community resources including former graduates to provide real-life experiences that lead to college and career readiness ((job interviews, Reality Store, Transition Fair, resume building, field trips, guest speakers, high school coop program, CBWPT, Operation Preparation, College and Career Readiness Day in all schools. CCR opportunities will be shared with all stakeholders. Schools: All Schools	Career Preparation/Orientation	08/01/2016	06/15/2017	$0	No Funding Required	District Support Staff, Principals, Teachers, Counselors

Activity - Technology Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district technology plan will include utilization of digital resources that enhance students' ability to be college and career ready. The plan will include use of technology to explore careers, develop ILPs, promote digital citizenship and use current and innovative technology in order to be college and career ready. Schools: Garrard County High School, Garrard Middle School	Technology	08/01/2016	06/15/2017	$0	No Funding Required	Technology Coordinator, Technology Resource Teacher, Principals, Teachers

Activity - AP Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Commit to training teachers at the high school level through attendance at the AP Summer Institute and other AP trainings. Teachers will share this training with other high school staff members and middle school teachers at vertical alignment meetings during the school year. Schools: Garrard County High School, Garrard Middle School	Professional Learning	08/01/2016	06/15/2017	$5000	Title II Part A	Teachers, Principals, District Support Staff

Strategy 3:

Academic and Career Advising - Teachers will collaborate with community members to mentor and advise students individually toward achieving academic and career goals.

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Category: Career Readiness Pathways

Activity - Increased ILP usage	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide a dedicated time for middle school and high school students to obtain career information and explore career pathways via the ILP. Schools: Garrard County High School, Garrard Middle School	Career Preparation/Orientation	08/01/2016	06/15/2017	$0	No Funding Required	Counselors, Principals, District Support Staff, Teachers

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborate with school and community members to increase the career and college advisory capacity for 8th and 10th grade students. Provide training to community members prior to particpation in Operation Preparation. Schools: Garrard County High School, Garrard Middle School	Academic Support Program	08/01/2016	06/15/2017	$0	No Funding Required	Operation Preparation District Coordinators, Community Members, School Leadership, Community Education Director

Activity - Comprehensive Advising Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A comprehensive advising program will aid students in becoming College and Career ready. This will include activities funded by the GEAR Up grant and the YCC grant. (i.e.-advising sessions, Advising Toolkit, collaboration with other agencies and the community) School administrators and other staff members will review academic assessment data and behavioral data as well as ILP data to determine areas of need for students in the areas of college and career readiness advising. Monitoring of the bonus point calculation for college and career readiness will be done at the district and school level. Schools: All Schools	Academic Support Program	08/01/2016	06/15/2017	$310000	Grant Funds	District Assessment Coordinator working with School Couselors, Principals, Teachers

Activity - Scheduling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ensure intentional and focused scheduling process that communicates career clusters, pathways and majors. Track the most current data to determine individual student needs regarding college and career readiness. Tour the ATC beginning at middle school. Schools: Garrard County High School, Garrard Middle School	Career Preparation/Orientation	08/01/2016	06/15/2017	$0	No Funding Required	High school counselors, career advisors, and middle school counselors

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Activity - Soft skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide instruction and practice with experiences that lead to improvement in soft skills deemed important by employers. Schools: All Schools	Career Preparation/Orientation	08/01/2016	06/15/2017	$0	No Funding Required	Principals, teachers and counselors in partnership with business leaders

Activity - Work Ready Community	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school system will be a partner with community stakeholders and local government entities to continue to grow the Work Ready plan for Garrard County. Schools: All Schools	Career Preparation/Orientation	08/01/2016	06/15/2017	$0	No Funding Required	Work Ready committee members

Goal 2: Increase the average combined reading and math K-Prep scores for elementary from 48.7 in 2015-16 to 67.8 in 2018, for middle school from 44.6 in 2016 to 65.7 in 2018, and high school from 51.3 in 2016 to 65.6 in 2018.

Measurable Objective 1:

demonstrate a proficiency - Garrard Elementary Schools/Middle School will increase the averaged combined reading and math scores to 60% by 09/23/2016 as measured by K-prep.

Strategy 1:

Curriculum Alignment, Assessment - The curriculum will be further aligned to increase student proficiency. Formative assessment will be applied at all levels to ensure that teachers know students' learning needs.

Category: Continuous Improvement

Activity - Program reviews	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Complete program reviews in arts/humanities, practical living/career studies, writing, primary program (elementary schools) World Language and use the results to plan for continued school improvement. Inform staff of the expectations and procedures defined by the district External Review Process. Peer review process will be used to begin identifying and analyzing gaps in particular program areas to determine next steps for continuous improvement. Implement world language and global competency experiences at all grade levels. Share information from the program review audits with all schools. Record the Practical Living/Career Studies and the Arts and Humanities scores in ASSIST. Schools: All Schools	Academic Support Program	08/01/2016	06/15/2017	$0	No Funding Required	Principals, Program Review Coordinator, District Support Staff, Staff members at each school. Peer Review team

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
*Analyze curriculum and identify gaps using KCAS, Core Content, and ACT standards. *Utilize teacher teams to provide information gained from content networks to refine and revise curriculum. *Utilize instructional resources aligned to KAS, Core Content, and ACT. *Utilize research-based instructional activities with an emphasis on *STEM education and a more hands-on approach in science, research-based literacy strategies applies across the curriculum, writing across the curriculum, and a hands-on, real world application of math skills *Monitor implementation of refined aligned curriculum. *Meet in vertical alignment groups to discuss successful practices and further refine the curriculum. Schools: All Schools	Academic Support Program	08/01/2016	06/15/2017	$0	Other	District Office Staff, Professional Development Coordinator, Teachers, Principals

Activity - New Teacher Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Newly hired Garrard County teachers will be supported through a New Teacher Orientation professional learning session at the beginning of the year and at the school level throughout the year. Schools: All Schools	Professional Learning	08/01/2016	06/15/2017	$3000	Title II Part A	Superintendent, District Office Support Staff, Principals

Activity - Formative/Summative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will utilize formative/summative assessments to guide teaching/ensure proficiency. These will include common assessments, unit assessments, MAP, practice ACT assessments, newly developed science assessments and the use of rubrics to ensure that all students can produce proficient work. Each teacher will be required to administer some form of constructed response (ORQ, extended response, scrimmage short answer) a minimum of twice a month. Teachers will plan timed assessments to allow students to practice prior to taking timed accountability assessments. Schools: All Schools	Academic Support Program	08/01/2016	06/15/2017	$0	No Funding Required	District Support Staff, Principals, Teachers

Activity - MAP Interim Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize MAP as an interim assessment program to assess student progress and growth during the school year, using all available data to make instructional decisions that benefit all students. Schools: All Schools	Academic Support Program	08/01/2016	06/15/2017	$30000	District Funding	District Assessment Coordinator, Technology Coordinator, Principals, Teachers, District Curriculum Support Staff, Counselors

Activity - Student Growth	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will help schools implement more effective strategies to increase student growth (Rutherford, Kagan, contacting and/or visiting schools that have high student growth scores, and flexible grouping.) Schools: All Schools	Professional Learning	08/01/2016	06/15/2017	$500	Title II Part A	District Support Staff, Principals, Teachers, District Assessment Coordinator, Building Assessment Coordinators

Strategy 2:

Technology utilization - Technology will be utilized to its fullest extent to allow teachers and students to access and present pertinent information, interact with the curriculum, communicate to enhance learning.

Category: Learning Systems

Activity - Utilize CIITS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Provide CIITS training as needed. Utilize CIITS for PGES, assessment, creation and sharing of instructional resources, and analysis of data. Teachers and leaders will share effective uses of CIITS. CIITS usage will be monitored by the school leadership. School administrators will share Edivate resources with staff and utilize those as needed. Schools: All Schools	Academic Support Program	08/01/2016	06/15/2017	$17000	Grant Funds	CIITS Coordinator, Principals, Teachers, District Support Staff

Activity - Teacher technology utilization	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use technology to enhance learning beyond simply presenting material and will plan for increased student use of technology. The district will explore avenues to prepare for a one-to-one initiative when readiness criteria has been met. Schools: All Schools	Technology	08/01/2016	06/15/2017	$50000	KETS	Principals, Technology Director, Teachers

Activity - Student technology utilization	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have increased opportunities to be actively engaged with technology to improve learning. The district will explore avenues to prepare for a one-to-one initiative when readiness criteria has been met. Schools: All Schools	Technology	08/01/2016	06/15/2017	$0	No Funding Required	Principals, Teachers, Technology Director

Strategy 3:

Math/Reading Proficiency - Literacy strategies will be applied in all subject areas to ensure learning at high levels through reading, writing, listening, speaking and observing. Math strategies will be implemented to ensure mastery of math concepts at all levels.

Category: Continuous Improvement

Activity - Big Rock-Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to implement the comprehensive district writing/communication plan. Writing will be supported and monitored in all subject areas at all grade levels. On Demand writing will be measured and monitored through scrimmages and live scoring sessions. Students will receive concise and targeted feedback. Schools: All Schools	Academic Support Program	08/01/2016	06/15/2017	$0	No Funding Required	District and school literacy teams, Principals, teachers, SBDM councils

Activity - Math Curriculum, Instruction and Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Math teachers will analyze math curriculum for rigor and consistency to KAS. Teachers will review student MAP results (DesCartes continuum of learning) to identify individual instructional needs. Teacher teams will make instructional improvements based on data during PLC meetings. Schools: All Schools	Academic Support Program	08/01/2016	06/15/2017	$0	No Funding Required	District Support staff, District Math Team, teachers

Activity - Walkthroughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Walkthroughs will be conducted regularly in all schools and will involve school and central office personnel. The district short walkthrough (Ewalk)will be used to monitor the district non-negotiables. Additional walkthroughs will be used to focus on specific areas such as PBIS. Ewalk data will be shared and monitored at Instructional Leadership meetings and on Data Day. Schools: All Schools	Academic Support Program	08/01/2016	06/15/2017	$1300	Title II Part A	Superintendent, District Office Support Staff, Principals, Teachers

Activity - Leadership PLC's	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District personnel will meet as a Professional Learning Community. This will include the District Administrative Leadership Team, the District Instructional Leadership Team and an annual retreat. These groups will meet to foster leadership skills that will promote academic proficiency. Each school will conduct PLC Leadership meetings on a regular basis to build capacity for leadership at the school level. District and school personnel will meet in PLC's to revise curriculum and assessments, adjust instructional strategies and analyze student work. Schools: All Schools	Professional Learning	08/01/2016	06/15/2017	$8000	Title II Part A	Superintendent, District Leadership Team, School Leadership teams, teachers

Activity - Content PLC's	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Content teachers will meet in PLC's to review assessment results, align curriculum, analyze data and share successful teaching strategies. They will utilize PSDA forms and Grade Cam for recording and sharing data. Schools: All Schools	Professional Learning	08/01/2016	06/15/2017	$0	No Funding Required	Principals, District Support Staff, teachers, content cadre participants

Activity - Literacy-Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze district reading instruction for rigor and congruency to KAS. Collaborate to provide elementary commonality in reading materials. Emphasize technical/informational reading/writing at all levels. Schools: All Schools	Academic Support Program	08/01/2016	06/15/2017	$20000	State Funds	Teachers, Princpals, District Support Staff

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Activity - Student data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students at grades 3-12 will use individual student data to review their current level of performance and set goals for improvement. The district will review student data at least 2-3 times per year during Data Days to determine progress. Schools: All Schools	Academic Support Program	08/01/2016	06/15/2017	$1000	School Council Funds	Counselors, Principals, Teachers

Activity - Big Rock: Instructional Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to train principals and teachers to implement instructional strategies (Rutherford, Kagan, Abell/Atherton etc.) as recommended by the 2014 AdvancEd Accreditation Report. Schools: All Schools	Direct Instruction	08/01/2016	06/15/2017	$36000	Title II Part A, IDEA	Superintendent, Assistant Superintendent, District Support Staff, Principals, Teachers

Strategy 4:

School Readiness - Students will have the resources needed to be ready for school.

Category: Continuous Improvement

Activity - Early Childhood Readiness to Learn	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborate with early childhood providers (e.g, Preschool, Head Start, child care, First Steps, etc.), families and community members to ensure all children experience effective transitions to school entry. Schools: Camp Dick Robinson Elementary School, Paint Lick Elementary School, Lancaster Elementary School	Academic Support Program	08/01/2016	06/15/2017	$25000	Grant Funds	Preschool Coordinator, District Office staff, Teachers, Principals, Family Resource Center

Activity - Garrard Early Childhood Council Connection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborate with the Garrard Early Childhood Council, Family Resource Center, and teachers to gather transition data, disseminate the school readiness definition and communicate results from the school readiness screener to parents and the community. Schools: Camp Dick Robinson Elementary School, Paint Lick Elementary School, Lancaster Elementary School	Academic Support Program	08/01/2016	06/15/2017	$7000	Grant Funds	GECCO, Preschool Coordinator, Principals, District Office staff

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Activity - Kindergarten assessment results	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assess all kindergarten students at school entry with BRIGANCE and utilize results to make instructional decisions for individual kindergarten students. Schools: Camp Dick Robinson Elementary School, Paint Lick Elementary School, Lancaster Elementary School	Academic Support Program	08/01/2016	06/15/2017	$0	No Funding Required	Preschool Coordinator, Princpals, Garrard Early Childhood Council, Family Resource Center, Teachers

Activity - Meeting early learning student needs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze data from the kindergarten screener, multiple assessments, observations, and prior settings to create learning plans tailored to targeted kindergarten students' instructional needs. Schools: Camp Dick Robinson Elementary School, Paint Lick Elementary School, Lancaster Elementary School	Academic Support Program	08/01/2016	06/15/2017	$0	No Funding Required	Preschool and kindergarten teachers, Preschool Coordinator, Principals

Activity - Teacher leaders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher leaders will particpate in the Early Learning Leadership Network and implement strategies for K-3 student learning outcomes. Schools: Camp Dick Robinson Elementary School, Paint Lick Elementary School, Lancaster Elementary School	Professional Learning	08/01/2016	06/15/2017	$0	State Funds	Preschool teachers, kindergarten teachers, Principals, Preschool Coordinator

Strategy 5:

Cultural Expectations - The school/district culture will be improved to be optimally conducive to student achievement.

Category: Stakeholder Engagement

Activity - Shared vision/purpose	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school system will use all available means to share the vision and purpose statements. The GC icons will be placed on letterhead, meeting agendas and notices, and letters to parents/community members to promote the unified vision of Garrard County schools. Schools: All Schools	Community Engagement	08/01/2016	06/15/2017	$0	No Funding Required	District Support Staff, Principals, Teachers, all staff

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Activity - TELL survey results	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will analyze the results of the TELL survey to maintain and improve working conditions. Schools: All Schools	Other	08/01/2016	06/15/2017	$0	No Funding Required	Teachers, Principals, District Support Staff, Superintendent

Activity - Positive Contacts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will complete positive home contacts and document through Infinite Campus at least once each semester. Schools: All Schools	Other	08/01/2016	06/15/2017	$0	No Funding Required	teachers, principals, counselors

Activity - School Safety	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district safety committee will work to keep safety as a priority by doing the following: *identify needs from safety audits conducted by the KCSS at GMS and GCHS in 2015-16 and CDR and PLE in 2016-17. *conduct an annual tabletop exercise relating to school safety in conjunction with community first responders *participate in the community CSEPP exercise annually *Plan and conduct an active shooter exercise in conjunction with Kentucky State Police *Continue to upgrade the district Facilities Plan to improve the safety and atmosphere at each building. * Continue to fund a school safety officer Schools: All Schools	Other - School safety	08/01/2016	06/15/2017	$34000	Safe Schools, No Funding Required	School safety committee members, principals, superintendent, assistant superintendent, first responders

Goal 3: Increase the combined reading and math proficiency ratings for all students in the non-duplicated gap group from 40.6 (elementary) to 64.1 in 2018, from 37.3 (middle) to 60.8 in 2018, and from 43 (high) to 59.6 in 2018.

Measurable Objective 1:

collaborate to increase by an average of 11.7% the percentage of non-duplicated gap students scoring at proficiency in each school by 06/15/2018 as measured by the Unbridled Learning Gap calculation..

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Strategy 1:

Best Practice - Best practice activities will be identified and implemented based on research-based, proven educational practices.

Category: Continuous Improvement

Activity - Analyze achievement gap data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Achievement gap data by student groups, relative to state (KPREP/ACT), district (MAP) and school assessments will be monitored and analyzed at least 3 times a year during Data Days to provide guidance in implementing instructional practices, scheduling, and personnel decisions. Schools: All Schools	Academic Support Program	08/01/2016	06/15/2017	$0	No Funding Required	Central Office staff, School Leadership Teams, District Leadership Team

Activity - Response to Intervention review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RtI teams and teachers at each school will identify students by name (Name Them/Claim Them) to determine their individual learning needs and provide appropriate interventions to help them reach proficiency. Schools: All Schools	Academic Support Program	08/01/2016	06/15/2017	$0	Other	School RtI teams, Counselors, School Psychologists, District Administrators, Principals

Activity - District wide Positive Behavior Instructional Supports	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A district PBIS team will continue to train staff members and monitor the PBIS process in order to implement the program with fidelity and ensure an optimal learning environment. Schools: All Schools	Behavioral Support Program	08/01/2016	06/15/2017	$0	No Funding Required	Principals, teachers, PBIS team

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Professional Development (job embedded when possible) will include the following topics: *Technology * Mike Rutherford training for administrators *Co-Teaching in Content Areas *Kentucky Academic Standards *RTI refinement *Cultural Expectations/PBIS *Literacy in the Content Areas *Career Awareness, Advising and Exploration utilizing ILP *Kagan training *PDSA utilization during PLC's Schools: All Schools	Professional Learning	08/01/2016	06/15/2017	$5000	Title II Part A	Principals, Teacher, District and school staff, District PD Coordinator

Activity - Equitable Distribution	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be equitably distributed throughout the district to ensure that all students are college and career ready. The district will assure that poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers. Schools: All Schools	Policy and Process	08/01/2016	06/15/2017	$0	No Funding Required	Superintendent, District staff, Principals

Activity - Gifted and Talented Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will analyze the scores of GT students to monitor their progress and check for gaps as compared non GT students. Schools will design programs that meet the needs of their GT students with district support. Schools: All Schools	Academic Support Program	08/01/2016	06/15/2017	$39290	State Funds	GT Coordinator, All GT stalkeholders, Principals

Activity - Technology Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize technology interventions to support proficiency among students in the identified non-duplicated gap group (i.e. Study Island, social networking, Khan academcy, Compass Learning, tablet applications, Lexia, and Moby Max). Schools: All Schools	Technology	08/01/2016	06/15/2017	$41250	Title VI, Title I Part A, IDEA	principals, teachers, Title teachers, RTI teams

Strategy 2:

Parent Involvement - Parents will be included in multiple activities to involve them in the education of their children.

Category: Stakeholder Engagement

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Activity - Parents Involved to Help Close Gaps	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
*Utilize parent involvement opportunities to train parents on homework help, numeration, fluency and content standards. *Utilize data from parent surveys to develop Title I school and district parent involvement plans. *Design parent-friendly communications including newsletters, use of media, website and others. *FRCYS/Migrant parent involvement activities (Kindergarten readiness, Jump Start, Transition Nights, Back to School nights, etc.) Schools: All Schools	Parent Involvement	08/01/2016	06/15/2017	$6000	Title I Part A, Title I Part C	Central Office Adminstrators, Title I team, School leadership teams, Migrant staff

Activity - Contacts to at-risk students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Positive contacts, including home visits, conferences, calls, notes will be made by school/district staff to at-risk students and their guardians before the end of the first nine weeks. Schools: All Schools	Parent Involvement	08/01/2016	06/15/2017	$0	No Funding Required	Principal, Teachers, Counselors, FRYSC, Director of Pupil Personnel, Special Education Administrator

Activity - Parental Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will review grades bi-weekly and will make parental contact immediately if a student is failing to meet expectations. Schools: All Schools	Parent Involvement	08/01/2016	06/15/2017	$0	No Funding Required	Teachers, Principals, Counselors

Strategy 3:

Successful Transition - Activities to aid in the successful transition of students through the grade levels will help close achievement gaps.

Category: Continuous Improvement

Activity - Successful Transition Data Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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*Utilize the Persistence to Graduation Tool in Infinite Campus to identify gap/at-risk students who require intensive intervention and support. *In district/school leadership meetings, identify non-academic needs by looking at attendance, discipline, graduation data and other information that is pertinent to student success. Contact will be made with the adult advocate for each student. The district will assist schools to implement the Partnering Adults With Students (PAWS) program to personally intervene with these at-risk students. Schools: All Schools	Academic Support Program	08/01/2016	06/15/2017	$0	No Funding Required	Central Office Administrators, Principals, Counselors, Superintendent, Leadership team members at the district and school level

Activity - Support Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be supported by programs that provide interventions, resources, regular day and extended day academic tutoring (i.e. Daytime ESS, Americorps, GEAR UP, ROAR 21st Century, Title I, Migrant, and ELL, Reading Recovery, Math Recovery) Schools: All Schools	Academic Support Program	08/01/2016	06/15/2017	$955000	Title I Part A, State Funds, Title I Part C, Grant Funds, Title VI	Principals, District Administrators, Teachers, Americorps, Daytime ESS, GEAR UP, Title 3, and ROAR 21st Century staff

Activity - Name Them/Claim Them (PAWS)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Every student will be formally paired with an adult advocate in each building who will provide continual support through a positive and appropriate mentoring relationship (PAWS- Partnering Adults With Students). The students will be paired using the Infinite Campus Adult Advocate tab. This will be monitored during school and district leadership meetings. (i.e. Check In Check Out PBIS Program, IC Adult Advocate tab, Persistence to Graduation tool, academic/behavioral data) Schools: All Schools	Academic Support Program	08/01/2016	06/15/2017	$0	No Funding Required	Principals, Teachers, Counselors, FRYSC, Successful Transition Team

Activity - Drug, Alcohol,Tobacco Prevention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
*Share and monitor ASAP and KIDS NOW data with leadership teams at the school and district level. *Provide instruction to prevent the use of drugs, alcohol, and tobacco at all levels. Schools: All Schools	Academic Support Program	08/01/2016	06/15/2017	$5000	State Funds	Principals, teachers, FRYSC, Counselors, ROAR 21 Century, School Resource Officer

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Activity - Alternative Education	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will continue the alternative education program to address the needs of students who are not successful in the traditional school program. Schools: Garrard County High School, Garrard Middle School	Academic Support Program	08/01/2016	06/15/2017	$18000	Title VI	Alternative education staff, Superintendent, Principals

Goal 4: Increase the 5-year cohort graduation rate from 91.9% in 2016 to 98% by 2024.

Measurable Objective 1:

collaborate to increase the 4-year cohort graduation rate for Garrard County High School to 90.9% by 06/30/2016 as measured by Unbridled Learning accountability .

Strategy 1:

Targeted Interventions - All students' progress will be monitored, and targeted interventions will be used to increase student mastery of content, thereby increasing the graduation rate.

Category: Persistance to Graduation

Activity - Utilize ILP's	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize ILP's to place all middle school/high school students into courses that support their college and career choices. Schools: All Schools	Academic Support Program	08/01/2016	06/15/2017	$0	No Funding Required	Middle and high school teachers, Principals, Counselors

Activity - Interventions to remove barriers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize a variety of resources to remove barriers to graduation (Persistence to Graduation tool, Educational Talent Search, Operation Preparation, dual credit courses, Coop Program, mentoring to build relationships, partnerships with Lincoln and Garrard County Area Technology Center, Adult Education, GEAR UP, Migrant and Title III), YCC career counseling, Daytime ESS, AmeriCorps Schools: Garrard County High School, Garrard Middle School	Academic Support Program	08/01/2016	06/15/2017	$0	No Funding Required	Principals, Teachers, FRYSC, Counselors

Activity - Persistence to Graduation Tool	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Analyze data from the Persistence to Graduation Tool in IC during school and district Data Day meetings to identify and plan interventions/support for students as they transition from grade to grade. Identification of student needs will include barriers to graduation and support services needed to be college and career ready upon graduation from high school. Schools: All Schools	Academic Support Program	08/01/2016	06/15/2017	$0	No Funding Required	Leadership teams, Principals, Counselors, District Support Staff

Strategy 2:

Graduation Awareness - The school system will be proactive in communicating the neccessity of graduation in the successful transition to adult life.

Category: Persistance to Graduation

Activity - Communicating through multi-media	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilizing multi-media (i.e. social media, district web site, Parent Portal from IC, local newspaper, email, phone calls, home visits, newsletter) to increase two way communication regarding opportunities available to students Schools: All Schools	Community Engagement	08/01/2016	06/15/2017	$0	No Funding Required	Principals, Superintendent, Teachers, District Support Staff

Activity - Stakeholder Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will encourage stakeholder involvement by scheduling meetings of the CDIP Planning meeting, guest readers and speakers, Operation Preparation, Title I parent involvment meetings, surveys and Career Fairs. The district is an active partner in seeking Work Ready status and is seeking Work Ready Skills Initiative funding. Schools: All Schools	Community Engagement	08/01/2016	06/15/2017	$0	No Funding Required	Superintendent, Principals, District Support Staff

Activity - Informing middle school students about high school graduation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Middle school students will be informed about high school graduation expectations through tours, presentations on careers, discussions on high school/vocational opportunities and ILP planning. Schools: Garrard County High School, Garrard Middle School	Career Preparation/Orientation	08/01/2016	06/15/2017	$500	School Council Funds	Middle School Administrators, Counselor, Teachers, High School personnel, ATC personnel

Activity - Communication of Strategic Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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A high quality brochure to outline the importance of education had been developed and will continue to be distributed to the community through the Garrard County website, Garrard County Chamber of Commerce, and other community partners. Schools: All Schools	Community Engagement	08/01/2016	06/15/2017	$2000	General Fund	Superintendent and District Support Staff

Goal 5: To reduce the percentage of novice students in Reading: elementary 21.2 to 10.6, middle school: 26.8 to 13.4, high school: 33.3 to 16.7

Measurable Objective 1:

50% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult, Ungraded and All grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency by improving out of the novice category in Reading by 06/15/2020 as measured by KPREP scores.

Strategy 1:

Novice Reduction Coaching - We will utilize the expertise of a Novice Reduction coach at one elementary school. The information shared with that school will be communicated to all schools to help reduce district-wide novice percentages.

Category: Continuous Improvement

Activity - Novice Reduction Coaching Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The strategies identified by the Novice Reduction Coach at Lancaster Elementary School will be shared with all schools in the district. Schools: All Schools	Academic Support Program	08/01/2016	06/15/2017	$0	No Funding Required	Assistant Superintendent, Superintendent, Principals, Novice Reduction Coach

Activity - Monitoring Novice Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Novice students will be identified through use of the Persistence to Graduation tool, RTI meetings, KPREP data analysis, and classroom formative assessment Schools: All Schools	Academic Support Program	08/01/2016	06/15/2017	$0	No Funding Required	Principals, district support staff, teachers

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Activity - Serving Novice Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Novice students will be monitored after each administration of MAP, KPREP, formative assessments, Easy CBM, and other pertinent assessments. They will be served as needed through the following programs (daytime ESS, Title I, AmeriCorps, Migrant, Title III, GEAR UP , volunteer tutors and mentors, special education, and RTI services). Schools: All Schools	Academic Support Program	08/01/2016	06/15/2017	$0	No Funding Required	Principals, central office support staff, and teachers

Activity - Removing Barriers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaboration between school and community will lead to utilization of resources to remove barriers for novice students. (Family Resource Center, Youth Service Center, Migrant, Garrard County Health Department, GECCO, Family Court, Cooperative Parish, Garrard UK Extension Office, Garrard Library, and Child Protective Services, Garrard Sheriff Office and others. Schools: All Schools	Academic Support Program	08/01/2016	06/15/2017	$0	No Funding Required	Community agencies listed, school support personnel, principals

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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title VI

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Support Programs	Students will be supported by programs that provide interventions, resources, regular day and extended day academic tutoring (i.e. Daytime ESS, Americorps, GEAR UP, ROAR 21st Century, Title I, Migrant, and ELL, Reading Recovery, Math Recovery)	Academic Support Program	08/01/2016	06/15/2017	$17000	Principals, District Administrators, Teachers, Americorps, Daytime ESS, GEAR UP, Title 3, and ROAR 21st Century staff
Accelerated opportunities	Allow for student acceleration according to individual needs through programs such as EKU NOW, Dual credit with EKU, Murray, KHAN Academy, and AdvanceKY, and BCTC	Academic Support Program	08/01/2016	06/15/2017	$10000	Principals, District Support Staff, Teachers, Counselors
Alternative Education	The district will continue the alternative education program to address the needs of students who are not successful in the traditional school program.	Academic Support Program	08/01/2016	06/15/2017	$18000	Alternative education staff, Superintendent, Principals
Technology Interventions	Utilize technology interventions to support proficiency among students in the identified non-duplicated gap group (i.e. Study Island, social networking, Khan academcy, Compass Learning, tablet applications, Lexia, and Moby Max).	Technology	08/01/2016	06/15/2017	$35000	principals, teachers, Title teachers, RTI teams
				Total	$80000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible

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Response to Intervention review	RtI teams and teachers at each school will identify students by name (Name Them/Claim Them) to determine their individual learning needs and provide appropriate interventions to help them reach proficiency.	Academic Support Program	08/01/2016	06/15/2017	$0	School RtI teams, Counselors, School Psychologists, District Administrators, Principals
Curriculum Alignment	*Analyze curriculum and identify gaps using KCAS, Core Content, and ACT standards. *Utilize teacher teams to provide information gained from content networks to refine and revise curriculum. *Utilize instructional resources aligned to KAS, Core Content, and ACT. *Utilize research-based instructional activities with an emphasis on *STEM education and a more hands-on approach in science, research-based literacy strategies applies across the curriculum, writing across the curriculum, and a hands-on, real world application of math skills *Monitor implementation of refined aligned curriculum. *Meet in vertical alignment groups to discuss successful practices and further refine the curriculum.	Academic Support Program	08/01/2016	06/15/2017	$0	District Office Staff, Professional Development Coordinator, Teachers, Principals
Career Certifications	Utilize partnerships with the Area Technology Center, the community and industry to increase the career certification offerings available to Garrard County students. Students will practice Work Keys exam.	Career Preparation/Orientation	08/01/2016	06/15/2017	$0	Principals, Teachers, Counselors
Career Exploration	Train teachers to better understand career options and offerings available to students. Encourage students to explore and be exposed to a myriad of career options through career fairs, career quest speakers, field trips, collaboration with community members, etc.)	Career Preparation/Orientation	08/01/2016	06/15/2017	$0	Teachers, PD Coordinator, Principals, Counselors
				Total	$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
MAP Interim Assessment	Utilize MAP as an interim assessment program to assess student progress and growth during the school year, using all available data to make instructional decisions that benefit all students.	Academic Support Program	08/01/2016	06/15/2017	$30000	District Assessment Coordinator, Technology Coordinator, Principals, Teachers, District Curriculum Support Staff, Counselors
				Total	$30000	

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General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Communication of Strategic Plan	A high quality brochure to outline the importance of education had been developed and will continue to be distributed to the community through the Garrard County website, Garrard County Chamber of Commerce, and other community partners.	Community Engagement	08/01/2016	06/15/2017	$2000	Superintendent and District Support Staff
				Total	$2000	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology Interventions	Utilize technology interventions to support proficiency among students in the identified non-duplicated gap group (i.e. Study Island, social networking, Khan academcy, Compass Learning, tablet applications, Lexia, and Moby Max).	Technology	08/01/2016	06/15/2017	$5000	principals, teachers, Title teachers, RTI teams
Support Programs	Students will be supported by programs that provide interventions, resources, regular day and extended day academic tutoring (i.e. Daytime ESS, Americorps, GEAR UP, ROAR 21st Century, Title I, Migrant, and ELL, Reading Recovery, Math Recovery)	Academic Support Program	08/01/2016	06/15/2017	$706000	Principals, District Administrators, Teachers, Americorps, Daytime ESS, GEAR UP, Title 3, and ROAR 21st Century staff
Parents Involved to Help Close Gaps	*Utilize parent involvement opportunities to train parents on homework help, numeration, fluency and content standards. *Utilize data from parent surveys to develop Title I school and district parent involvement plans. *Design parent-friendly communications including newsletters, use of media, website and others. *FRCYS/Migrant parent involvement activities (Kindergarten readiness, Jump Start, Transition Nights, Back to School nights, etc.)	Parent Involvement	08/01/2016	06/15/2017	$5000	Central Office Adminstrators, Title I team, School leadership teams, Migrant staff
				Total	$716000	

Title I Part C

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible

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Support Programs	Students will be supported by programs that provide interventions, resources, regular day and extended day academic tutoring (i.e. Daytime ESS, Americorps, GEAR UP, ROAR 21st Century, Title I, Migrant, and ELL, Reading Recovery, Math Recovery)	Academic Support Program	08/01/2016	06/15/2017	$44000	Principals, District Administrators, Teachers, Americorps, Daytime ESS, GEAR UP, Title 3, and ROAR 21st Century staff
Parents Involved to Help Close Gaps	*Utilize parent involvement opportunities to train parents on homework help, numeration, fluency and content standards. *Utilize data from parent surveys to develop Title I school and district parent involvement plans. *Design parent-friendly communications including newsletters, use of media, website and others. *FRCYS/Migrant parent involvement activities (Kindergarten readiness, Jump Start, Transition Nights, Back to School nights, etc.)	Parent Involvement	08/01/2016	06/15/2017	$1000	Central Office Adminstrators, Title I team, School leadership teams, Migrant staff
				Total	$45000	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Support Programs	Students will be supported by programs that provide interventions, resources, regular day and extended day academic tutoring (i.e. Daytime ESS, Americorps, GEAR UP, ROAR 21st Century, Title I, Migrant, and ELL, Reading Recovery, Math Recovery)	Academic Support Program	08/01/2016	06/15/2017	$68000	Principals, District Administrators, Teachers, Americorps, Daytime ESS, GEAR UP, Title 3, and ROAR 21st Century staff
Literacy-Reading	Analyze district reading instruction for rigor and congruency to KAS. Collaborate to provide elementary commonality in reading materials. Emphasize technical/informational reading/writing at all levels.	Academic Support Program	08/01/2016	06/15/2017	$20000	Teachers, Princpals, District Support Staff

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Drug, Alcohol,Tobacco Prevention	*Share and monitor ASAP and KIDS NOW data with leadership teams at the school and district level. *Provide instruction to prevent the use of drugs, alcohol, and tobacco at all levels.	Academic Support Program	08/01/2016	06/15/2017	$5000	Principals, teachers, FRYSC, Counselors, ROAR 21 Century, School Resource Officer
Teacher leaders	Teacher leaders will particpate in the Early Learning Leadership Network and implement strategies for K-3 student learning outcomes.	Professional Learning	08/01/2016	06/15/2017	$0	Preschool teachers, kindergarten teachers, Principals, Preschool Coordinator
Gifted and Talented Services	The district will analyze the scores of GT students to monitor their progress and check for gaps as compared non GT students. Schools will design programs that meet the needs of their GT students with district support.	Academic Support Program	08/01/2016	06/15/2017	$39290	GT Coordinator, All GT stalkeholders, Principals
				Total	$132290	

Safe Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
School Safety	The district safety committee will work to keep safety as a priority by doing the following: *identify needs from safety audits conducted by the KCSS at GMS and GCHS in 2015-16 and CDR and PLE in 2016-17. *conduct an annual tabletop exercise relating to school safety in conjunction with community first responders *participate in the community CSEPP exercise annually *Plan and conduct an active shooter exercise in conjunction with Kentucky State Police *Continue to upgrade the district Facilities Plan to improve the safety and atmosphere at each building. * Continue to fund a school safety officer	Other - School safety	08/01/2016	06/15/2017	$34000	School safety committee members, principals, superintendent, assistant superintendent, first responders
				Total	$34000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible

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Program reviews	Complete program reviews in arts/humanities, practical living/career studies, writing, primary program (elementary schools) World Language and use the results to plan for continued school improvement. Inform staff of the expectations and procedures defined by the district External Review Process. Peer review process will be used to begin identifying and analyzing gaps in particular program areas to determine next steps for continuous improvement. Implement world language and global competency experiences at all grade levels. Share information from the program review audits with all schools. Record the Practical Living/Career Studies and the Arts and Humanities scores in ASSIST.	Academic Support Program	08/01/2016	06/15/2017	$0	Principals, Program Review Coordinator, District Support Staff, Staff members at each school. Peer Review team
Alignment to CCR standards	During curriculum alignment meetings and PLC's, CCR standards will be reviewed and the curriculum will be monitored to ensure coverage of all standards in each subject area at all grade levels. Assessment and instruction will be congruent to CCR standards.	Academic Support Program	08/01/2016	06/15/2017	$0	Teachers, Principals, District Support Staff
Technology Plan	The district technology plan will include utilization of digital resources that enhance students' ability to be college and career ready. The plan will include use of technology to explore careers, develop ILPs, promote digital citizenship and use current and innovative technology in order to be college and career ready.	Technology	08/01/2016	06/15/2017	$0	Technology Coordinator, Technology Resource Teacher, Principals, Teachers
Soft skills	Provide instruction and practice with experiences that lead to improvement in soft skills deemed important by employers.	Career Preparation/Orientation	08/01/2016	06/15/2017	$0	Principals, teachers and counselors in partnership with business leaders
Math Curriculum, Instruction and Assessment	Math teachers will analyze math curriculum for rigor and consistency to KAS. Teachers will review student MAP results (DesCartes continuum of learning) to identify individual instructional needs. Teacher teams will make instructional improvements based on data during PLC meetings.	Academic Support Program	08/01/2016	06/15/2017	$0	District Support staff, District Math Team, teachers
Operation Preparation	Collaborate with school and community members to increase the career and college advisory capacity for 8th and 10th grade students. Provide training to community members prior to particpation in Operation Preparation.	Academic Support Program	08/01/2016	06/15/2017	$0	Operation Preparation District Coordinators, Community Members, School Leadership, Community Education Director

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Serving Novice Students	Novice students will be monitored after each administration of MAP, KPREP, formative assessments, Easy CBM, and other pertinent assessments. They will be served as needed through the following programs (daytime ESS, Title I, AmeriCorps, Migrant, Title III, GEAR UP , volunteer tutors and mentors, special education, and RTI services).	Academic Support Program	08/01/2016	06/15/2017	$0	Principals, central office support staff, and teachers
Student technology utilization	Students will have increased opportunities to be actively engaged with technology to improve learning. The district will explore avenues to prepare for a one-to-one initiative when readiness criteria has been met.	Technology	08/01/2016	06/15/2017	$0	Principals, Teachers, Technology Director
Kindergarten assessment results	Assess all kindergarten students at school entry with BRIGANCE and utilize results to make instructional decisions for individual kindergarten students.	Academic Support Program	08/01/2016	06/15/2017	$0	Preschool Coordinator, Princpals, Garrard Early Childhood Council, Family Resource Center, Teachers
Data Walls/Data Notebooks/Data Folders	Individual student performance on KPREP, ACT, MAP, Practice ACT and other applicable assessments will be tracked using data cards, data notebooks and/or data walls. MAP data will be tracked during district data days (2-3 times per year)	Academic Support Program	08/01/2016	06/15/2017	$0	District support staff, school counselors, principals, teachers
TELL survey results	The district will analyze the results of the TELL survey to maintain and improve working conditions.	Other	08/01/2016	06/15/2017	$0	Teachers, Principals, District Support Staff, Superintende nt
Aligning career curriculum and assessments	Refine and revise curriculum and formative assessments to align with KOSSA, Work Keys, and Industry Certification assessments to increase levels of success prior to graduation.	Career Preparation/O rientation	08/01/2016	06/15/2017	$0	Teachers, Principals, District Support Staff, Counselors
Content PLC's	Content teachers will meet in PLC's to review assessment results, align curriculum, analyze data and share successful teaching strategies. They will utilize PSDA forms and Grade Cam for recording and sharing data.	Professional Learning	08/01/2016	06/15/2017	$0	Principals, District Support Staff, teachers, content cadre participants
Shared vision/purpose	The school system will use all available means to share the vision and purpose statements. The GC icons will be placed on letterhead, meeting agendas and notices, and letters to parents/community members to promote the unified vision of Garrard County schools.	Community Engagement	08/01/2016	06/15/2017	$0	District Support Staff, Principals, Teachers, all staff

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Big Rock-Writing	Continue to implement the comprehensive district writing/communication plan. Writing will be supported and monitored in all subject areas at all grade levels. On Demand writing will be measured and monitored through scrimmages and live scoring sessions. Students will receive concise and targeted feedback.	Academic Support Program	08/01/2016	06/15/2017	$0	District and school literacy teams, Principals, teachers, SBDM councils
Interventions to remove barriers	Utilize a variety of resources to remove barriers to graduation (Persistence to Graduation tool, Educational Talent Search, Operation Preparation, dual credit courses, Coop Program, mentoring to build relationships, partnerships with Lincoln and Garrard County Area Technology Center, Adult Education, GEAR UP, Migrant and Title III), YCC career counseling, Daytime ESS, AmeriCorps	Academic Support Program	08/01/2016	06/15/2017	$0	Principals, Teachers, FRYSC, Counselors
Strategic Planning	The district has developed a Strategic Plan containing the following 6 elements: Fiscal, Facilities, Support Services, Personnel, CIA (Curriculum, Instruction and Assessment), and Communication all geared toward goals that will help every student become college and career ready. This plan is shared with the entire community through the local newspaper and is used to guide discussion during planning meetings.	Other	08/01/2016	06/15/2017	$0	School leadership team, Superintendent, Board Members
Work Keys, ASVAB practice and remediation	Identify and implement remediation strategies for students not meeting ASVAB and Work Keys benchmarks.	Career Preparation/Orientation	08/01/2016	06/15/2017	$0	ATC staff, Counselors, Principals, Teachers
School Safety	The district safety committee will work to keep safety as a priority by doing the following: *identify needs from safety audits conducted by the KCSS at GMS and GCHS in 2015-16 and CDR and PLE in 2016-17. *conduct an annual tabletop exercise relating to school safety in conjunction with community first responders *participate in the community CSEPP exercise annually *Plan and conduct an active shooter exercise in conjunction with Kentucky State Police *Continue to upgrade the district Facilities Plan to improve the safety and atmosphere at each building. * Continue to fund a school safety officer	Other - School safety	08/01/2016	06/15/2017	$0	School safety committee members, principals, superintendent, assistant superintendent, first responders
Equitable Distribution	Teachers will be equitably distributed throughout the district to ensure that all students are college and career ready. The district will assure that poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers.	Policy and Process	08/01/2016	06/15/2017	$0	Superintendent, District staff, Principals
Positive Contacts	All teachers will complete positive home contacts and document through Infinite Campus at least once each semester.	Other	08/01/2016	06/15/2017	$0	teachers, principals, counselors

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Removing Barriers	Collaboration between school and community will lead to utilization of resources to remove barriers for novice students. (Family Resource Center, Youth Service Center, Migrant, Garrard County Health Department, GECCO, Family Court, Cooperative Parish, Garrard UK Extension Office, Garrard Library, and Child Protective Services, Garrard Sheriff Office and others.	Academic Support Program	08/01/2016	06/15/2017	$0	Community agencies listed, school support personnel, principals
Meeting early learning student needs	Analyze data from the kindergarten screener, multiple assessments, observations, and prior settings to create learning plans tailored to targeted kindergarten students' instructional needs.	Academic Support Program	08/01/2016	06/15/2017	$0	Preschool and kindergarten teachers, Preschool Coordinator, Principals
Communicating through multi-media	Utilizing multi-media (i.e. social media, district web site, Parent Portal from IC, local newspaper, email, phone calls, home visits, newsletter) to increase two way communication regarding opportunities available to students	Community Engagement	08/01/2016	06/15/2017	$0	Principals, Superintendent, Teachers, District Support Staff
Formative/Summative Assessment	Teachers will utilize formative/summative assessments to guide teaching/ensure proficiency. These will include common assessments, unit assessments, MAP, practice ACT assessments, newly developed science assessments and the use of rubrics to ensure that all students can produce proficient work. Each teacher will be required to administer some form of constructed response (ORQ, extended response, scrimmage short answer) a minimum of twice a month. Teachers will plan timed assessments to allow students to practice prior to taking timed accountability assessments.	Academic Support Program	08/01/2016	06/15/2017	$0	District Support Staff, Principals, Teachers
Parental Communication	Teachers will review grades bi-weekly and will make parental contact immediately if a student is failing to meet expectations.	Parent Involvement	08/01/2016	06/15/2017	$0	Teachers, Principals, Counselors
Scheduling	Ensure intentional and focused scheduling process that communicates career clusters, pathways and majors. Track the most current data to determine individual student needs regarding college and career readiness. Tour the ATC beginning at middle school.	Career Preparation/Orientation	08/01/2016	06/15/2017	$0	High school counselors, career advisors, and middle school counselors
Increased ILP usage	Provide a dedicated time for middle school and high school students to obtain career information and explore career pathways via the ILP.	Career Preparation/Orientation	08/01/2016	06/15/2017	$0	Counselors, Principals, District Support Staff, Teachers
Utilize ILP's	Utilize ILP's to place all middle school/high school students into courses that support their college and career choices.	Academic Support Program	08/01/2016	06/15/2017	$0	Middle and high school teachers, Principals, Counselors

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Monitoring Novice Students	Novice students will be identified through use of the Persistence to Graduation tool, RTI meetings, KPREP data analysis, and classroom formative assessment	Academic Support Program	08/01/2016	06/15/2017	$0	Principals, district support staff, teachers
Analyze achievement gap data	Achievement gap data by student groups, relative to state (KPREP/ACT), district (MAP) and school assessments will be monitored and analyzed at least 3 times a year during Data Days to provide guidance in implementing instructional practices, scheduling, and personnel decisions.	Academic Support Program	08/01/2016	06/15/2017	$0	Central Office staff, School Leadership Teams, District Leadership Team
Successful Transition Data Review	*Utilize the Persistence to Graduation Tool in Infinite Campus to identify gap/at-risk students who require intensive intervention and support. *In district/school leadership meetings, identify non-academic needs by looking at attendance, discipline, graduation data and other information that is pertinent to student success. Contact will be made with the adult advocate for each student. The district will assist schools to implement the Partnering Adults With Students (PAWS) program to personally intervene with these at-risk students.	Academic Support Program	08/01/2016	06/15/2017	$0	Central Office Administrators, Principals, Counselors, Superintendent, Leadership team members at the district and school level
Name Them/Claim Them (PAWS)	Every student will be formally paired with an adult advocate in each building who will provide continual support through a positive and appropriate mentoring relationship (PAWS-Partnering Adults With Students). The students will be paired using the Infinite Campus Adult Advocate tab. This will be monitored during school and district leadership meetings. (i.e. Check In Check Out PBIS Program, IC Adult Advocate tab, Persistence to Graduation tool, academic/behavioral data)	Academic Support Program	08/01/2016	06/15/2017	$0	Principals, Teachers, Counselors, FRYSC, Successful Transition Team
Stakeholder Involvement	The district will encourage stakeholder involvement by scheduling meetings of the CDIP Planning meeting, guest readers and speakers, Operation Preparation, Title I parent involvment meetings, surveys and Career Fairs. The district is an active partner in seeking Work Ready status and is seeking Work Ready Skills Initiative funding.	Community Engagement	08/01/2016	06/15/2017	$0	Superintendent, Principals, District Support Staff
Collaboration with Community	The school district will work with industry, businesses and other community resources including former graduates to provide real-life experiences that lead to college and career readiness ((job interviews, Reality Store, Transition Fair, resume building, field trips, guest speakers, high school coop program, CBWPT, Operation Preparation, College and Career Readiness Day in all schools. CCR opportunities will be shared with all stakeholders.	Career Preparation/Orientation	08/01/2016	06/15/2017	$0	District Support Staff, Principals, Teachers, Counselors

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Contacts to at-risk students	Positive contacts, including home visits, conferences, calls, notes will be made by school/district staff to at-risk students and their guardians before the end of the first nine weeks.	Parent Involvement	08/01/2016	06/15/2017	$0	Principal, Teachers, Counselors, FRYSC, Director of Pupil Personnel, Special Education Administrator
Work Ready Community	The school system will be a partner with community stakeholders and local government entities to continue to grow the Work Ready plan for Garrard County.	Career Preparation/Orientation	08/01/2016	06/15/2017	$0	Work Ready committee members
Novice Reduction Coaching Strategies	The strategies identified by the Novice Reduction Coach at Lancaster Elementary School will be shared with all schools in the district.	Academic Support Program	08/01/2016	06/15/2017	$0	Assistant Superintendent, Superintendent, Principals, Novice Reduction Coach
Persistence to Graduation Tool	Analyze data from the Persistence to Graduation Tool in IC during school and district Data Day meetings to identify and plan interventions/support for students as they transition from grade to grade. Identification of student needs will include barriers to graduation and support services needed to be college and career ready upon graduation from high school.	Academic Support Program	08/01/2016	06/15/2017	$0	Leadership teams, Principals, Counselors, District Support Staff
District wide Positive Behavior Instructional Supports	A district PBIS team will continue to train staff members and monitor the PBIS process in order to implement the program with fidelity and ensure an optimal learning environment.	Behavioral Support Program	08/01/2016	06/15/2017	$0	Principals, teachers, PBIS team
				Total	$0	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Utilize CIITS	Provide CIITS training as needed. Utilize CIITS for PGES, assessment, creation and sharing of instructional resources, and analysis of data. Teachers and leaders will share effective uses of CIITS. CIITS usage will be monitored by the school leadership. School administrators will share Edivate resources with staff and utilize those as needed.	Academic Support Program	08/01/2016	06/15/2017	$17000	CIITS Coordinator, Principals, Teachers, District Support Staff

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ACT practice	Provide ACT practice to increase the success rate on ACT. Review data, track students who do not meet benchmarks to provide targeted interventions.	Academic Support Program	08/01/2016	06/15/2017	$3000	District Assessment Coordinator, High School Principal, High School Counselors, Middle School Principal, Middle School Counselor
Support Programs	Students will be supported by programs that provide interventions, resources, regular day and extended day academic tutoring (i.e. Daytime ESS, Americorps, GEAR UP, ROAR 21st Century, Title I, Migrant, and ELL, Reading Recovery, Math Recovery)	Academic Support Program	08/01/2016	06/15/2017	$120000	Principals, District Administrators, Teachers, Americorps, Daytime ESS, GEAR UP, Title 3, and ROAR 21st Century staff
Early Childhood Readiness to Learn	Collaborate with early childhood providers (e.g, Preschool, Head Start, child care, First Steps, etc.), families and community members to ensure all children experience effective transitions to school entry.	Academic Support Program	08/01/2016	06/15/2017	$25000	Preschool Coordinator, District Office staff, Teachers, Principals, Family Resource Center
Comprehensive Advising Program	A comprehensive advising program will aid students in becoming College and Career ready. This will include activities funded by the GEAR Up grant and the YCC grant. (i.e.-advising sessions, Advising Toolkit, collaboration with other agencies and the community) School administrators and other staff members will review academic assessment data and behavioral data as well as ILP data to determine areas of need for students in the areas of college and career readiness advising. Monitoring of the bonus point calculation for college and career readiness will be done at the district and school level.	Academic Support Program	08/01/2016	06/15/2017	$310000	District Assessment Coordinator working with School Couselors, Principals, Teachers
Garrard Early Childhood Council Connection	Collaborate with the Garrard Early Childhood Council, Family Resource Center, and teachers to gather transition data, disseminate the school readiness definition and communicate results from the school readiness screener to parents and the community.	Academic Support Program	08/01/2016	06/15/2017	$7000	GECCO, Preschool Coordinator, Principals, District Office staff
				Total	$482000	

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KETS

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher technology utilization	Teachers will use technology to enhance learning beyond simply presenting material and will plan for increased student use of technology. The district will explore avenues to prepare for a one-to-one initiative when readiness criteria has been met.	Technology	08/01/2016	06/15/2017	$50000	Principals, Technology Director, Teachers
				Total	$50000	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Accelerated opportunities	Allow for student acceleration according to individual needs through programs such as EKU NOW, Dual credit with EKU, Murray, KHAN Academy, and AdvanceKY, and BCTC	Academic Support Program	08/01/2016	06/15/2017	$5000	Principals, District Support Staff, Teachers, Counselors
Informing middle school students about high school graduation	Middle school students will be informed about high school graduation expectations through tours, presentations on careers, discussions on high school/vocational opportunities and ILP planning.	Career Preparation/Orientation	08/01/2016	06/15/2017	$500	Middle School Administrators, Counselor, Teachers, High School personnel, ATC personnel
Student data	Students at grades 3-12 will use individual student data to review their current level of performance and set goals for improvement. The district will review student data at least 2-3 times per year during Data Days to determine progress.	Academic Support Program	08/01/2016	06/15/2017	$1000	Counselors, Principals, Teachers
				Total	$6500	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Accelerated opportunities	Allow for student acceleration according to individual needs through programs such as EKU NOW, Dual credit with EKU, Murray, KHAN Academy, and AdvanceKY, and BCTC	Academic Support Program	08/01/2016	06/15/2017	$5000	Principals, District Support Staff, Teachers, Counselors

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Professional Development	Professional Development (job embedded when possible) will include the following topics: *Technology * Mike Rutherford training for administrators *Co-Teaching in Content Areas *Kentucky Academic Standards *RTI refinement *Cultural Expectations/PBIS *Literacy in the Content Areas *Career Awareness, Advising and Exploration utilizing ILP *Kagan training *PDSA utilization during PLC's	Professional Learning	08/01/2016	06/15/2017	$5000	Principals, Teacher, District and school staff, District PD Coordinator
Walkthroughs	Walkthroughs will be conducted regularly in all schools and will involve school and central office personnel. The district short walkthrough (Ewalk)will be used to monitor the district non-negotiables. Additional walkthroughs will be used to focus on specific areas such as PBIS. Ewalk data will be shared and monitored at Instructional Leadership meetings and on Data Day.	Academic Support Program	08/01/2016	06/15/2017	$1300	Superintendent, District Office Support Staff, Principals, Teachers
AP Training	Commit to training teachers at the high school level through attendance at the AP Summer Institute and other AP trainings. Teachers will share this training with other high school staff members and middle school teachers at vertical alignment meetings during the school year.	Professional Learning	08/01/2016	06/15/2017	$5000	Teachers, Principals, District Support Staff
Student Growth	The district will help schools implement more effective strategies to increase student growth (Rutherford, Kagan, contacting and/or visiting schools that have high student growth scores, and flexible grouping.)	Professional Learning	08/01/2016	06/15/2017	$500	District Support Staff, Principals, Teachers, District Assessment Coordinator, Building Assessment Coordinators
New Teacher Support	Newly hired Garrard County teachers will be supported through a New Teacher Orientation professional learning session at the beginning of the year and at the school level throughout the year.	Professional Learning	08/01/2016	06/15/2017	$3000	Superintendent, District Office Support Staff, Principals
Big Rock: Instructional Strategies	Continue to train principals and teachers to implement instructional strategies (Rutherford, Kagan, Abell/Atherton etc.) as recommended by the 2014 AdvancEd Accreditation Report.	Direct Instruction	08/01/2016	06/15/2017	$18000	Superintendent, Assistant Superintendent, District Support Staff, Principals, Teachers

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Leadership PLC's	District personnel will meet as a Professional Learning Community. This will include the District Administrative Leadership Team, the District Instructional Leadership Team and an annual retreat. These groups will meet to foster leadership skills that will promote academic proficiency. Each school will conduct PLC Leadership meetings on a regular basis to build capacity for leadership at the school level. District and school personnel will meet in PLC's to revise curriculum and assessments, adjust instructional strategies and analyze student work.	Professional Learning	08/01/2016	06/15/2017	$8000	Superintendent, District Leadership Team, School Leadership teams, teachers
				Total	$45800	

IDEA

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Big Rock: Instructional Strategies	Continue to train principals and teachers to implement instructional strategies (Rutherford, Kagan, Abell/Atherton etc.) as recommended by the 2014 AdvancEd Accreditation Report.	Direct Instruction	08/01/2016	06/15/2017	$18000	Superintendent, Assistant Superintendent, District Support Staff, Principals, Teachers
Technology Interventions	Utilize technology interventions to support proficiency among students in the identified non-duplicated gap group (i.e. Study Island, social networking, Khan academcy, Compass Learning, tablet applications, Lexia, and Moby Max).	Technology	08/01/2016	06/15/2017	$1250	principals, teachers, Title teachers, RTI teams
				Total	$19250	

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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
Analyze achievement gap data	Achievement gap data by student groups, relative to state (KPREP/ACT), district (MAP) and school assessments will be monitored and analyzed at least 3 times a year during Data Days to provide guidance in implementing instructional practices, scheduling, and personnel decisions.	Academic Support Program	08/01/2016	06/15/2017	$0	Central Office staff, School Leadership Teams, District Leadership Team
Parents Involved to Help Close Gaps	*Utilize parent involvement opportunities to train parents on homework help, numeration, fluency and content standards. *Utilize data from parent surveys to develop Title I school and district parent involvement plans. *Design parent-friendly communications including newsletters, use of media, website and others. *FRCYS/Migrant parent involvement activities (Kindergarten readiness, Jump Start, Transition Nights, Back to School nights, etc.)	Parent Involvement	08/01/2016	06/15/2017	$6000	Central Office Adminstrators, Title I team, School leadership teams, Migrant staff
Successful Transition Data Review	*Utilize the Persistence to Graduation Tool in Infinite Campus to identify gap/at-risk students who require intensive intervention and support. *In district/school leadership meetings, identify non-academic needs by looking at attendance, discipline, graduation data and other information that is pertinent to student success. Contact will be made with the adult advocate for each student. The district will assist schools to implement the Partnering Adults With Students (PAWS) program to personally intervene with these at-risk students.	Academic Support Program	08/01/2016	06/15/2017	$0	Central Office Administrators, Principals, Counselors, Superintendent, Leadership team members at the district and school level
Response to Intervention review	RtI teams and teachers at each school will identify students by name (Name Them/Claim Them) to determine their individual learning needs and provide appropriate interventions to help them reach proficiency.	Academic Support Program	08/01/2016	06/15/2017	$0	School RtI teams, Counselors, School Psychologists, District Administrators, Principals

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Support Programs	Students will be supported by programs that provide interventions, resources, regular day and extended day academic tutoring (i.e. Daytime ESS, Americorps, GEAR UP, ROAR 21st Century, Title I, Migrant, and ELL, Reading Recovery, Math Recovery)	Academic Support Program	08/01/2016	06/15/2017	$955000	Principals, District Administrators, Teachers, Americorps, Daytime ESS, GEAR UP, Title 3, and ROAR 21st Century staff
Contacts to at-risk students	Positive contacts, including home visits, conferences, calls, notes will be made by school/district staff to at-risk students and their guardians before the end of the first nine weeks.	Parent Involvement	08/01/2016	06/15/2017	$0	Principal, Teachers, Counselors, FRYSC, Director of Pupil Personnel, Special Education Administrator
Name Them/Claim Them (PAWS)	Every student will be formally paired with an adult advocate in each building who will provide continual support through a positive and appropriate mentoring relationship (PAWS-Partnering Adults With Students). The students will be paired using the Infinite Campus Adult Advocate tab. This will be monitored during school and district leadership meetings. (i.e. Check In Check Out PBIS Program, IC Adult Advocate tab, Persistence to Graduation tool, academic/behavioral data)	Academic Support Program	08/01/2016	06/15/2017	$0	Principals, Teachers, Counselors, FRYSC, Successful Transition Team
District wide Positive Behavior Instructional Supports	A district PBIS team will continue to train staff members and monitor the PBIS process in order to implement the program with fidelity and ensure an optimal learning environment.	Behavioral Support Program	08/01/2016	06/15/2017	$0	Principals, teachers, PBIS team
Parental Communication	Teachers will review grades bi-weekly and will make parental contact immediately if a student is failing to meet expectations.	Parent Involvement	08/01/2016	06/15/2017	$0	Teachers, Principals, Counselors

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Professional Development	Professional Development (job embedded when possible) will include the following topics: *Technology * Mike Rutherford training for administrators *Co-Teaching in Content Areas *Kentucky Academic Standards *RTI refinement *Cultural Expectations/PBIS *Literacy in the Content Areas *Career Awareness, Advising and Exploration utilizing ILP *Kagan training *PDSA utilization during PLC's	Professional Learning	08/01/2016	06/15/2017	$5000	Principals, Teacher, District and school staff, District PD Coordinator
Drug, Alcohol,Tobacco Prevention	*Share and monitor ASAP and KIDS NOW data with leadership teams at the school and district level. *Provide instruction to prevent the use of drugs, alcohol, and tobacco at all levels.	Academic Support Program	08/01/2016	06/15/2017	$5000	Principals, teachers, FRYSC, Counselors, ROAR 21 Century, School Resource Officer
Utilize ILP's	Utilize ILP's to place all middle school/high school students into courses that support their college and career choices.	Academic Support Program	08/01/2016	06/15/2017	$0	Middle and high school teachers, Principals, Counselors
Communicating through multi-media	Utilizing multi-media (i.e. social media, district web site, Parent Portal from IC, local newspaper, email, phone calls, home visits, newsletter) to increase two way communication regarding opportunities available to students	Community Engagement	08/01/2016	06/15/2017	$0	Principals, Superintendent, Teachers, District Support Staff
Stakeholder Involvement	The district will encourage stakeholder involvement by scheduling meetings of the CDIP Planning meeting, guest readers and speakers, Operation Preparation, Title I parent involvment meetings, surveys and Career Fairs. The district is an active partner in seeking Work Ready status and is seeking Work Ready Skills Initiative funding.	Community Engagement	08/01/2016	06/15/2017	$0	Superintendent, Principals, District Support Staff

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Program reviews	Complete program reviews in arts/humanities, practical living/career studies, writing, primary program (elementary schools) World Language and use the results to plan for continued school improvement. Inform staff of the expectations and procedures defined by the district External Review Process. Peer review process will be used to begin identifying and analyzing gaps in particular program areas to determine next steps for continuous improvement. Implement world language and global competency experiences at all grade levels. Share information from the program review audits with all schools. Record the Practical Living/Career Studies and the Arts and Humanities scores in ASSIST.	Academic Support Program	08/01/2016	06/15/2017	$0	Principals, Program Review Coordinator, District Support Staff, Staff members at each school. Peer Review team
Curriculum Alignment	*Analyze curriculum and identify gaps using KCAS, Core Content, and ACT standards. *Utilize teacher teams to provide information gained from content networks to refine and revise curriculum. *Utilize instructional resources aligned to KAS, Core Content, and ACT. *Utilize research-based instructional activities with an emphasis on *STEM education and a more hands-on approach in science, research-based literacy strategies applies across the curriculum, writing across the curriculum, and a hands-on, real world application of math skills *Monitor implementation of refined aligned curriculum. *Meet in vertical alignment groups to discuss successful practices and further refine the curriculum.	Academic Support Program	08/01/2016	06/15/2017	$0	District Office Staff, Professional Development Coordinator, Teachers, Principals
Big Rock-Writing	Continue to implement the comprehensive district writing/communication plan. Writing will be supported and monitored in all subject areas at all grade levels. On Demand writing will be measured and monitored through scrimmages and live scoring sessions. Students will receive concise and targeted feedback.	Academic Support Program	08/01/2016	06/15/2017	$0	District and school literacy teams, Principals, teachers, SBDM councils
Math Curriculum, Instruction and Assessment	Math teachers will analyze math curriculum for rigor and consistency to KAS. Teachers will review student MAP results (DesCartes continuum of learning) to identify individual instructional needs. Teacher teams will make instructional improvements based on data during PLC meetings.	Academic Support Program	08/01/2016	06/15/2017	$0	District Support staff, District Math Team, teachers
Utilize CIITS	Provide CIITS training as needed. Utilize CIITS for PGES, assessment, creation and sharing of instructional resources, and analysis of data. Teachers and leaders will share effective uses of CIITS. CIITS usage will be monitored by the school leadership. School administrators will share Edivate resources with staff and utilize those as needed.	Academic Support Program	08/01/2016	06/15/2017	$17000	CIITS Coordinator, Principals, Teachers, District Support Staff

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New Teacher Support	Newly hired Garrard County teachers will be supported through a New Teacher Orientation professional learning session at the beginning of the year and at the school level throughout the year.	Professional Learning	08/01/2016	06/15/2017	$3000	Superintendent, District Office Support Staff, Principals
Formative/Summative Assessment	Teachers will utilize formative/summative assessments to guide teaching/ensure proficiency. These will include common assessments, unit assessments, MAP, practice ACT assessments, newly developed science assessments and the use of rubrics to ensure that all students can produce proficient work. Each teacher will be required to administer some form of constructed response (ORQ, extended response, scrimmage short answer) a minimum of twice a month. Teachers will plan timed assessments to allow students to practice prior to taking timed accountability assessments.	Academic Support Program	08/01/2016	06/15/2017	$0	District Support Staff, Principals, Teachers
Walkthroughs	Walkthroughs will be conducted regularly in all schools and will involve school and central office personnel. The district short walkthrough (Ewalk)will be used to monitor the district non-negotiables. Additional walkthroughs will be used to focus on specific areas such as PBIS. Ewalk data will be shared and monitored at Instructional Leadership meetings and on Data Day.	Academic Support Program	08/01/2016	06/15/2017	$1300	Superintendent, District Office Support Staff, Principals, Teachers
MAP Interim Assessment	Utilize MAP as an interim assessment program to assess student progress and growth during the school year, using all available data to make instructional decisions that benefit all students.	Academic Support Program	08/01/2016	06/15/2017	$30000	District Assessment Coordinator, Technology Coordinator, Principals, Teachers, District Curriculum Support Staff, Counselors
Career Exploration	Train teachers to better understand career options and offerings available to students. Encourage students to explore and be exposed to a myriad of career options through career fairs, career quest speakers, field trips, collaboration with community members, etc.)	Career Preparation/Orientation	08/01/2016	06/15/2017	$0	Teachers, PD Coordinator, Principals, Counselors
Collaboration with Community	The school district will work with industry, businesses and other community resources including former graduates to provide real-life experiences that lead to college and career readiness ((job interviews, Reality Store, Transition Fair, resume building, field trips, guest speakers, high school coop program, CBWPT, Operation Preparation, College and Career Readiness Day in all schools. CCR opportunities will be shared with all stakeholders.	Career Preparation/Orientation	08/01/2016	06/15/2017	$0	District Support Staff, Principals, Teachers, Counselors

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Comprehensive Advising Program	A comprehensive advising program will aid students in becoming College and Career ready. This will include activities funded by the GEAR Up grant and the YCC grant. (i.e.-advising sessions, Advising Toolkit, collaboration with other agencies and the community) School administrators and other staff members will review academic assessment data and behavioral data as well as ILP data to determine areas of need for students in the areas of college and career readiness advising. Monitoring of the bonus point calculation for college and career readiness will be done at the district and school level.	Academic Support Program	08/01/2016	06/15/2017	$310000	District Assessment Coordinator working with School Couselors, Principals, Teachers
Student Growth	The district will help schools implement more effective strategies to increase student growth (Rutherford, Kagan, contacting and/or visiting schools that have high student growth scores, and flexible grouping.)	Professional Learning	08/01/2016	06/15/2017	$500	District Support Staff, Principals, Teachers, District Assessment Coordinator, Building Assessment Coordinators
Leadership PLC's	District personnel will meet as a Professional Learning Community. This will include the District Administrative Leadership Team, the District Instructional Leadership Team and an annual retreat. These groups will meet to foster leadership skills that will promote academic proficiency. Each school will conduct PLC Leadership meetings on a regular basis to build capacity for leadership at the school level. District and school personnel will meet in PLC's to revise curriculum and assessments, adjust instructional strategies and analyze student work.	Professional Learning	08/01/2016	06/15/2017	$8000	Superintendent, District Leadership Team, School Leadership teams, teachers
Content PLC's	Content teachers will meet in PLC's to review assessment results, align curriculum, analyze data and share successful teaching strategies. They will utilize PSDA forms and Grade Cam for recording and sharing data.	Professional Learning	08/01/2016	06/15/2017	$0	Principals, District Support Staff, teachers, content cadre participants
Literacy-Reading	Analyze district reading instruction for rigor and congruency to KAS. Collaborate to provide elementary commonality in reading materials. Emphasize technical/informational reading/writing at all levels.	Academic Support Program	08/01/2016	06/15/2017	$20000	Teachers, Princpals, District Support Staff
Student data	Students at grades 3-12 will use individual student data to review their current level of performance and set goals for improvement. The district will review student data at least 2-3 times per year during Data Days to determine progress.	Academic Support Program	08/01/2016	06/15/2017	$1000	Counselors, Principals, Teachers

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Equitable Distribution	Teachers will be equitably distributed throughout the district to ensure that all students are college and career ready. The district will assure that poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers.	Policy and Process	08/01/2016	06/15/2017	$0	Superintendent, District staff, Principals
Persistence to Graduation Tool	Analyze data from the Persistence to Graduation Tool in IC during school and district Data Day meetings to identify and plan interventions/support for students as they transition from grade to grade. Identification of student needs will include barriers to graduation and support services needed to be college and career ready upon graduation from high school.	Academic Support Program	08/01/2016	06/15/2017	$0	Leadership teams, Principals, Counselors, District Support Staff
Data Walls/Data Notebooks/Data Folders	Individual student performance on KPREP, ACT, MAP, Practice ACT and other applicable assessments will be tracked using data cards, data notebooks and/or data walls. MAP data will be tracked during district data days (2-3 times per year)	Academic Support Program	08/01/2016	06/15/2017	$0	District support staff, school counselors, principals, teachers
Gifted and Talented Services	The district will analyze the scores of GT students to monitor their progress and check for gaps as compared non GT students. Schools will design programs that meet the needs of their GT students with district support.	Academic Support Program	08/01/2016	06/15/2017	$39290	GT Coordinator, All GT stalkeholders, Principals
Shared vision/purpose	The school system will use all available means to share the vision and purpose statements. The GC icons will be placed on letterhead, meeting agendas and notices, and letters to parents/community members to promote the unified vision of Garrard County schools.	Community Engagement	08/01/2016	06/15/2017	$0	District Support Staff, Principals, Teachers, all staff
TELL survey results	The district will analyze the results of the TELL survey to maintain and improve working conditions.	Other	08/01/2016	06/15/2017	$0	Teachers, Principals, District Support Staff, Superintendent
Positive Contacts	All teachers will complete positive home contacts and document through Infinite Campus at least once each semester.	Other	08/01/2016	06/15/2017	$0	teachers, principals, counselors
Communication of Strategic Plan	A high quality brochure to outline the importance of education had been developed and will continue to be distributed to the community through the Garrard County website, Garrard County Chamber of Commerce, and other community partners.	Community Engagement	08/01/2016	06/15/2017	$2000	Superintendent and District Support Staff
Big Rock: Instructional Strategies	Continue to train principals and teachers to implement instructional strategies (Rutherford, Kagan, Abell/Atherton etc.) as recommended by the 2014 AdvancEd Accreditation Report.	Direct Instruction	08/01/2016	06/15/2017	$36000	Superintendent, Assistant Superintendent, District Support Staff, Principals, Teachers

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Teacher technology utilization	Teachers will use technology to enhance learning beyond simply presenting material and will plan for increased student use of technology. The district will explore avenues to prepare for a one-to-one initiative when readiness criteria has been met.	Technology	08/01/2016	06/15/2017	$50000	Principals, Technology Director, Teachers
Student technology utilization	Students will have increased opportunities to be actively engaged with technology to improve learning. The district will explore avenues to prepare for a one-to-one initiative when readiness criteria has been met.	Technology	08/01/2016	06/15/2017	$0	Principals, Teachers, Technology Director
Strategic Planning	The district has developed a Strategic Plan containing the following 6 elements: Fiscal, Facilities, Support Services, Personnel, CIA (Curriculum, Instruction and Assessment), and Communication all geared toward goals that will help every student become college and career ready. This plan is shared with the entire community through the local newspaper and is used to guide discussion during planning meetings.	Other	08/01/2016	06/15/2017	$0	School leadership team, Superintendent, Board Members
School Safety	The district safety committee will work to keep safety as a priority by doing the following: *identify needs from safety audits conducted by the KCSS at GMS and GCHS in 2015-16 and CDR and PLE in 2016-17. *conduct an annual tabletop exercise relating to school safety in conjunction with community first responders *participate in the community CSEPP exercise annually *Plan and conduct an active shooter exercise in conjunction with Kentucky State Police *Continue to upgrade the district Facilities Plan to improve the safety and atmosphere at each building. * Continue to fund a school safety officer	Other - School safety	08/01/2016	06/15/2017	$34000	School safety committee members, principals, superintendent, assistant superintendent, first responders
Soft skills	Provide instruction and practice with experiences that lead to improvement in soft skills deemed important by employers.	Career Preparation/Orientation	08/01/2016	06/15/2017	$0	Principals, teachers and counselors in partnership with business leaders
Work Ready Community	The school system will be a partner with community stakeholders and local government entities to continue to grow the Work Ready plan for Garrard County.	Career Preparation/Orientation	08/01/2016	06/15/2017	$0	Work Ready committee members
Technology Interventions	Utilize technology interventions to support proficiency among students in the identified non-duplicated gap group (i.e. Study Island, social networking, Khan academcy, Compass Learning, tablet applications, Lexia, and Moby Max).	Technology	08/01/2016	06/15/2017	$41250	principals, teachers, Title teachers, RTI teams

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Novice Reduction Coaching Strategies	The strategies identified by the Novice Reduction Coach at Lancaster Elementary School will be shared with all schools in the district.	Academic Support Program	08/01/2016	06/15/2017	$0	Assistant Superintendent, Superintendent, Principals, Novice Reduction Coach
Monitoring Novice Students	Novice students will be identified through use of the Persistence to Graduation tool, RTI meetings, KPREP data analysis, and classroom formative assessment	Academic Support Program	08/01/2016	06/15/2017	$0	Principals, district support staff, teachers
Serving Novice Students	Novice students will be monitored after each administration of MAP, KPREP, formative assessments, Easy CBM, and other pertinent assessments. They will be served as needed through the following programs (daytime ESS, Title I, AmeriCorps, Migrant, Title III, GEAR UP , volunteer tutors and mentors, special education, and RTI services).	Academic Support Program	08/01/2016	06/15/2017	$0	Principals, central office support staff, and teachers
Removing Barriers	Collaboration between school and community will lead to utilization of resources to remove barriers for novice students. (Family Resource Center, Youth Service Center, Migrant, Garrard County Health Department, GECCO, Family Court, Cooperative Parish, Garrard UK Extension Office, Garrard Library, and Child Protective Services, Garrard Sheriff Office and others.	Academic Support Program	08/01/2016	06/15/2017	$0	Community agencies listed, school support personnel, principals
				Total	$1564340	

Paint Lick Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Early Childhood Readiness to Learn	Collaborate with early childhood providers (e.g, Preschool, Head Start, child care, First Steps, etc.), families and community members to ensure all children experience effective transitions to school entry.	Academic Support Program	08/01/2016	06/15/2017	$25000	Preschool Coordinator, District Office staff, Teachers, Principals, Family Resource Center
Garrard Early Childhood Council Connection	Collaborate with the Garrard Early Childhood Council, Family Resource Center, and teachers to gather transition data, disseminate the school readiness definition and communicate results from the school readiness screener to parents and the community.	Academic Support Program	08/01/2016	06/15/2017	$7000	GECCO, Preschool Coordinator, Principals, District Office staff

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Kindergarten assessment results	Assess all kindergarten students at school entry with BRIGANCE and utilize results to make instructional decisions for individual kindergarten students.	Academic Support Program	08/01/2016	06/15/2017	$0	Preschool Coordinator, Princpals, Garrard Early Childhood Council, Family Resource Center, Teachers
Meeting early learning student needs	Analyze data from the kindergarten screener, multiple assessments, observations, and prior settings to create learning plans tailored to targeted kindergarten students' instructional needs.	Academic Support Program	08/01/2016	06/15/2017	$0	Preschool and kindergarten teachers, Preschool Coordinator, Principals
Teacher leaders	Teacher leaders will particpate in the Early Learning Leadership Network and implement strategies for K-3 student learning outcomes.	Professional Learning	08/01/2016	06/15/2017	$0	Preschool teachers, kindergarten teachers, Principals, Preschool Coordinator
				Total	$32000	

Lancaster Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Early Childhood Readiness to Learn	Collaborate with early childhood providers (e.g, Preschool, Head Start, child care, First Steps, etc.), families and community members to ensure all children experience effective transitions to school entry.	Academic Support Program	08/01/2016	06/15/2017	$25000	Preschool Coordinator, District Office staff, Teachers, Principals, Family Resource Center
Garrard Early Childhood Council Connection	Collaborate with the Garrard Early Childhood Council, Family Resource Center, and teachers to gather transition data, disseminate the school readiness definition and communicate results from the school readiness screener to parents and the community.	Academic Support Program	08/01/2016	06/15/2017	$7000	GECCO, Preschool Coordinator, Principals, District Office staff

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Kindergarten assessment results	Assess all kindergarten students at school entry with BRIGANCE and utilize results to make instructional decisions for individual kindergarten students.	Academic Support Program	08/01/2016	06/15/2017	$0	Preschool Coordinator, Princpals, Garrard Early Childhood Council, Family Resource Center, Teachers
Meeting early learning student needs	Analyze data from the kindergarten screener, multiple assessments, observations, and prior settings to create learning plans tailored to targeted kindergarten students' instructional needs.	Academic Support Program	08/01/2016	06/15/2017	$0	Preschool and kindergarten teachers, Preschool Coordinator, Principals
Teacher leaders	Teacher leaders will particpate in the Early Learning Leadership Network and implement strategies for K-3 student learning outcomes.	Professional Learning	08/01/2016	06/15/2017	$0	Preschool teachers, kindergarten teachers, Principals, Preschool Coordinator
				Total	$32000	

Garrard Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Interventions to remove barriers	Utilize a variety of resources to remove barriers to graduation (Persistence to Graduation tool, Educational Talent Search, Operation Preparation, dual credit courses, Coop Program, mentoring to build relationships, partnerships with Lincoln and Garrard County Area Technology Center, Adult Education, GEAR UP, Migrant and Title III), YCC career counseling, Daytime ESS, AmeriCorps	Academic Support Program	08/01/2016	06/15/2017	$0	Principals, Teachers, FRYSC, Counselors
Career Certifications	Utilize partnerships with the Area Technology Center, the community and industry to increase the career certification offerings available to Garrard County students. Students will practice Work Keys exam.	Career Preparation/Orientation	08/01/2016	06/15/2017	$0	Principals, Teachers, Counselors
Increased ILP usage	Provide a dedicated time for middle school and high school students to obtain career information and explore career pathways via the ILP.	Career Preparation/Orientation	08/01/2016	06/15/2017	$0	Counselors, Principals, District Support Staff, Teachers

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Operation Preparation	Collaborate with school and community members to increase the career and college advisory capacity for 8th and 10th grade students. Provide training to community members prior to particpation in Operation Preparation.	Academic Support Program	08/01/2016	06/15/2017	$0	Operation Preparation District Coordinators, Community Members, School Leadership, Community Education Director
Accelerated opportunities	Allow for student acceleration according to individual needs through programs such as EKU NOW, Dual credit with EKU, Murray, KHAN Academy, and AdvanceKY, and BCTC	Academic Support Program	08/01/2016	06/15/2017	$20000	Principals, District Support Staff, Teachers, Counselors
Technology Plan	The district technology plan will include utilization of digital resources that enhance students' ability to be college and career ready. The plan will include use of technology to explore careers, develop ILPs, promote digital citizenship and use current and innovative technology in order to be college and career ready.	Technology	08/01/2016	06/15/2017	$0	Technology Coordinator, Technology Resource Teacher, Principals, Teachers
Informing middle school students about high school graduation	Middle school students will be informed about high school graduation expectations through tours, presentations on careers, discussions on high school/vocational opportunities and ILP planning.	Career Preparation/Orientation	08/01/2016	06/15/2017	$500	Middle School Administrators, Counselor, Teachers, High School personnel, ATC personnel
Alignment to CCR standards	During curriculum alignment meetings and PLC's, CCR standards will be reviewed and the curriculum will be monitored to ensure coverage of all standards in each subject area at all grade levels. Assessment and instruction will be congruent to CCR standards.	Academic Support Program	08/01/2016	06/15/2017	$0	Teachers, Principals, District Support Staff
AP Training	Commit to training teachers at the high school level through attendance at the AP Summer Institute and other AP trainings. Teachers will share this training with other high school staff members and middle school teachers at vertical alignment meetings during the school year.	Professional Learning	08/01/2016	06/15/2017	$5000	Teachers, Principals, District Support Staff
Alternative Education	The district will continue the alternative education program to address the needs of students who are not successful in the traditional school program.	Academic Support Program	08/01/2016	06/15/2017	$18000	Alternative education staff, Superintendent, Principals

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Scheduling	Ensure intentional and focused scheduling process that communicates career clusters, pathways and majors. Track the most current data to determine individual student needs regarding college and career readiness. Tour the ATC beginning at middle school.	Career Preparation/Orientation	08/01/2016	06/15/2017	$0	High school counselors, career advisors, and middle school counselors
				Total	$43500	

Garrard County High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ACT practice	Provide ACT practice to increase the success rate on ACT. Review data, track students who do not meet benchmarks to provide targeted interventions.	Academic Support Program	08/01/2016	06/15/2017	$3000	District Assessment Coordinator, High School Principal, High School Counselors, Middle School Principal, Middle School Counselor
Interventions to remove barriers	Utilize a variety of resources to remove barriers to graduation (Persistence to Graduation tool, Educational Talent Search, Operation Preparation, dual credit courses, Coop Program, mentoring to build relationships, partnerships with Lincoln and Garrard County Area Technology Center, Adult Education, GEAR UP, Migrant and Title III), YCC career counseling, Daytime ESS, AmeriCorps	Academic Support Program	08/01/2016	06/15/2017	$0	Principals, Teachers, FRYSC, Counselors
Career Certifications	Utilize partnerships with the Area Technology Center, the community and industry to increase the career certification offerings available to Garrard County students. Students will practice Work Keys exam.	Career Preparation/Orientation	08/01/2016	06/15/2017	$0	Principals, Teachers, Counselors
Increased ILP usage	Provide a dedicated time for middle school and high school students to obtain career information and explore career pathways via the ILP.	Career Preparation/Orientation	08/01/2016	06/15/2017	$0	Counselors, Principals, District Support Staff, Teachers

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Operation Preparation	Collaborate with school and community members to increase the career and college advisory capacity for 8th and 10th grade students. Provide training to community members prior to particpation in Operation Preparation.	Academic Support Program	08/01/2016	06/15/2017	$0	Operation Preparation District Coordinators, Community Members, School Leadership, Community Education Director
Accelerated opportunities	Allow for student acceleration according to individual needs through programs such as EKU NOW, Dual credit with EKU, Murray, KHAN Academy, and AdvanceKY, and BCTC	Academic Support Program	08/01/2016	06/15/2017	$20000	Principals, District Support Staff, Teachers, Counselors
Aligning career curriculum and assessments	Refine and revise curriculum and formative assessments to align with KOSSA, Work Keys, and Industry Certification assessments to increase levels of success prior to graduation.	Career Preparation/Orientation	08/01/2016	06/15/2017	$0	Teachers, Principals, District Support Staff, Counselors
Technology Plan	The district technology plan will include utilization of digital resources that enhance students' ability to be college and career ready. The plan will include use of technology to explore careers, develop ILPs, promote digital citizenship and use current and innovative technology in order to be college and career ready.	Technology	08/01/2016	06/15/2017	$0	Technology Coordinator, Technology Resource Teacher, Principals, Teachers
Informing middle school students about high school graduation	Middle school students will be informed about high school graduation expectations through tours, presentations on careers, discussions on high school/vocational opportunities and ILP planning.	Career Preparation/Orientation	08/01/2016	06/15/2017	$500	Middle School Administrators, Counselor, Teachers, High School personnel, ATC personnel
Alignment to CCR standards	During curriculum alignment meetings and PLC's, CCR standards will be reviewed and the curriculum will be monitored to ensure coverage of all standards in each subject area at all grade levels. Assessment and instruction will be congruent to CCR standards.	Academic Support Program	08/01/2016	06/15/2017	$0	Teachers, Principals, District Support Staff
Work Keys, ASVAB practice and remediation	Identify and implement remediation strategies for students not meeting ASVAB and Work Keys benchmarks.	Career Preparation/Orientation	08/01/2016	06/15/2017	$0	ATC staff, Counselors, Principals, Teachers
AP Training	Commit to training teachers at the high school level through attendance at the AP Summer Institute and other AP trainings. Teachers will share this training with other high school staff members and middle school teachers at vertical alignment meetings during the school year.	Professional Learning	08/01/2016	06/15/2017	$5000	Teachers, Principals, District Support Staff

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Alternative Education	The district will continue the alternative education program to address the needs of students who are not successful in the traditional school program.	Academic Support Program	08/01/2016	06/15/2017	$18000	Alternative education staff, Superintendent, Principals
Scheduling	Ensure intentional and focused scheduling process that communicates career clusters, pathways and majors. Track the most current data to determine individual student needs regarding college and career readiness. Tour the ATC beginning at middle school.	Career Preparation/Orientation	08/01/2016	06/15/2017	$0	High school counselors, career advisors, and middle school counselors
				Total	$46500	

Camp Dick Robinson Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Early Childhood Readiness to Learn	Collaborate with early childhood providers (e.g, Preschool, Head Start, child care, First Steps, etc.), families and community members to ensure all children experience effective transitions to school entry.	Academic Support Program	08/01/2016	06/15/2017	$25000	Preschool Coordinator, District Office staff, Teachers, Principals, Family Resource Center
Garrard Early Childhood Council Connection	Collaborate with the Garrard Early Childhood Council, Family Resource Center, and teachers to gather transition data, disseminate the school readiness definition and communicate results from the school readiness screener to parents and the community.	Academic Support Program	08/01/2016	06/15/2017	$7000	GECCO, Preschool Coordinator, Principals, District Office staff
Kindergarten assessment results	Assess all kindergarten students at school entry with BRIGANCE and utilize results to make instructional decisions for individual kindergarten students.	Academic Support Program	08/01/2016	06/15/2017	$0	Preschool Coordinator, Princpals, Garrard Early Childhood Council, Family Resource Center, Teachers
Meeting early learning student needs	Analyze data from the kindergarten screener, multiple assessments, observations, and prior settings to create learning plans tailored to targeted kindergarten students' instructional needs.	Academic Support Program	08/01/2016	06/15/2017	$0	Preschool and kindergarten teachers, Preschool Coordinator, Principals

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Teacher leaders	Teacher leaders will particpate in the Early Learning Leadership Network and implement strategies for K-3 student learning outcomes.	Professional Learning	08/01/2016	06/15/2017	$0	Preschool teachers, kindergarten teachers, Principals, Preschool Coordinator
				Total	$32000	

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Phase II - Assurances - District

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Introduction

KDE Assurances for Districts

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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	All schools are involved in the annual Comprehensive District Improvment Planning Meeting which was held October 27, 2016. All schools had parental representation as well as community representation. Data was shared and small group discussions lead to potential strategies to be included in the 2017 CDIP. Each school also uses Site Base meetings to involve parents in the design, implementation, evaluation and communication of data and information. Finally, a Title I Spring Parent Involvement Meeting will be held in April 2017.	

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	The district and school plans are available at www.garrard.k12.ky.us.	

Label	Assurance	Response	Comment	Attachment
3.	All teachers in our district including those providing services to private school students are highly qualified.	No	There is one special education teacher who is currently emergency certified.	

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		

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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		

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

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

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

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

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		

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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.	N/A		

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		

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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		

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.	N/A		

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

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

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

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

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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		

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		

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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		

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		

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Phase II - Compliance and Accountability - Districts

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Introduction

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

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

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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:

Increase the average combined reading and math K-Prep scores for elementary from 48.7 in 2015-16 to 67.8 in 2018, for middle school from 44.6 in 2016 to 65.7 in 2018, and high school from 51.3 in 2016 to 65.6 in 2018.

Measurable Objective 1:

demonstrate a proficiency - Garrard Elementary Schools/Middle School will increase the averaged combined reading and math scores to 60% by 09/23/2016 as measured by K-prep.

Strategy1:

Curriculum Alignment, Assessment - The curriculum will be further aligned to increase student proficiency. Formative assessment will be applied at all levels to ensure that teachers know students' learning needs.

Category: Continuous Improvement

Research Cited:

Activity - New Teacher Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Newly hired Garrard County teachers will be supported through a New Teacher Orientation professional learning session at the beginning of the year and at the school level throughout the year.	Professional Learning	08/01/2016	06/15/2017	$3000 - Title II Part A	Superintendent, District Office Support Staff, Principals

Strategy2:

School Readiness - Students will have the resources needed to be ready for school.

Category: Continuous Improvement

Research Cited:

Activity - Teacher leaders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher leaders will particpate in the Early Learning Leadership Network and implement strategies for K-3 student learning outcomes.	Professional Learning	08/01/2016	06/15/2017	$0 - State Funds	Preschool teachers, kindergarten teachers, Principals, Preschool Coordinator

Goal 2:

Increase the combined reading and math proficiency ratings for all students in the non-duplicated gap group from 40.6 (elementary) to 64.1 in

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2018, from 37.3 (middle) to 60.8 in 2018, and from 43 (high) to 59.6 in 2018.

Measurable Objective 1:

collaborate to increase by an average of 11.7% the percentage of non-duplicated gap students scoring at proficiency in each school by 06/15/2018 as measured by the Unbridled Learning Gap calculation..

Strategy1:

Best Practice - Best practice activities will be identified and implemented based on research-based, proven educational practices.

Category: Continuous Improvement

Research Cited:

Activity - District wide Positive Behavior Instructional Supports	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A district PBIS team will continue to train staff members and monitor the PBIS process in order to implement the program with fidelity and ensure an optimal learning environment.	Behavioral Support Program	08/01/2016	06/15/2017	$0 - No Funding Required	Principals, teachers, PBIS team

Activity - Equitable Distribution	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be equitably distributed throughout the district to ensure that all students are college and career ready. The district will assure that poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers.	Policy and Process	08/01/2016	06/15/2017	$0 - No Funding Required	Superintendent, District staff, Principals

Activity - Response to Intervention review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RtI teams and teachers at each school will identify students by name (Name Them/Claim Them) to determine their individual learning needs and provide appropriate interventions to help them reach proficiency.	Academic Support Program	08/01/2016	06/15/2017	$0 - Other	School RtI teams, Counselors, School Psychologists, District Administrators, Principals

Activity - Gifted and Talented Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will analyze the scores of GT students to monitor their progress and check for gaps as compared non GT students. Schools will design programs that meet the needs of their GT students with district support.	Academic Support Program	08/01/2016	06/15/2017	$39290 - State Funds	GT Coordinator, All GT stalkeholders, Principals

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Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development (job embedded when possible) will include the following topics: *Technology * Mike Rutherford training for administrators *Co-Teaching in Content Areas *Kentucky Academic Standards *RTI refinement *Cultural Expectations/PBIS *Literacy in the Content Areas *Career Awareness, Advising and Exploration utilizing ILP *Kagan training *PDSA utilization during PLC's	Professional Learning	08/01/2016	06/15/2017	$5000 - Title II Part A	Principals, Teacher, District and school staff, District PD Coordinator

Goal 3:

To reduce the percentage of novice students in Reading: elementary 21.2 to 10.6, middle school: 26.8 to 13.4, high school: 33.3 to 16.7

Measurable Objective 1:

50% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult, Ungraded and All grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency by improving out of the novice category in Reading by 06/15/2020 as measured by KPREP scores.

Strategy1:

Novice Reduction Coaching - We will utilize the expertise of a Novice Reduction coach at one elementary school. The information shared with that school will be communicated to all schools to help reduce district-wide novice percentages.

Category: Continuous Improvement

Research Cited:

Activity - Serving Novice Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Novice students will be monitored after each administration of MAP, KPREP, formative assessments, Easy CBM, and other pertinent assessments. They will be served as needed through the following programs (daytime ESS, Title I, AmeriCorps, Migrant, Title III, GEAR UP , volunteer tutors and mentors, special education, and RTI services).	Academic Support Program	08/01/2016	06/15/2017	$0 - No Funding Required	Principals, central office support staff, and teachers

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

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Goal 1:

Increase the average combined reading and math K-Prep scores for elementary from 48.7 in 2015-16 to 67.8 in 2018, for middle school from 44.6 in 2016 to 65.7 in 2018, and high school from 51.3 in 2016 to 65.6 in 2018.

Measurable Objective 1:

demonstrate a proficiency - Garrard Elementary Schools/Middle School will increase the averaged combined reading and math scores to 60% by 09/23/2016 as measured by K-prep.

Strategy1:

Cultural Expectations - The school/district culture will be improved to be optimally conducive to student achievement.

Category: Stakeholder Engagement

Research Cited:

Activity - TELL survey results	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will analyze the results of the TELL survey to maintain and improve working conditions.	Other	08/01/2016	06/15/2017	$0 - No Funding Required	Teachers, Principals, District Support Staff, Superintendent

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Executive Summary

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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.

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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 Garrard County School System, located in central Kentucky provides a comprehensive educational program for students in grades PreK-12. The current student enrollment is 2545 with 59.9% of these students qualifying for free or reduced meals. The student attendance rate as recorded on the 2014-15 school report card is 94.3%. The faculty and staff of Garrard County Schools consists of 184 certified teachers, 9 school administrators, 5 counselors, 3 full-time certified central office administrators, 3 part-time certified central office administrators, 9 central office staff members, one School Resource Officer and 179 classified employees. The school system is the county's largest employer.

The Garrard County School district is located in a rural setting in the heart of the Bluegrass, covering a geographical area of 230 square miles with 73.5 people per square mile. According to the 2010 Census, the county population is approximately 16,912 with an average annual median income of $40,137. The county population consists of approximately 95% Caucasian, 2% African American 2% Hispanic, and 1% other. The poverty rate in the district is 20.9%. Approximately 79.5% of the population are high school graduates or higher with a total of 14.0% having a bachelor degree or higher. Of the adults who are employed, 84.7% work outside the county.
The Garrard County School System provides a wide array of academic, athletic and extra-curricular programs. Students are challenged as they follow an academic pathway that includes a curriculum focused on the Kentucky Academic Standards, Kentucky Core Content, Program of Studies, and the ACT Quality Core Standards. In our elementary schools, students are provided with basic skills and grade appropriate knowledge of the four core areas of English/Language Arts, Math, Social Studies and Science, while also learning the principles of Arts and Humanities, Practical Living and Writing at all grade levels. At the secondary level, students follow the same core educational venue, with additional instruction and exploration in career path choices and preparation for college-and career-readiness. At the high school level, Advanced Placement and Dual Credit courses in addition to college/career counseling offer a variety of academic routes for students. The Garrard County Area Technology Center, the Lancaster EKU Higher Education Center and the Garrard County Adult Education Program along with the Garrard Community Education Program offer technical education and post-secondary courses locally.

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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.

The Garrard County School System's purpose statement was developed by input from all stakeholders and continues to be reviewed annually and revised when needed. The following is the current revised purpose statement: "The Garrard County School System, united with families and community, will provide all students an education which enables them to graduate college- and career-ready and become successful, productive citizens in a global society." This purpose statement was revised at the November, 13, 2102 stakeholder meeting to include college- and career readiness and "global society" as an intentional priorities of the school system. The statement was reviewed at the October 29, 2013 stakeholder meeting, at the October, 2014 stakeholder meeting and again in October, 2015 and 2016. Our purpose statement is displayed throughout our school district and is read at the beginning of every board meeting. We review our mission often to make decisions that positively impact students. This statement demonstrates an in-depth understanding and acceptance of our responsibility to see that all students achieve the skills necessary to be successful after graduation.

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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.

The Garrard County School System has seen several changes in the past three years, including changes in leadership as well as marked improvements in academics and the increased use of instructional strategies to engage students in learning. The district continues to improve the school climate through culture audits and implementation of district-wide Positive Behavior Instructional Supports (PBIS). There have been significant decreases in school-wide discipline referrals over the past three years, decreasing from 2755 in 2009-10 to 833 in 2015-16.

In 2015-16, Garrard County students graduated at a higher rate than three years ago, and Garrard County graduates were deemed "College- and Career-Ready" at increasingly high levels. In 2014, three schools were deemed Proficient -- Camp Dick Robinson, Garrard County High School and Garrard Middle School. Two schools, Lancaster Elementary and Paint Lick Elementary were classified as Needs Improvement. In 2015, the district was classified as Proficient with one school (Garrard County High School) reaching the Distinguished mark and two schools (Paint Lick Elementary and Camp Dick Robinson) classified as Proficient and only missing a Distinguished rating by tenths of a point. In keeping with the trend of improvement, in 2016, the district was classified as Proficient with three Distinguished schools (Paint Lick Elementary, Camp Dick Elementary, and Garrard County High School), with one Proficient school (Lancaster Elementary) and one Needs Improvement school (Garrard Middle School).

On October 27, 2016 district stakeholders met to identify needs for the Comprehensive District Improvement Plan. Communicating the value of education and focusing on teaching the standards with congruency and rigor were identified as requirements for continued school district success. The district web site has been designed to expedite vital communication with all stakeholders. The School Messenger phone notification system is used to call parents with real time instant messages. The stakeholders agreed there was a need to continue interventions for novice students and keep training teachers to have as many research based strategies as possible ready to use for differentiating and delivering instruction. The district Superintendent models and expects a district culture that is student focused and exemplary. He has overseen the implementation of improved instructional strategies including Kagan training and Rutherford coaching strategies. These are monitored in our schools through systematic school and district walkthroughs.

During the next three years, the goals of the district include improving student proficiency, continuing to improve college- and career-readiness and continuing teacher training/coaching to reach the highest levels of student engagement. The school system will focus on upgrading technology offerings so all students can access information in a global manner. There will be increased emphasis on 21st Century skills necessary for success in the evolving workplace. Student exploration of careers and college opportunities will be increased and career pathway exploration will be improved. Research-based interventions and resources will be made readily available to improve achievement for all students.

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Additional Information

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

By continually reflecting on our current educational practices while researching effective and innovative practices, we will further ensure a congruency between what our students need and what we are providing. As we move forward, we will continue to look at data as a means to guide our work in developing appropriate programs and interventions to meet the needs of all students. In doing so, we will live up to our vision of "Expect the Best".

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