



# **Comprehensive District Improvement Plan**

Hazard Independent

705 Main St  
Hazard, KY 41701

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## **Introduction**

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

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

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

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

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

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

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

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

# **Phase I - Equitable Access to Effective Educators District Diagnostic**

## **Introduction**

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

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

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

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

**Equitable Access to Effective Educators - District**

Label	Assurance	Response	Comment	Attachment
District Equity Data (1)	<p>Complete the District Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration.</p> <p>*Self-selected data could come from a variety of sources. It should be relevant to the needs of the district. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data; TELL results; turnover data.</p> <p>**The district should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:</p>	I acknowledge that I have uploaded the District Equity Data.	Our self-selected option is increase teachers working on higher advanced degree.	Hazard Equity Data Chart 2016

**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.**

Our data analysis of the equity information reveals that as a district we have 15.9% teachers with only a bachelors degree and only 2 teachers that have Nation Board Certification at this time. Our free/reduced lunch percentage is around 60% as a district. Our students with disabilities percentage is around 15%. Our data shows that 11 teachers had 1-3 years experience and 59 teachers with 4 or more years. One principal out of the three has more than 3 years experience. After careful analysis of this data, we have selected increasing the number of teachers with an advanced degree as our self-selected indicator.

**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.**

The barriers that we have identified for our percentage of teachers with an advanced degree including National Board Certification are that our location and access to available graduate programs, internet broadband availability is limited for on-line classes, the cost of graduate classes seems to be a factor and teachers having the time to dedicate to the classes. For National board Certification, lack of information may be a factor in the low participation for this program.



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

**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:

Ensure Equitable Distribution

## Measurable Objective 1:

collaborate to ensure that equal distribution of qualified teachers in all schools by 05/17/2017 as measured by Highly Qualified Report and Equity Plan.

## Strategy1:

Monitor Highly Qualified Teachers - District will ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out of field teachers.

Category: Professional Learning & Support

Research Cited: Highly Qualified Report

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Activity - Technical Assistance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide technical assistance and guidance to strengthen teacher quality through mentoring programs, CIITS,	Professional Learning	08/11/2016	05/17/2017	\$0 - No Funding Required	District Staff

Activity - Assess Teacher Quality	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor teacher quality through EPSB and make recommendations when appropriate.	Policy and Process	08/11/2016	05/17/2017	\$0 - No Funding Required	District Staff

Activity - Monitor Equity Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Equity Plan will be monitored to ensure schools provide instruction by highly qualified instructional staff and to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out of field teachers.	Policy and Process	08/11/2016	05/17/2017	\$0 - Other	District Office Staff

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure that professional development meets professional needs of teachers and administrators through analysis of data, implementation, and follow-up. Making sure PD is based on scientific research.	Professional Learning	08/11/2016	05/17/2017	\$0 - No Funding Required	District Staff

Activity - Orientation/Mentoring New Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District will develop and implement an orientation and mentoring program for all new teachers in the district.	Professional Learning	08/11/2016	05/17/2017	\$500 - State Funds	District Staff

# **Phase I - GAP Target Assurance**

## **Introduction**

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

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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	Hazard High School	

# **Phase I - Needs Assessment**

## **Introduction**

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

## Data Analysis

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

**What does the data/information not tell you?**

Needs assessment is the focus for our improvement plan. The data and information provided answers to the question "What measures need to be taken to provide the most effective strategies and activities that will yield the best results?" Also, what are determining contributing factors and root causes for the need. Our KPREP reading percent P/D is as follows: Elementary is 60.8% middle school is 63.8% and high school is 65.2% (KPREP EOC). Furthermore, our grades 3-8 reading national percentile range was 59% to 75% for the national norm referenced portion of the K-PREP. Our KPREP math percent P/D is as follows: Elementary is 45% middle school is 60.1%, and high school is 41.4%. Our grades 3-8 math national percentiles ranged from 52% to 81% for the national norm referenced portion of the K-PREP.

How are our students performing compared to students throughout the state?

Based on these results, the middle school reading scores were 8.6% above state average. The elementary reading scores were slightly above the state average whereas the high school reading scores were 9.4 above state average. Based on the math scores the elementary was slightly below state average indicating an area of improvement, while the middle scores were 13.1% respectively, above state average. The high school math scores were slightly below state average. We feel that this data does not tell us specific sub-content areas.

Where are the gap students and who needs to be targeted for intervention?

At the middle school there is a 16.7% difference in reading performance levels between delivery target and actual score for students with disabilities, however gap group as a whole did make their delivery target. There was not any gap group that met their target in reading at the high school level. At the elementary level we have a 6.3% difference in math and a .2% in reading between delivery target and actual score for students with disabilities. At the middle school level there is 8.9% in math between delivery target and actual score for students with disabilities. There was no significant gap found between gap groups. At the high school level there was no difference between total population and any gap group in math. What percentage of students are college and career ready? 80.6% of students are identified as college and career ready whereas the state percentage was 68.5%. Also, there is an 11.6 point difference in gap students and all students.



## 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?**

Hazard Independent has always had great tradition of excellence in every aspect of school from state recognized awards to one-on-one attention for all students. The accomplishments include state assessments, athletics, community involvement, extracurricular activities, and school culture. Based on the data analysis, the high school reading scores were 1.6% above state average. With an overall score of 84.1 earned Hazard High School the Rewards and Assistance Category classification of a Distinguished School. Hazard Independent Schools as a District obtained a distinguished classification with an overall score of 74.4% ranking them in the 98th percentile. Each CSIP has a detailed description of data breakdown and individual schools strength. As a district, we strive to sustain our areas of strength by collaborating with schools to increase rigorous and relevant teaching strategies through professional development opportunities. This has become one strength as we train our principals on PEGS and begin to utilize CIITS and PD 360 for more directed support. We have implemented mentoring programs for new teachers. Our district takes pride in the RTI system that identifies gap areas and creates plan to address these gaps. Each school has a CSIP that addresses more in depth strengths and strategies. As a district we strive to provide financial assistance and other resources to support existing school based programs. Administrators/educators are participating in leadership networks, PLC's, and many community related programs and committees. Our district offers ESS, formative assessments, clear learning targets, teacher blogs, active PTO's, and stringent attendance policies, progress monitoring, and enrichment activities. Not only are our students successful in the classroom and community, but we excel in athletics and extra-curricular activities. Our activities successes include but are not limited to football team winning a state championship, to consecutive regional titles from academic team, speech team, chorus, avian team, cheer leading, band, basketball region and district titles. All activities at all levels are pushed to be the best, as well as to promote sportsmanship and mutual respect. Our students in the middle school participate in Kentucky Youth Assembly and have had bills pass both the House and Senate. Our small high school, for example, last year received over \$3.5 million in scholarship offers. Our students at all levels have countless hours of community service and volunteerism, from building houses, donating to the animal shelter, blood drives, food drives, fire victim recovery, domestic violence, tornado recovery, pennies for veterans and veterans center donations. We also give our students the opportunity to travel across the U.S.A. and out of the country as far as Europe and the Bahamas regardless of family income. We feel this provides them with a worldwide learning experience that is invaluable today's society.

## Opportunities for Improvement

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

Through analysis of data, we are seeking to identify areas of needed growth and improvement. Our findings indicate at the elementary level that 43.2% of entering kindergarten students was determined not ready for kindergarten. Our district preschool, community child care givers and kindergarten staff will collaborate to ensure success of readiness skills for incoming K-students. All students will be monitored by the assessments Brigance, Discovery Education, KPREP, and formative assessments to address gaps in instructional planning and address student needs based on standards. Our elementary school received the Toyota Born Learning Grant that offers a tangible way for our school to make lasting community change to boost school readiness. We use Born Learning tools and templates to reach out to the media and business community; we follow a step-by-step approach to community engagement. We are connecting parents and caregivers with local resources, programs and supports. Our elementary students scored 52.6% proficiency on KPREP combined reading and math. Also, our elementary student's actual score in math was 44.1 with the target being 52.5 revealing another area of improvement. The elementary school received 0 points for novice reduction in the accountability model. The reduction target was 1.8 for free/reduced and 1.7 in the non-duplicated gap for reading therefore not achieving novice reduction. In math, the reduction target was 2.4 free/reduced and 2.3 in non-duplicated gap group. We increased by 2.4 in free/reduced and by 4.6 in non-duplicated gap group. The middle school's goal was to reduce novice by 2 whereas we went up. In math we earned 66.7% of our possible points and in reading we earned .6% of possible points in the accountability model. Reading shows slight improvement with students with disabilities in novice reduction. Free/reduced and non-duplicated did not show improvement. In math the non-duplicated and free/ reduced sub-populations obtained target goals. Students with disabilities were to be reduced by 4.8 went up by 2.6. These areas will be addressed through Reading recovery, Math Recovery Program, RTI, leadership networks, PLC's, and professional development opportunities (CIITS, PD 360). We are also improving our writing program to increase student success in literacy as a whole. At all grade levels, plans have been developed with goals and strategies to improve areas of need. District office will supplement these plans with opportunities for growth in professional development by better utilizing CIITS/PD 360, obtaining an online teacher evaluation system (Observation 360) that will link areas of need with appropriate resources as well as financial support for improvement of student achievement. Another area of improvement is to increase parent and community involvement at all levels in the district. We have an active community partnership with the Hazard Police Department, Unite, Kentucky Valley Education Cooperative, Kentucky River Community Care, Health Department, fire department, local churches, homeless shelter, and childcare providers. We would like to increase the level of parent involvement in the schools by offering more opportunities to involve them and update them on curriculum and standards. We would also like to offer more teacher/parent communication and resources to help ease the burden of increasing achievement and to build ownership of the educational process. We, as a district, will strive to improve as educators by participating in leadership networks, maintain consistent and relevant communication with building administrators to make available resources for areas of need, and utilize our homeless liaisons to reduce barriers to learning for these students.

## **Oversight and Monitoring**

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

The Hazard Independent Schools District will regularly monitor the Improvement Plan by completing Implementation and Impact Checks on a monthly basis by committee member facilitators. They will entail the facilitators monitoring the implementation of strategies and activities that are specifically designed to be implemented district-wide and strategies and activities that are addressed for the specific department needs. Each principal will present checks to Hazard Independent School Board of Education on a quarterly basis for monitor and review.

## **Conclusion**

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

After analyzing our needs assessment, we will utilize the data to establish measurable and achievable goals. We will develop and implement a specific plan to address areas of concern which will guide us in achieving our goals. We will strive to improve as administrators by participating and guiding professional development to better implement Kentucky Core Content Standards. Throughout the process we focus on school and district improvement efforts to increase student achievement by bringing together all stakeholders to plan for improvement. We will focus our 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

# **2016-2017 Comprehensive District Improvement Plan**

## **Overview**

### **Plan Name**

2016-2017 Comprehensive District Improvement Plan

### **Plan Description**

2016-2017 Comprehensive District Improvement Plan

## 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 averaged combined reading and math K-Prep scores for elementary students from 53.1% to 72.5% in 2018.-2019 school year.	Objectives: 1 Strategies: 4 Activities: 17	Academic	\$60533
2	Increase the averaged combined reading and math proficiency rating for the Elementary students in the non-duplicated gap group from 45.7% to 65.9% in 2018-2019 school year..	Objectives: 1 Strategies: 4 Activities: 11	Academic	\$89217
3	Increase the averaged combined reading and math KPREP scores for middle school students from 63.8% to 77.3% in 2018- 2019.	Objectives: 1 Strategies: 6 Activities: 19	Academic	\$34600
4	Increase the average combined Reading and Math proficiency ratings for middle school students in the non-duplicated gap group from 53.3% to 70.4% in 2018-2019.	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$11000
5	Increase the cohort graduation rate from 95.7% to 98% by 2019-2020.	Objectives: 1 Strategies: 3 Activities: 4	Organizational	\$0
6	Hazard Independent Schools will ensure compliance with all state and federal regulations pertaining to the identification and services for students identified with disabilities.	Objectives: 1 Strategies: 5 Activities: 10	Organizational	\$77500
7	Maintain a minimum percentage of students who graduate College and Career Ready 77.3%.	Objectives: 1 Strategies: 2 Activities: 12	Organizational	\$21300
8	Increase combined reading and math EOC scores for high school non-duplicated gap group from 45.7% to 71.9 in 2018-2019.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$362
9	Hazard Independent schools will Increase the percentage of effective teachers and principals from % in 2016 to % in 2020.	Objectives: 1 Strategies: 3 Activities: 13	Organizational	\$3280
10	Increase the averaged combined reading and math EOC scores for high school students from 53.5% to 78.7 in 2018-2019.	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$15100
11	Ensure that the Program Review Process is an ongoing, reflective analysis used to identify strengths and areas of improvement while ensuring a school-wide natural integration of the program skills across all contents.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$0

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12	Ensure Equitable Distribution	Objectives: 1 Strategies: 1 Activities: 5	Organizational	\$500
13	Increase Kindergarten Readiness for preschool students from 56.8 to 73.4 in 2018.	Objectives: 2 Strategies: 8 Activities: 17	Organizational	\$162500
14	Reduce the percentage of students scoring novice by 50% in 2019-2020.	Objectives: 1 Strategies: 10 Activities: 12	Organizational	\$5200



## Goal 1: Increase the averaged combined reading and math K-Prep scores for elementary students from 53.1% to 72.5% in 2018.-2019 school year.

### Measurable Objective 1:

A 8% increase of Third and Fourth grade students will demonstrate a proficiency to increase averaged combined reading and in Mathematics by 05/17/2017 as measured by KPREP.

### Strategy 1:

RTI/KSI - All third and fourth grade teachers will be trained, deploy and be monitored for fidelity in the RTI process.

Category: Professional Learning & Support

Research Cited: Kentucky Initiative

Activity - Monitor Tier 1,2,3 students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide financial assistance for purchasing Discovery Education program which is utilized to develop plans to address gap groups and student needs based on standards.  Schools: Roy G. Eversole Elementary School	Academic Support Program	08/11/2016	05/17/2017	\$5072	Title I Part A	Sandra Johnson, Nathan Johnson, Sondra Combs, Regina Cornett
Activity - Receive and review feedback from school resource inventory	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze the findings from the school review and provide financial support to supplement intervention resources.  Schools: All Schools	Other	08/11/2016	05/17/2017	\$2000	Title I Part A	Sandra Johnson, Nathan Johnson, Sondra Combs, Larry Muncy
Activity - Teacher Training on CIITS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide CIITS training to teachers and principals (i.e. developing lesson plans, express test development, importing to Gradebook in IC, searching for instructional resources and navigating to the various links embedded in CIITS)  Schools: All Schools	Professional Learning	05/11/2016	05/17/2017	\$150	Title II Part A	Sandra Johnson, Nathan Johnson, Sondra Combs, John Quillen

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Activity - Monitor Usage of CIITS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor use of CIITS for instructional planning and creation of and sharing of instructional resources through informal reports and CIITS usage reports.  Schools: All Schools	Policy and Process	08/11/2016	05/17/2017	\$0	No Funding Required	Sandra Johnson, Nathan Johnson, Sondra Combs, John Quillen

Activity - Infinite Campus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ensure that all work email addresses for teachers and leaders are entered into IC and all required custom roles are setup in IC consistently for the district .  Schools: Roy G. Eversole Elementary School	Technology	08/11/2016	05/17/2017	\$5811	Other	Nathan Johnson, John Quillen

### Strategy 2:

Monitor PLC's - Consistent communication between school and district office staff to monitor PLC's will be implemented.

Category: Continuous Improvement

Research Cited: Kentucky Initiative

Activity - Monitor implementation of PLC's	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of the PLC's through meeting times, agendas, sign-in sheets, district office participation in meetings and walk throughs.  Schools: All Schools	Professional Learning	08/11/2016	05/17/2017	\$0	No Funding Required	Sandra Johnson, Nathan Johnson, Sondra Combs, John Quillen

### Strategy 3:

School Readiness - Identify early childhood providers (e.g. preschool, Head Start, child care, Montessori, First Steps, Hands, ect.) families and community members to ensure all children experience effective transition to school entry.

Category: Early Learning

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze data from the screener and multiple assessments, including results from prior settings, and classroom observations/formative assessments.  Schools: Roy G. Eversole Elementary School	Academic Support Program	08/11/2016	05/17/2017	\$0	Title I Part C	Sondra Combs

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Activity - Statewide Screener	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assess all kindergartners at school entry with the common statewide screener (Brigance) Schools: Roy G. Eversole Elementary School	Academic Support Program	08/11/2016	05/17/2017	\$0	Title I Part C	Sandra Johnson, Sondra Combs
Activity - Coordinator/Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Preschool Coordinator and teacher leader will participate in the Early Learning Leadership Networks (ELLN) and implement the strategies for K-3 student learning outcomes. Preschool coordinator will be trained in ECERS Rating Scale. Schools: Roy G. Eversole Elementary School	Academic Support Program	08/11/2016	05/17/2017	\$1000	Title I Part C	Sondra Combs
Activity - Parent Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Disseminate school readiness definition to EC community and parents of incoming K students. Schools: Roy G. Eversole Elementary School	Parent Involvement	08/11/2016	05/17/2017	\$0	No Funding Required	Sondra Combs
Activity - Transition Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assist in the gathering of any transition data from EC providers to prepare for incoming K learners educational needs. Schools: Roy G. Eversole Elementary School	Other	08/11/2016	05/17/2017	\$0	No Funding Required	Sondra Combs
Activity - Plan for Dissemination of Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assist in the development of a plan for disseminating results of the K - screener to parents and early childhood community members. Schools: Roy G. Eversole Elementary School	Parent Involvement	08/11/2016	05/17/2017	\$0	No Funding Required	Sondra Combs
Activity - Born Learning Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher led parent activities with children to increase kindergarten readiness Schools: Roy G. Eversole Elementary School	Academic Support Program	08/11/2016	05/17/2017	\$2000	Other	Principal, Teachers, and staff

**Strategy 4:**

Literacy Initiative - Review, analyze and revise school writing plan and writing program by reviewing improvement plan to support literacy and planning in schools.

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Category: Learning Systems

Research Cited: Kentucky Initiative

Activity - Literacy Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assist in directing research-based literacy professional development through PD 360, Leadership cohorts, KVEC, and WebEx's.  Schools: Roy G. Eversole Elementary School	Professional Learning	08/11/2016	05/17/2017	\$2500	District Funding	Sandra Johnson, Nathan Johnson, Sondra Combs, John Quillen
Activity - Monitor Implementation Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation process of the Writing Program Reviews and review writing policies and literacy plans.  Schools: All Schools	Academic Support Program	08/11/2016	05/17/2017	\$0	No Funding Required	Sandra Johnson, Nathan Johnson, Sondra Combs
Activity - Monitor Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of professional development and learning  Schools: Roy G. Eversole Elementary School	Policy and Process	08/11/2016	05/17/2017	\$0	No Funding Required	Sandra Johnson, Nathan Johnson, Sondra Combs
Activity - Monitor Reading Recovery Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Recovery is offered five days a week for eight students with one-on-one instruction. In addition, the Reading Recovery teacher has three CIM groups of up to eight students.,  Schools: Roy G. Eversole Elementary School	Academic Support Program	08/11/2016	05/17/2017	\$42000	Grant Funds	District Office Staff, Principal

**Goal 2: Increase the averaged combined reading and math proficiency rating for the Elementary students in the non-duplicated gap group from 45.7% to 65.9% in 2018-2019 school year..**

# Comprehensive District Improvement Plan

Hazard Independent

## Measurable Objective 1:

A 7% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency increase for the Gap Group in the combined Math and in English Language Arts by 05/17/2017 as measured by KPREP.

## Strategy 1:

Best Practices for closing gaps - Teachers will be provided PD on developing a process that identifies/validates strategies that are of high quality. This PD will include training, systems and supports, and self reflections for follow up.

Category: Continuous Improvement

Research Cited: Best Practices

Activity - Teacher Training on Best Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide training on Best Practices Schools: Roy G. Eversole Elementary School	Professional Learning	08/11/2016	05/17/2017	\$0	No Funding Required	Sandra Johnson, Sondra Combs, Nathan Johnson

Activity - Training on Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development will be provided on how to utilize data and systems for Progress Monitoring. Schools: Roy G. Eversole Elementary School	Professional Learning	08/11/2016	05/17/2017	\$0	No Funding Required	Sandra Johnson, Sondra Combs

Activity - Analyze student achievement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze student achievement by gap groups, relative to state, district and school assessments. Schools: All Schools	Policy and Process	08/11/2016	05/17/2017	\$0	Title I Part D	District Staff

## Strategy 2:

Proficiency Initiative - Additional instruction will be provided in reading and math during school and after school.

Category: Integrated Methods for Learning

Activity - Monitor additional instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive District Improvement Plan

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Monthly activities are planned in reading and math. Parents are provided with strategies and resources to be used at home to increase student achievement.  Schools: Roy G. Eversole Elementary School	Parent Involvement	08/11/2016	05/17/2017	\$1500	Title I Part A	Sondra Combs, Sandra Johnson
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Activity - Extended School Services (ESS)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ESS will be provided two days a week to provide gap students with additional instruction in reading and math.  Schools: Roy G. Eversole Elementary School	Academic Support Program	05/11/2016	05/17/2017	\$36717	State Funds	Sondra Combs

### Strategy 3:

At-Risk Student Programs - Provide resources to aide in reaching proficiency for identified at-risk students.

Category: Learning Systems

Research Cited: Kentucky Initiative

Activity - Supplemental Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Aide in the collection and communication of needed resources that will remove barriers to learning. Some programs are FRYSC, Title 1 Homeless, Community Churches, Blessings in Backpack, Community Ministries, Llon Club, Coal for Kids, Chidren INC., Phi Beta Kappa, Individuals Supporting Bulldog Education, and James River Coal.  Schools: Roy G. Eversole Elementary School	Community Engagement	08/17/2016	05/17/2017	\$1000	Title I Part A	Sandra Johnson, Sondra Combs

Activity - Support to Reduce Barriers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support through FRYSC and other programs will be provided to school staff identifying barriers for students at risk of retention and performing below grade level.  Schools: Roy G. Eversole Elementary School	Academic Support Program	08/11/2016	05/17/2017	\$50000	State Funds	District Staff

Activity - Support in the data identification at-risk population	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Disseminate data (Brigance, KPREP Gap Scores, Stanford 10 scores, Infinite Campus) and determine at-risk students.  Schools: Roy G. Eversole Elementary School	Academic Support Program	08/11/2016	05/17/2017	\$0	No Funding Required	Sondra Combs, Nathan Johnson, Larry Muncy

### Strategy 4:

Monitor Curriculum Assessment & Alignment - District instructional leaders will monitor and guide the curriculum design team (CDT)

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Category: Learning Systems

Activity - Feedback from principal/staff	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CDT will share updated/revised curriculum with teachers to gather feedback and input. Staff will share feedback with CDT. Principal will report findings, revisions and changes made to curriculum to district instructional leaders.  Schools: Roy G. Eversole Elementary School	Policy and Process	08/11/2016	05/17/2017	\$0	No Funding Required	Sandra Johnson, Nathan Johnson, Sondra Combs, John Quillen
Activity - Monitor implementation of new curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ensure that principal and staff implement the curriculum using best practices for instruction and assessment and monitor implementation throughout year  Schools: Roy G. Eversole Elementary School	Policy and Process	08/11/2016	05/17/2017	\$0	No Funding Required	Sandra Johnson, Nathan Johnson, Sondra Combs, John Quillen
Activity - Analysis of Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District instructional leader will analyze curriculum to identify gaps and make necessary adjustments. CDT will utilize resources aligned with KCAS.  Schools: Roy G. Eversole Elementary School	Policy and Process	08/11/2016	05/17/2017	\$0	No Funding Required	Sandra Johnson, Nathan Johnson, Sondra Combs, John Quillen

### Goal 3: Increase the averaged combined reading and math KPREP scores for middle school students from 63.8% to 77.3% in 2018- 2019.

#### Measurable Objective 1:

A 5% increase of Sixth, Seventh and Eighth grade students will demonstrate a proficiency in averaged combined Reading and in Math in Mathematics by 05/17/2017 as measured by KPREP.

#### Strategy 1:

Implement the IXL Program - Teachers will implement the IXL Program into their regular curriculum to provide students with supplemental on-line math practice and lessons. It is self-paced, revisits skills not mastered, assesses progress, and gives instant updates on progress.

**Comprehensive District Improvement Plan**

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Category: Learning Systems

Activity - Principal/Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in the use and implementation of the program Schools: Hazard Middle School	Professional Learning	08/11/2016	05/17/2017	\$0	No Funding Required	Sandra Johnson, Nathan Johnson, John Quillen, Sondra Combs

Activity - Monitor Student Involvement with IXL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will report to instructional supervisor progress and usage of IXL program for progress Schools: Hazard Middle School	Technology	08/11/2016	05/17/2017	\$0	No Funding Required	Principal, Nathan Johnson, Sondra Combs, John Quillen

Activity - Assist in Parent/Community Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Office will assist with Parent Night to train parents and community partners in the use of IXL Online Math Program and "DIGITS Curriculum" and "Singapore Math Curriculum" Schools: Hazard Middle School	Parent Involvement	08/11/2016	05/17/2017	\$1500	Title I Part A	District Office Staff

**Strategy 2:**

Supplemental Curriculum Strategies - Teachers will be provided additional strategies and activities that will enhance student learning.

Category: Professional Learning &amp; Support

Research Cited: Best Practice

Activity - Academic Field Trips	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Field trips will be monitored for educational appropriateness that is linked to common core standards. Schools: Hazard Middle School	Field Trip	08/11/2016	05/17/2017	\$1000	Title I Schoolwide	District Office Staff

Activity - Implement Organizational Student Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Academic planners will be provided and required for students to write daily targets for all classes.  Schools: Hazard Middle School	Academic Support Program	08/11/2016	05/17/2017	\$1000	School Council Funds	District Office Staff
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Activity - Monitor Enrichment Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Enrichment program will be enhanced by utilizing and refining the Gifted and Talented Teachers input through collaboration.  Schools: Hazard Middle School	Academic Support Program	08/11/2016	05/17/2017	\$500	State Funds	Gifted and Talented Teacher, District Office Staff

Activity - Monitor Accelerated Reader (AR)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The AR Program will be monitored for implementation and refinement into the regular curriculum.  Schools: Hazard Middle School	Academic Support Program	08/11/2016	05/17/2017	\$3000	Title I Schoolwide	District Office Staff

### Strategy 3:

Content Literacy - District instructional supervisors will monitor the incorporation of reading in all content areas.

Category: Learning Systems

Research Cited: Literacy Initiatives

Activity - Reading Across the Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional supervisors will monitor the implementation of reading in all content areas through principal reports, walkthroughs, and student achievement.  Schools: Hazard Middle School	Academic Support Program	08/11/2016	05/17/2017	\$0	No Funding Required	District Office Staff

Activity - Literacy Design Collaborative (LDC) Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided training in the LDC Template Tasks. The implementation of LDC will be monitored through the Writing Program Review.  Schools: Hazard Middle School	Professional Learning	08/11/2016	05/17/2017	\$0	No Funding Required	Larry Muncy, District Office Staff

Activity - Writing Across the Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive District Improvement Plan

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Instructional supervisors will monitor incorporation of writing in all content areas through walk through and program fidelity.  Schools: Hazard Middle School	Academic Support Program	08/11/2016	05/17/2017	\$0	No Funding Required	District Office Staff
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### Strategy 4:

Classroom Instruction - District Office will monitor instruction to ensure that curriculum is aligned with the Common Core Standards. All students will receive instruction from highly qualified teachers through a aligned, articulated curriculum.

Category: Continuous Improvement

Research Cited: Curriculum Assessment and Alignment

Activity - Monitor Unit/Lessons/Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher effectiveness will be monitored through principal evaluations, walk through, and review of implementation and impact checks.  Schools: Hazard Middle School	Academic Support Program	08/11/2016	05/17/2017	\$0	No Funding Required	District Office Staff

Activity - Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district technology coordinator will provide follow-up and support for the purchase of "Smart Technology".  Schools: All Schools	Technology	08/11/2016	05/17/2017	\$20000	State Funds	District Office Staff

Activity - Smart Technology Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The technology coordinator will be available for training on the Macintosh platform provided for several staff members to ensure appropriate use. The DTC and the Network Administrator will schedule and provide professional development on the use of new technology concerning the Smart Classroom for the staff.  Schools: All Schools	Technology	08/11/2016	05/17/2017	\$3600	District Funding	DTC ,Network Administrator

Activity - Teacher Blogs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Blogs will be monitored by principal and reported to district staff through staff meetings and parent surveys.  Schools: Hazard Middle School	Parent Involvement	08/11/2016	05/17/2017	\$0	No Funding Required	District Office Staff

Activity - CIITS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive District Improvement Plan

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Provide professional learning experiences for new teachers on the creation and publication of lesson plans in CIITS.  Schools: All Schools	Professional Learning	08/11/2016	05/17/2017	\$0	Race to the Top	District Office Staff
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### Strategy 5:

Universal Screening - Think Link Scores will monitor student achievement

Category: Learning Systems

Research Cited: Progress Monitoring

Activity - Think Link	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be assessed three times a year to determine progress and areas of need. Instruction will be adjusted to meet individual needs identified by screenings.  Schools: Hazard Middle School	Academic Support Program	08/11/2016	05/17/2017	\$1000	Title I Part A	District Office Staff

### Strategy 6:

Professional Learning Communities - PLC's will meet monthly to refine the implementation of the common core standards in all areas.

Category: Professional Learning & Support

Research Cited: Curriculum Assessment and Alignment

Activity - Monitor all PLC's	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Office staff will monitor PLC's through occasional attendance at meetings, agendas, minutes, and principal reports.  Schools: Hazard Middle School	Professional Learning	08/11/2016	05/17/2017	\$0	No Funding Required	Larry Muncy, District Office Staff

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Office will assist in finding appropriate PD to promote effective instructional classroom practices. CIITS will be utilized.  Schools: Hazard Middle School	Professional Learning	08/11/2016	05/17/2017	\$0	No Funding Required	District Office Staff

Activity - Content Area Leadership Cohort	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitoring of train the trainer staff meetings where the Content Leader trains staff in strategies that are made available through the ARI Grant.  Schools: All Schools	Professional Learning	08/11/2016	05/17/2017	\$3000	Grant Funds	District Staff

## Goal 4: Increase the average combined Reading and Math proficiency ratings for middle school students in the non-duplicated gap group from 53.3% to 70.4% in 2018-2019.

### Measurable Objective 1:

A 5% increase of Sixth, Seventh and Eighth grade Black or African-American, Asian, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in averaged combined Reading and in Math in English Language Arts by 05/17/2017 as measured by KPREP.

### Strategy 1:

Extended School Service (ESS) - ESS will be provided after school for student gap group. Students will increase achievement through math and reading intervention in targeted areas of need.

Category: Learning Systems

Research Cited: Targeted Interventions

Activity - ESS Identification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Office will monitor ESS through Infinite Campus. Schools: Hazard Middle School	Tutoring	08/11/2016	05/17/2017	\$500	State Funds	District Office Staff

Activity - After School ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ESS will concentrate on Reading and Math skills through small group instruction, guided reading individual assignments. Transportation is made available for students as needed. Schools: Hazard Middle School	Tutoring	08/11/2016	05/17/2017	\$8000	State Funds	District Office Staff

Activity - ESS Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will utilize the "Moby Max", "WIN Learning" and the "IXL Math and Reading Program" to increase achievement in reading and math. Schools: Hazard Middle School	Tutoring	08/11/2016	05/17/2017	\$2500	Title I Part A	District Office Staff

### Strategy 2:

RTI/KSI Plus Curriculum Alignment - Monitoring of content specific teams who will align the curriculum for the Reading and Math RTI classes.

Category: Continuous Improvement

Research Cited: Kentucky Systems of Interventions

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Activity - Math/Reading Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of instructional strategies through walk through and program fidelity. Schools: Hazard Middle School	Academic Support Program	08/11/2016	05/17/2017	\$0	No Funding Required	District Office Staff
Activity - Gap Group Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of instructional strategies through walk through and program fidelity. Schools: Hazard Middle School	Academic Support Program	08/11/2016	05/17/2017	\$0	No Funding Required	District Office Staff
Activity - Input RTI information into Infinite Campus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Information of RTI progress monitoring will be logged in Infinite Campus. Schools: All Schools	Other	08/11/2016	05/17/2017	\$0	Other	District Office Staff

## Goal 5: Increase the cohort graduation rate from 95.7% to 98% by 2019-2020.

### Measurable Objective 1:

collaborate to increase Cohort Graduation Rate by 05/17/2017 as measured by tracking in Infinite Campus.

### Strategy 1:

Teacher Training - Train teachers in addressing different learning styles.

Category: Professional Learning & Support

Research Cited: Common Core, RTI/KSI

Activity - Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in differentiated instruction through use of CIITS, training opportunities through ARI grant to increase student achievement and keep students engaged in the learning process, thus preventing students from dropping out of school. Schools: Hazard High School	Professional Learning	08/11/2016	05/17/2017	\$0	No Funding Required	District Staff
Activity - Monitor CTE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Monitor the effectiveness of ILP's to ensure that students are placed in courses aligned with with their career intrest.  Schools: Hazard High School	Academic Support Program	08/11/2016	05/17/2017	\$0	No Funding Required	District Staff
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### Strategy 2:

Persistence to Graduation - Support CTE in enrolling students in Career and Technical classes.

Category: Learning Systems

Research Cited: Kentucky Initiative

Activity - Career and Technical Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support CTE and guidance counselors in enrolling students in Career and Technical classes.  Schools: Hazard High School	Policy and Process	08/11/2016	05/17/2017	\$0	No Funding Required	District Staff

### Strategy 3:

Targeted Interventions - 8th grade students wil participate in an orientation during the last week of their 8th grade year.

Category: Continuous Improvement

Research Cited: KDE Graduation Rate Data

Activity - 8th grade Orientation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support the 9th grade orientation where students will tour high school, spend time with administrators, teachers and current high schools students by providing transportation and flexible scheduling.  Schools: Hazard High School	Recruitment and Retention	08/11/2016	05/11/2017	\$0	No Funding Required	District Staff

## Goal 6: Hazard Independent Schools will ensure compliance with all state and federal regulations pertaining to the identification and services for students identified with disabilities.

### Measurable Objective 1:

collaborate to ensure 100% compliance with state and federal regulations pertaining to students with disabilities by 05/17/2017 as measured by data analysis of special education records and reports.

### Strategy 1:

Participation/Proficiency - All students with an IEP will participate in state assessments and staff will provide interventions to enhance proficiency rates for all students

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including those with IEP's.

Category: Learning Systems

Research Cited: IDEA-B regulations

Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement an RTI plan for universal screening, student assessment, tiering, differentiating instruction and research based interventions Schools: All Schools	Academic Support Program	08/11/2016	05/17/2017	\$75000	Title I Schoolwide	District Staff

Activity - PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide professional learning opportunities for staff in the areas of differentiated instruction, RtI tiering, grouping and research based intervention. Schools: All Schools	Professional Learning	08/11/2016	05/17/2017	\$2000	General Fund	District Staff

Activity - Curriculum Access	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will ensure that all students including students with disabilities have access to core content and higher levels of instructional practices. Schools: All Schools	Academic Support Program	08/11/2016	05/17/2017	\$0	No Funding Required	District Staff

### Strategy 2:

LRE - Staff will ensure that students identified with an IEP are receiving services in the least restrictive environment while also ensuring that individual student needs are met.

Category: Professional Learning & Support

Research Cited: IDEA-B regulations

Activity - ARC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School based ARC will make placement decisions that allow students to be educated in the least restrictive environment with non-disabled peers to the maximum extent appropriate. Schools: All Schools	Policy and Process	08/11/2016	05/17/2017	\$0	No Funding Required	District Staff

Activity - PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District will provide professional development on collaboration/inclusion and differentiated instruction.  Schools: All Schools	Professional Learning	08/11/2016	05/17/2017	\$500	General Fund	District Staff
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### Strategy 3:

Compliance - District staff will monitor and track timeline compliance as it pertains to referral, evaluation and placement of students with disabilities ages 3 - 21.

Category: Professional Learning & Support

Research Cited: IDEA-B regulations

Activity - Folder reviews	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District staff will randomly conduct folder reviews.  Schools: All Schools	Policy and Process	08/11/2016	05/17/2017	\$0	No Funding Required	District Staff

Activity - Infinite Campus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will input all required data for students identified with an IEP into the Infinite Campus tracking system.  Schools: All Schools	Policy and Process	08/11/2016	05/17/2017	\$0	No Funding Required	District Staff

### Strategy 4:

Parent Involvement - Parental involvement activities will be provided that assist parents with connections and trainings dealing with special education issues.

Category: Stakeholder Engagement

Research Cited: Best practices

Activity - ARC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be involved in ARC meetings either by attending, conference call, or home visits and will be informed of trainings pertaining to their special needs.  Schools: All Schools	Policy and Process	08/11/2016	05/17/2017	\$0	No Funding Required	District Staff

Activity - Transition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent/student surveys will be completed at ARC meetings addressing transition and information will be provided on the necessary supports needed for a smooth transition to adult life.  Schools: All Schools	Career Preparation/Orientation	08/11/2016	05/17/2017	\$0	No Funding Required	District staff



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### Strategy 5:

Behavior Supports - School staff will be trained in positive behavior supports and alternatives to suspension in an effort to increase student achievement through class participation and attendance.

Category: Management Systems

Research Cited: KCID

Activity - PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development focusing on research based positive behavior supports will be provided.  Schools: All Schools	Professional Learning	08/11/2016	05/17/2017	\$0	No Funding Required	District staff

## Goal 7: Maintain a minimum percentage of students who graduate College and Career Ready 77.3%.

### Measurable Objective 1:

collaborate to maintain a minimum of 77.3% of students who graduate college and career ready. by 05/17/2017 as measured by CCR Percentage Report.

### Strategy 1:

Career Readiness Pathways - Monitor and support the implementation of the CTE programs to create career pathways for each CTE program that leads to an industry certification or KOSAA certification.

Category: Learning Systems

Research Cited: CCR requirements

Activity - Monitor ILP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor methods used to find students who have expressed interest in FCS, early childhood, nurse aide and Office Technology and these students will be scheduled for at least 4 of the appropriate classes in order to qualify for the KOSSA and IC3 tests.  Schools: Hazard High School, Hazard Middle School	Career Preparation/Orientation	08/11/2016	05/17/2017	\$500	Perkins	District Staff

Activity - ILP Career Matchmaker/Career Clusters	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Monitor results of ILP Career Intrest Inventory from 8th-11th grade to guide student course of study.  Schools: Hazard High School	Career Preparation/Orientation	08/11/2016	05/17/2017	\$0	No Funding Required	District Staff
<b>Activity - Meet Benchmarks</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Monitor the use of the WIN Program, EverFi, Edgenuity and ACT practice tests and other appropriate tests for formative assessments to determine student academic needs and address reading and math interventions in CCR and RTI classes  Schools: Hazard High School	Policy and Process	08/11/2016	05/17/2017	\$0	No Funding Required	District Staff
<b>Activity - Career Pathways</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Monitor the implementation of teacher mentors and advising on educational plan of courses for students to reach their goal.  Schools: Hazard High School	Academic Support Program	08/11/2016	05/17/2017	\$0	No Funding Required	District Staff
<b>Activity - Teacher Training on ILP's</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will be trained in the ILP process and appropriate updates.  Schools: Hazard High School	Professional Learning	08/11/2016	05/17/2017	\$500	School Council Funds	District Staff
<b>Activity - Student Scheduling</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Monitor the utilization of curriculum maps aligned with KOSSA and common core standards.  Schools: Hazard High School	Career Preparation/Orientation	08/11/2016	05/17/2017	\$0	No Funding Required	District Office
<b>Activity - Additional Vocational Programs</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Monitor the additional career pathways/vocational courses for students both on-site and at HCTC.  Schools: Hazard High School	Academic Support Program	08/11/2016	05/17/2017	\$0	No Funding Required	District Staff
<b>Activity - CCR PD</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Provide professional development for middle and high school counselors on the 16 national career clusters and the 79 career pathways.  Schools: Hazard High School, Hazard Middle School	Career Preparation/Orientation	08/11/2016	05/17/2017	\$300	Perkins	Principals/District Office Staff

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Activity - Work Keys/ASVAB	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the Identification and implementation of remediation strategies for students not meeting Work Keys or ASVAB bench marks.  Schools: Hazard High School	Academic Support Program	08/11/2016	05/17/2017	\$20000	Perkins	Principals/ District Office Staff

### Strategy 2:

Benchmarks - Monitor the efforts to increase the number of students who achieve the benchmarks on the ACT and COMPASS assessments.

Category: Continuous Improvement

Research Cited: Kentucky Systems of Intervention

Activity - Benchmarks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of WIN Program, and ACT practice tests through data analysis principal reports and walk through.  Schools: Hazard High School	Academic Support Program	08/11/2016	05/17/2017	\$0	No Funding Required	District Staff

Activity - Transitional Courses	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of the useage of transitional intervention curriculum/materials.  Schools: Hazard High School, Hazard Middle School	Academic Support Program	08/11/2016	05/17/2017	\$0	No Funding Required	District Staff

Activity - Student Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor student progress toward meeting CCR benchmarks to determine the effectiveness of interventions and next steps for continuous improvement.  Schools: Hazard High School, Hazard Middle School	Academic Support Program	08/11/2016	05/17/2017	\$0	No Funding Required	Principals/District Staff

## Goal 8: Increase combined reading and math EOC scores for high school non-duplicated gap group from 45.7% to 71.9 in 2018-2019.

### Measurable Objective 1:

A 15% increase of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency English II EOC in English Language Arts by 05/17/2017 as measured by KPREP.

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### Strategy 1:

Operation English 10 EOC Success - Monitor and Support the English teachers as they work together to align curriculum for English II with Ky CCS as well as recommendations from Quality Core.

Category: Learning Systems

Research Cited: KY Course & Assessment Alignment, Best Practices, KY Common Core, Progress Monitoring

Activity - Sophomore English Rotation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the Sophomore English Rotation that allows for English II courses to be held at the same hour each day and to be divided among 3 teachers so that the class size can be reduced giving more one on one instruction.	Class Size Reduction	08/11/2016	05/17/2017	\$150	District Funding	District Staff
Schools: Hazard High School						
Activity - Text Complexity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor and Support the use of text complexity: Raising Rigor through follow-up and principal reports.	Direct Instruction	08/11/2016	05/17/2017	\$100	General Fund	District Staff
Schools: Hazard High School						
Activity - EOC Test Prep	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the use of Passing the KY Quality Core English 10 EOC Assessment text in order to better prepare students.	Direct Instruction	08/11/2016	05/17/2017	\$112	Title I Schoolwide	District Staff
Schools: Hazard High School						

## Goal 9: Hazard Independent schools will increase the percentage of effective teachers and principals from % in 2016 to % in 2020.

### Measurable Objective 1:

demonstrate a proficiency in measuring teacher and principal effectiveness. by 05/17/2017 as measured by Professional Growth and Effectiveness System.

### Strategy 1:

Professional Growth and Effectiveness System - Principals and Teachers will complete professional development in the Danielson Framework for Teaching and the multiple measures used for effectiveness.

Category: Professional Learning & Support

Research Cited: Framework for Teaching

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Activity - Monitor Effectiveness of District Leadership Team in the development of an implementation plan for PGES and TPGES.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-Ensure all Leadership is knowledgeable of PGES/TPGES components and expectations -Review principal and teacher responsibility within context of TPGES components and expectations. -Identify and allocate time for Principals and Teachers to meet throughout the year for progress and feedback on: student growth goals, professional growth planning, observation, etc.. -Review Peer Observer responsibilities within context of PGES/TPGES framework and expectations. -Review and recommend human capital and fiscal resources allocations to support teacher effectiveness. -Review Policy and recommend modifications to procedures currently related to teacher effectiveness.	Policy and Process	08/11/2016	05/17/2017	\$0	Other	Superintendent: Central Office Staff; Principals; Teachers
Schools: All Schools						
Activity - Danielson Framework Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop common language and understanding of the five domains in effective teaching for the TPGES	Professional Learning	08/11/2016	05/17/2017	\$0	Other	KVEC/District Staff
Schools: All Schools						
Activity - Train Counselors	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train and provide KDE Resource manuals to counselors on assigning TOE (Teacher of Record) in Infinite Campus.	Professional Learning	08/11/2016	05/17/2017	\$0	Race to the Top	District Staff, KVEC
Schools: All Schools						
Activity - Certified Personnel Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All certified personnel will complete the KDE Modules "PGES Professional Learning"	Professional Learning	08/11/2016	05/17/2017	\$0	Race to the Top	District Office Staff, KVEC
Schools: All Schools						
Activity - Supplemental books	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase supplemental books and study guides	Academic Support Program	08/11/2016	05/17/2017	\$1000	Title I Part A	District Staff
Schools: All Schools						

### Strategy 2:

Professional Learning and Support - Develop a district-wide Professional Learning Plan for PGES/TPGES components and expectations:

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Category: Professional Learning & Support

Research Cited: MET Project

Activity - Develop a district-wide Professional Learning Plan for PGES/TPGES	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a district-wide Professional Learning Plan for PGES/TPGES components and expectations that incorporate PLC'S around the following: KY Framework for Teaching, Observation Certification, Self -reflection, Student Growth Goal Development, Professional Growth Setting, Student Voice and Effective Feedback.  Schools: All Schools	Professional Learning	08/11/2016	05/17/2017	\$0	Other	Superintendent: Central Office Staff; Principals; Teachers
Activity - Complete PGES/TPGES Lync Sessions f	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Completion of PGES/TPGES Lync sessions for all teachers & KET peer observation module for teachers serving as peer observers  Schools: All Schools	Professional Learning	08/11/2016	05/17/2017	\$0	Other	Superintendent; District Office Staff; Principals and teachers
Activity - Observation Certification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal's will pass calibration in the Danielson Framework to perform teacher observation for growth and development of teachers.  Schools: All Schools	Professional Learning	08/11/2016	05/17/2017	\$1200	Other	Superintendent, District Office Staff and Principals
Activity - CIITS Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop and complete a plan of training for teachers and principals in the use of CIITS with intentional focus on EDS Suite.  Schools: All Schools	Professional Learning	08/11/2016	05/17/2017	\$0	Other	Superintendent; Central Office Staff; Principals and Teachers
Activity - Develop Srtudent Growth Goals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a district-level and School level PGES/TPGES implementation monitoring plan referring to the PGES/TPGES Implementation timeline  Schools: All Schools	Professional Learning	08/11/2016	05/17/2017	\$0	Other	Superintendent, District Office Staff, Principals, Teachers
Activity - ISLN	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Participation in ISLN and KDE PGES/TPGES and ISLN Webcast. Schools: All Schools	Professional Learning	08/11/2016	05/17/2017	\$0	Other	Superintendent, District Office Staff, Principals, Teachers
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### Strategy 3:

Collection and Use of Data - TELL Survey will be taken by all teachers. Results will be evaluated and Principal Goals will be developed.

Category: Professional Learning & Support

Research Cited: Next Generation Professionals Principals and Teachers

Activity - TELL Survey/ Val-Ed Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will take TELL Survey or Val-Ed Survey. Results will be evaluated and goal will be developed. Schools: All Schools	Professional Learning	08/11/2016	05/17/2017	\$1080	General Fund	Superintendent; District Office Staff and Principals

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District analysis of implementation monitoring plan results and PGES/TPGES data for purpose of: Identifying professional learning needs, evaluating fiscal and human resources needs, potential shifts in calendars and schedules/daily use of time, roles and responsibilities for administrators and teacher leaders. Schools: All Schools	Professional Learning	08/11/2016	05/17/2017	\$0	Other	Superintendent, District Office Staff, Principals, Teachers

## Goal 10: Increase the averaged combined reading and math EOC scores for high school students from 53.5% to 78.7 in 2018-2019.

### Measurable Objective 1:

A 17% increase of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency in the combined reading and math scores in Mathematics by 05/17/2017 as measured by KPREP.

### Strategy 1:

Curriculum Assessment & Alignment - Monitor curriculum teams (PLC's)

Category: Management Systems

Research Cited: KY Common Core

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Activity - Analyze Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze curriculum to identify gaps -Make necessary adjustments to curriculum -utilize instructional resources, -disseminate updated/revised curriculum to teachers -ensure teachers implement curriculum - monitor implementation  Schools: All Schools	Policy and Process	08/11/2016	05/17/2017	\$0	No Funding Required	District Staff

### Strategy 2:

RTI/KSI - Monitor school intervention teams that look at academic and behavior data.

Category: Learning Systems

Research Cited: RTI/KSI

Activity - Benchmarks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the academic and behavior benchmarks and cut scores for the schools.  Schools: All Schools	Policy and Process	08/11/2016	05/17/2017	\$0	No Funding Required	District Staff

Activity - Intervention Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review and disseminate available intervention resources  Schools: All Schools	Policy and Process	08/11/2016	05/17/2017	\$1000	Title I Part A	District Staff

Activity - STEM Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Personnel will provide intervention services for students in STEM areas.  Schools: All Schools	Academic Support Program	08/11/2016	05/17/2017	\$10000	Race to the Top	Intervention Personnel

Activity - Supplemental books	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase supplemental books and study guides.  Schools: All Schools	Academic Support Program	08/11/2016	05/17/2017	\$4100	Race to the Top, Title I Part A	District Staff

**Goal 11: Ensure that the Program Review Process is an ongoing, reflective analysis used to identify strengths and areas of improvement while ensuring a school-wide natural integration of the program skills across all contents.**



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### Measurable Objective 1:

collaborate to ensure that the Program Review Process is completed in an ongoing and timely manner by 05/17/2017 as measured by Assessment Results.

### Strategy 1:

Monitor Curriculum adjustments and Improvements - Teachers and leaders will make instructional planning adjustments, if needed, based on student evidence.

Curriculum adjustments and improvements will be monitored for effectiveness.

Category: Management Systems

Activity - Purpose and Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide information to teachers about the purpose and process of the review. Emphasize the important role of the teacher in implementing high quality instructional programs. Schools: All Schools	Policy and Process	07/01/2016	06/30/2017	\$0	No Funding Required	District Office
Activity - Expectations and Procedures	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Inform staff of the expectations and procedures as defined by the district of the district external review process. Schools: All Schools	Professional Learning	08/11/2016	05/17/2017	\$0	No Funding Required	District Staff
Activity - Rubrics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Examine the rubrics used in a program review. Consider the existing sources and evidence to inform the overall program assessment. Schools: All Schools	Policy and Process	07/01/2016	07/01/2017	\$0	No Funding Required	District Staff
Activity - Review Program Review Ratings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review PR ratings in ASSIST and provide feedback through identifying and analyzing gaps in particular program areas to determine next steps for continuous improvement. Schools: All Schools	Academic Support Program	07/01/2016	06/30/2017	\$0	No Funding Required	District Staff

## Goal 12: Ensure Equitable Distribution

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## Measurable Objective 1:

collaborate to ensure that equal distribution of qualified teachers in all schools by 05/17/2017 as measured by Highly Qualified Report and Equity Plan.

## Strategy 1:

Monitor Highly Qualified Teachers - District will ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out of field teachers.

Category: Professional Learning & Support

Research Cited: Highly Qualified Report

Activity - Assess Teacher Quality	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor teacher quality through EPSB and make recommendations when appropriate. Schools: All Schools	Policy and Process	08/11/2016	05/17/2017	\$0	No Funding Required	District Staff

Activity - Technical Assistance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide technical assistance and guidance to strengthen teacher quality through mentoring programs, CIITS, Schools: All Schools	Professional Learning	08/11/2016	05/17/2017	\$0	No Funding Required	District Staff

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ensure that professional development meets professional needs of teachers and administrators through analysis of data, implementation, and follow-up. Making sure PD is based on scientific research. Schools: All Schools	Professional Learning	08/11/2016	05/17/2017	\$0	No Funding Required	District Staff

Activity - Monitor Equity Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Equity Plan will be monitored to ensure schools provide instruction by highly qualified instructional staff and to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out of field teachers. Schools: All Schools	Policy and Process	08/11/2016	05/17/2017	\$0	Other	District Office Staff

Activity - Orientation/Mentoring New Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District will develop and implement an orientation and mentoring program for all new teachers in the district.  Schools: All Schools	Professional Learning	08/11/2016	05/17/2017	\$500	State Funds	District Staff
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## Goal 13: Increase Kindergarten Readiness for preschool students from 56.8 to 73.4 in 2018.

### Measurable Objective 1:

collaborate to increase kindergarten Readiness from 56.8% to 73.4% by 05/17/2017 as measured by Brigance Kindergarten Screener.

### Strategy 1:

School Readiness - Identify early childhood providers (e.g, preschool, Head Start, child care, First Steps, HANDS, etc.), families and community members to ensure all children experience effective transitions to school entry.

Category: Early Learning

Research Cited: RTI / KSI

Activity - Identify early childhood providers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify families and community members to ensure al children experience effective transitions to school.  Schools: Roy G. Eversole Elementary School	Policy and Process	08/11/2016	06/30/2017	\$0	Other	DOSE, Preschool Coordinator, K and Preschool teachers, Principal

Activity - Transtition data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Gather any transition data from EC providers to get to know the incoming K learners  Schools: Roy G. Eversole Elementary School	Academic Support Program	08/11/2016	05/17/2017	\$0	Other	K teachers, principal, Preschool coordinator,

Activity - Disseminate School Readiness Information	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Disseminate school readiness definition to EC community and parents of incoming K students.  Schools: Roy G. Eversole Elementary School	Academic Support Program	08/11/2016	06/30/2017	\$1000	State Funds	Preschool Coordinator, FRYSC

Activity - Review Results of K Screener	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Develop a plan for disseminating results of the K screen to parents/EC community members.  Schools: Roy G. Eversole Elementary School	Policy and Process	08/11/2016	05/17/2017	\$3000	General Fund	POC K Screen, Instructional Supervisor
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Activity - Monitor the Born Learning Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Born learning is a program that involves parents by training them on hoe to take everyday life and turn it into a learning experience for children. Born Learning is a public engagement campaign that helps parents, grandparents and caregivers explore ways to turn everyday moments into fun learning opportunities  Schools: Roy G. Eversole Elementary School	Academic Support Program	07/01/2016	06/30/2017	\$3000	Grant Funds	Principal, K teacher, Preschool teacher, Support staff

### Strategy 2:

Assess all kindergarteners - Assess all kindergartners at school entry with common statewide screen (BRIGANCE).

Category: Early Learning

Research Cited: BRIGANCE

Activity - Analyze data (BRIGANCE)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze data from the screen and multiple assessments, including results from prior settings, and classroom observations/formative assessments.  Schools: Roy G. Eversole Elementary School	Professional Learning	08/11/2016	05/17/2017	\$3000	Grant Funds	Preschool and k-3 teachers and principals, DAC/BAC

### Strategy 3:

Learning Plan - Create learning plan or profile for next steps of instruction for K students.

Category: Early Learning

Research Cited: Brigance, RTI/KSI

Activity - PLC"s	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create learning plan for next steps of instruction for preschool students and K students.  Schools: Roy G. Eversole Elementary School	Academic Support Program	07/01/2016	06/30/2017	\$1000	State Funds	K teachers, Preschool teachers, Principal,

Activity - ELLN Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teacher leaders and Preschool Coordinator will participate in the Early Learning Leadership Networks (ELLN) and implement the strategies for K-3 student learning outcomes.  Schools: Roy G. Eversole Elementary School	Professional Learning	07/01/2016	06/30/2017	\$0	Other	Preschool Teachers and Preschool Coordinator
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Activity - PIPC Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Attend PIPC/DEIC/CECC/ KY Home Visitation System of Care Meetings to collaborate to increase awareness of kindergarten readiness skills to increase student achievement.  Schools: Roy G. Eversole Elementary School	Professional Learning	07/01/2016	06/30/2017	\$0	Other	Preschool Coordinator, FRYSC, Preschool teacher

### Measurable Objective 2:

collaborate to increase kindergarten readiness through the implementation of the preschool partnership grant. by 09/30/2017 as measured by number of students scoring "ready" for kindergarten and reducing the number of students scoring "not ready"..

### Strategy 1:

Provide full day child care - A child care program will be developed at the elementary school for students who are being served a half day preschool to increase to a full day of instruction.

Category: Early Learning

Research Cited: Brigance

Activity - Create ECERS ready classroom	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase supplies that will create an ECERS ready classroom.  Schools: Roy G. Eversole Elementary School	Other - Classroom Design, Academic Support Program	11/22/2016	05/17/2017	\$74030	Other	Preschool and District Staff

Activity - Parent Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborate with parents to fill out appropriate papers to become CCAP eligible and offer support with increasing kindergarten readiness for their students.  Schools: Roy G. Eversole Elementary School	Parent Involvement	12/01/2016	05/17/2017	\$2500	Other	Preschool and District Office Staff

### Strategy 2:

Collaborate with New Beginnings Child Care - Collaborate with New Beginnings to provide CCAP eligible three and four year old students the opportunity to attend New beginnings on Fridays and in the summer.

Category: Early Learning

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Research Cited: ECERS, Brigance

Activity - Provide transportation to New Beginnings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
provide transportation to New Beginnings with instructional assistant. Schools: Roy G. Eversole Elementary School	Other - Transportation	01/02/2017	05/17/2017	\$1500	Other	District Staff

### Strategy 3:

Professional Learning - Grant will provide district staff, New Beginnings, Head start, and any child care facility the opportunity to send one person to training that preschool faculty attend.

Category: Professional Learning & Support

Research Cited: Brigance, Ky Governors Office of Early Childhood

Activity - Fund professional learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grant will fund professional learning opportunities for child care providers and headstart staff. Schools: Roy G. Eversole Elementary School	Professional Learning	12/01/2016	06/30/2017	\$14500	Grant Funds	District Staff

### Strategy 4:

Curriculum - Purchase "All About Preschoolers" curriculum, Brigance Screener, Supplemental Books, high quality reference materials for all grant partners.

Category: Early Learning

Research Cited: Brigance

Activity - High quality Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase curriculum, Brigance Screener, supplemental books and high quality reference materials Schools: Roy G. Eversole Elementary School	Academic Support Program	12/01/2016	05/17/2017	\$7500	Grant Funds	District Staff

Activity - Essential supplies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase essential supplies for students to reduce barriers to learning Schools: Roy G. Eversole Elementary School	Direct Instruction	12/01/2016	05/17/2017	\$3500	Grant Funds	Preschool Staff district Staff

Activity - Field Trips	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Fund instructional field trips to enhance student learning Schools: Roy G. Eversole Elementary School	Field Trip	12/01/2016	05/17/2017	\$1800	Grant Funds	District Staff
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### Strategy 5:

Hire Staff for Child Care - Hire director/lead teacher and two instructional assistants to provide high quality child care program.

Category: Early Learning

Research Cited: STARS rating, ECERS

Activity - Recruit and Retain High Quality Staff	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Recruit and retain high quality staff for child care Schools: Roy G. Eversole Elementary School	Recruitment and Retention	12/01/2016	08/11/2017	\$46170	Grant Funds	District Staff

## Goal 14: Reduce the percentage of students scoring novice by 50% in 2019-2020.

### Measurable Objective 1:

collaborate to reduce the percentage fo students scoring novice by 10 percent. by 05/17/2017 as measured by K-PREP test results and K-PREP End-of Course.

### Strategy 1:

Literacy Design Collaborative (LDC) - Literacy Design Collaborative (LDC) is an instructional framework to support the implementation of Kentucky's Academic standards and a means for eliciting evidence of teacher effectiveness in planning, instructing and reflecting. The instructional cycle includes teacher collaboration in designing instruction, analyzing student work and adjusting instructional practice based upon data and lessons learned about students and their needs. LDC empowers teachers to build students' literacy skills in science, history, literature and other important academic content through meaningful reading, writing and other learning experiences. The building block of LDC is the module, a two to four -week instructional cycle based upon a worthy, compelling and rigorous student task . Early data from Kentucky middle school shows promise for African American students as well as all other students when the LDC is implemented with fidelity.

Category: Learning Systems

Research Cited: Curriculum Assessment and Alignment, CIITS, Accountability Model, KSI,

Activity - CHETL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase instructional rigor and student achievement through planning, preparation and instruction. Schools: All Schools	Academic Support Program	08/11/2016	05/17/2017	\$1000	Grant Funds	District Office Staff

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Activity - Train teachers in complex processes, concepts and principles.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train teachers Teacher instructs the complex processes, concepts and principles contained in state and national standards using differentiated strategies that make instruction accessible to all students  Schools: All Schools	Professional Learning	08/11/2016	05/17/2017	\$1000	Grant Funds	ARI coordinator, district staff

### Strategy 2:

Math Design Collaborative (MDC) - The Math Design Collaborative (MDC) is an instructional framework for supporting the implementation of Kentucky's Academic standards and a means for eliciting evidence of teacher effectiveness in planning, instructing and reflecting. The instructional cycle includes teacher collaboration in designing instruction, analyzing student work and adjusting instructional practice based upon data and lessons learned about students and their needs. Although MDC specifically targets the math standards, mathematical literacy developed through MDC extends into science, technology, engineering and other content areas. MDC offers well - engineered tools for formative and summative assessment that expose students' mathematical knowledge, reasoning and misconceptions, helping teachers guide them toward improvement and monitor progress . MDC tools are designed to deepen students' understanding of mathematical concepts and develop their ability to apply that knowledge to non

-routine problems. MDC supports concept development and problem solving using two instructions: Classroom Challenges and Formative Assessment Lessons(FAL)

Category: Learning Systems

Research Cited: KSI, RTI, CIITS, Kentucky Initiative

Activity - Monitor Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor teacher instruction the complex processes, concepts and principles contained in state and national standards using differentiated strategies that make instruction accessible to all students. Instruction Environment and Support 1A Knowledge of Content and Pedagogy  Schools: All Schools	Direct Instruction	08/11/2016	05/17/2017	\$0	Other	District staff,

Activity - Monitor Questioning and Discussion Techniques	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor teacher effective classroom discussions, questioning, and learning tasks that promote higher-order thinking skills  Schools: All Schools	Direct Instruction	08/11/2016	05/17/2017	\$0	Other	Administrators

### Strategy 3:

Utilize Co-teaching for Gap Closure - Utilize co-Teaching for Gap Closure (CT4GC) is a professional learning initiative developed by the Kentucky Department of Education (KDE) in 2012 to help close the achievement gap in Kentucky. It is comprised of four components: co-teaching best practices; continuous classroom improvement; student supports; and English/language arts/or mathematics instructional strategies . Sustainability is built through a system of coaching from the state



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level down to the classroom level. The coaching network consists of a state core team, regional educational co-operative consultants, and district/school level internal coaches.

The coaching network strengthens capacity building through monthly Professional Learning Communities (PLCs) at each level: state, regional, district/school. CT4GC is a KDE initiative with partners from the University of Kentucky (UK) Human Development Institute (HDI) and the University of Louisville (U of L) Academic and Behavioral Response to Intervention (ABRI) project.

Category: Learning Systems

Research Cited: Kentucky initiative, KSI, RTI

Activity - Increase Student engagement, achievement and ability to implement with fidelity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement four strategic components; continuous classroom improvement (CCI), co-teaching, evidence -based instructional strategies focused on reading/language arts and mathematics to support all content areas student supports to remove other barriers to learning The four component s are developed around research -based practices.  Schools: All Schools	Academic Support Program	08/11/2016	05/17/2017	\$0	Other	District Staff

### Strategy 4:

Ensure culturally responsive climate - Ensure culturally responsive instruction is, "a student-centered approach to teaching in which the students' unique cultural strengths are identified and nurtured to promote student achievement and a sense of well -being about the student's cultural place in the world." This work includes providing support to schools to understand what it is, how to recognize it and how to embed it in day -to-day classroom lessons and the learning environment.

Category: Professional Learning & Support

Research Cited: Dr. Matthew Lynch (2011)

Activity - Support Positive Culture	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support teachers efforts in ensuring a learning environment where students unique cultural strengths are identified and nurtured.  Schools: All Schools	Academic Support Program	08/11/2016	05/17/2017	\$500	Grant Funds	ARI Coordinator and District Staff

### Strategy 5:

Review , Analyze and Use data - Having a uniform way of reviewing the online School Report Card and know what the data says to assist schools in determining how to set goals for the improvement of novice students' performance.

Category: Professional Learning & Support

Research Cited: KPREP, RTI, KSI,

Activity - Data review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District Office staff will assist school level administrators in review of school report card data to address area's for improvement therefore reducing percentage of novice students.  Schools: All Schools	Professional Learning	08/11/2016	05/17/2017	\$0	Other	District Staff
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### Strategy 6:

Assessment Literacy for Principals - Support the development of assessment literacy among district leadership teams. CASL, CHETL, are some of the touchstones for developing capacities in assessment literacy.

Category: Management Systems

Research Cited: CHETL, Danielson Framework, PGES

Activity - Effective implementation of lerate processess	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Lead schools to effective and consistent implementation assessment for literacy processes both formative and summative assessments.  Schools: All Schools	Professional Learning	08/11/2016	05/17/2017	\$0	Other	District Staff

### Strategy 7:

Utilization of continuous improvement systems - Continuous improvement uses data to improve work processes to support student learning . There are some key tools that can be taught and used to do this (Plus/Delta, root cause, priority matrix, linkage, PDSA, data charts, data questions to name a few) KDE anticipates partnership groups will provide specific training in these areas

Category: Continuous Improvement

Research Cited: KSI, Kentucky Initiative, TPGES, PPGES,

Activity - Train teachers in use of tools for continuous improvement.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continuous improvement uses data to improve work processes to support student learning . There are some key tools that can be taught and used to do this (Plus/Delta, root cause, priority matrix, linkage, PDSA, data charts, data questions and 30-60-90 day planning ,to name a few). KDE anticipates partnership groups will provide specific training in these areas  Schools: All Schools	Professional Learning	08/11/2016	05/17/2017	\$500	District Funding	District Staff

### Strategy 8:

Bullying Prevention - Ensure safe Environment for students.

Category: Management Systems

Research Cited: Kentucky Initiative

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Activity - Monitor learning environment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor and support environment where students are active participants as individuals and groups. Schools: All Schools	Behavioral Support Program	08/11/2016	05/17/2017	\$200	Safe Schools	District Staff

### Strategy 9:

Ensure Academic Support Continuum in place - Response to Intervention (Rtl) is non-negotiable. Every school must have Tier 1, 2, 3 intervention systems for Clearly defined interventions with goals for each student and just - in-time interventions provide support for all students, but especially those performing at the novice level . Learning is a progression. The Rtl and Kentucky System of Interventions will make a difference when supported. An intense review of what works will assist schools and districts in setting funding priorities for these purposes

Category: Management Systems

Research Cited: KSI, RTI, Kentucky Initiative

Activity - Monitor RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Response to Intervention (Rtl) is non-negotiable. Every school must have Tier 1, 2, 3 intervention systems for all students. Clearly defined interventions with goals for each student and just in -time interventions provide support for all students , but especially those performing at the novice level Learning is a progression. The Rtl and Kentucky System of Interventions will make a difference when supported An intense review of what works will assist schools and districts in setting funding priorities or these purposes Schools: All Schools	Academic Support Program	08/11/2016	05/17/2017	\$0	Other	District staff

### Strategy 10:

TPGES/PPGES - Teacher and Principal Professional Growth and Evaluation Systems (TPGES and PPGES) will support educators to ensure growth goals and school activities move beyond compliance to effective strategies that work. This alignment is essential for educators to continue to understand that all of these are pieces to the learning puzzle that all fit together. Clearly this is where all of the initiatives come together. Coordinated work with partners for understanding and targeted support continues to develop.

Category: Professional Learning & Support

Research Cited: Danielson Framework, TPGES, PPGES,

Activity - Monitor TPGES/PPGES	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor implementation of TPGES and PPGES. Schools: All Schools	Professional Learning	07/01/2016	06/30/2017	\$2000	State Funds	District Staff

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Disseminate School Readiness Information	Disseminate school readiness definition to EC community and parents of incoming K students.	Academic Support Program	08/11/2016	06/30/2017	\$1000	Preschool Coordinator, FRYSC
Extended School Services (ESS)	ESS will be provided two days a week to provide gap students with additional instruction in reading and math.	Academic Support Program	05/11/2016	05/17/2017	\$36717	Sondra Combs
Orientation/Mentoring New Teachers	District will develop and implement an orientation and mentoring program for all new teachers in the district.	Professional Learning	08/11/2016	05/17/2017	\$500	District Staff
Monitor Enrichment Classes	Enrichment program will be enhanced by utilizing and refining the Gifted and Talented Teachers input through collaboration.	Academic Support Program	08/11/2016	05/17/2017	\$500	Gifted and Talented Teacher, District Office Staff
Monitor TPGES/PPGES	Monitor implementation of TPGES and PPGES.	Professional Learning	07/01/2016	06/30/2017	\$2000	District Staff
Technology	The district technology coordinator will provide follow-up and support for the purchase of "Smart Technology".	Technology	08/11/2016	05/17/2017	\$20000	District Office Staff
After School ESS	ESS will concentrate on Reading and Math skills through small group instruction, guided reading individual assignments. Transportation is made available for students as needed.	Tutoring	08/11/2016	05/17/2017	\$8000	District Office Staff
ESS Identification	District Office will monitor ESS through Infinite Campus.	Tutoring	08/11/2016	05/17/2017	\$500	District Office Staff
Support to Reduce Barriers	Support through FRYSC and other programs will be provided to school staff identifying barriers for students at risk of retention and performing below grade level.	Academic Support Program	08/11/2016	05/17/2017	\$50000	District Staff
PLC's	Create learning plan for next steps of instruction for preschool students and K students.	Academic Support Program	07/01/2016	06/30/2017	\$1000	K teachers, Preschool teachers, Principal,
<b>Total</b>					<b>\$120217</b>	

### School Council Funds

## Comprehensive District Improvement Plan

Hazard Independent

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Training on ILP's	Teachers will be trained in the ILP process and appropriate updates.	Professional Learning	08/11/2016	05/17/2017	\$500	District Staff
Implement Organizational Student Planning	Academic planners will be provided and required for students to write daily targets for all classes.	Academic Support Program	08/11/2016	05/17/2017	\$1000	District Office Staff
					<b>Total</b>	\$1500

### Title I Part C

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Statewide Screener	Assess all kindergartners at school entry with the common statewide screener (Brigance)	Academic Support Program	08/11/2016	05/17/2017	\$0	Sandra Johnson, Sondra Combs
Data Analysis	Analyze data from the screener and multiple assessments, including results from prior settings, and classroom observations/formative assessments.	Academic Support Program	08/11/2016	05/17/2017	\$0	Sondra Combs
Coordinator/Teacher Training	Preschool Coordinator and teacher leader will participate in the Early Learning Leadership Networks (ELLN) and implement the strategies for K-3 student learning outcomes. Preschool coordinator will be trained in ECERS Rating Scale.	Academic Support Program	08/11/2016	05/17/2017	\$1000	Sondra Combs
					<b>Total</b>	\$1000

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitor Unit/Lessons/Assessments	Teacher effectiveness will be monitored through principal evaluations, walk through, and review of implementation and impact checks.	Academic Support Program	08/11/2016	05/17/2017	\$0	District Office Staff
Teacher Blogs	Blogs will be monitored by principal and reported to district staff through staff meetings and parent surveys.	Parent Involvement	08/11/2016	05/17/2017	\$0	District Office Staff
Transition Data	Assist in the gathering of any transition data from EC providers to prepare for incoming K learners educational needs.	Other	08/11/2016	05/17/2017	\$0	Sondra Combs
Monitor CTE	Monitor the effectiveness of ILP's to ensure that students are placed in courses aligned with with their career interest.	Academic Support Program	08/11/2016	05/17/2017	\$0	District Staff

## Comprehensive District Improvement Plan

Hazard Independent

Monitor Implementation Process	Monitor the implementation process of the Writing Program Reviews and review writing policies and literacy plans.	Academic Support Program	08/11/2016	05/17/2017	\$0	Sandra Johnson, Nathan Johnson, Sondra Combs
Career and Technical Classes	Support CTE and guidance counselors in enrolling students in Career and Technical classes.	Policy and Process	08/11/2016	05/17/2017	\$0	District Staff
Parent Communication	Disseminate school readiness definition to EC community and parents of incoming K students.	Parent Involvement	08/11/2016	05/17/2017	\$0	Sondra Combs
Career Pathways	Monitor the implementation of teacher mentors and advising on educational plan of courses for students to reach their goal.	Academic Support Program	08/11/2016	05/17/2017	\$0	District Staff
ARC	Parents will be involved in ARC meetings either by attending, conference call, or home visits and will be informed of trainings pertaining to their special needs.	Policy and Process	08/11/2016	05/17/2017	\$0	District Staff
Benchmarks	Monitor the implementation of WIN Program, and ACT practice tests through data analysis principal reports and walk through.	Academic Support Program	08/11/2016	05/17/2017	\$0	District Staff
Monitor all PLC's	District Office staff will monitor PLC's through occasional attendance at meetings, agendas, minutes, and principal reports.	Professional Learning	08/11/2016	05/17/2017	\$0	Larry Muncy, District Office Staff
Writing Across the Curriculum	Instructional supervisors will monitor incorporation of writing in all content areas through walk through and program fidelity.	Academic Support Program	08/11/2016	05/17/2017	\$0	District Office Staff
Monitor implementation of PLC's	Monitor the implementation of the PLC's through meeting times, agendas, sign-in sheets, district office participation in meetings and walk throughs.	Professional Learning	08/11/2016	05/17/2017	\$0	Sandra Johnson, Nathan Johnson, Sondra Combs, John Quillen
Math/Reading Interventions	Monitor the implementation of instructional strategies through walk through and program fidelity.	Academic Support Program	08/11/2016	05/17/2017	\$0	District Office Staff
Gap Group Interventions	Monitor the implementation of instructional strategies through walk through and program fidelity.	Academic Support Program	08/11/2016	05/17/2017	\$0	District Office Staff
Reading Across the Curriculum	Instructional supervisors will monitor the implementation of reading in all content areas through principal reports, walkthroughs, and student achievement.	Academic Support Program	08/11/2016	05/17/2017	\$0	District Office Staff
Assess Teacher Quality	Monitor teacher quality through EPSB and make recommendations when appropriate.	Policy and Process	08/11/2016	05/17/2017	\$0	District Staff

# Comprehensive District Improvement Plan

Hazard Independent

Principal/Teacher Training	Teachers will be trained in the use and imlementation of the program	Professional Learning	08/11/2016	05/17/2017	\$0	Sandra Johnson, Nathan Johnson, John Quillen, Sondra Combs
Meet Benchmarks	Monitor the use of the WIN Program, EverFi, Edgenuity and ACT practice tests and other appropriate tests for formative assessments to determine student academic needs and address reading and math interventions in CCR and RTI classes	Policy and Process	08/11/2016	05/17/2017	\$0	District Staff
Monitor implementation of new curriculum	Ensure that principal and staff implement the curriculum using best practices for instruction and assessment and monitor implementation throughout year	Policy and Process	08/11/2016	05/17/2017	\$0	Sandra Johnson, Nathan Johnson, Sondra Combs, John Quillen
Additional Vocational Programs	Monitor the additional career pathways/vocational courses for students both on-site and at HCTC.	Academic Support Program	08/11/2016	05/17/2017	\$0	District Staff
Expectations and Procedures	Inform staff of the expectations and procedures as defined by the district of the district external review process.	Professional Learning	08/11/2016	05/17/2017	\$0	District Staff
Monitor Student Involvement with IXL	Principal will report to instructional supervisor progress and usage of IXL program for progress	Technology	08/11/2016	05/17/2017	\$0	Pincipal, Nathan Johnson, Sondra Combs, John Quillen
PD	Professional development focusing on research based positive behavior supports will be provided.	Professional Learning	08/11/2016	05/17/2017	\$0	District staff
Curriculum Access	The district will ensure that all students including students with disabilities have access to core content and higher levels of instructional practices.	Academic Support Program	08/11/2016	05/17/2017	\$0	District Staff
Rubrics	Examine the rubrics used in a program review. Consider the existing sources and evidence to inform the overall program assessment.	Policy and Process	07/01/2016	07/01/2017	\$0	District Staff
Monitor Usage of CIITS	Monitor use of CIITS for instructional planning and creation of and sharing of instructional resources through informal reports and CIITS usage reports.	Policy and Process	08/11/2016	05/17/2017	\$0	Sandra Johnson, Nathan Johnson, Sondra Combs, John Quillen

# Comprehensive District Improvement Plan

Hazard Independent

Analyze Curriculum	Analyze curriculum to identify gaps -Make necessary adjustments to curriculum -utilize instructional resources, - disseminate updated/revised curriculum to teachers -ensure teachers implement curriculum - monitor implementation	Policy and Process	08/11/2016	05/17/2017	\$0	District Staff
Transition	Parent/student surveys will be completed at ARC meetings addressing transition and information will be provided on the necessary supports needed for a smooth transition to adult life.	Career Preparation/Orientation	08/11/2016	05/17/2017	\$0	District staff
ILP Career Matchmaker/Career Clusters	Monitor results of ILP Career Interest Inventory from 8th-11th grade to guide student course of study.	Career Preparation/Orientation	08/11/2016	05/17/2017	\$0	District Staff
Teacher Training	Teachers will be trained in differentiated instruction through use of CIITS, training opportunities through ARI grant to increase student achievement and keep students engaged in the learning process, thus preventing students from dropping out of school.	Professional Learning	08/11/2016	05/17/2017	\$0	District Staff
Support in the data identification at-risk population	Disseminate data (Brigance, KPREP Gap Scores, Stanford 10 scores, Infinite Campus) and determine at-risk students.	Academic Support Program	08/11/2016	05/17/2017	\$0	Sondra Combs, Nathan Johnson, Larry Muncy
ARC	School based ARC will make placement decisions that allow students to be educated in the least restrictive environment with non-disabled peers to the maximum extent appropriate.	Policy and Process	08/11/2016	05/17/2017	\$0	District Staff
Student Scheduling	Monitor the utilization of curriculum maps aligned with KOSSA and common core standards.	Career Preparation/Orientation	08/11/2016	05/17/2017	\$0	District Office
Training on Progress Monitoring	Professional development will be provided on how to utilize data and systems for Progress Monitoring.	Professional Learning	08/11/2016	05/17/2017	\$0	Sandra Johnson, Sondra Combs
Teacher Training on Best Practices	Provide training on Best Practices	Professional Learning	08/11/2016	05/17/2017	\$0	Sandra Johnson, Sondra Combs, Nathan Johnson
Literacy Design Collaborative (LDC) Training	Teachers will be provided training in the LDC Template Tasks. The implementation of LDC will be monitored through the Writing Program Review.	Professional Learning	08/11/2016	05/17/2017	\$0	Larry Muncy, District Office Staff
Infinite Campus	Staff will input all required data for students identified with an IEP into the Infinite Campus tracking system.	Policy and Process	08/11/2016	05/17/2017	\$0	District Staff
Technical Assistance	Provide technical assistance and guidance to strengthen teacher quality through mentoring programs, CIITS,	Professional Learning	08/11/2016	05/17/2017	\$0	District Staff
Transitional Courses	Monitor the implementation of the usage of transitional intervention curriculum/materials.	Academic Support Program	08/11/2016	05/17/2017	\$0	District Staff



# Comprehensive District Improvement Plan

Hazard Independent

Monitor Professional Development	Monitor the implementation of professional development and learning	Policy and Process	08/11/2016	05/17/2017	\$0	Sandra Johnson, Nathan Johnson, Sondra Combs
Professional Development	Ensure that professional development meets professional needs of teachers and administrators through analysis of data, implementation, and follow-up. Making sure PD is based on scientific research.	Professional Learning	08/11/2016	05/17/2017	\$0	District Staff
Folder reviews	District staff will randomly conduct folder reviews.	Policy and Process	08/11/2016	05/17/2017	\$0	District Staff
Student Progress	Monitor student progress toward meeting CCR benchmarks to determine the effectiveness of interventions and next steps for continuous improvement.	Academic Support Program	08/11/2016	05/17/2017	\$0	Principals/District Staff
Benchmarks	Monitor the academic and behavior benchmarks and cut scores for the schools.	Policy and Process	08/11/2016	05/17/2017	\$0	District Staff
Professional Development	District Office will assist in finding appropriate PD to promote effective instructional classroom practices. CIITS will be utilized.	Professional Learning	08/11/2016	05/17/2017	\$0	District Office Staff
8th grade Orientation	Support the 9th grade orientation where students will tour high school, spend time with administrators, teachers and current high schools students by providing transportation and flexible scheduling.	Recruitment and Retention	08/11/2016	05/11/2017	\$0	District Staff
Analysis of Curriculum	District instructional leader will analyze curriculum to identify gaps and make necessary adjustments. CDT will utilize resources aligned with KCAS.	Policy and Process	08/11/2016	05/17/2017	\$0	Sandra Johnson, Nathan Johnson, Sondra Combs, John Quillen
Plan for Dissemination of Data	Assist in the development of a plan for disseminating results of the K -screener to parents and early childhood community members.	Parent Involvement	08/11/2016	05/17/2017	\$0	Sondra Combs
Purpose and Process	Provide information to teachers about the purpose and process of the review. Emphasize the important role of the teacher in implementing high quality instructional programs.	Policy and Process	07/01/2016	06/30/2017	\$0	District Office
Feedback from principal/staff	CDT will share updated/revised curriculum with teachers to gather feedback and input. Staff will share feedback with CDT. Principal will report findings, revisions and changes made to curriculum to district instructional leaders.	Policy and Process	08/11/2016	05/17/2017	\$0	Sandra Johnson, Nathan Johnson, Sondra Combs, John Quillen
Review Program Review Ratings	Review PR ratings in ASSIST and provide feedback through identifying and analyzing gaps in particular program areas to determine next steps for continuous improvement.	Academic Support Program	07/01/2016	06/30/2017	\$0	District Staff

# Comprehensive District Improvement Plan

Hazard Independent

**Total**      \$0

## Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
CHETL	Increase instructional rigor and student achievement through planning, preparation and instruction.	Academic Support Program	08/11/2016	05/17/2017	\$1000	District Office Staff
Content Area Leadership Cohort	Monitoring of train the trainer staff meetings where the Content Leader trains staff in strategies that are made available through the ARI Grant.	Professional Learning	08/11/2016	05/17/2017	\$3000	District Staff
Recruit and Retain High Quality Staff	Recruit and retain high quality staff for child care	Recruitment and Retention	12/01/2016	08/11/2017	\$46170	District Staff
Monitor the Born Learning Program	Born learning is a program that involves parents by training them on hoe to take everyday life and turn it into a learning experience for children. Born Learning is a public engagement campaign that helps parents, grandparents and caregivers explore ways to turn everyday moments into fun learning opportunities	Academic Support Program	07/01/2016	06/30/2017	\$3000	Principal, K teacher, Preschool teacher, Support staff
Essentail supplies	Purchase essential supplies for students to reduce barriers to learning	Direct Instruction	12/01/2016	05/17/2017	\$3500	Preschool Staff district Staff
Analyze data (BRIGANCE)	Analyze data from the screen and multiple assessments, including results from prior settings, and classroom observations/formative assessments.	Professional Learning	08/11/2016	05/17/2017	\$3000	Preschool and k-3 teachers and principals, DAC/BAC
Train teachers in complex processs, concepts and principles.	Train teachers Teacher instructs the complex processes, concepts and principles contained in state and national standards using differentiated strategies that make instruction accessible to all students	Professional Learning	08/11/2016	05/17/2017	\$1000	ARI coordinator, district staff
High quality Resources	Purchase curriculum, Brigance Screener, supplemental books and high quality reference materials	Academic Support Program	12/01/2016	05/17/2017	\$7500	District Staff
Field Trips	Fund instructional field trips to enhance student learning	Field Trip	12/01/2016	05/17/2017	\$1800	District Staff
Fund professional learning	Grant will fund professional learning opportunities for child care providers and headstart staff.	Professional Learning	12/01/2016	06/30/2017	\$14500	District Staff
Support Positive Culture	Support teachers efforts in ensuring a learning environment where students unique cultural strengths are identified and nurtured.	Academic Support Program	08/11/2016	05/17/2017	\$500	ARI Coordinator and District Staff
Monitor Reading Recovery Program	Reading Recovery is offered five days a week for eight students with one-on-one instruction. In addition, the Reading Recovery teacher has three CIM groups of up to eight students.,	Academic Support Program	08/11/2016	05/17/2017	\$42000	District Office Staff, Principal

# Comprehensive District Improvement Plan

Hazard Independent

**Total** \$126970

## Race to the Top

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Certified Personnel Training	All certified personnel will complete the KDE Modules "PGES Professional Learning"	Professional Learning	08/11/2016	05/17/2017	\$0	District Office Staff, KVEC
STEM Intervention	Personnel will provide intervention services for students in STEM areas.	Academic Support Program	08/11/2016	05/17/2017	\$10000	Intervention Personnel
CIITS	Provide professional learning experiences for new teachers on the creation and publication of lesson plans in CIITS.	Professional Learning	08/11/2016	05/17/2017	\$0	District Office Staff
Supplemental books	Purchase supplemental books and study guides.	Academic Support Program	08/11/2016	05/17/2017	\$2100	District Staff
Train Counselors	Train and provide KDE Resource manuals to counselors on assigning TOE (Teacher of Record) in Infinite Campus.	Professional Learning	08/11/2016	05/17/2017	\$0	District Staff, KVEC
<b>Total</b>					<span style="border: 1px solid black; padding: 2px;">\$12100</span>	

## Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Involvement	Collaborate with parents to fill out appropriate papers to become CCAP eligible and offer support with increasing kindergarten readiness for their students.	Parent Involvement	12/01/2016	05/17/2017	\$2500	Preschool and District Office Staff
CIITS Training	Develop and complete a plan of training for teachers and principals in the use of CIITS with intentional focus on EDS Suite.	Professional Learning	08/11/2016	05/17/2017	\$0	Superintendent; Central Office Staff; Principals and Teachers
PIPC Meetings	Attend PIPC/DEIC/CECC/ KY Home Visitation System of Care Meetings to collaborate to increase awareness of kindergarten readiness skills to increase student achievement.	Professional Learning	07/01/2016	06/30/2017	\$0	Preschool Coordinator, FRYSC, Preschool teacher
Data review	District Office staff will assist school level administrators in review of school report card data to address area's for improvement therefore reducing percentage of novice students.	Professional Learning	08/11/2016	05/17/2017	\$0	District Staff
Monitor Questioning and Discussion Techniques	Monitor teacher effective classroom discussions, questioning, and learning tasks that promote higher-order thinking skills	Direct Instruction	08/11/2016	05/17/2017	\$0	Administrators

# Comprehensive District Improvement Plan

Hazard Independent

Develop Student Growth Goals	Develop a district-level and School level PGES/TPGES implementation monitoring plan referring to the PGES/TPGES Implementation timeline	Professional Learning	08/11/2016	05/17/2017	\$0	Superintendent, District Office Staff, Principals, Teachers
Effective implementation of literacy processes	Lead schools to effective and consistent implementation assessment for literacy processes both formative and summative assessments.	Professional Learning	08/11/2016	05/17/2017	\$0	District Staff
Danielson Framework Training	Develop common language and understanding of the five domains in effective teaching for the TPGES	Professional Learning	08/11/2016	05/17/2017	\$0	KVEC/District Staff
Create ECERS ready classroom	Purchase supplies that will create an ECERS ready classroom.	Other - Classroom Design, Academic Support Program	11/22/2016	05/17/2017	\$74030	Preschool and District Staff
Transition data	Gather any transition data from EC providers to get to know the incoming K learners	Academic Support Program	08/11/2016	05/17/2017	\$0	K teachers, principal, Preschool coordinator,
Complete PGES/TPGES Lync Sessions	Completion of PGES/TPGES Lync sessions for all teachers & KET peer observation module for teachers serving as peer observers	Professional Learning	08/11/2016	05/17/2017	\$0	Superintendent; District Office Staff; Principals and teachers
Develop a district-wide Professional Learning Plan for PGES/TPGES	Develop a district-wide Professional Learning Plan for PGES/TPGES components and expectations that incorporate PLC'S around the following: KY Framework for Teaching, Observation Certification, Self -reflection, Student Growth Goal Development, Professional Growth Setting, Student Voice and Effective Feedback.	Professional Learning	08/11/2016	05/17/2017	\$0	Superintendent: Central Office Staff; Principals; Teachers
Increase Student engagement, achievement and ability to implement with fidelity	Implement four strategic components; continuous classroom improvement (CCI), co-teaching, evidence -based instructional strategies focused on reading/language arts and mathematics to support all content areas student supports to remove other barriers to learning The four components are developed around research -based practices.	Academic Support Program	08/11/2016	05/17/2017	\$0	District Staff
Monitor Equity Plan	Equity Plan will be monitored to ensure schools provide instruction by highly qualified instructional staff and to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out of field teachers.	Policy and Process	08/11/2016	05/17/2017	\$0	District Office Staff
ELLN Meetings	Teacher leaders and Preschool Coordinator will participate in the Early Learning Leadership Networks (ELLN) and implement the strategies for K-3 student learning outcomes.	Professional Learning	07/01/2016	06/30/2017	\$0	Preschool Teachers and Preschool Coordinator

# Comprehensive District Improvement Plan

Hazard Independent

Input RTI information into Infinite Campus	Information of RTI progress monitoring will be logged in Infinite Campus.	Other	08/11/2016	05/17/2017	\$0	District Office Staff
Monitor RTI	Response to Intervention (RtI) is non-negotiable. Every school must have Tier 1, 2, 3 intervention systems for all students. Clearly defined interventions with goals for each student and just in -time interventions provide support for all students , but especially those performing at the novice level Learning is a progression. The RtI and Kentucky System of Interventions will make a difference when supported An intense review of what works will assist schools and districts in setting funding priorities or these purposes	Academic Support Program	08/11/2016	05/17/2017	\$0	District staff
Observation Certification	Principal's will pass calibration in the Danielson Framework to perform teacher observation for growth and development of teachers.	Professional Learning	08/11/2016	05/17/2017	\$1200	Superintendent, District Office Staff and Principals
Born Learning Academy	Teacher led parent activities with children to increase kindergarten readiness	Academic Support Program	08/11/2016	05/17/2017	\$2000	Principal, Teachers, and staff
Data Analysis	District analysis of implementation monitoring plan results and PGES/TPGES data for purpose of: Identifying professional learning needs, evaluating fiscal and human resources needs, potential shifts in calendars and schedules/daily use of time, roles and responsibilities for administrators and teacher leaders.	Professional Learning	08/11/2016	05/17/2017	\$0	Superintendent, District Office Staff, Principals, Teachers
ISLN	Participation in ISLN and KDE PGES/TPGES and ISLN Webcast.	Professional Learning	08/11/2016	05/17/2017	\$0	Superintendent, District Office Staff, Principals, Teachers
Identify early childhood providers	Identify families and community members to ensure all children experience effective transitions to school.	Policy and Process	08/11/2016	06/30/2017	\$0	DOSE, Preschool Coordinator, K and Preschool teachers, Principal
Provide transportation to New Beginnings	provide transportation to New Beginnings with instructional assistant.	Other - Transportation	01/02/2017	05/17/2017	\$1500	District Staff
Infinite Campus	Ensure that all work email addresses for teachers and leaders are entered into IC and all required custom roles are setup in IC consistently for the district .	Technology	08/11/2016	05/17/2017	\$5811	Nathan Johnson, John Quillen
Monitor Instruction	Monitor teacher instruction the complex processes, concepts and principles contained in state and national standards using differentiated strategies that make instruction accessible to all students. Instruction Environment and Support 1A Knowledge of Content and Pedagogy	Direct Instruction	08/11/2016	05/17/2017	\$0	District staff,

## Comprehensive District Improvement Plan

Hazard Independent

Monitor Effectiveness of District Leadership Team in the development of an implementation plan for PGES and TPGES.	-Ensure all Leadership is knowledgeable of PGES/TPGES components and expectations -Review principal and teacher responsibility within context of TPGES components and expectations. -Identify and allocate time for Principals and Teachers to meet throughout the year for progress and feedback on: student growth goals, professional growth planning, observation, etc.. -Review Peer Observer responsibilities within context of PGES/TPGES framework and expectations. -Review and recommend human capital and fiscal resources allocations to support teacher effectiveness. -Review Policy and recommend modifications to procedures currently related to teacher effectiveness.	Policy and Process	08/11/2016	05/17/2017	\$0	Superintendent; Central Office Staff; Principals; Teachers
<b>Total</b>					<b>\$87041</b>	

### Perkins

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
CCR PD	Provide professional development for middle and high school counselors on the 16 national career clusters and the 79 career pathways.	Career Preparation/Orientation	08/11/2016	05/17/2017	\$300	Principals/District Office Staff
Monitor ILP	Monitor methods used to find students who have expressed interest in FCS, early childhood, nurse aide and Office Technology and these students will be scheduled for at least 4 of the appropriate classes in order to qualify for the KOSSA and IC3 tests.	Career Preparation/Orientation	08/11/2016	05/17/2017	\$500	District Staff
Work Keys/ASVAB	Monitor the Identification and implementation of remediation strategies for students not meeting Work Keys or ASVAB benchmarks.	Academic Support Program	08/11/2016	05/17/2017	\$20000	Principals/District Office Staff
<b>Total</b>					<b>\$20800</b>	

### Title I Part D

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Analyze student achievement	Analyze student achievement by gap groups, relative to state, district and school assessments.	Policy and Process	08/11/2016	05/17/2017	\$0	District Staff
<b>Total</b>					<b>\$0</b>	

### Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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## Comprehensive District Improvement Plan

Hazard Independent

EOC Test Prep	Monitor the use of Passing the KY Quality Core English 10 EOC Assessment text in order to better prepare students.	Direct Instruction	08/11/2016	05/17/2017	\$112	District Staff
RTI	Implement an RTI plan for universal screening, student assessment, tiering, differentiating instruction and research based interventions	Academic Support Program	08/11/2016	05/17/2017	\$75000	District Staff
Monitor Accelerated Reader (AR)	The AR Program will be monitored for implementation and refinement into the regular curriculum.	Academic Support Program	08/11/2016	05/17/2017	\$3000	District Office Staff
Academic Field Trips	Field trips will be monitored for educational appropriateness that is linked to common core standards.	Field Trip	08/11/2016	05/17/2017	\$1000	District Office Staff
<b>Total</b>					\$79112	

### Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Training on CIITS	Provide CIITS training to teachers and principals (i.e. developing lesson plans, express test development, importing to Gradebook in IC, searching for instructional resources and navigating to the various links embedded in CIITS)	Professional Learning	05/11/2016	05/17/2017	\$150	Sandra Johnson, Nathan Johnson, Sondra Combs, John Quillen
<b>Total</b>					\$150	

### Safe Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitor learning environment	Monitor and support environment where students are active participants as individuals and groups.	Behavioral Support Program	08/11/2016	05/17/2017	\$200	District Staff
<b>Total</b>					\$200	

### District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Smart Technology Training	The technology coordinator will be available for training on the Macintosh platform provided for several staff members to ensure appropriate use. The DTC and the Network Administrator will schedule and provide professional development on the use of new technology concerning the Smart Classroom for the staff.	Technology	08/11/2016	05/17/2017	\$3600	DTC ,Network Administrator

## Comprehensive District Improvement Plan

Hazard Independent

Sophomore English Rotation	Monitor the Sophomore English Rotation that allows for English II courses to be held at the same hour each day and to be divided among 3 teachers so that the class size can be reduced giving more one on one instruction.	Class Size Reduction	08/11/2016	05/17/2017	\$150	District Staff
Literacy Professional Development	Assist in directing research-based literacy professional development through PD 360, Leadership cohorts, KVEC, and WebEx's.	Professional Learning	08/11/2016	05/17/2017	\$2500	Sandra Johnson, Nathan Johnson, Sondra Combs, John Quillen
Train teachers in use of tools for continuous improvement.	Continuous improvement uses data to improve work processes to support student learning . There are some key tools that can be taught and used to do this (Plus/Delta, root cause, priority matrix, linkage, PDSA, data charts, data questions and 30-60-90 day planning ,to name a few). KDE anticipates partnership groups will provide specific training in these areas	Professional Learning	08/11/2016	05/17/2017	\$500	District Staff
<b>Total</b>					<b>\$6750</b>	

### Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Assist in Parent/Community Training	District Office will assist with Parent Night to train parents and community partners in the use of IXL Online Math Program and "DIGITS Curriculum" and "Singapore Math Curriculum"	Parent Involvement	08/11/2016	05/17/2017	\$1500	District Office Staff
Monitor Tier 1,2,3 students	Provide financial assistance for purchasing Discovery Education program which is utilized to develop plans to address gap groups and student needs based on standards.	Academic Support Program	08/11/2016	05/17/2017	\$5072	Sandra Johnson, Nathan Johnson, Sondra Combs, Regina Cornett
Receive and review feedback from school resource inventory	Analyze the findings from the school review and provide financial support to supplement intervention resources.	Other	08/11/2016	05/17/2017	\$2000	Sandra Johnson, Nathan Johnson, Sondra Combs, Larry Muncy



## Comprehensive District Improvement Plan

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Supplemental Resources	Aide in the collection and communication of needed resources that will remove barriers to learning. Some programs are FRYSC, Title 1 Homeless, Community Churches, Blessings in Backpack, Community Ministries, Lions Club, Coal for Kids, Children INC., Phi Beta Kappa, Individuals Supporting Bulldog Education, and James River Coal.	Community Engagement	08/17/2016	05/17/2017	\$1000	Sandra Johnson, Sondra Combs
ESS Programs	Students will utilize the "Moby Max", "WIN Learning" and the "IXL Math and Reading Program" to increase achievement in reading and math.	Tutoring	08/11/2016	05/17/2017	\$2500	District Office Staff
Monitor additional instruction	Monthly activities are planned in reading and math. Parents are provided with strategies and resources to be used at home to increase student achievement.	Parent Involvement	08/11/2016	05/17/2017	\$1500	Sondra Combs, Sandra Johnson
Think Link	Students will be assessed three times a year to determine progress and areas of need. Instruction will be adjusted to meet individual needs identified by screenings.	Academic Support Program	08/11/2016	05/17/2017	\$1000	District Office Staff
Supplemental books	Purchase supplemental books and study guides.	Academic Support Program	08/11/2016	05/17/2017	\$2000	District Staff
Supplemental books	Purchase supplemental books and study guides	Academic Support Program	08/11/2016	05/17/2017	\$1000	District Staff
Intervention Resources	Review and disseminate available intervention resources	Policy and Process	08/11/2016	05/17/2017	\$1000	District Staff
<b>Total</b>					<b>\$18572</b>	

### General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
TELL Survey/ Val-Ed Survey	Teachers will take TELL Survey or Val-Ed Survey. Results will be evaluated and goal will be developed.	Professional Learning	08/11/2016	05/17/2017	\$1080	Superintendent; District Office Staff and Principals
PD	Provide professional learning opportunities for staff in the areas of differentiated instruction, RtI tiering, grouping and research based intervention.	Professional Learning	08/11/2016	05/17/2017	\$2000	District Staff
Text Complexity	Monitor and Support the use of text complexity: Raising Rigor through follow-up and principal reports.	Direct Instruction	08/11/2016	05/17/2017	\$100	District Staff
PD	District will provide professional development on collaboration/inclusion and differentiated instruction.	Professional Learning	08/11/2016	05/17/2017	\$500	District Staff
Review Results of K Screener	Develop a plan for disseminating results of the K screen to parents/EC community members.	Policy and Process	08/11/2016	05/17/2017	\$3000	POC K Screen, Instructional Supervisor

**Comprehensive District Improvement Plan**

Hazard Independent

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**Total**

\$6680

## 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
Receive and review feedback from school resource inventory	Analyze the findings from the school review and provide financial support to supplement intervention resources.	Other	08/11/2016	05/17/2017	\$2000	Sandra Johnson, Nathan Johnson, Sondra Combs, Larry Muncy
Teacher Training on CIITS	Provide CIITS training to teachers and principals (i.e. developing lesson plans, express test development, importing to Gradebook in IC, searching for instructional resources and navigating to the various links embedded in CIITS)	Professional Learning	05/11/2016	05/17/2017	\$150	Sandra Johnson, Nathan Johnson, Sondra Combs, John Quillen
Monitor Usage of CIITS	Monitor use of CIITS for instructional planning and creation of and sharing of instructional resources through informal reports and CIITS usage reports.	Policy and Process	08/11/2016	05/17/2017	\$0	Sandra Johnson, Nathan Johnson, Sondra Combs, John Quillen
Monitor implementation of PLC's	Monitor the implementation of the PLC's through meeting times, agendas, sign-in sheets, district office participation in meetings and walk throughs.	Professional Learning	08/11/2016	05/17/2017	\$0	Sandra Johnson, Nathan Johnson, Sondra Combs, John Quillen
Monitor Implementation Process	Monitor the implementation process of the Writing Program Reviews and review writing policies and literacy plans.	Academic Support Program	08/11/2016	05/17/2017	\$0	Sandra Johnson, Nathan Johnson, Sondra Combs
Technology	The district technology coordinator will provide follow-up and support for the purchase of "Smart Technology".	Technology	08/11/2016	05/17/2017	\$20000	District Office Staff

## Comprehensive District Improvement Plan

Hazard Independent

Smart Technology Training	The technology coordinator will be available for training on the Macintosh platform provided for several staff members to ensure appropriate use. The DTC and the Network Administrator will schedule and provide professional development on the use of new technology concerning the Smart Classroom for the staff.	Technology	08/11/2016	05/17/2017	\$3600	DTC ,Network Administrator
Analyze student achievement	Analyze student achievement by gap groups, relative to state, district and school assessments.	Policy and Process	08/11/2016	05/17/2017	\$0	District Staff
Analyze Curriculum	Analyze curriculum to identify gaps -Make necessary adjustments to curriculum -utilize instructional resources, - disseminate updated/revised curriculum to teachers -ensure teachers implement curriculum - monitor implementation	Policy and Process	08/11/2016	05/17/2017	\$0	District Staff
Benchmarks	Monitor the academic and behavior benchmarks and cut scores for the schools.	Policy and Process	08/11/2016	05/17/2017	\$0	District Staff
Intervention Resources	Review and disseminate available intervention resources	Policy and Process	08/11/2016	05/17/2017	\$1000	District Staff
Assess Teacher Quality	Monitor teacher quality through EPSB and make recommendations when appropriate.	Policy and Process	08/11/2016	05/17/2017	\$0	District Staff
Technical Assistance	Provide technical assistance and guidance to strengthen teacher quality through mentoring programs, CIITS,	Professional Learning	08/11/2016	05/17/2017	\$0	District Staff
Professional Development	Ensure that professional development meets professional needs of teachers and administrators through analysis of data, implementation, and follow-up. Making sure PD is based on scientific research.	Professional Learning	08/11/2016	05/17/2017	\$0	District Staff
RTI	Implement an RTI plan for universal screening, student assessment, tiering, differentiating instruction and research based interventions	Academic Support Program	08/11/2016	05/17/2017	\$75000	District Staff
PD	Provide professional learning oppportunites for staff in the areas of differentiated instruction, Rtl tiering, grouping and research based intervention.	Professional Learning	08/11/2016	05/17/2017	\$2000	District Staff
Curriculum Access	The district will ensure that all students including students with disabilites have access to core content and higher levels of instructional practices.	Academic Support Program	08/11/2016	05/17/2017	\$0	District Staff
ARC	School based ARC will make placement decisions that allow students to be educated in the least restrictive environment with non-disabled peers to the maximum extent appropriate.	Policy and Process	08/11/2016	05/17/2017	\$0	District Staff
PD	District will provide professional development on collaboration/inclusion and differentiated instruction.	Professional Learning	08/11/2016	05/17/2017	\$500	District Staff
Folder reviews	District staff will randomly conduct folder reviews.	Policy and Process	08/11/2016	05/17/2017	\$0	District Staf
Infinite Campus	Staff will input all required data forstudents identified with an IEP into the Infinite Campus tracking system.	Policy and Process	08/11/2016	05/17/2017	\$0	District Staff
ARC	Parents will be involved in ARC meetings either by attending, conference call, or home visits and will be informed of trainings pertaining to their special needs.	Policy and Process	08/11/2016	05/17/2017	\$0	District Staff

# Comprehensive District Improvement Plan

Hazard Independent

Transition	Parent/student surveys will be completed at ARC meetings addressing transition and information will be provided on the necessary supports needed for a smooth transition to adult life.	Career Preparation/Orientation	08/11/2016	05/17/2017	\$0	District staff
PD	Professional development focusing on research based positive behavior supports will be provided.	Professional Learning	08/11/2016	05/17/2017	\$0	District staff
Purpose and Process	Provide information to teachers about the purpose and process of the review. Emphasize the important role of the teacher in implementing high quality instructional programs.	Policy and Process	07/01/2016	06/30/2017	\$0	District Office
Expectations and Procedures	Inform staff of the expectations and procedures as defined by the district of the district external review process.	Professional Learning	08/11/2016	05/17/2017	\$0	District Staff
Rubrics	Examine the rubrics used in a program review. Consider the existing sources and evidence to inform the overall program assessment.	Policy and Process	07/01/2016	07/01/2017	\$0	District Staff
Review Program Review Ratings	Review PR ratings in ASSIST and provide feedback through identifying and analyzing gaps in particular program areas to determine next steps for continuous improvement.	Academic Support Program	07/01/2016	06/30/2017	\$0	District Staff
Monitor Effectiveness of District Leadership Team in the development of an implementation plan for PGES and TPGES.	<ul style="list-style-type: none"> <li>-Ensure all Leadership is knowledgeable of PGES/TPGES components and expectations</li> <li>-Review principal and teacher responsibility within context of TPGES components and expectations.</li> <li>-Identify and allocate time for Principals and Teachers to meet throughout the year for progress and feedback on: student growth goals, professional growth planning, observation, etc..</li> <li>-Review Peer Observer responsibilities within context of PGES/TPGES framework and expectations.</li> <li>-Review and recommend human capital and fiscal resources allocations to support teacher effectiveness.</li> <li>-Review Policy and recommend modifications to procedures currently related to teacher effectiveness.</li> </ul>	Policy and Process	08/11/2016	05/17/2017	\$0	Superintendent; Central Office Staff; Principals; Teachers
Danielson Framework Training	Develop common language and understanding of the five domains in effective teaching for the TPGES	Professional Learning	08/11/2016	05/17/2017	\$0	KVEC/District Staff
CIITS	Provide professional learning experiences for new teachers on the creation and publication of lesson plans in CIITS.	Professional Learning	08/11/2016	05/17/2017	\$0	District Office Staff
STEM Intervention	Personnel will provide intervention services for students in STEM areas.	Academic Support Program	08/11/2016	05/17/2017	\$10000	Intervention Personnel
Supplemental books	Purchase supplemental books and study guides.	Academic Support Program	08/11/2016	05/17/2017	\$4100	District Staff
Train Counselors	Train and provide KDE Resource manuals to counselors on assigning TOE (Teacher of Record) in Infinite Campus.	Professional Learning	08/11/2016	05/17/2017	\$0	District Staff, KVEC
Certified Personnel Training	All certified personnel will complete the KDE Modules "PGES Professional Learning"	Professional Learning	08/11/2016	05/17/2017	\$0	District Office Staff, KVEC

# Comprehensive District Improvement Plan

Hazard Independent

Supplemental books	Purchase supplemental books and study guides	Academic Support Program	08/11/2016	05/17/2017	\$1000	District Staff
Input RTI information into Infinite Campus	Information of RTI progress monitoring will be logged in Infinite Campus.	Other	08/11/2016	05/17/2017	\$0	District Office Staff
Develop a district-wide Professional Learning Plan for PGES/TPGES	Develop a district-wide Professional Learning Plan for PGES/TPGES components and expectations that incorporate PLC'S around the following: KY Framework for Teaching, Observation Certification, Self -reflection, Student Growth Goal Development, Professional Growth Setting, Student Voice and Effective Feedback.	Professional Learning	08/11/2016	05/17/2017	\$0	Superintendent: Central Office Staff; Principals; Teachers
Complete PGES/TPGES Lync Sessions f	Completion of PGES/TPGES Lync sessions for all teachers & KET peer observation module for teachers serving as peer observers	Professional Learning	08/11/2016	05/17/2017	\$0	Superintendent; District Office Staff; Principals and teachers
Observation Certification	Principal's will pass calibration in the Danielson Framework to perform teacher observation for growth and development of teachers.	Professional Learning	08/11/2016	05/17/2017	\$1200	Superintendent, District Office Staff and Principals
CIITS Training	Develop and complete a plan of training for teachers and principals in the use of CIITS with intentional focus on EDS Suite.	Professional Learning	08/11/2016	05/17/2017	\$0	Superintendent; Central Office Staff; Principals and Teachers
TELL Survey/ Val-Ed Survey	Teachers will take TELL Survey or Val-Ed Survey. Results will be evaluated and goal will be developed.	Professional Learning	08/11/2016	05/17/2017	\$1080	Superintendent; District Office Staff and Principals
Develop Student Growth Goals	Develop a district-level and School level PGES/TPGES implementation monitoring plan referring to the PGES/TPGES Implementation timeline	Professional Learning	08/11/2016	05/17/2017	\$0	Superintendent, District Office Staff, Principals, Teachers
ISLN	Participation in ISLN and KDE PGES/TPGES and ISLN Webcast.	Professional Learning	08/11/2016	05/17/2017	\$0	Superintendent, District Office Staff, Principals, Teachers
Data Analysis	District analysis of implementation monitoring plan results and PGES/TPGES data for purpose of: Identifying professional learning needs, evaluating fiscal and human resources needs, potential shifts in calendars and schedules/daily use of time, roles and responsibilities for administrators and teacher leaders.	Professional Learning	08/11/2016	05/17/2017	\$0	Superintendent, District Office Staff, Principals, Teachers
Content Area Leadership Cohort	Monitoring of train the trainer staff meetings where the Content Leader trains staff in strategies that are made available through the ARI Grant.	Professional Learning	08/11/2016	05/17/2017	\$3000	District Staff

## Comprehensive District Improvement Plan

Hazard Independent

Monitor Equity Plan	Equity Plan will be monitored to ensure schools provide instruction by highly qualified instructional staff and to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out of field teachers.	Policy and Process	08/11/2016	05/17/2017	\$0	District Office Staff
CHETL	Increase instructional rigor and student achievement through planning, preparation and instruction.	Academic Support Program	08/11/2016	05/17/2017	\$1000	District Office Staff
Train teachers in complex processes, concepts and principles.	Train teachers Teacher instructs the complex processes, concepts and principles contained in state and national standards using differentiated strategies that make instruction accessible to all students	Professional Learning	08/11/2016	05/17/2017	\$1000	ARI coordinator, district staff
Monitor Instruction	Monitor teacher instruction the complex processes, concepts and principles contained in state and national standards using differentiated strategies that make instruction accessible to all students. Instruction Environment and Support 1A Knowledge of Content and Pedagogy	Direct Instruction	08/11/2016	05/17/2017	\$0	District staff,
Monitor Questioning and Discussion Techniques	Monitor teacher effective classroom discussions, questioning, and learning tasks that promote higher-order thinking skills	Direct Instruction	08/11/2016	05/17/2017	\$0	Administrators
Increase Student engagement, achievement and ability to implement with fidelity	Implement four strategic components; continuous classroom improvement (CCI), co-teaching, evidence - based instructional strategies focused on reading/language arts and mathematics to support all content areas student supports to remove other barriers to learning The four components are developed around research -based practices.	Academic Support Program	08/11/2016	05/17/2017	\$0	District Staff
Support Positive Culture	Support teachers efforts in ensuring a learning environment where students unique cultural strengths are identified and nurtured.	Academic Support Program	08/11/2016	05/17/2017	\$500	ARI Coordinator and District Staff
Data review	District Office staff will assist school level administrators in review of school report card data to address area's for improvement therefore reducing percentage of novice students.	Professional Learning	08/11/2016	05/17/2017	\$0	District Staff
Effective implementation of literate processes	Lead schools to effective and consistent implementation assessment for literacy processes both formative and summative assessments.	Professional Learning	08/11/2016	05/17/2017	\$0	District Staff
Train teachers in use of tools for continuous improvement.	Continuous improvement uses data to improve work processes to support student learning . There are some key tools that can be taught and used to do this (Plus/Delta, root cause, priority matrix, linkage, PDSA, data charts, data questions and 30-60-90 day planning ,to name a few). KDE anticipates partnership groups will provide specific training in these areas	Professional Learning	08/11/2016	05/17/2017	\$500	District Staff

## Comprehensive District Improvement Plan

Hazard Independent

Monitor learning environment	Monitor and support environment where students are active participants as individuals and groups.	Behavioral Support Program	08/11/2016	05/17/2017	\$200	District Staff
Monitor RTI	Response to Intervention (RtI) is non-negotiable. Every school must have Tier 1, 2, 3 intervention systems for all students. Clearly defined interventions with goals for each student and just in-time interventions provide support for all students, but especially those performing at the novice level Learning is a progression. The RtI and Kentucky System of Interventions will make a difference when supported. An intense review of what works will assist schools and districts in setting funding priorities or these purposes	Academic Support Program	08/11/2016	05/17/2017	\$0	District staff
Monitor TPGES/PPGES	Monitor implementation of TPGES and PPGES.	Professional Learning	07/01/2016	06/30/2017	\$2000	District Staff
Orientation/Mentoring New Teachers	District will develop and implement an orientation and mentoring program for all new teachers in the district.	Professional Learning	08/11/2016	05/17/2017	\$500	District Staff
<b>Total</b>					<b>\$130330</b>	

### Roy G. Eversole Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitor Tier 1,2,3 students	Provide financial assistance for purchasing Discovery Education program which is utilized to develop plans to address gap groups and student needs based on standards.	Academic Support Program	08/11/2016	05/17/2017	\$5072	Sandra Johnson, Nathan Johnson, Sondra Combs, Regina Cornett
Infinite Campus	Ensure that all work email addresses for teachers and leaders are entered into IC and all required custom roles are setup in IC consistently for the district.	Technology	08/11/2016	05/17/2017	\$5811	Nathan Johnson, John Quillen
Data Analysis	Analyze data from the screener and multiple assessments, including results from prior settings, and classroom observations/formative assessments.	Academic Support Program	08/11/2016	05/17/2017	\$0	Sondra Combs
Statewide Screener	Assess all kindergartners at school entry with the common statewide screener (Brigance)	Academic Support Program	08/11/2016	05/17/2017	\$0	Sandra Johnson, Sondra Combs
Coordinator/Teacher Training	Preschool Coordinator and teacher leader will participate in the Early Learning Leadership Networks (ELLN) and implement the strategies for K-3 student learning outcomes. Preschool coordinator will be trained in ECERS Rating Scale.	Academic Support Program	08/11/2016	05/17/2017	\$1000	Sondra Combs



## Comprehensive District Improvement Plan

Hazard Independent

Parent Communication	Disseminate school readiness definition to EC community and parents of incoming K students.	Parent Involvement	08/11/2016	05/17/2017	\$0	Sondra Combs
Transition Data	Assist in the gathering of any transition data from EC providers to prepare for incoming K learners educational needs.	Other	08/11/2016	05/17/2017	\$0	Sondra Combs
Plan for Dissemination of Data	Assist in the development of a plan for disseminating results of the K -screener to parents and early childhood community members.	Parent Involvement	08/11/2016	05/17/2017	\$0	Sondra Combs
Literacy Professional Development	Assist in directing research-based literacy professional development through PD 360, Leadership cohorts, KVEC, and WebEx's.	Professional Learning	08/11/2016	05/17/2017	\$2500	Sandra Johnson, Nathan Johnson, Sondra Combs, John Quillen
Monitor Professional Development	Monitor the implementation of professional development and learning	Policy and Process	08/11/2016	05/17/2017	\$0	Sandra Johnson, Nathan Johnson, Sondra Combs
Teacher Training on Best Practices	Provide training on Best Practices	Professional Learning	08/11/2016	05/17/2017	\$0	Sandra Johnson, Sondra Combs, Nathan Johnson
Training on Progress Monitoring	Professional development will be provided on how to utilize data and systems for Progress Monitoring.	Professional Learning	08/11/2016	05/17/2017	\$0	Sandra Johnson, Sondra Combs
Monitor additional instruction	Monthly activities are planned in reading and math. Parents are provided with strategies and resources to be used at home to increase student achievement.	Parent Involvement	08/11/2016	05/17/2017	\$1500	Sondra Combs, Sandra Johnson
Extended School Services (ESS)	ESS will be provided two days a week to provide gap students with additional instruction in reading and math.	Academic Support Program	05/11/2016	05/17/2017	\$36717	Sondra Combs
Supplemental Resources	Aide in the collection and communication of needed resources that will remove barriers to learning. Some programs are FRYSC, Title 1 Homeless, Community Churches, Blessings in Backpack, Community Ministries, Lons Club, Coal for Kids, Chidren INC., Phi Beta Kappa, Individuals Supporting Bulldog Education, and James River Coal.	Community Engagement	08/17/2016	05/17/2017	\$1000	Sandra Johnson, Sondra Combs
Support to Reduce Barriers	Support through FRYSC and other programs will be provided to school staff identifying barriers for students at risk of retention and performing below grade level.	Academic Support Program	08/11/2016	05/17/2017	\$50000	District Staff

## Comprehensive District Improvement Plan

Hazard Independent

Support in the data identification at-risk population	Disseminate data (Brigance, KPREP Gap Scores, Stanford 10 scores, Infinite Campus) and determine at-risk students.	Academic Support Program	08/11/2016	05/17/2017	\$0	Sondra Combs, Nathan Johnson, Larry Muncy
Feedback from principal/staff	CDT will share updated/revised curriculum with teachers to gather feedback and input. Staff will share feedback with CDT. Principal will report findings, revisions and changes made to curriculum to district instructional leaders.	Policy and Process	08/11/2016	05/17/2017	\$0	Sandra Johnson, Nathan Johnson, Sondra Combs, John Quillen
Monitor implementation of new curriculum	Ensure that principal and staff implement the curriculum using best practices for instruction and assessment and monitor implementation throughout year	Policy and Process	08/11/2016	05/17/2017	\$0	Sandra Johnson, Nathan Johnson, Sondra Combs, John Quillen
Analysis of Curriculum	District instructional leader will analyze curriculum to identify gaps and make necessary adjustments. CDT will utilize resources aligned with KCAS.	Policy and Process	08/11/2016	05/17/2017	\$0	Sandra Johnson, Nathan Johnson, Sondra Combs, John Quillen
Born Learning Academy	Teacher led parent activities with children to increase kindergarten readiness	Academic Support Program	08/11/2016	05/17/2017	\$2000	Principal, Teachers, and staff
Identify early childhood providers	Identify families and community members to ensure all children experience effective transitions to school.	Policy and Process	08/11/2016	06/30/2017	\$0	DOSE, Preschool Coordinator, K and Preschool teachers, Principal
Transition data	Gather any transition data from EC providers to get to know the incoming K learners	Academic Support Program	08/11/2016	05/17/2017	\$0	K teachers, principal, Preschool coordinator,
Disseminate School Readiness Information	Disseminate school readiness definition to EC community and parents of incoming K students.	Academic Support Program	08/11/2016	06/30/2017	\$1000	Preschool Coordinator, FRYSC
Review Results of K Screener	Develop a plan for disseminating results of the K screen to parents/EC community members.	Policy and Process	08/11/2016	05/17/2017	\$3000	POC K Screen, Instructional Supervisor

## Comprehensive District Improvement Plan

Hazard Independent

Analyze data (BRIGANCE)	Analyze data from the screen and multiple assessments, including results from prior settings, and classroom observations/formative assessments.	Professional Learning	08/11/2016	05/17/2017	\$3000	Preschool and k-3 teachers and principals, DAC/BAC
PLC"s	Create learning plan for next steps of instruction for preschool students and K students.	Academic Support Program	07/01/2016	06/30/2017	\$1000	K teachers, Preschool teachers, Principal,
ELLN Meetings	Teacher leaders and Preschool Coordinator will participate in the Early Learning Leadership Networks (ELLN) and implement the strategies for K-3 student learning outcomes.	Professional Learning	07/01/2016	06/30/2017	\$0	Preschool Teachers and Preschool Coordinator
PIPC Meetings	Attend PIPC/DEIC/CECC/ KY Home Visitation System of Care Meetings to collaborate to increase awareness of kindergarten readiness skills to increase student achievement.	Professional Learning	07/01/2016	06/30/2017	\$0	Preschool Coordinator, FRYSC, Preschool teacher
Monitor the Born Learning Program	Born learning is a program that involves parents by training them on hoe to take everyday life and turn it into a learning experience for children. Born Learning is a public engagement campaign that helps parents, grandparents and caregivers explore ways to turn everyday moments into fun learning opportunities	Academic Support Program	07/01/2016	06/30/2017	\$3000	Principal, K teacher, Preschool teacher, Support staff
Monitor Reading Recovery Program	Reading Recovery is offered five days a week for eight students with one-on-one instruction. In addition, the Reading Recovery teacher has three CIM groups of up to eight students.,	Academic Support Program	08/11/2016	05/17/2017	\$42000	District Office Staff, Principal
Create ECERS ready classroom	Purchase supplies that will create an ECERS ready classroom.	Other - Classroom Design, Academic Support Program	11/22/2016	05/17/2017	\$74030	Preschool and District Staff
Parent Involvement	Collaborate with parents to fill out appropriate papers to become CCAP eligible and offer support with increasing kindergarten readiness for their students.	Parent Involvement	12/01/2016	05/17/2017	\$2500	Preschool and District Office Staff
Provide transportation to New Beginnings	provide transportation to New Beginnings with instructional assistant.	Other - Transportation	01/02/2017	05/17/2017	\$1500	District Staff
Fund professional learning	Grant will fund professional learning opportunities for child care providers and headstart staff.	Professional Learning	12/01/2016	06/30/2017	\$14500	District Staff
High quality Resources	Purchase curriculum, Brigance Screener, supplemental books and high quality reference materials	Academic Support Program	12/01/2016	05/17/2017	\$7500	District Staff
Essentail supplies	Purchase essential supplies for students to reduce barriers to learning	Direct Instruction	12/01/2016	05/17/2017	\$3500	Preschool Staff district Staff

## Comprehensive District Improvement Plan

Hazard Independent

Field Trips	Fund instructional field trips to enhance student learning	Field Trip	12/01/2016	05/17/2017	\$1800	District Staff
Recruit and Retain High Quality Staff	Recruit and retain high quality staff for child care	Recruitment and Retention	12/01/2016	08/11/2017	\$46170	District Staff
<b>Total</b>					<b>\$310100</b>	

### Hazard Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Principal/Teacher Training	Teachers will be trained in the use and imlementation of the program	Professional Learning	08/11/2016	05/17/2017	\$0	Sandra Johnson, Nathan Johnson, John Quillen, Sondra Combs
Monitor Student Involvement with IXL	Principal will report to instructional supervisor progress and usage of IXL program for progress	Technology	08/11/2016	05/17/2017	\$0	Pincipal, Nathan Johnson, Sondra Combs, John Quillen
Assist in Parent/Community Training	District Office will assist with Parent Night to train parents and community partners in the use of IXL Online Math Program and "DIGITS Curriculum" and "Singapore Math Curriculum"	Parent Involvement	08/11/2016	05/17/2017	\$1500	District Office Staff
Academic Field Trips	Field trips will be monitored for educational appropriateness that is linked to common core standards.	Field Trip	08/11/2016	05/17/2017	\$1000	District Office Staff
Implement Organizational Student Planning	Academic planners will be provided and required for students to write daily targets for all classes.	Academic Support Program	08/11/2016	05/17/2017	\$1000	District Office Staff
Monitor Enrichment Classes	Enrichment program will be enhanced by utilizing and refining the Gifted and Talented Teachers input through collaboration.	Academic Support Program	08/11/2016	05/17/2017	\$500	Gifted and Talented Teacher, District Office Staff
Monitor Accelerated Reader (AR)	The AR Program will be monitored for implementation and refinement into the regular curriculum.	Academic Support Program	08/11/2016	05/17/2017	\$3000	District Office Staff
Reading Across the Curriculum	Instructional supervisors will monitor the implementation of reading in all content areas through principal reports, walkthroughs, and student achievement.	Academic Support Program	08/11/2016	05/17/2017	\$0	District Office Staff
Literacy Design Collaborative (LDC) Training	Teachers will be provided training in the LDC Template Tasks. The implementation of LDC will be monitored trough the Writing Program Review.	Professional Learning	08/11/2016	05/17/2017	\$0	Larry Muncy, District Office Staff

## Comprehensive District Improvement Plan

Hazard Independent

Writing Across the Curriculum	Instructional supervisors will monitor incorporation of writing in all content areas through walk through and program fidelity.	Academic Support Program	08/11/2016	05/17/2017	\$0	District Office Staff
Monitor Unit/Lessons/Assessments	Teacher effectiveness will be monitored through principal evaluations, walk through, and review of implementation and impact checks.	Academic Support Program	08/11/2016	05/17/2017	\$0	District Office Staff
Teacher Blogs	Blogs will be monitored by principal and reported to district staff through staff meetings and parent surveys.	Parent Involvement	08/11/2016	05/17/2017	\$0	District Office Staff
Think Link	Students will be assessed three times a year to determine progress and areas of need. Instruction will be adjusted to meet individual needs identified by screenings.	Academic Support Program	08/11/2016	05/17/2017	\$1000	District Office Staff
Monitor all PLC's	District Office staff will monitor PLC's through occasional attendance at meetings, agendas, minutes, and principal reports.	Professional Learning	08/11/2016	05/17/2017	\$0	Larry Muncy, District Office Staff
Professional Development	District Office will assist in finding appropriate PD to promote effective instructional classroom practices. CIITS will be utilized.	Professional Learning	08/11/2016	05/17/2017	\$0	District Office Staff
ESS Identification	District Office will monitor ESS through Infinite Campus.	Tutoring	08/11/2016	05/17/2017	\$500	District Office Staff
After School ESS	ESS will concentrate on Reading and Math skills through small group instruction, guided reading individual assignments. Transportation is made available for students as needed.	Tutoring	08/11/2016	05/17/2017	\$8000	District Office Staff
ESS Programs	Students will utilize the "Moby Max", "WIN Learning" and the "IXL Math and Reading Program" to increase achievement in reading and math.	Tutoring	08/11/2016	05/17/2017	\$2500	District Office Staff
Math/Reading Interventions	Monitor the implementation of instructional strategies through walk through and program fidelity.	Academic Support Program	08/11/2016	05/17/2017	\$0	District Office Staff
Gap Group Interventions	Monitor the implementation of instructional strategies through walk through and program fidelity.	Academic Support Program	08/11/2016	05/17/2017	\$0	District Office Staff
Monitor ILP	Monitor methods used to find students who have expressed interest in FCS, early childhood, nurse aide and Office Technology and these students will be scheduled for at least 4 of the appropriate classes in order to qualify for the KOSSA and IC3 tests.	Career Preparation/Orientation	08/11/2016	05/17/2017	\$500	District Staff
CCR PD	Provide professional development for middle and high school counselors on the 16 national career clusters and the 79 career pathways.	Career Preparation/Orientation	08/11/2016	05/17/2017	\$300	Principals/District Office Staff
Transitional Courses	Monitor the implementation of the usage of transitional intervention curriculum/materials.	Academic Support Program	08/11/2016	05/17/2017	\$0	District Staff
Student Progress	Monitor student progress toward meeting CCR benchmarks to determine the effectiveness of interventions and next steps for continuous improvement.	Academic Support Program	08/11/2016	05/17/2017	\$0	Principals/District Staff

**Comprehensive District Improvement Plan**

Hazard Independent

**Total**      \$19800

**Hazard High School**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitor ILP	Monitor methods used to find students who have expressed interest in FCS, early childhood, nurse aide and Office Technology and these students will be scheduled for at least 4 of the appropriate classes in order to qualify for the KOSSA and IC3 tests.	Career Preparation/Orientation	08/11/2016	05/17/2017	\$500	District Staff
ILP Career Matchmaker/Career Clusters	Monitor results of ILP Career Interest Inventory from 8th-11th grade to guide student course of study.	Career Preparation/Orientation	08/11/2016	05/17/2017	\$0	District Staff
Meet Benchmarks	Monitor the use of the WIN Program, EverFi, Edgenuity and ACT practice tests and other appropriate tests for formative assessments to determine student academic needs and address reading and math interventions in CCR and RTI classes	Policy and Process	08/11/2016	05/17/2017	\$0	District Staff
Career Pathways	Monitor the implementation of teacher mentors and advising on educational plan of courses for students to reach their goal.	Academic Support Program	08/11/2016	05/17/2017	\$0	District Staff
Teacher Training on ILP's	Teachers will be trained in the ILP process and appropriate updates.	Professional Learning	08/11/2016	05/17/2017	\$500	District Staff
Student Scheduling	Monitor the utilization of curriculum maps aligned with KOSSA and common core standards.	Career Preparation/Orientation	08/11/2016	05/17/2017	\$0	District Office
Additional Vocational Programs	Monitor the additional career pathways/vocational courses for students both on-site and at HCTC.	Academic Support Program	08/11/2016	05/17/2017	\$0	District Staff
Benchmarks	Monitor the implementation of WIN Program, and ACT practice tests through data analysis principal reports and walk through.	Academic Support Program	08/11/2016	05/17/2017	\$0	District Staff
Sophomore English Rotation	Monitor the Sophomore English Rotation that allows for English II courses to be held at the same hour each day and to be divided among 3 teachers so that the class size can be reduced giving more one on one instruction.	Class Size Reduction	08/11/2016	05/17/2017	\$150	District Staff
Text Complexity	Monitor and Support the use of text complexity: Raising Rigor through follow-up and principal reports.	Direct Instruction	08/11/2016	05/17/2017	\$100	District Staff
EOC Test Prep	Monitor the use of Passing the KY Quality Core English 10 EOC Assessment text in order to better prepare students.	Direct Instruction	08/11/2016	05/17/2017	\$112	District Staff
Teacher Training	Teachers will be trained in differentiated instruction through use of CIITS, training opportunities through ARI grant to increase student achievement and keep students engaged in the learning process, thus preventing students from dropping out of school.	Professional Learning	08/11/2016	05/17/2017	\$0	District Staff

## Comprehensive District Improvement Plan

Hazard Independent

Monitor CTE	Monitor the effectiveness of ILP's to ensure that students are placed in courses aligned with their career interest.	Academic Support Program	08/11/2016	05/17/2017	\$0	District Staff
Career and Technical Classes	Support CTE and guidance counselors in enrolling students in Career and Technical classes.	Policy and Process	08/11/2016	05/17/2017	\$0	District Staff
8th grade Orientation	Support the 9th grade orientation where students will tour high school, spend time with administrators, teachers and current high schools students by providing transportation and flexible scheduling.	Recruitment and Retention	08/11/2016	05/11/2017	\$0	District Staff
CCR PD	Provide professional development for middle and high school counselors on the 16 national career clusters and the 79 career pathways.	Career Preparation/Orientation	08/11/2016	05/17/2017	\$300	Principals/District Office Staff
Work Keys/ASVAB	Monitor the Identification and implementation of remediation strategies for students not meeting Work Keys or ASVAB benchmarks.	Academic Support Program	08/11/2016	05/17/2017	\$20000	Principals/District Office Staff
Transitional Courses	Monitor the implementation of the usage of transitional intervention curriculum/materials.	Academic Support Program	08/11/2016	05/17/2017	\$0	District Staff
Student Progress	Monitor student progress toward meeting CCR benchmarks to determine the effectiveness of interventions and next steps for continuous improvement.	Academic Support Program	08/11/2016	05/17/2017	\$0	Principals/District Staff
<b>Total</b>					<b>\$21662</b>	

## **Phase II - Assurances - District**



**Introduction**

KDE Assurances for Districts

**District Assurances**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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	Improvement of school and district web sites. Increase usage of technology for communication.	

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

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

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

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

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

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

**Comprehensive District Improvement Plan**

Hazard Independent

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

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

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

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

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

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

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

# Comprehensive District Improvement Plan

Hazard Independent

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

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

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

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

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

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

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

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

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

# Comprehensive District Improvement Plan

Hazard Independent

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

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

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

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

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

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

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

**Comprehensive District Improvement Plan**

Hazard Independent

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

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

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

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

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

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
37.	We certify that we are a District of Innovation and attach the approved application.	No	Our district has not applied at this time.	

# Comprehensive District Improvement Plan

Hazard Independent

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

# **Phase II - Compliance and Accountability - Districts**



## **Introduction**

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

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

## Planning and Accountability Requirements

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

**Goal 1:**

Ensure Equitable Distribution

**Measurable Objective 1:**

collaborate to ensure that equal distribution of qualified teachers in all schools by 05/17/2017 as measured by Highly Qualified Report and Equity Plan.

**Strategy1:**

Monitor Highly Qualified Teachers - District will ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out of field teachers.

Category: Professional Learning & Support

Research Cited: Highly Qualified Report

Activity - Technical Assistance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide technical assistance and guidance to strengthen teacher quality through mentoring programs, CIITS,	Professional Learning	08/11/2016	05/17/2017	\$0 - No Funding Required	District Staff

Activity - Monitor Equity Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Equity Plan will be monitored to ensure schools provide instruction by highly qualified instructional staff and to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out of field teachers.	Policy and Process	08/11/2016	05/17/2017	\$0 - Other	District Office Staff

Activity - Assess Teacher Quality	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor teacher quality through EPSB and make recommendations when appropriate.	Policy and Process	08/11/2016	05/17/2017	\$0 - No Funding Required	District Staff

# Comprehensive District Improvement Plan

Hazard Independent

Activity - Orientation/Mentoring New Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District will develop and implement an orientation and mentoring program for all new teachers in the district.	Professional Learning	08/11/2016	05/17/2017	\$500 - State Funds	District Staff

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure that professional development meets professional needs of teachers and administrators through analysis of data, implementation, and follow-up. Making sure PD is based on scientific research.	Professional Learning	08/11/2016	05/17/2017	\$0 - No Funding Required	District Staff

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

### Goal 1:

Hazard Independent schools will Increase the percentage of effective teachers and principals from % in 2016 to % in 2020.

### Measurable Objective 1:

demonstrate a proficiency in measuring teacher and principal effectiveness. by 05/17/2017 as measured by Professional Growth and Effectiveness System.

### Strategy1:

Professional Growth and Effectiveness System - Principals and Teachers will complete professional development in the Danielson Framework for Teaching and the multiple measures used for effectiveness.

Category: Professional Learning & Support

Research Cited: Framework for Teaching

Activity - Train Counselors	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train and provide KDE Resource manuals to counselors on assigning TOE (Teacher of Record) in Infinite Campus.	Professional Learning	08/11/2016	05/17/2017	\$0 - Race to the Top	District Staff, KVEC

Activity - Danielson Framework Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop common language and understanding of the five domains in effective teaching for the TPGES	Professional Learning	08/11/2016	05/17/2017	\$0 - Other	KVEC/District Staff

# Comprehensive District Improvement Plan

Hazard Independent

Activity - Monitor Effectiveness of District Leadership Team in the development of an implementation plan for PGES and TPGES.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
-Ensure all Leadership is knowledgeable of PGES/TPGES components and expectations -Review principal and teacher responsibility within context of TPGES components and expectations. -Identify and allocate time for Principals and Teachers to meet throughout the year for progress and feedback on: student growth goals, professional growth planning, observation, etc.. -Review Peer Observer responsibilities within context of PGES/TPGES framework and expectations. -Review and recommend human capital and fiscal resources allocations to support teacher effectiveness. -Review Policy and recommend modifications to procedures currently related to teacher effectiveness.	Policy and Process	08/11/2016	05/17/2017	\$0 - Other	Superintendent: Central Office Staff; Principals; Teachers

Activity - Supplemental books	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase supplemental books and study guides	Academic Support Program	08/11/2016	05/17/2017	\$1000 - Title I Part A	District Staff

Activity - Certified Personnel Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All certified personnel will complete the KDE Modules "PGES Professional Learning"	Professional Learning	08/11/2016	05/17/2017	\$0 - Race to the Top	District Office Staff, KVEC

## Strategy2:

Professional Learning and Support - Develop a district-wide Professional Learning Plan for PGES/TPGES components and expectations:

Category: Professional Learning & Support

Research Cited: MET Project

Activity - Observation Certification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal's will pass calibration in the Danielson Framework to perform teacher observation for growth and development of teachers.	Professional Learning	08/11/2016	05/17/2017	\$1200 - Other	Superintendent, District Office Staff and Principals

Activity - Develop a district-wide Professional Learning Plan for PGES/TPGES	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop a district-wide Professional Learning Plan for PGES/TPGES components and expectations that incorporate PLC'S around the following: KY Framework for Teaching, Observation Certification, Self -reflection, Student Growth Goal Development, Professional Growth Setting, Student Voice and Effective Feedback.	Professional Learning	08/11/2016	05/17/2017	\$0 - Other	Superintendent: Central Office Staff; Principals; Teachers

# Comprehensive District Improvement Plan

Hazard Independent

Activity - ISLN	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participation in ISLN and KDE PGES/TPGES and ISLN Webcast.	Professional Learning	08/11/2016	05/17/2017	\$0 - Other	Superintendent, District Office Staff, Principals, Teachers

Activity - CIITS Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop and complete a plan of training for teachers and principals in the use of CIITS with intentional focus on EDS Suite.	Professional Learning	08/11/2016	05/17/2017	\$0 - Other	Superintendent; Central Office Staff; Principals and Teachers

Activity - Develop Student Growth Goals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop a district-level and School level PGES/TPGES implementation monitoring plan referring to the PGES/TPGES Implementation timeline	Professional Learning	08/11/2016	05/17/2017	\$0 - Other	Superintendent, District Office Staff, Principals, Teachers

Activity - Complete PGES/TPGES Lync Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Completion of PGES/TPGES Lync sessions for all teachers & KET peer observation module for teachers serving as peer observers	Professional Learning	08/11/2016	05/17/2017	\$0 - Other	Superintendent; District Office Staff; Principals and teachers

### Strategy3:

Collection and Use of Data - TELL Survey will be taken by all teachers. Results will be evaluated and Principal Goals will be developed.

Category: Professional Learning & Support

Research Cited: Next Generation Professionals Principals and Teachers

Activity - TELL Survey/ Val-Ed Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will take TELL Survey or Val-Ed Survey. Results will be evaluated and goal will be developed.	Professional Learning	08/11/2016	05/17/2017	\$1080 - General Fund	Superintendent; District Office Staff and Principals

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District analysis of implementation monitoring plan results and PGES/TPGES data for purpose of: Identifying professional learning needs, evaluating fiscal and human resources needs, potential shifts in calendars and schedules/daily use of time, roles and responsibilities for administrators and teacher leaders.	Professional Learning	08/11/2016	05/17/2017	\$0 - Other	Superintendent, District Office Staff, Principals, Teachers



# **Executive Summary**

## **Introduction**

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

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



## **Description of the School System**

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

Hazard Independent Schools is located in the heart of the Appalachian Coalfields in Eastern Ky. Hazard has a population estimate of 5,341. The enrollment of Hazard Independent Schools is 1011 with a 16.6% special education population, around a 13% minority rate and mobility rate of 4.11. In Hazard we have 25.9% poverty. We have a staff of 75 teachers, including two who are national board certified. We also have several support staff such as instructional assistants, custodial/maintenance, cooks and bus drivers. Over the past three years we have seen a rapid decline in our coal mining job market. Along with the job loss, came an increase in our free and reduced lunch percentage, which is around 60%. With the increase in unemployment in the region; we have correspondingly seen an increase in the number of students faced with tremendous educational barriers. We are fortunate to have many supportive community organizations. Our school district works closely with the City of Hazard and Perry County government in an effort to improve the lives of their citizens. Hazard has several civic organizations which provide additional funding and support to the whole community. Some are: Hazard-Perry County Community Ministries, Inc., Rotary Club, Lions Club, Kiwanis Club, Hazard Chamber of Commerce, Hazard Women's Club, Coal for Kids, The United Way and various other groups. Many of these organizations provide scholarships, and special projects to make the community a better place in which to live. They assist us in overcoming educational barriers on a regular basis through providing clothing and food backpacks and many other needs for our students and families. They encourage our graduates to pursue post-secondary education through scholarships. The Hazard Herald is the legal newspaper. Churches of all faiths are active in Hazard and Perry County. We have several churches that provide food to our needy families monthly. We have four federal funded housing projects located in our school district. We have Hazard Community and Technical College and The University Center of the Mountains located in our district that provides our high school students the opportunity to enroll in dual credit courses. The Challenger Center located on the HCTC Campus uses the theme of space exploration to create positive learning experiences and motivate young people (fourth through eighth grade) to explore. Their curriculum is aligned to the Kentucky state science, math and literacy standards. We have several child care facilities that offer after school and summer care for our local families located in our area such as Hazard Lions Club Montessori School, Children's House Montessori School, two 21st Century Community Learning Centers located at New Beginnings and Starland.

## **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 mission of Hazard Independent Schools is to offer students a world-competitive education that will challenge their mind, inspire their hopes, and provide them the opportunity to achieve their dreams. Our vision is to ensure that all students reach proficiency and graduate from high school ready for college and careers. The board's vision is informed by a changing economy and workforce that requires P-12 schools to prepare students for a more complex and competitive workplace. The Hazard Independent School System believes the following: Every child is entitled to a quality education provided by a highly qualified caring staff in a safe, secure environment. Every child should feel important every day, teamwork among all stake holders is essential to success. Teachers and school leaders generate change. Educating students in an environment that is student centered and engaging will result in increased leaning at a higher level of thinking. Early and concentrated intervention will ensure that no child is left behind and is college and career ready upon high school graduation. Hazard Independent Schools received district accreditation through AdvanceEd in the fall of 2014. The purpose of Accreditation is to ensure excellence in education by holding schools accountable to rigorous standards and a process of continuous improvement.

## **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.**

Hazard Independent School District strives to have high expectations for all students and staff. We strive to employ only highly qualified staff which is reflected by our 100% compliance in the HQ report. Our district has earned a distinguished rating in the accountability model, Next Generation Learners. We have been accredited as a district through Advance-Ed or Southern Association of Colleges and Schools (SACS). Our high school was ranked in top ten in the state last year. Our district has achieved the classification of Distinguished the last two years. We also strive to give our students the opportunity to have access to the most recent technology. Almost all classrooms are equipped with ceiling mounted projectors linked to teacher workstations, at least one Mondo Board at each school, student workstations, and nearly all classrooms have smart boards. We have five computer labs. We have 370 I-MAC computers from the DataSeam Cancer Research Project that is based at the University of Louisville. We have around 49 I-PADS and 65 Surface tablets in the district that have been distributed to staff and students. This grant helped us update our emergency protocol for the district. We have also received The Appalachian Renaissance Initiative Grant, two 21st Century Learning Centers Grants to serve our elementary and middle school students, a Drop Out Prevention Grant, a Poetry Out Loud Grant, a Stuart McKinney Homeless Education Grant, a math grant and a Read to Achieve grant.

## **Additional Information**

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

One of our main priorities in the Hazard Independent School System is safety. We have a safe schools committee that meets throughout the year to discuss updates in policies and procedures and emergency preparedness protocol. This committee includes district office staff, school administrators, teachers, and representatives from the local police and fire departments. We also have an emergency procedure handbook that has been distributed to all staff members. Each room in our building has an emergency flip chart and emergency exit maps that are easily accessible to anyone in classroom. Schools conduct drills to prepare them for emergencies or situations regarding safety. Staff is trained in emergency response action plans. Renovation projects at the high school include a security vestibule and office located at front entrance. The elementary and middle schools have security vestibules at the office entrance equipped with buzzer systems. All schools have digital video surveillance systems which can be monitored by office staff.