



# Comprehensive District Improvement Plan

Ashland Independent School District

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# TABLE OF CONTENTS

Introduction.....	1
<b>Executive Summary</b>	
Introduction.....	3
Description of the School System.....	4
System's Purpose.....	5
Notable Achievements and Areas of Improvement.....	6
Additional Information .....	7
<b>KDE Needs Assessment</b>	
Introduction.....	9
Data Analysis.....	10
Areas of Strengths.....	11
Opportunities for Improvement.....	12
Oversight and Monitoring.....	13
Conclusion.....	14
<b>2012-2013 Comprehensive District Improvement Plan</b>	
Overview.....	16
Goals Summary.....	17
Goal 1: Increase the averaged combined reading and math K-PREP scores for elementary and middle students from 44% to 72% in 2017.....	18

Goal 2: Increase the percentage of students who are college and career ready from 34% to 68% by 2015 . . . . .	20
Goal 3: Increase the average freshman graduation rate from 76% to 90% by 2015 . . . . .	22
Goal 4: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017 . . . . .	23
Goal 5: Increase the percentage of teachers responding to the Kentucky Teaching, Empowering, Leading, and Learning (TELL) survey from 70.8% in 2010 to 90% by 2013 . . . . .	25
Activity Summary by Funding Source . . . . .	27
Activity Summary by School . . . . .	33

## **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 2014. 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 district'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.

# Executive Summary

## **Introduction**

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

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

## **Description of the School System**

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

The Ashland Independent School District (AISD) is the public school entity of the city of Ashland, Kentucky, located in the northeast corner of the state, with a population of roughly 21,000. Of this number, less than 5% is minority. About 18% of residents are 65 years of age or over and 22% are 18 years of age and under. The unemployment rate in October 2012 was 6.5%.

The AISD serves over 3,000 students in grades K through 12 in eight separate schools. The student population has dropped by 100 in the past three years, mostly due to families moving to find work. Roughly 10% of students are minorities, over 14% are special needs, and over 50% are from low socio-economic families. Survey results show that 82% of students in grades three through twelve have internet access at home.

The schools have a student to teacher ratio of 15:1 with over 85% of certified staff holding a master's degree or higher. 100% of core academic courses are taught by highly qualified teachers, and the average teaching experience is 15 years.

The district serves students residing in five public housing facilities, three homeless shelters, a domestic violence shelter, and a child sexual abuse facility. Over 250 of the students in the district are homeless. In addition, the city is located within three miles of two other states (Ohio and West Virginia). These factors combine to produce an extremely high transient rate for students and their families seeking public assistance.

## **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 the Ashland Independent School District, as a standard for excellence in Kentucky and the nation, is to ensure for each student a globally comprehensive education in a positive, nurturing environment which provides individualized learning opportunities, produces responsible citizens, and instills a desire for lifelong learning through quality instructional programs, sound fiscal management, visionary leadership, and a partnership involving home, school, and community.

This mission is realized through on-going planning, development, and evaluation of programs to match the needs of our students in a changing landscape. Curricular offerings and requirements are constantly revised to ensure that students are being provided a rigorous education to prepare them for college and/or career. Results of assessments, both state-mandated and locally developed, are analyzed to determine needs for assisting students, programs, and schools in making progress.

Our greatest goal is to take initiatives to strengthen the classroom and school communities to build a greater connection between each school and its students. In this way the district may foster and promote students' development intellectually, emotionally, and socially.

## **Notable Achievements and Areas of Improvement**

**Describe the school system's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school system is striving to achieve in the next three years.**

The Ashland Independent School District is one of three districts in our region reaching the Proficient level on the 2012 Unbridled Learning accountability system. Five of our seven A-1 schools reached that level, and one was a school of distinction, ranking in the 99th percentile. We are the 40th-ranked school district in the state. The federal data required in addition to the ESEA approved accountability model shows that the AISD met 16 of 16 goals.

All of our schools have worked aggressively in reducing retentions and dropouts. Utilizing response to intervention and credit recovery, these numbers continue to decrease. Our most recent dropout rate was the lowest it has been in sixteen years.

In 2010 the district began a program to foster professional learning communities (PLC's) in each school. The focus the first year was on classroom assessments and deconstructing current and new curricular standards into teacher and student-friendly terms. In the second year, teachers concentrated on using assessment results to inform instructional and intervention practices. In addition, we transitioned to a new interim, benchmarking assessment aimed at student goal-setting and progress-monitoring. Results of these assessments were also incorporated into the work of the PLC's. Teachers developed units of study and common formative assessments to measure student progress in meeting standards. For the 2012-13 school year, work continues in each of these areas along with identifying individual student needs for achieving growth. We will begin introducing the new teacher professional growth and effectiveness system to our teachers.

In the next three years, it is our goal to improve the percentage of students in our district who graduate on time and are ready for college and/or career and to increase the percentage of GAP students reaching proficiency in reading and mathematics. We will achieve this through providing the necessary resources and funding to our schools, collaborating with consultants from KDE, regional cooperatives, and other agencies to supply job-embedded professional development opportunities, and continuing our commitment to deliver to each child a rigorous curriculum, enabling them to achieve college/career readiness.

## **Additional Information**

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

In the area of technology, our district has invested much time, effort, training, and funding to ensure that our teachers and students have the tools necessary to be productive and competitive in the information age. We currently have 100% of elementary classrooms set up as SMART classrooms with interactive white boards, document cameras, and audio enhancers with plans for extending this into all classrooms K-12. We have recently upgraded our wireless system to provide expanded coverage into each classroom to make access available for every existing wireless device and to establish the infrastructure necessary to realize a 1-to-1 student-to-device goal. This commitment to technology has resulted in innovative practices in our classrooms as well as one school winning the 2011 International ThinkQuest Championship and two schools placing first and second in the Kentucky Student Technology Leadership Program State Championship. The AISD recently was awarded a McKinney Vento grant to address the needs of our homeless students. These funds will be used to assist our schools and students in overcoming the barriers to learning that occur for this demographic group.

# **KDE 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?**

It is hoped that the data and information available provide evidence for determining if we are achieving our mission. Are our students graduating on time prepared for college and/or career? Are there gaps in the performance of certain demographic groups and what are they? Were the averaged combined reading and math scores in range of what we were expecting?

The evidence displays that we are doing a better job of graduating students on time. Data shows that the Averaged Freshman Graduation Rate (AFGR) improved from 81% to 86%. This was a result of intensive work at the high school and alternative school in determining student needs and counseling with potential drop-outs.

The College/Career Readiness (CCR) rate increased 7.4 percent to 51.4 percent. This increase was due to a combination of more students reaching benchmarks for college readiness either through ACT or COMPASS scores. This is slightly below the target set for the district from two years ago, however the increase surpassed the 5.9 percent goal for improvement.

With regard to gaps, two demographic groups stood out as needing attention - free/reduced lunch students and disability students. The performance of these groups trailed significantly behind the overall scores at each level in both reading and mathematics.

The average combined reading and math scores exceeded the expectations projected by the commissioner. Scores at each level were higher than the state average; however, math scores were at or below the state average.

## **Areas of Strengths**

**What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?**

The percentage of students scoring proficient or higher outpaced the state average by a significant amount in several areas including reading at all levels, language mechanics at all levels, science at the elementary and middle school levels, and on-demand writing at the middle and high school levels.

Additionally, students at all levels posted excellent growth results. These numbers were especially high for elementary and middle school reading but also were significant in mathematics and the high school as well.

Activities in the area of English Language Arts have contributed greatly to student performance in reading, language mechanics and on-demand writing. A large percentage of the professional development expenditures in the district focus on this content area. We will continue to provide opportunities for teachers to learn new strategies and techniques for advancing their students to proficiency in reading and writing. The growth score in our district is a tribute to the hard work of our teachers and students. One tool that we have provided them in addressing student growth is the Measures of Academic Progress (MAP) assessment. By utilizing results from these interim assessments, teachers are able to help students set realistic goals, identify specific needs for individual students, monitor progress, and determine if students are on track for proficiency. Instructional plans can be based on the standards that students are ready to learn. We will continue to utilize this tool in our district.

## **Opportunities for Improvement**

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

While the average combined reading and math score was higher than the state average, the math score fell below state average. More than 20% of students at each level scored novice on the mathematics assessments. Mathematics has the lowest combined percentage of proficient or higher students in the district at 39.9%. This is definitely an area of need.

On-demand writing had the second lowest combined percentage of proficient or higher students at 46.5%. While middle and high school scores exceeded state averages comfortably, the elementary score of 33.5% proficient or higher barely rose above the state average, and, combined with 17.1% of students scoring novice, is the second lowest percentage of any school-level content score in the district. This is an area of need.

## **Oversight and Monitoring**

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

The AISD will continue to implement the MAP assessments for kindergarten through grade 11 as well as using these assessments for seniors who failed to meet ACT benchmarks heading into grade 12. Teachers and schools will utilize the assessment information to determine if individual students are meeting growth goals, attaining national norms, and to design instruction to meet the diverse needs of students at their current performance levels.

We will administer common formative assessments across grade levels in mathematics, reading, and writing to measure student performance on standards and skills covered in classroom lessons as they pertain to teacher-created curriculum maps.

We will arrange for job-imbedded professional growth opportunities for teachers to gain new skills in addressing curricular and assessment needs, and we will conduct instructional rounds in all schools to determine if teachers and schools are employing best practices in the classroom and report to school principals of our findings.

## **Conclusion**

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

The results displayed in the 2012 accountability report reflect much of the hard work that has been exerted by the teachers and staff of the Ashland Independent Schools over the past two years. Adopting new practices and teaching styles while incorporating new standards (common core for mathematics and English language arts) has been a tremendous undertaking. The effort has proven to be successful at this point, with five of our seven schools scoring proficient or higher and the district overall being rated proficient

There are obvious areas in need of improvement. Mathematics overall and elementary level on-demand writing are specific content areas that are of concern. Additionally, two demographic groups had significant gaps in their results as compared to the scores for all students. There remains a great need to address the assessment performance of students approved for Free/Reduced lunch and students with IEPs. While our district plan will focus attention on these essential areas of improvement, there will also be goals and activities associated with areas that must be maintained in order to keep student achievement on the rise.

# **2012-2013 Comprehensive District Improvement Plan**

## Overview

### Plan Name

2012-2013 Comprehensive District Improvement Plan

### Plan Description

AISD CDIP

## 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	Measurable Objective	Total Funding
1	Increase the averaged combined reading and math K-PREP scores for elementary and middle students from 44% to 72% in 2017	Objectives: 1 Strategies: 4 Activities: 9	Organizational	Collaborate to increase the overall reading and math for all students of the Ashland Independent schools from 47.9% to 53.1% by 05/31/2013 as measured by K-PREP.	\$13596396
2	Increase the percentage of students who are college and career ready from 34% to 68% by 2015	Objectives: 1 Strategies: 4 Activities: 4	Organizational	Collaborate to increase the percentage of graduates college/career ready from 51.4% in 2012 to 59% by 05/31/2013 as measured by the Unbridled Learning formula.	\$90675
3	Increase the average freshman graduation rate from 76% to 90% by 2015	Objectives: 1 Strategies: 3 Activities: 4	Organizational	Collaborate to increase the average freshman graduation rate from 86.1% to 87.2% by 05/31/2013 as measured by the graduation formula.	\$8500
4	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017	Objectives: 1 Strategies: 4 Activities: 6	Organizational	Collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 32% in 2012 to 38.8% by 05/31/2013 as measured by K-PREP.	\$43317
5	Increase the percentage of teachers responding to the Kentucky Teaching, Empowering, Leading, and Learning (TELL) survey from 70.8% in 2010 to 90% by 2013	Objectives: 1 Strategies: 1 Activities: 2	Organizational	Collaborate to increase the percentage of teachers responding to the TELL survey from 70.8% in 2010 to 90% by 05/31/2013 as measured by TELL survey report results.	\$0

## Goal 1: Increase the averaged combined reading and math K-PREP scores for elementary and middle students from 44% to 72% in 2017

### Measurable Objective 1:

Collaborate to increase the overall reading and math for all students of the Ashland Independent schools from 47.9% to 53.1% by 05/31/2013 as measured by K-PREP.

### Strategy 1:

CIITS - Teachers will learn how to access and use the Continuous Instructional Improvement Technology System (CIITS) to develop lessons and assessments congruent to KCAS and to locate resources and data to inform their decision making.

Activity - Ensuring CIITS Access	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Determine district-level of access and engagement with CIITS by ensuring that all work e-mail addresses for teachers and leaders are entered in Infinite Campus and roles are entered accurately and consistently across the district  Schools: All Schools	Policy and Process	08/21/2012	09/30/2013	\$0	No Funding Required	Director of Technology

Activity - CIITS Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ensure and encourage district-level of access and engagement by providing professional learning sessions in using CIITS for instructional planning, creation and sharing of instructional resources, and analysis of data and reporting  Schools: All Schools	Professional Learning	08/21/2012	09/30/2013	\$27000	Other	Director of Technology and Professional Development Technology Integration Specialist

### Strategy 2:

Curriculum Assessment & Alignment - Teachers and schools will collaborate to align curriculum and assessments to KCAS

Activity - Instructional Rounds	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize instructional rounds by central office staff and principals to visit classrooms throughout the district to gather information on the regular use of best practices during instructional time  Schools: All Schools	Professional Learning	03/01/2013	05/31/2013	\$0	No Funding Required	Central Office Staff, Principals

## Comprehensive District Improvement Plan

Ashland Independent School District

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Provide guidance and professional development to teachers and schools in aligning instruction and assessments to KCAS and encourage continuous discussion in professional learning communities (PLC's) through utilization of professional consultants in the content areas of mathematics and english language arts</p> <p>Schools: All Schools</p>	Professional Learning	08/21/2012	05/31/2013	\$147350	Title I Part A	District Instructional Supervisor, District Professional Development Coordinator, Math and ELA consultants, Principals, Teachers

Activity - Content Networks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Provide release time for teachers participating in content networks to share information learned from meetings and to plan for distributing to schools without participants</p> <p>Schools: All Schools</p>	Professional Learning	02/11/2013	05/31/2013	\$500	General Fund	District Instructional Supervisor, Principals, Network participants

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Utilize common formative assessments in mathematics and english language arts developed during curriculum and assessment alignment professional development activities to inform instruction for all students</p> <p>Schools: All Schools</p>	Academic Support Program	10/01/2012	04/05/2013	\$0	No Funding Required	District Instructional Supervisor, Principals, Teachers

### Strategy 3:

RTI/KSI - Utilize intervention strategies to assist targeted students for improved achievement in the areas of reading and mathematics with funds coming from Title I Part A, IDEA, General Fund, and ESS

Activity - Interim Benchmarking Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Provide funding and guidance for utilizing interim benchmarking assessment (Measures of Academic Progress - MAP) for students K-11 in the content areas of mathematics, reading, and language usage to enable teachers and school administrators to identify student academic readiness, set goals for growth, monitor progress, determine skills students are prepared to learn, and identify students needing intervention for reaching expected levels of performance</p> <p>Schools: All Schools</p>	Academic Support Program	08/22/2012	05/31/2013	\$37813	General Fund	Director of Student Achievement

## Comprehensive District Improvement Plan

Ashland Independent School District

Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide guidance, professional development, and funding to schools in utilizing resources for interventions to increase the performance of students on classroom and interim benchmarking assessments  Schools: All Schools	Academic Support Program	08/21/2012	05/31/2013	\$262083	State Funds, Title I Part A, General Fund, Other	District Title I Coordinator Principals, RTI Staff, Classroom Teachers

### Strategy 4:

Teacher Assignment and Budget - Review available resources, certified allocations, school enrollment projections, demographics, and teacher certifications to make informed decisions on appropriate staffing

Activity - Appropriate Staffing Decisions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ensure that instructional staffing budgets allocated to schools is sufficient to keep student-teacher ratios within board policy and that staff are assigned teaching duties in a manner that is supportive to students from all demographic groups with regards to teacher experience, qualifications, and certification  Schools: All Schools	Policy and Process	03/01/2013	05/31/2013	\$13121650	Title I Part A, State Funds, Other, General Fund	District Finance Director, District Title I Coordinator, District Director of Special Education, Principals, SBDM councils

## Goal 2: Increase the percentage of students who are college and career ready from 34% to 68% by 2015

### Measurable Objective 1:

Collaborate to increase the percentage of graduates college/career ready from 51.4% in 2012 to 59% by 05/31/2013 as measured by the Unbridled Learning formula.

### Strategy 1:

Targeted Interventions - Identify students not meeting ACT or Plan benchmarks and provide assistance in areas of need

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

Ashland Independent School District

Provide funding and resource to allow the high school to deliver instruction in reading, writing, and mathematics to those students not currently meeting state benchmarks on ACT and/or Plan assessments  Schools: Paul G. Blazer High School	Academic Support Program	08/22/2012	05/31/2013	\$90675	General Fund	Principal Transition Staff Teachers
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### Strategy 2:

Academic and Career Advising - Counselors and/or teachers will conference with individual students to ensure they are aware of their academic standing and preparation for college and/or career

Activity - Career Counseling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide guidance and support to high school counselors in developing a program to regularly conference with students on setting goals for their high school careers with regards to their academic experiences and career preparation as they pertain to course selection and chosen career path(s)  Schools: Paul G. Blazer High School	Career Preparation/Orientation	08/21/2012	05/31/2013	\$0	No Funding Required	Principal, Counselors

### Strategy 3:

Curriculum and Assessment Alignment - Ensure that high school courses provide the rigor and experiences necessary to not only meet requirements of KCAS but also ACT

Activity - Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide guidance and support to high school teachers in developing curriculum maps, instructional lessons, and assessments that are congruent with KCAS and that prepare students for success on ACT  Schools: Paul G. Blazer High School	Professional Learning	08/21/2012	05/31/2013	\$0	No Funding Required	District Instructional Supervisor, Principal, Teachers

### Strategy 4:

Career Readiness Pathways - Make students aware of the multiple paths available to them for college and career readiness

Activity - Preparing for Pathways	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide guidance and support to the high school in reviewing current course offerings in career and technical education, analyzing student successes and preferences, consolidating courses into true pathways, and determining resource availability for adding/removing pathways  Schools: Paul G. Blazer High School	Career Preparation/Orientation	08/21/2012	05/31/2013	\$0	No Funding Required	Central Office Staff, Principal, Guidance Counselors, CTE Teachers

## Goal 3: Increase the average freshman graduation rate from 76% to 90% by 2015

### Measurable Objective 1:

Collaborate to increase the average freshman graduation rate from 86.1% to 87.2% by 05/31/2013 as measured by the graduation formula.

### Strategy 1:

Targeted Interventions - Use Persistence to Graduation tool to identify students in danger of dropping out of school and regularly conference with students receiving failing marks during grading periods to assist them in getting on track

Activity - Credit Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide funding to high school and alternative school to allow students who have failed a required course or are in danger of failing the opportunity to recover lost credits in a non-traditional method  Schools: Ashland Central School, Paul G. Blazer High School	Academic Support Program	08/22/2012	05/31/2013	\$8500	Other	Principal, Credit Recovery Teacher, Alternative School Teachers

### Strategy 2:

Academic and Career Advising - Counselors and/or teachers will conference with individual students to ensure they are aware of their academic standing and preparation for college and/or career

Activity - Career Counseling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide guidance and support to high school counselors in developing a program to regularly conference with students on setting goals for their high school careers with regards to their academic experiences and career preparation as they pertain to course selection and chosen career path(s)  Schools: Paul G. Blazer High School	Career Preparation/Orientation	08/21/2012	05/31/2013	\$0	No Funding Required	Principal, Counselors

### Strategy 3:

Career Readiness Pathways - Make students aware of the multiple paths available to them for college and career readiness and plan pathways for freshmen upon enrollment to increase likelihood they will graduate in four years

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

Ashland Independent School District

Provide guidance and support to schools in working with students on generation of fully-functioning individual learning plans (ILPs) that lay out the path for courses the students will need to complete in order to be college and/or career ready upon graduation  Schools: Paul G. Blazer High School, George M. Verity Middle School	Career Preparation/Orientation	08/22/2012	05/31/2013	\$0	No Funding Required	Principals, Counselors, Teachers
<b>Activity - Preparing for 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>
Provide guidance and support to the high school in reviewing current course offerings in career and technical education, analyzing student successes and preferences, consolidating courses into true pathways, and determining resource availability for adding/removing pathways  Schools: Paul G. Blazer High School	Career Preparation/Orientation	08/21/2012	05/31/2013	\$0	No Funding Required	Central Office Staff, Principal, Guidance Counselors, CTE Teachers

## Goal 4: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017

### Measurable Objective 1:

Collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 32% in 2012 to 38.8% by 05/31/2013 as measured by K-PREP.

### Strategy 1:

Best Practice - Utilize best practice during instruction to improve student learning

<b>Activity - Instructional Practices</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 guidance and professional development to teachers and schools in utilizing instructional strategies of best practice when employing curriculum maps developed during sessions on aligning instruction and assessments to KCAS with professional math and english language arts consultants (funding for this activity is reflected in Goal 1, Strategy 3, Activity 1)  Schools: All Schools	Direct Instruction	08/21/2012	05/31/2013	\$0	No Funding Required	District Instructional Supervisor, District Professional Development Coordinator, Math and ELA Consultants, Principals, Teachers

### Strategy 2:

RTI/KSI - Identifying those students in the non-duplicated gap group whose academic performance is significantly below their peers and determining strategies for

## Comprehensive District Improvement Plan

Ashland Independent School District

remediating and raising the achievement level of these students

Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide guidance, professional development, and funding to schools in utilizing resources for interventions to increase the performance of students in the non-duplicated gap group on classroom and interim benchmarking assessments (funding for this activity is included in Goal 1, Strategy 2, Activity 2)  Schools: All Schools	Academic Support Program	08/21/2012	05/31/2013	\$0	No Funding Required	District Title I Coordinator, Principals, RTI Staff, Classroom Teachers

### Strategy 3:

Progress Monitoring - Identify students in the non-duplicated gap group and utilize assessment, grade, and non-academic data to monitor student progress

Activity - Interim Reviews	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide guidance and support to instructional leaders in the schools for organizing a system for regular monitoring the progress of students in the non-duplicated gap group for academic and non-academic progress  Schools: All Schools	Academic Support Program	08/21/2012	05/31/2013	\$0	No Funding Required	Director of Student Achievement, Principals, Counselors

Activity - Interim Benchmarking Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide funding and guidance for utilizing interim benchmarking assessment (Measures of Academic Progress - MAP) for students K-11 in the content areas of mathematics, reading, and language usage to enable teachers and school administrators to identify student academic readiness, set goals for growth, monitor progress, determine skills students are prepared to learn, and identify students needing intervention for reaching expected levels of performance (funding for this activity is included in Goal 1, Strategy 2, Activity 1)  Schools: All Schools	Academic Support Program	08/22/2012	05/31/2013	\$0	No Funding Required	Director of Student Achievement

### Strategy 4:

Reduce Barriers to Learning - Identify students with significant barriers to regular school attendance and achievement, most notably homeless student, and provide necessary supports

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

Ashland Independent School District

Provide enriched supplemental instruction, transportation, professional development, referrals to health care and other services facilitating the enrollment, attendance, and success in school of homeless children and youth  Schools: All Schools	Academic Support Program	08/16/2012	09/30/2013	\$39317	Other	District Title I Coordinator, FRYSC Coordinators
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Activity - Understanding Poverty	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide professional development for teachers on understanding the challenges faced by students of poverty and how teachers can respond to the specific needs of this demographic group in order to help them improve their academic achievement  Schools: All Schools	Professional Learning	08/12/2013	08/12/2013	\$4000	Other	District Title I Coordinator, FRYSC Coordinators, Teachers

## Goal 5: Increase the percentage of teachers responding to the Kentucky Teaching, Empowering, Leading, and Learning (TELL) survey from 70.8% in 2010 to 90% by 2013

### Measurable Objective 1:

Collaborate to increase the percentage of teachers responding to the TELL survey from 70.8% in 2010 to 90% by 05/31/2013 as measured by TELL survey report results.

### Strategy 1:

Professional Information and Responsibility - Inform teachers of the importance of full participation and that the information derived from the survey will make for a better environment for teachers to work and students to learn

Activity - Information Campaign	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Initiate an informational campaign to make teachers aware of the types of questions involved in the survey, the confidential nature of responding, and the way that results are used in schools and the district  Schools: All Schools	Professional Learning	02/01/2013	05/31/2013	\$0	No Funding Required	Director of Student Achievement, Director of Professional Development, Principals, KEA school representatives

Activity - Review and Respond	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**Comprehensive District Improvement Plan**

Ashland Independent School District

<p>Review results of 2013 TELL survey and determine areas of greatest need as identified by responding teachers, providing schools and the district as a whole with a prioritized list of items that require action to improve teaching and learning conditions</p> <p>Schools: All Schools</p>	<p>Other</p>	<p>11/01/2013</p>	<p>01/31/2014</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Director of Student Achievement, Director of Professional Development, Principals, KEA school representatives</p>
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## 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
Appropriate Staffing Decisions	Ensure that instructional staffing budgets allocated to schools is sufficient to keep student-teacher ratios within board policy and that staff are assigned teaching duties in a manner that is supportive to students from all demographic groups with regards to teacher experience, qualifications, and certification	Policy and Process	03/01/2013	05/31/2013	\$994000	District Finance Director, District Title I Coordinator, District Director of Special Education, Principals, SBDM councils
Interventions	Provide guidance, professional development, and funding to schools in utilizing resources for interventions to increase the performance of students on classroom and interim benchmarking assessments	Academic Support Program	08/21/2012	05/31/2013	\$47478	District Title I Coordinator, Principals, RTI Staff, Classroom Teachers
<b>Total</b>					<b>\$1041478</b>	

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Understanding Poverty	Provide professional development for teachers on understanding the challenges faced by students of poverty and how teachers can respond to the specific needs of this demographic group in order to help them improve their academic achievement	Professional Learning	08/12/2013	08/12/2013	\$4000	District Title I Coordinator, FRYSC Coordinators, Teachers
Supplemental Services	Provide enriched supplemental instruction, transportation, professional development, referrals to health care and other services facilitating the enrollment, attendance, and success in school of homeless children and youth	Academic Support Program	08/16/2012	09/30/2013	\$39317	District Title I Coordinator, FRYSC Coordinators

# Comprehensive District Improvement Plan

Ashland Independent School District

Appropriate Staffing Decisions	Ensure that instructional staffing budgets allocated to schools is sufficient to keep student-teacher ratios within board policy and that staff are assigned teaching duties in a manner that is supportive to students from all demographic groups with regards to teacher experience, qualifications, and certification	Policy and Process	03/01/2013	05/31/2013	\$0	District Finance Director, District Title I Coordinator, District Director of Special Education, Principals, SBDM councils
Credit Recovery	Provide funding to high school and alternative school to allow students who have failed a required course or are in danger of failing the opportunity to recover lost credits in a non-traditional method	Academic Support Program	08/22/2012	05/31/2013	\$8500	Principal, Credit Recovery Teacher, Alternative School Teachers
CIITS Instruction	Ensure and encourage district-level of access and engagement by providing professional learning sessions in using CIITS for instructional planning, creation and sharing of instructional resources, and analysis of data and reporting	Professional Learning	08/21/2012	09/30/2013	\$27000	Director of Technology and Professional Development Technology Integration Specialist
Interventions	Provide guidance, professional development, and funding to schools in utilizing resources for interventions to increase the performance of students on classroom and interim benchmarking assessments	Academic Support Program	08/21/2012	05/31/2013	\$64487	District Title I Coordinator Principals, RTI Staff, Classroom Teachers
<b>Total</b>					<b>\$143304</b>	

## Title I Part A

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

Ashland Independent School District

Professional Learning Communities	Provide guidance and professional development to teachers and schools in aligning instruction and assessments to KCAS and encourage continuous discussion in professional learning communities (PLC's) through utilization of professional consultants in the content areas of mathematics and english language arts	Professional Learning	08/21/2012	05/31/2013	\$147350	District Instructional Supervisor, District Professional Development Coordinator, Math and ELA consultants, Principals, Teachers
Appropriate Staffing Decisions	Ensure that instructional staffing budgets allocated to schools is sufficient to keep student-teacher ratios within board policy and that staff are assigned teaching duties in a manner that is supportive to students from all demographic groups with regards to teacher experience, qualifications, and certification	Policy and Process	03/01/2013	05/31/2013	\$1027650	District Finance Director, District Title I Coordinator, District Director of Special Education, Principals, SBDM councils
Interventions	Provide guidance, professional development, and funding to schools in utilizing resources for interventions to increase the performance of students on classroom and interim benchmarking assessments	Academic Support Program	08/21/2012	05/31/2013	\$49800	District Title I Coordinator Principals, RTI Staff, Classroom Teachers
<b>Total</b>					<b>\$1224800</b>	

### General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Interventions	Provide guidance, professional development, and funding to schools in utilizing resources for interventions to increase the performance of students on classroom and interim benchmarking assessments	Academic Support Program	08/21/2012	05/31/2013	\$100318	District Title I Coordinator Principals, RTI Staff, Classroom Teachers

## Comprehensive District Improvement Plan

Ashland Independent School District

Appropriate Staffing Decisions	Ensure that instructional staffing budgets allocated to schools is sufficient to keep student-teacher ratios within board policy and that staff are assigned teaching duties in a manner that is supportive to students from all demographic groups with regards to teacher experience, qualifications, and certification	Policy and Process	03/01/2013	05/31/2013	\$11100000	District Finance Director, District Title I Coordinator, District Director of Special Education, Principals, SBDM councils
Content Networks	Provide release time for teachers participating in content networks to share information learned from meetings and to plan for distributing to schools without participants	Professional Learning	02/11/2013	05/31/2013	\$500	District Instructional Supervisor, Principals, Network participants
Transitions	Provide funding and resource to allow the high school to deliver instruction in reading, writing, and mathematics to those students not currently meeting state benchmarks on ACT and/or Plan assessments	Academic Support Program	08/22/2012	05/31/2013	\$90675	Principal Transition Staff Teachers
Interim Benchmarking Assessment	Provide funding and guidance for utilizing interim benchmarking assessment (Measures of Academic Progress - MAP) for students K-11 in the content areas of mathematics, reading, and language usage to enable teachers and school administrators to identify student academic readiness, set goals for growth, monitor progress, determine skills students are prepared to learn, and identify students needing intervention for reaching expected levels of performance	Academic Support Program	08/22/2012	05/31/2013	\$37813	Director of Student Achievement
<b>Total</b>					<b>\$11329306</b>	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Career Counseling	Provide guidance and support to high school counselors in developing a program to regularly conference with students on setting goals for their high school careers with regards to their academic experiences and career preparation as they pertain to course selection and chosen career path(s)	Career Preparation/Orientation	08/21/2012	05/31/2013	\$0	Principal, Counselors
Ensuring CIITS Access	Determine district-level of access and engagement with CIITS by ensuring that all work e-mail addresses for teachers and leaders are entered in Infinite Campus and roles are entered accurately and consistently across the district	Policy and Process	08/21/2012	09/30/2013	\$0	Director of Technology

## Comprehensive District Improvement Plan

Ashland Independent School District

Interim Benchmarking Assessment	Provide funding and guidance for utilizing interim benchmarking assessment (Measures of Academic Progress - MAP) for students K-11 in the content areas of mathematics, reading, and language usage to enable teachers and school administrators to identify student academic readiness, set goals for growth, monitor progress, determine skills students are prepared to learn, and identify students needing intervention for reaching expected levels of performance (funding for this activity is included in Goal 1, Strategy 2, Activity 1)	Academic Support Program	08/22/2012	05/31/2013	\$0	Director of Student Achievement
Individual Learning Plans	Provide guidance and support to schools in working with students on generation of fully-functioning individual learning plans (ILPs) that lay out the path for courses the students will need to complete in order to be college and/or career ready upon graduation	Career Preparation/Orientation	08/22/2012	05/31/2013	\$0	Principals, Counselors, Teachers
Instructional Practices	Provide guidance and professional development to teachers and schools in utilizing instructional strategies of best practice when employing curriculum maps developed during sessions on aligning instruction and assessments to KCAS with professional math and english language arts consultants (funding for this activity is reflected in Goal 1, Strategy 3, Activity 1)	Direct Instruction	08/21/2012	05/31/2013	\$0	District Instructional Supervisor, District Professional Development Coordinator, Math and ELA Consultants, Principals, Teachers
Information Campaign	Initiate an informational campaign to make teachers aware of the types of questions involved in the survey, the confidential nature of responding, and the way that results are used in schools and the district	Professional Learning	02/01/2013	05/31/2013	\$0	Director of Student Achievement, Director of Professional Development, Principals, KEA school representatives
Instructional Rounds	Utilize instructional rounds by central office staff and principals to visit classrooms throughout the district to gather information on the regular use of best practices during instructional time	Professional Learning	03/01/2013	05/31/2013	\$0	Central Office Staff, Principals
Formative Assessments	Utilize common formative assessments in mathematics and english language arts developed during curriculum and assessment alignment professional development activities to inform instruction for all students	Academic Support Program	10/01/2012	04/05/2013	\$0	District Instructional Supervisor, Principals, Teachers

# Comprehensive District Improvement Plan

Ashland Independent School District

Preparing for Pathways	Provide guidance and support to the high school in reviewing current course offerings in career and technical education, analyzing student successes and preferences, consolidating courses into true pathways, and determining resource availability for adding/removing pathways	Career Preparation/Orientation	08/21/2012	05/31/2013	\$0	Central Office Staff, Principal, Guidance Counselors, CTE Teachers
Review and Respond	Review results of 2013 TELL survey and determine areas of greatest need as identified by responding teachers, providing schools and the district as a whole with a prioritized list of items that require action to improve teaching and learning conditions	Other	11/01/2013	01/31/2014	\$0	Director of Student Achievement, Director of Professional Development, Principals, KEA school representatives
Preparing for Pathways	Provide guidance and support to the high school in reviewing current course offerings in career and technical education, analyzing student successes and preferences, consolidating courses into true pathways, and determining resource availability for adding/removing pathways	Career Preparation/Orientation	08/21/2012	05/31/2013	\$0	Central Office Staff, Principal, Guidance Counselors, CTE Teachers
Alignment	Provide guidance and support to high school teachers in developing curriculum maps, instructional lessons, and assessments that are congruent with KCAS and that prepare students for success on ACT	Professional Learning	08/21/2012	05/31/2013	\$0	District Instructional Supervisor, Principal, Teachers
Interventions	Provide guidance, professional development, and funding to schools in utilizing resources for interventions to increase the performance of students in the non-duplicated gap group on classroom and interim benchmarking assessments (funding for this activity is included in Goal 1, Strategy 2, Activity 2)	Academic Support Program	08/21/2012	05/31/2013	\$0	District Title I Coordinator, Principals, RTI Staff, Classroom Teachers
Interim Reviews	Provide guidance and support to instructional leaders in the schools for organizing a system for regular monitoring the progress of students in the non-duplicated gap group for academic and non-academic progress	Academic Support Program	08/21/2012	05/31/2013	\$0	Director of Student Achievement, Principals, Counselors
Career Counseling	Provide guidance and support to high school counselors in developing a program to regularly conference with students on setting goals for their high school careers with regards to their academic experiences and career preparation as they pertain to course selection and chosen career path(s)	Career Preparation/Orientation	08/21/2012	05/31/2013	\$0	Principal, Counselors
<b>Total</b>					<b>\$0</b>	

## 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
Ensuring CIITS Access	Determine district-level of access and engagement with CIITS by ensuring that all work e-mail addresses for teachers and leaders are entered in Infinite Campus and roles are entered accurately and consistently across the district	Policy and Process	08/21/2012	09/30/2013	\$0	Director of Technology
CIITS Instruction	Ensure and encourage district-level of access and engagement by providing professional learning sessions in using CIITS for instructional planning, creation and sharing of instructional resources, and analysis of data and reporting	Professional Learning	08/21/2012	09/30/2013	\$27000	Director of Technology and Professional Development Technology Integration Specialist
Instructional Rounds	Utilize instructional rounds by central office staff and principals to visit classrooms throughout the district to gather information on the regular use of best practices during instructional time	Professional Learning	03/01/2013	05/31/2013	\$0	Central Office Staff, Principals
Professional Learning Communities	Provide guidance and professional development to teachers and schools in aligning instruction and assessments to KCAS and encourage continuous discussion in professional learning communities (PLC's) through utilization of professional consultants in the content areas of mathematics and english language arts	Professional Learning	08/21/2012	05/31/2013	\$147350	District Instructional Supervisor, District Professional Development Coordinator, Math and ELA consultants, Principals, Teachers
Content Networks	Provide release time for teachers participating in content networks to share information learned from meetings and to plan for distributing to schools without participants	Professional Learning	02/11/2013	05/31/2013	\$500	District Instructional Supervisor, Principals, Network participants

# Comprehensive District Improvement Plan

Ashland Independent School District

Formative Assessments	Utilize common formative assessments in mathematics and english language arts developed during curriculum and assessment alignment professional development activities to inform instruction for all students	Academic Support Program	10/01/2012	04/05/2013	\$0	District Instructional Supervisor, Principals, Teachers
Interim Benchmarking Assessment	Provide funding and guidance for utilizing interim benchmarking assessment (Measures of Academic Progress - MAP) for students K-11 in the content areas of mathematics, reading, and language usage to enable teachers and school administrators to identify student academic readiness, set goals for growth, monitor progress, determine skills students are prepared to learn, and identify students needing intervention for reaching expected levels of performance	Academic Support Program	08/22/2012	05/31/2013	\$37813	Director of Student Achievement
Interventions	Provide guidance, professional development, and funding to schools in utilizing resources for interventions to increase the performance of students on classroom and interim benchmarking assessments	Academic Support Program	08/21/2012	05/31/2013	\$262083	District Title I Coordinator Principals, RTI Staff, Classroom Teachers
Appropriate Staffing Decisions	Ensure that instructional staffing budgets allocated to schools is sufficient to keep student-teacher ratios within board policy and that staff are assigned teaching duties in a manner that is supportive to students from all demographic groups with regards to teacher experience, qualifications, and certification	Policy and Process	03/01/2013	05/31/2013	\$13121650	District Finance Director, District Title I Coordinator, District Director of Special Education, Principals, SBDM councils
Instructional Practices	Provide guidance and professional development to teachers and schools in utilizing instructional strategies of best practice when employing curriculum maps developed during sessions on aligning instruction and assessments to KCAS with professional math and english language arts consultants (funding for this activity is reflected in Goal 1, Strategy 3, Activity 1)	Direct Instruction	08/21/2012	05/31/2013	\$0	District Instructional Supervisor, District Professional Development Coordinator, Math and ELA Consultants, Principals, Teachers
Interventions	Provide guidance, professional development, and funding to schools in utilizing resources for interventions to increase the performance of students in the non-duplicated gap group on classroom and interim benchmarking assessments (funding for this activity is included in Goal 1, Strategy 2, Activity 2)	Academic Support Program	08/21/2012	05/31/2013	\$0	District Title I Coordinator, Principals, RTI Staff, Classroom Teachers

# Comprehensive District Improvement Plan

Ashland Independent School District

Interim Reviews	Provide guidance and support to instructional leaders in the schools for organizing a system for regular monitoring the progress of students in the non-duplicated gap group for academic and non-academic progress	Academic Support Program	08/21/2012	05/31/2013	\$0	Director of Student Achievement, Principals, Counselors
Interim Benchmarking Assessment	Provide funding and guidance for utilizing interim benchmarking assessment (Measures of Academic Progress - MAP) for students K-11 in the content areas of mathematics, reading, and language usage to enable teachers and school administrators to identify student academic readiness, set goals for growth, monitor progress, determine skills students are prepared to learn, and identify students needing intervention for reaching expected levels of performance (funding for this activity is included in Goal 1, Strategy 2, Activity 1)	Academic Support Program	08/22/2012	05/31/2013	\$0	Director of Student Achievement
Supplemental Services	Provide enriched supplemental instruction, transportation, professional development, referrals to health care and other services facilitating the enrollment, attendance, and success in school of homeless children and youth	Academic Support Program	08/16/2012	09/30/2013	\$39317	District Title I Coordinator, FRYSC Coordinators
Understanding Poverty	Provide professional development for teachers on understanding the challenges faced by students of poverty and how teachers can respond to the specific needs of this demographic group in order to help them improve their academic achievement	Professional Learning	08/12/2013	08/12/2013	\$4000	District Title I Coordinator, FRYSC Coordinators, Teachers
Information Campaign	Initiate an informational campaign to make teachers aware of the types of questions involved in the survey, the confidential nature of responding, and the way that results are used in schools and the district	Professional Learning	02/01/2013	05/31/2013	\$0	Director of Student Achievement, Director of Professional Development, Principals, KEA school representatives
Review and Respond	Review results of 2013 TELL survey and determine areas of greatest need as identified by responding teachers, providing schools and the district as a whole with a prioritized list of items that require action to improve teaching and learning conditions	Other	11/01/2013	01/31/2014	\$0	Director of Student Achievement, Director of Professional Development, Principals, KEA school representatives
<b>Total</b>					<b>\$13639713</b>	

Paul G. Blazer High School

# Comprehensive District Improvement Plan

Ashland Independent School District

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Transitions	Provide funding and resource to allow the high school to deliver instruction in reading, writing, and mathematics to those students not currently meeting state benchmarks on ACT and/or Plan assessments	Academic Support Program	08/22/2012	05/31/2013	\$90675	Principal Transition Staff Teachers
Career Counseling	Provide guidance and support to high school counselors in developing a program to regularly conference with students on setting goals for their high school careers with regards to their academic experiences and career preparation as they pertain to course selection and chosen career path(s)	Career Preparation/Orientation	08/21/2012	05/31/2013	\$0	Principal, Counselors
Alignment	Provide guidance and support to high school teachers in developing curriculum maps, instructional lessons, and assessments that are congruent with KCAS and that prepare students for success on ACT	Professional Learning	08/21/2012	05/31/2013	\$0	District Instructional Supervisor, Principal, Teachers
Preparing for Pathways	Provide guidance and support to the high school in reviewing current course offerings in career and technical education, analyzing student successes and preferences, consolidating courses into true pathways, and determining resource availability for adding/removing pathways	Career Preparation/Orientation	08/21/2012	05/31/2013	\$0	Central Office Staff, Principal, Guidance Counselors, CTE Teachers
Credit Recovery	Provide funding to high school and alternative school to allow students who have failed a required course or are in danger of failing the opportunity to recover lost credits in a non-traditional method	Academic Support Program	08/22/2012	05/31/2013	\$8500	Principal, Credit Recovery Teacher, Alternative School Teachers
Career Counseling	Provide guidance and support to high school counselors in developing a program to regularly conference with students on setting goals for their high school careers with regards to their academic experiences and career preparation as they pertain to course selection and chosen career path(s)	Career Preparation/Orientation	08/21/2012	05/31/2013	\$0	Principal, Counselors
Individual Learning Plans	Provide guidance and support to schools in working with students on generation of fully-functioning individual learning plans (ILPs) that lay out the path for courses the students will need to complete in order to be college and/or career ready upon graduation	Career Preparation/Orientation	08/22/2012	05/31/2013	\$0	Principals, Counselors, Teachers
Preparing for Pathways	Provide guidance and support to the high school in reviewing current course offerings in career and technical education, analyzing student successes and preferences, consolidating courses into true pathways, and determining resource availability for adding/removing pathways	Career Preparation/Orientation	08/21/2012	05/31/2013	\$0	Central Office Staff, Principal, Guidance Counselors, CTE Teachers
<b>Total</b>					<b>\$99175</b>	

**Comprehensive District Improvement Plan**

Ashland Independent School District

**George M. Verity Middle School**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Individual Learning Plans	Provide guidance and support to schools in working with students on generation of fully-functioning individual learning plans (ILPs) that lay out the path for courses the students will need to complete in order to be college and/or career ready upon graduation	Career Preparation/Orientation	08/22/2012	05/31/2013	\$0	Principals, Counselors, Teachers
<b>Total</b>					\$0	

**Ashland Central School**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Credit Recovery	Provide funding to high school and alternative school to allow students who have failed a required course or are in danger of failing the opportunity to recover lost credits in a non-traditional method	Academic Support Program	08/22/2012	05/31/2013	\$8500	Principal, Credit Recovery Teacher, Alternative School Teachers
<b>Total</b>					\$8500	