



Comprehensive District Improvement Plan

Ashland Independent School District

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Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 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 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.

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 11% 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 86% 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 100 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 four districts in our region reaching the Proficient level on the 2013 Unbridled Learning accountability system. Five of our seven A-1 schools reached that level, with four schools labeled as progressing for meeting growth goals. We are the 37th-ranked school district in the state.

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 2013-14 school year, work continues in each of these areas along with identifying individual student needs for achieving growth. We have begun introducing the new professional growth and effectiveness system to our teachers and principals. Each school and district administrator has completed Teachscape training, and each school has several teachers participating in the new system.

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.

We have recently embarked on a construction project at our middle school, with the goal of transferring all district 6th graders to the middle school beginning in the 2016-17 school year.

2013-14 AISD Comprehensive District Improvement Plan

Overview

Plan Name

2013-14 AISD Comprehensive District Improvement Plan

Plan Description

2013-14 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 percentage of students who are college and career ready from 34% to 68% by 2015	Objectives: 1 Strategies: 4 Activities: 15	Organizational	\$173175
2	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: 7	Organizational	\$18046890
3	Increase the average freshman graduation rate from 76% to 90% by 2015	Objectives: 1 Strategies: 3 Activities: 6	Organizational	\$184152
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: 5 Activities: 8	Organizational	\$62927
5	Increase the percentage of effective teachers from ___% in 2015 to ___% in 2020.	Objectives: 1 Strategies: 1 Activities: 14	Organizational	\$6300
6	Increase the percentage of effective principals from ___% in 2015 to ___% in 2020.	Objectives: 1 Strategies: 1 Activities: 7	Organizational	\$0
7	Increase the percentage of agreement by elementary school respondents on the TELL survey to the statement that teachers have adequate space to work productively from 84% in 2013 to 88% in 2015.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0

Goal 1: 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 54.6% in 2013 to 62% by 05/30/2014 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
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	08/14/2013	05/16/2014	\$90675	General Fund	Principal Transition Staff Teachers

Strategy 2:

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
Continue to monitor curriculum maps, instructional lessons, and assessments for congruence to KCAS and preparing students for success on ACT and provide guidance and support to high school teachers in utilizing resources. Schools: Paul G. Blazer High School	Professional Learning	08/14/2013	05/16/2014	\$0	No Funding Required	District Instructional Supervisor, Principal, Teachers

Strategy 3:

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
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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	08/14/2013	05/16/2014	\$0	No Funding Required	Central Office Staff, Principal, Guidance Counselors, CTE Teachers
Activity - Environmental Issues	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement project-based learning opportunities for grades 4 through 6 at elementary schools in collaboration with Marathon Petroleum, connecting next-generation science standards and environmental discussions. Schools: Charles Russell Elementary School, Crabbe Elementary School, Poage Elementary School, Oakview Elementary School, Hager Elementary School	Career Preparation/Orientation	08/01/2014	05/18/2015	\$0	No Funding Required	Instructional Supervisor Teachers Principals Marathon Petroleum staff and resources
Activity - Elementary Science	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten through grade six teachers will embed engineering component of the next-generation science standards into regular science instruction in order to prepare students for science careers - funding for implementation to come from school section VI funds. Schools: Charles Russell Elementary School, Crabbe Elementary School, Poage Elementary School, Oakview Elementary School, Hager Elementary School	Direct Instruction	08/13/2014	05/18/2015	\$0	No Funding Required	Elementary science teachers Content network participants Instructional Supervisor Principals
Activity - STEM and STLP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Expand STLP activities to include STEM projects as well as normal projects to address science, engineering and math content and to include more students. Schools: Charles Russell Elementary School, Crabbe Elementary School, Oakview Elementary School, Hager Elementary School	Academic Support Program	08/13/2014	05/18/2015	\$3750	General Fund	Director of Technology Principals STLP coordinators
Activity - LEGO League	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Elementary schools will create teams of students to participate in the First LEGO League robotics program to further involvement in science and technology and teach valuable employment and life skills. Each school will be funded for a coach/coordinator. Schools: Charles Russell Elementary School, Crabbe Elementary School, Poage Elementary School, Oakview Elementary School, Hager Elementary School	Academic Support Program	08/13/2014	05/18/2015	\$3750	General Fund	District Technology Coordinator Principals First LEGO League coaches
Activity - Health Services and Occupation Awareness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Elementary health, physical education, and guidance teachers will address health services and health occupation awareness in their curricula to include career fairs, health awareness projects, etc., in collaboration with King's Daughters Medical Center. Schools: Charles Russell Elementary School, Crabbe Elementary School, Poage Elementary School, Oakview Elementary School, Hager Elementary School	Academic Support Program	08/13/2014	05/18/2015	\$0	No Funding Required	Instructional Supervisor Principals Teachers KDMC staff
Activity - PLTW and Middle School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in the middle school will be involved in Project Lead The Way Foundation Units to include Automation and Robotics and Design and Modeling during the 2014-15 school year with expansion to Medical Detectives, Energy and the Environment, and Science of Technology in following year. Training required for two instructors. Schools: George M. Verity Middle School	Direct Instruction	08/13/2014	05/27/2016	\$10000	Title I Part A	Title I Coordinator Principal Teachers
Activity - Middle School STEM	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In addition to PLTW activities, central office staff will advise school in a review of current elective offerings to determine if revisions are necessary/possible to provide more STEM-related options for students. Schools: George M. Verity Middle School	Direct Instruction	03/03/2014	05/16/2014	\$0	No Funding Required	Instructional Supervisor SBDM Principal Teachers
Activity - Early College	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue collaboration with Ashland Community and Technical College and Morehead State University to provide opportunities for qualified students to enroll in college-credit-earning courses whether on campus or off-site and seek ways to expand offerings to students, providing financial support for tuition if necessary. Schools: Paul G. Blazer High School	Direct Instruction	08/13/2014	05/18/2015	\$10000	General Fund	Principal Teachers Superintende nt

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Activity - Career Prep and Vocations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Work with high school to develop or revise programs to prepare non-qualifying students to be involved in vocational classes, collaborate with Ashland Community and Technical College to devise program for manufacturing technology career cluster offered both on campus and off-site, utilizing current levels of funding for instruction. Schools: Paul G. Blazer High School	Direct Instruction	02/03/2014	05/27/2016	\$0	No Funding Required	Central Office Staff Principal SBDM Teachers

Activity - PLTW and High School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Begin implementation of Project Lead The Way Biomedical Sciences Program at the high school. Initial offering of Principles of the Biomedical Sciences in year one and expanding to Human Body Systems, Medical Interventions, and Biomedical Innovation. Requires training of instructor and possible funding for new position. Schools: Paul G. Blazer High School	Direct Instruction	07/01/2014	05/27/2016	\$55000	General Fund	Instructional Supervisor Principal SBDM Teacher

Strategy 4:

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 ILP's and 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	08/14/2013	05/16/2014	\$0	No Funding Required	Principal, Counselors

Activity - Transition Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District will continue to follow policies and procedures requiring youth aged 16 and above have appropriately developed Individualized Education Plans that include coordinated, measurable annual goals and transition services and the district will continue to monitor compliance by using the record review process including that all sub-indicators (49a - 49i) are implemented and documented individually for each student. Schools: All Schools	Career Preparation/Orientation	08/14/2013	05/16/2014	\$0	No Funding Required	Teachers ARC Director of Special Education

Goal 2: 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 50.6% in 2013 to 56% by 05/30/2014 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 - CIITS Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue monitoring and encourage 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	10/01/2013	09/30/2014	\$27000	Race to the Top	Director of Technology and Professional Development Technology Integration Specialist

Strategy 2:

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
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 Schools: All Schools	Academic Support Program	08/14/2013	05/16/2014	\$37500	General Fund	Director of Student Achievement

Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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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	08/14/2013	05/16/2014	\$486352	IDEA, State Funds, General Fund, Title I Part A, Read to Achieve	District Title I Coordinator Principals, RTI Staff, Classroom Teachers
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Strategy 3:

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

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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 Schools: All Schools	Professional Learning	08/14/2013	08/01/2014	\$55000	Title I Part A	District Instructional Supervisor, District Professional Development Coordinator, Math and ELA consultants, Principals, Teachers

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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 Schools: All Schools	Academic Support Program	08/01/2013	05/16/2014	\$0	No Funding Required	District Instructional Supervisor, Principals, Teachers

Activity - Instructional Rounds	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize intruotional rounds by central office staff and principals to visit classrooms throughtout the district to gather information on the regular use of best practices during instructional time Schools: All Schools	Professional Learning	03/03/2014	05/16/2014	\$0	No Funding Required	Central Office Staff, Principals

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
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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	03/03/2014	05/16/2014	\$17441038	General Fund, Title I Part A, Safe Schools, IDEA, State Funds	District Finance Director, District Title I Coordinator, District Director of Special Education, Principals, SBDM councils
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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 94.0% in 2013 to 94.4% by 05/30/2014 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	08/14/2013	05/16/2014	\$106152	IDEA, General Fund	Principal, Credit Recovery Teacher, Alternative School Teachers

Activity - CEIS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Elementary and Middle schools will provide Coordinated Early Intervening Services (CEIS) to students struggling with attendance, academic and/or discipline issues to assist in persistence to graduation efforts. Schools: Charles Russell Elementary School, George M. Verity Middle School, Crabbe Elementary School, Poage Elementary School, Oakview Elementary School, Hager Elementary School	Academic Support Program	08/14/2013	05/16/2014	\$0	No Funding Required	Principals Teachers

Activity - School Adjustment and Mental Health Issues	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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To reduce barriers to learning and the number of dropouts, the district will provide a school social worker from general funds and safe schools/healthy students grant to address school adjustment issues and partner with mental health agencies to provide school-based mental health services. Schools: All Schools	Behavioral Support Program	08/14/2013	05/16/2014	\$78000	General Fund, Grant Funds	Director of Student Services Social Workers
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Strategy 2:

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 - 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	08/14/2013	05/16/2014	\$0	No Funding Required	Central Office Staff, Principal, Guidance Counselors, CTE Teachers

Activity - Individual Learning Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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	08/14/2013	05/16/2014	\$0	No Funding Required	Principals, Counselors, Teachers

Strategy 3:

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	08/14/2013	05/16/2014	\$0	No Funding Required	Principal, Counselors

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 37.5% in 2013 to 42.6% by 05/30/2014 as measured by K-PREP.

Strategy 1:

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

Activity - Instructional Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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	08/14/2013	05/16/2014	\$0	No Funding Required	District Instructional Supervisor, District Professional Development Coordinator, Math and ELA Consultants, Principals, Teachers

Strategy 2:

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	08/14/2013	05/16/2014	\$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
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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	08/14/2013	05/16/2014	\$0	No Funding Required	Director of Student Achievement
Schools: All Schools						

Strategy 3:

RTI/KSI - Identifying those students in the non-duplicated gap group whose academic performance is significantly below their peers and determining strategies for 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)	Academic Support Program	08/14/2013	05/16/2014	\$0	No Funding Required	District Title I Coordinator, Principals, RTI Staff, Classroom Teachers
Schools: All Schools						

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
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	05/16/2014	\$39317	Other	District Title I Coordinator, FRYSC Coordinators
Schools: All Schools						

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	Professional Learning	08/12/2013	08/12/2013	\$4500	Other	District Title I Coordinator, FRYSC Coordinators, Teachers
Schools: All Schools						

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Strategy 5:

Behavioral Interventions - Review data regarding suspension rates for students with disabilities as compared to non-disabled peers to determine if difference is significant - impact on achievement rate for this population of students.

Activity - Behavior Specialist	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District will employ a behavior specialist to assist in reviewing/revising Individual Education Plans, Functional Behavior Analyses and Behavior Intervention Plans to specifically address current suspension-related behaviors to reduce this rate in special needs population. Schools: All Schools	Behavioral Support Program	01/16/2014	06/30/2014	\$19110	IDEA	Director of Special Education Behavior Specialist

Activity - Behavioral Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
With assistance from behavior specialist, teachers will proactively use the functional behavioral analysis and behavior intervention plan after 4-5 days of suspension to design targeted interventions to address behaviors of concern. Schools: All Schools	Behavioral Support Program	01/16/2014	05/16/2014	\$0	No Funding Required	Teachers Behavior Specialist

Goal 5: Increase the percentage of effective teachers from ___% in 2015 to ___% in 2020.

Measurable Objective 1:

collaborate to prepare for implementation of the professional growth and effectiveness system by 07/30/2014 as measured by 100% teacher capacity.

Strategy 1:

Professional Growth and Effectiveness System - Develop implementation plan for TPGES for 2014-15 statewide implementation which includes developing knowledge base of TPGES components and expectations among leadership, principal roles and responsibilities, teacher and peer observer roles and responsibilities, timeline for principals and teachers to meet for trainings, goal and growth plan development, review, and feedback, and reviews of current policies and recommendations for modifications.

Activity - Implementation Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leadership team develops plan for training principals and teachers on the professional growth and effectiveness system. Plan will be a guideline for steps to follow during the pilot and full implementation year. Plan may be adjusted as needs arise. Schools: All Schools	Policy and Process	02/04/2013	05/01/2014	\$0	No Funding Required	Superintendent, Central Office Staff, Principals, Teachers

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Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Observation Certification - all principals and assistant principals as well as selected central office staff will pass proficiency examinations on the Danielson Framework to perform teacher observations for growth and development of teachers. Training will occur in meetings with all necessary parties participating. Schools: All Schools	Professional Learning	03/04/2013	06/07/2013	\$4800	General Fund	Superintendent, Central Office Staff, Principals, Assistant Principals
Activity - Overview for Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
From information obtained through meetings at ISLN and KLA, central office staff will provide and overview and purpose of the TPGES at teacher faculty meetings throughout the district. Schools: All Schools	Professional Learning	02/13/2013	03/27/2013	\$0	No Funding Required	Central Office Staff, Principals
Activity - Participation in ISLN, KLA and PGES State Webinars	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Selected individuals from district team will participate in meetings of ISLN, KLA, and state PGES webinars/PGES pilot updates to learn more on PGES and implementation of the system. Schools: All Schools	Professional Learning	08/01/2013	06/30/2014	\$0	No Funding Required	Central Office, Principals
Activity - TPGES and PPGES pilot meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide training and monitoring for principals and teachers on the pilot of PGES, meeting monthly. Lead participants in the development of self-reflections, student growth, and professional growth goals and lend guidance to individuals in the process of utilizing on-line reporting. Substitutes for teachers only during full-day activity in September - in-school teacher coverage for all other meetings. Schools: All Schools	Professional Learning	08/01/2013	05/30/2014	\$1500	District Funding	Central Office staff, Principals, Teachers
Activity - Scale Up	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
With assistance from central office staff on planning, principals will complete PGES scale-up activities with staff during faculty and PLC meetings, covering overview of the system, verifying rosters in CIITS, introduction to the Kentucky Framework for Teaching and review of the framework document. Schools: All Schools	Professional Learning	09/02/2013	09/30/2013	\$0	No Funding Required	Central Office staff, principals, teachers

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Activity - Scale Up	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
With assistance from central office staff, principals will complete scale-up activities with staff during faculty and PLC meetings, discussing understanding bias, interpretation and evidence, and peer observations as each pertains to the framework for teaching. Schools: All Schools	Professional Learning	10/01/2013	10/31/2013	\$0	No Funding Required	Central Office staff, principals, teachers
With assistance from central office staff, principals will implement scale-up activities with staff during faculty and PLC meetings, utilizing resources from Teachscape to review the breakdown of the Kentucky Framework for Teaching - Domain 1. Schools: All Schools	Professional Learning	11/01/2013	11/22/2013	\$0	No Funding Required	Central Office staff, principals, teachers.
With assistance from central office staff, principals will implement scale-up activities with staff during faculty and PLC meetings, continuing with a breakdown of the Kentucky Framework for Teaching - domain 2. Schools: All Schools	Professional Learning	12/02/2013	12/20/2013	\$0	No Funding Required	Central Office staff, principals, teachers.
With assistance from central office staff, principals will implement scale-up activities with staff during faculty and PLC meetings, continuing the breakdown of the Kentucky Framework for Teaching - domain 3. Schools: All Schools	Professional Learning	01/02/2014	01/31/2014	\$0	No Funding Required	Central Office staff, principals, teachers.
With assistance from central office staff, principals will implement scale-up activities with staff during faculty and PLC meetings, finishing breakdown of Kentucky Framework for Teaching - domain 4, and discussing professional growth goals, action plans, and student voice surveys. Schools: All Schools	Professional Learning	02/03/2014	03/28/2014	\$0	No Funding Required	Central Office staff, principals, teachers.
Activity - Scale Up	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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With assistance from central office staff, principals will implement scale-up activities with staff during faculty and PLC meetings, reviewing domain 5 of the Kentucky Framework for Teaching, discussing student growth goals, action plans, the self-reflection process, and how CIITS is utilized in the PGES. Schools: All Schools	Professional Learning	04/07/2014	05/16/2014	\$0	No Funding Required	Central office staff, principals, teachers.
Activity - Revise District Evaluation Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District evaluation committee meets to discuss needed revisions to evaluation plan, incorporating PGES into the plan, completes revisions to plan and presents to board of education for approval. Schools: All Schools	Policy and Process	01/06/2014	06/27/2014	\$0	No Funding Required	District Evaluation committee, superintendent, school board.
Activity - Full Implementation of PGES	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide training to teachers, peer observers and principals for full implementation of TPGES and PPGES (Kentucky Framework for Teaching, Self-Reflection, Student Growth Goals/Collection of Data, Professional Growth Goals and Action Plans, and utilizing CIITS for PGES) Schools: All Schools	Professional Learning	06/02/2014	08/08/2014	\$0	No Funding Required	Central Office staff, principals, teachers.

Goal 6: Increase the percentage of effective principals from ___% in 2015 to ___% in 2020.

Measurable Objective 1:

collaborate to prepare for implementation of the professional growth and effectiveness system by 07/30/2014 as measured by 100% principal capacity.

Strategy 1:

Professional Growth and Effectiveness System - Develop implementation plan for PPGES for 2014-15 statewide implementation which includes developing knowledge base of PPGES components and expectations among leadership, principal and superintendent roles and responsibilities, timeline for principals to meet for trainings, goal and growth plan development, review, and feedback, and reviews of current policies and recommendations for modifications.

Activity - Implementation Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leadership team develops plan for training principals and teachers on the professional growth and effectiveness system. Plan will be a guideline for steps to follow during the pilot and full implementation year. Plan may be adjusted as needs arise. Schools: All Schools	Policy and Process	02/04/2013	05/01/2014	\$0	No Funding Required	Superintendent, central office staff, principals

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Activity - Participation in ISLN, KLA, and PGES State webinars	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Selected individuals from district team will participate in meetings of ISLN, KLA, and state PGES webinars/PGES pilot updates to learn more on PGES and implementation of the system. Schools: All Schools	Professional Learning	08/01/2013	06/30/2014	\$0	No Funding Required	Central Office Staff, principals
Activity - PPGES Training in PD360	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Central Office staff and pilot-participating principals complete 'Get Ready!' - Understand PPGES Pilot components, implementation and monitoring process/ Understand Organization of Principal Performance Standards/Identify sources of evidence that documents proficiency. Schools: Paul G. Blazer High School, George M. Verity Middle School, Oakview Elementary School	Professional Learning	09/03/2013	09/27/2013	\$0	No Funding Required	Central Office staff, pilot-participating principals.
Activity - PPGES Pilot meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Periodic meetings with central office staff and pilot-participating principals to review items of responsibility including KY TELL survey review, VAL-ED survey, self-reflection over the principal performance standards, professional growth goals and action plans, site visits, and student growth goals and action plans, mid-year reviews. Schools: Paul G. Blazer High School, George M. Verity Middle School, Oakview Elementary School	Professional Learning	10/01/2013	04/30/2014	\$0	No Funding Required	Superintendent, central office staff, principals.
Activity - Revise District Evaluation Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District evaluation committee meets to discuss needed revisions to evaluation plan, incorporating PGES into the plan, completes revisions to plan and presents to board of education for approval. Schools: All Schools	Policy and Process	01/06/2014	06/27/2014	\$0	No Funding Required	District Evaluation committee, superintendent, school board
Activity - Scale Up	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Central Office staff and pilot-participating principals will provide overview of PPGES, Principal Performance Standards, professional and student growth goals, and impact on administrator evaluations to non-pilot-participating school administrators. Schools: All Schools	Professional Learning	03/03/2014	05/30/2014	\$0	No Funding Required	Central Office staff, principals

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Activity - Full Implementation of PGES	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide training to principals for full implementation of PPGES (Principal Performance Standards, Self-Reflection, Student Growth Goals/Collection of Data, Professional Growth Goals and Action Plans, and utilizing CIITS for PGES) Schools: All Schools	Professional Learning	06/02/2014	08/08/2014	\$0	No Funding Required	Central Office staff, principals

Goal 7: Increase the percentage of agreement by elementary school respondents on the TELL survey to the statement that teachers have adequate space to work productively from 84% in 2013 to 88% in 2015.

Measurable Objective 1:

collaborate to increase the percentage of agreement by elementary staff to the statement that teachers have adequate space to work productively from 84% to 88% by 06/30/2015 as measured by results of 2015 TELL survey.

Strategy 1:

Professional Information and Responsibility - Central Office staff to collaborate with elementary principals and teacher leaders to identify possible reasons for the low percentage of agreement to the adequate space statement and determine measures for increasing teacher satisfaction.

Activity - Obtain Information on Adequate Space	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review space utilization in elementary schools with regards to classrooms, teacher assignments and student teacher ratios to determine if overcrowding is an issue. Schools: Charles Russell Elementary School, Crabbe Elementary School, Poage Elementary School, Oakview Elementary School, Hager Elementary School	Other	02/10/2014	03/17/2014	\$0	No Funding Required	Lisa Henson, Director of Student Services Patsy Lindsey, Director of Pupil Personnel

Activity - Determine Underlying Causes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Principal and teacher leaders of elementary schools meet with representatives of the central office to discuss possible reasons for teachers having inadequate space to work productively (e.g., student-teacher ratio, itinerant teachers, etc.) and to determine means of resolving conflicts. Schools: Charles Russell Elementary School, Crabbe Elementary School, Poage Elementary School, Oakview Elementary School, Hager Elementary School	Other	04/14/2014	05/12/2014	\$0	No Funding Required	Lisa Henson, Director of Student Services Patsy Lindsey, Director of Pupil Personnel
Activity - Review and Respond	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue discussion of adequate space during 2014-15 school year with elementary principals and teacher leaders, monitor measures put into place to remedy the issues, and review results of 2015 TELL survey to determine if growth in this area has been achieved. Schools: Charles Russell Elementary School, Crabbe Elementary School, Poage Elementary School, Oakview Elementary School, Hager Elementary School	Other	08/20/2014	06/30/2015	\$0	No Funding Required	Lisa Henson, Director of Student Services Patsy Lindsey, Director of Pupil Personnel

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

IDEA

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	08/14/2013	05/16/2014	\$50207	Principal, Credit Recovery Teacher, Alternative School Teachers
Behavior Specialist	District will employ a behavior specialist to assist in reviewing/revising Individual Education Plans, Functional Behavior Analyses and Behavior Intervention Plans to specifically address current suspension-related behaviors to reduce this rate in special needs population.	Behavioral Support Program	01/16/2014	06/30/2014	\$19110	Director of Special Education Behavior 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	08/14/2013	05/16/2014	\$50207	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	03/03/2014	05/16/2014	\$1007380	District Finance Director, District Title I Coordinator, District Director of Special Education, Principals, SBDM councils
Total					\$1126904	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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School Adjustment and Mental Health Issues	To reduce barriers to learning and the number of dropouts, the district will provide a school social worker from general funds and safe schools/healthy students grant to address school adjustment issues and partner with mental health agencies to provide school-based mental health services.	Behavioral Support Program	08/14/2013	05/16/2014	\$38000	Director of Student Services Social Workers
Professional Learning	Observation Certification - all principals and assistant principals as well as selected central office staff will pass proficiency examinations on the Danielson Framework to perform teacher observations for growth and development of teachers. Training will occur in meetings with all necessary parties participating.	Professional Learning	03/04/2013	06/07/2013	\$4800	Superintendent, Central Office Staff, Principals, Assistant Principals
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	03/03/2014	05/16/2014	\$13300593	District Finance Director, District Title I Coordinator, District Director of Special Education, Principals, SBDM councils
STEM and STLP	Expand STLP activities to include STEM projects as well as normal projects to address science, engineering and math content and to include more students.	Academic Support Program	08/13/2014	05/18/2015	\$3750	Director of Technology Principals STLP coordinators
Early College	Continue collaboration with Ashland Community and Technical College and Morehead State University to provide opportunities for qualified students to enroll in college-credit-earning courses whether on campus or off-site and seek ways to expand offerings to students, providing financial support for tuition if necessary.	Direct Instruction	08/13/2014	05/18/2015	\$10000	Principal Teachers Superintendent
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	08/14/2013	05/16/2014	\$297834	District Title I Coordinator Principals, RTI Staff, Classroom Teachers
PLTW and High School	Begin implementation of Project Lead The Way Biomedical Sciences Program at the high school. Initial offering of Principles of the Biomedical Sciences in year one and expanding to Human Body Systems, Medical Interventions, and Biomedical Innovation. Requires training of instructor and possible funding for new position.	Direct Instruction	07/01/2014	05/27/2016	\$55000	Instructional Supervisor Principal SBDM Teacher
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	08/14/2013	05/16/2014	\$90675	Principal Transition Staff Teachers

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LEGO League	Elementary schools will create teams of students to participate in the First LEGO League robotics program to further involvement in science and technology and teach valuable employment and life skills. Each school will be funded for a coach/coordinator.	Academic Support Program	08/13/2014	05/18/2015	\$3750	District Technology Coordinator Principals First LEGO League coaches
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	08/14/2013	05/16/2014	\$55945	Principal, Credit Recovery Teacher, Alternative School 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	08/14/2013	05/16/2014	\$37500	Director of Student Achievement
Total					\$13897847	

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	\$4500	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	05/16/2014	\$39317	District Title I Coordinator, FRYSC Coordinators
Total					\$43817	

Race to the Top

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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CIITS Instruction	Continue monitoring and encourage 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	10/01/2013	09/30/2014	\$27000	Director of Technology and Professional Development Technology Integration Specialist
Total					\$27000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
CEIS	Elementary and Middle schools will provide Coordinated Early Intervening Services (CEIS) to students struggling with attendance, academic and/or discipline issues to assist in persistence to graduation efforts.	Academic Support Program	08/14/2013	05/16/2014	\$0	Principals Teachers
Transition Services	District will continue to follow policies and procedures requiring youth aged 16 and above have appropriately developed Individualized Education Plans that include coordinated, measurable annual goals and transition services and the district will continue to monitor compliance by using the record review process including that all sub-indicators (49a - 49i) are implemented and documented individually for each student.	Career Preparation/Orientation	08/14/2013	05/16/2014	\$0	Teachers ARC Director of Special Education
Career Counseling	Provide guidance and support to high school counselors in developing a program to regularly conference with students on ILP's and 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	08/14/2013	05/16/2014	\$0	Principal, Counselors
Alignment	Continue to monitor curriculum maps, instructional lessons, and assessments for congruence to KCAS and preparing students for success on ACT and provide guidance and support to high school teachers in utilizing resources.	Professional Learning	08/14/2013	05/16/2014	\$0	District Instructional Supervisor, Principal, 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	08/14/2013	05/16/2014	\$0	Principal, Counselors

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Environmental Issues	Implement project-based learning opportunities for grades 4 through 6 at elementary schools in collaboration with Marathon Petroleum, connecting next-generation science standards and environmental discussions.	Career Preparation/Orientation	08/01/2014	05/18/2015	\$0	Instructional Supervisor Teachers Principals Marathon Petroleum staff and resources
Participation in ISLN, KLA and PGES State Webinars	Selected individuals from district team will participate in meetings of ISLN, KLA, and state PGES webinars/PGES pilot updates to learn more on PGES and implementation of the system.	Professional Learning	08/01/2013	06/30/2014	\$0	Central Office, Principals
Scale Up	With assistance from central office staff, principals will complete scale-up activities with staff during faculty and PLC meetings, discussing understanding bias, interpretation and evidence, and peer observations as each pertains to the framework for teaching.	Professional Learning	10/01/2013	10/31/2013	\$0	Central Office staff, principals, teachers
Career Prep and Vocations	Work with high school to develop or revise programs to prepare non-qualifying students to be involved in vocational classes, collaborate with Ashland Community and Technical College to devise program for manufacturing technology career cluster offered both on campus and off-site, utilizing current levels of funding for instruction.	Direct Instruction	02/03/2014	05/27/2016	\$0	Central Office Staff Principal SBDM Teachers
Scale Up	With assistance from central office staff, principals will implement scale-up activities with staff during faculty and PLC meetings, utilizing resources from Teachscape to review the breakdown of the Kentucky Framework for Teaching - Domain 1.	Professional Learning	11/01/2013	11/22/2013	\$0	Central Office staff, 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 (funding for this activity is included in Goal 1, Strategy 2, Activity 1)	Academic Support Program	08/14/2013	05/16/2014	\$0	Director of Student Achievement
Review and Respond	Continue discussion of adequate space during 2014-15 school year with elementary principals and teacher leaders, monitor measures put into place to remedy the issues, and review results of 2015 TELL survey to determine if growth in this area has been achieved.	Other	08/20/2014	06/30/2015	\$0	Lisa Henson, Director of Student Services Patsy Lindsey, Director of Pupil Personnel

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Scale Up	Central Office staff and pilot-participating principals will provide overview of PPGES, Principal Performance Standards, professional and student growth goals, and impact on administrator evaluations to non-pilot-participating school administrators.	Professional Learning	03/03/2014	05/30/2014	\$0	Central Office staff, principals
Scale Up	With assistance from central office staff, principals will implement scale-up activities with staff during faculty and PLC meetings, continuing the breakdown of the Kentucky Framework for Teaching - domain 3.	Professional Learning	01/02/2014	01/31/2014	\$0	Central Office staff, principals, 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	08/14/2013	05/16/2014	\$0	Central Office Staff, Principal, Guidance Counselors, CTE Teachers
Obtain Information on Adequate Space	Review space utilization in elementary schools with regards to classrooms, teacher assignments and student teacher ratios to determine if overcrowding is an issue.	Other	02/10/2014	03/17/2014	\$0	Lisa Henson, Director of Student Services Patsy Lindsey, Director of Pupil Personnel
Behavioral Interventions	With assistance from behavior specialist, teachers will proactively use the functional behavioral analysis and behavior intervention plan after 4-5 days of suspension to design targeted interventions to address behaviors of concern.	Behavioral Support Program	01/16/2014	05/16/2014	\$0	Teachers Behavior 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	03/03/2014	05/16/2014	\$0	Central Office Staff, Principals
Implementation Plan	Leadership team develops plan for training principals and teachers on the professional growth and effectiveness system. Plan will be a guideline for steps to follow during the pilot and full implementation year. Plan may be adjusted as needs arise.	Policy and Process	02/04/2013	05/01/2014	\$0	Superintendent, central office staff, principals
Full Implementation of PGES	Provide training to principals for full implementation of PPGES (Principal Performance Standards, Self-Reflection, Student Growth Goals/Collection of Data, Professional Growth Goals and Action Plans, and utilizing CIITS for PGES)	Professional Learning	06/02/2014	08/08/2014	\$0	Central Office staff, principals
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	08/14/2013	05/16/2014	\$0	Principals, Counselors, Teachers

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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	08/14/2013	05/16/2014	\$0	District Title I Coordinator, Principals, RTI Staff, Classroom 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	08/14/2013	05/16/2014	\$0	Central Office Staff, Principal, Guidance Counselors, CTE Teachers
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	08/01/2013	05/16/2014	\$0	District Instructional Supervisor, Principals, 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	08/14/2013	05/16/2014	\$0	District Instructional Supervisor, District Professional Development Coordinator, Math and ELA Consultants, Principals, Teachers
Revise District Evaluation Plan	District evaluation committee meets to discuss needed revisions to evaluation plan, incorporating PGES into the plan, completes revisions to plan and presents to board of education for approval.	Policy and Process	01/06/2014	06/27/2014	\$0	District Evaluation committee, superintendent, school board
Full Implementation of PGES	Provide training to teachers, peer observers and principals for full implementation of TPGES and PPGES (Kentucky Framework for Teaching, Self-Reflection, Student Growth Goals/Collection of Data, Professional Growth Goals and Action Plans, and utilizing CIITS for PGES)	Professional Learning	06/02/2014	08/08/2014	\$0	Central Office staff, principals, teachers.
Middle School STEM	In addition to PLTW activities, central office staff will advise school in a review of current elective offerings to determine if revisions are necessary/possible to provide more STEM-related options for students.	Direct Instruction	03/03/2014	05/16/2014	\$0	Instructional Supervisor SBDM Principal Teachers

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Revise District Evaluation Plan	District evaluation committee meets to discuss needed revisions to evaluation plan, incorporating PGES into the plan, completes revisions to plan and presents to board of education for approval.	Policy and Process	01/06/2014	06/27/2014	\$0	District Evaluation committee, superintendent, school board.
PPGES Pilot meetings	Periodic meetings with central office staff and pilot-participating principals to review items of responsibility including KY TELL survey review, VAL-ED survey, self-reflection over the principal performance standards, professional growth goals and action plans, site visits, and student growth goals and action plans, mid-year reviews.	Professional Learning	10/01/2013	04/30/2014	\$0	Superintendent, central office staff, principals.
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	08/14/2013	05/16/2014	\$0	Director of Student Achievement, Principals, Counselors
PPGES Training in PD360	Central Office staff and pilot-participating principals complete 'Get Ready!' - Understand PPGES Pilot components, implementation and monitoring process/ Understand Organization of Principal Performance Standards/Identify sources of evidence that documents proficiency.	Professional Learning	09/03/2013	09/27/2013	\$0	Central Office staff, pilot-participating principals.
Scale Up	With assistance from central office staff, principals will implement scale-up activities with staff during faculty and PLC meetings, finishing breakdown of Kentucky Framework for Teaching - domain 4, and discussing professional growth goals, action plans, and student voice surveys.	Professional Learning	02/03/2014	03/28/2014	\$0	Central Office staff, principals, teachers.
Scale Up	With assistance from central office staff on planning, principals will complete PGES scale-up activities with staff during faculty and PLC meetings, covering overview of the system, verifying rosters in CIITS, introduction to the Kentucky Framework for Teaching and review of the framework document.	Professional Learning	09/02/2013	09/30/2013	\$0	Central Office staff, principals, teachers
Implementation Plan	Leadership team develops plan for training principals and teachers on the professional growth and effectiveness system. Plan will be a guideline for steps to follow during the pilot and full implementation year. Plan may be adjusted as needs arise.	Policy and Process	02/04/2013	05/01/2014	\$0	Superintendent, Central Office Staff, Principals, Teachers
Health Services and Occupation Awareness	Elementary health, physical education, and guidance teachers will address health services and health occupation awareness in their curricula to include career fairs, health awareness projects, etc., in collaboration with King's Daughters Medical Center.	Academic Support Program	08/13/2014	05/18/2015	\$0	Instructional Supervisor Principals Teachers KDMC staff

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Scale Up	With assistance from central office staff, principals will implement scale-up activities with staff during faculty and PLC meetings, reviewing domain 5 of the Kentucky Framework for Teaching, discussing student growth goals, action plans, the self-relection process, and how CIITS is utilized in the PGES.	Professional Learning	04/07/2014	05/16/2014	\$0	Central office staff, principals, teachers.
Overview for Teachers	From information obtained through meetings at ISLN and KLA, central office staff will provide and overview and purpose of the TPGES at teacher faculty meetings throughout the district.	Professional Learning	02/13/2013	03/27/2013	\$0	Central Office Staff, Principals
Participation in ISLN, KLA, and PGES State webinars	Selected individuals from district team will participate in meetings of ISLN, KLA, and state PGES webinars/PGES pilot updates to learn more on PGES and implementation of the system.	Professional Learning	08/01/2013	06/30/2014	\$0	Central Office Staff, principals
Determine Underlying Causes	Principal and teacher leaders of elementary schools meet with representatives of the central office to discuss possible reasons for teachers having inadequate space to work productively (e.g., student-teacher ratio, itinerant teachers, etc.) and to determine means of resolving conflicts.	Other	04/14/2014	05/12/2014	\$0	Lisa Henson, Director of Student Services Patsy Lindsey, Director of Pupil Personnel
Scale Up	With assistance from central office staff, principals will implement scale-up activities with staff during faculty and PLC meetings, continuing with a breakdown of the Kentucky Framework for Teaching - domain 2.	Professional Learning	12/02/2013	12/20/2013	\$0	Central Office staff, principals, teachers.
Elementary Science	Kindergarten through grade six teachers will embed engineering component of the next-generation science standards into regular science instruction in order to prepare students for science careers - funding for implementation to come from school section VI funds.	Direct Instruction	08/13/2014	05/18/2015	\$0	Elementary science teachers Content network participants Instructional Supervisor Principals
Total					\$0	

Title I Part A

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	08/14/2013	05/16/2014	\$44820	District Title I Coordinator Principals, RTI Staff, Classroom Teachers

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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	08/14/2013	08/01/2014	\$55000	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	03/03/2014	05/16/2014	\$724933	District Finance Director, District Title I Coordinator, District Director of Special Education, Principals, SBDM councils
PLTW and Middle School	Students in the middle school will be involved in Project Lead The Way Foundation Units to include Automation and Robotics and Design and Modeling during the 2014-15 school year with expansion to Medical Detectives, Energy and the Environment, and Science of Technology in following year. Training required for two instructors.	Direct Instruction	08/13/2014	05/27/2016	\$10000	Title I Coordinator Principal Teachers
Total					\$834753	

Read to Achieve

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	08/14/2013	05/16/2014	\$48500	District Title I Coordinator Principals, RTI Staff, Classroom Teachers
Total					\$48500	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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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	08/14/2013	05/16/2014	\$44991	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	03/03/2014	05/16/2014	\$2350305	District Finance Director, District Title I Coordinator, District Director of Special Education, Principals, SBDM councils
Total					\$2395296	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
TPGES and PPGES pilot meetings	Provide training and monitoring for principals and teachers on the pilot of PGES, meeting monthly. Lead participants in the development of self-reflections, student growth, and professional growth goals and lend guidance to individuals in the process of utilizing on-line reporting. Substitutes for teachers only during full-day activity in September - in-school teacher coverage for all other meetings.	Professional Learning	08/01/2013	05/30/2014	\$1500	Central Office staff, Principals, Teachers
Total					\$1500	

Safe Schools

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	03/03/2014	05/16/2014	\$57827	District Finance Director, District Title I Coordinator, District Director of Special Education, Principals, SBDM councils

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Total

\$57827

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible	
School Adjustment and Mental Health Issues	To reduce barriers to learning and the number of dropouts, the district will provide a school social worker from general funds and safe schools/healthy students grant to address school adjustment issues and partner with mental health agencies to provide school-based mental health services.	Behavioral Support Program	08/14/2013	05/16/2014	\$40000	Director of Student Services Social Workers	
Total					<table border="1"><tr><td>\$40000</td></tr></table>	\$40000	
\$40000							

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
CIITS Instruction	Continue monitoring and encourage 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	10/01/2013	09/30/2014	\$27000	Director of Technology and Professional Development Technology Integration Specialist
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	08/14/2013	05/16/2014	\$37500	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	08/14/2013	05/16/2014	\$486352	District Title I Coordinator Principals, RTI Staff, Classroom Teachers
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	08/14/2013	08/01/2014	\$55000	District Instructional Supervisor, District Professional Development Coordinator, Math and ELA consultants, Principals, Teachers

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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	03/03/2014	05/16/2014	\$17441038	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	08/14/2013	05/16/2014	\$0	District Instructional Supervisor, District Professional Development Coordinator, Math and ELA Consultants, Principals, 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	08/14/2013	05/16/2014	\$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	08/14/2013	05/16/2014	\$0	Director of Student Achievement
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	08/14/2013	05/16/2014	\$0	District Title I Coordinator, Principals, RTI Staff, Classroom 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	05/16/2014	\$39317	District Title I Coordinator, FRYSC Coordinators

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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	\$4500	District Title I Coordinator, FRYSC Coordinators, Teachers
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	08/01/2013	05/16/2014	\$0	District Instructional Supervisor, Principals, Teachers
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	03/03/2014	05/16/2014	\$0	Central Office Staff, Principals
Implementation Plan	Leadership team develops plan for training principals and teachers on the professional growth and effectiveness system. Plan will be a guideline for steps to follow during the pilot and full implementation year. Plan may be adjusted as needs arise.	Policy and Process	02/04/2013	05/01/2014	\$0	Superintendent, Central Office Staff, Principals, Teachers
Professional Learning	Observation Certification - all principals and assistant principals as well as selected central office staff will pass proficiency examinations on the Danielson Framework to perform teacher observations for growth and development of teachers. Training will occur in meetings with all necessary parties participating.	Professional Learning	03/04/2013	06/07/2013	\$4800	Superintendent, Central Office Staff, Principals, Assistant Principals
Overview for Teachers	From information obtained through meetings at ISLN and KLA, central office staff will provide an overview and purpose of the TPGES at teacher faculty meetings throughout the district.	Professional Learning	02/13/2013	03/27/2013	\$0	Central Office Staff, Principals
Participation in ISLN, KLA and PGES State Webinars	Selected individuals from district team will participate in meetings of ISLN, KLA, and state PGES webinars/PGES pilot updates to learn more on PGES and implementation of the system.	Professional Learning	08/01/2013	06/30/2014	\$0	Central Office, Principals
TPGES and PPGES pilot meetings	Provide training and monitoring for principals and teachers on the pilot of PGES, meeting monthly. Lead participants in the development of self-reflections, student growth, and professional growth goals and lend guidance to individuals in the process of utilizing on-line reporting. Substitutes for teachers only during full-day activity in September - in-school teacher coverage for all other meetings.	Professional Learning	08/01/2013	05/30/2014	\$1500	Central Office staff, Principals, Teachers
Scale Up	With assistance from central office staff on planning, principals will complete PGES scale-up activities with staff during faculty and PLC meetings, covering overview of the system, verifying rosters in CIITS, introduction to the Kentucky Framework for Teaching and review of the framework document.	Professional Learning	09/02/2013	09/30/2013	\$0	Central Office staff, principals, teachers

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Scale Up	With assistance from central office staff, principals will complete scale-up activities with staff during faculty and PLC meetings, discussing understanding bias, interpretation and evidence, and peer observations as each pertains to the framework for teaching.	Professional Learning	10/01/2013	10/31/2013	\$0	Central Office staff, principals, teachers
Scale Up	With assistance from central office staff, principals will implement scale-up activities with staff during faculty and PLC meetings, utilizing resources from Teachscape to review the breakdown of the Kentucky Framework for Teaching - Domain 1.	Professional Learning	11/01/2013	11/22/2013	\$0	Central Office staff, principals, teachers.
Scale Up	With assistance from central office staff, principals will implement scale-up activities with staff during faculty and PLC meetings, continuing with a breakdown of the Kentucky Framework for Teaching - domain 2.	Professional Learning	12/02/2013	12/20/2013	\$0	Central Office staff, principals, teachers.
Scale Up	With assistance from central office staff, principals will implement scale-up activities with staff during faculty and PLC meetings, continuing the breakdown of the Kentucky Framework for Teaching - domain 3.	Professional Learning	01/02/2014	01/31/2014	\$0	Central Office staff, principals, teachers.
Scale Up	With assistance from central office staff, principals will implement scale-up activities with staff during faculty and PLC meetings, finishing breakdown of Kentucky Framework for Teaching - domain 4, and discussing professional growth goals, action plans, and student voice surveys.	Professional Learning	02/03/2014	03/28/2014	\$0	Central Office staff, principals, teachers.
Scale Up	With assistance from central office staff, principals will implement scale-up activities with staff during faculty and PLC meetings, reviewing domain 5 of the Kentucky Framework for Teaching, discussing student growth goals, action plans, the self-relection process, and how CIITS is utilized in the PGES.	Professional Learning	04/07/2014	05/16/2014	\$0	Central office staff, principals, teachers.
Revise District Evaluation Plan	District evaluation committee meets to discuss needed revisions to evaluation plan, incorporating PGES into the plan, completes revisions to plan and presents to board of education for approval.	Policy and Process	01/06/2014	06/27/2014	\$0	District Evaluation committee, superintendent, school board.
Full Implementation of PGES	Provide training to teachers, peer observers and principals for full implementation of TPGES and PPGES (Kentucky Framework for Teaching, Self-Reflection, Student Growth Goals/Collection of Data, Professional Growth Goals and Action Plans, and utilizing CIITS for PGES)	Professional Learning	06/02/2014	08/08/2014	\$0	Central Office staff, principals, teachers.
Implementation Plan	Leadership team develops plan for training principals and teachers on the professional growth and effectiveness system. Plan will be a guideline for steps to follow during the pilot and full implementation year. Plan may be adjusted as needs arise.	Policy and Process	02/04/2013	05/01/2014	\$0	Superintendent, central office staff, principals
Participation in ISLN, KLA, and PGES State webinars	Selected individuals from district team will participate in meetings of ISLN, KLA, and state PGES webinars/PGES pilot updates to learn more on PGES and implementation of the system.	Professional Learning	08/01/2013	06/30/2014	\$0	Central Office Staff, principals

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Revise District Evaluation Plan	District evaluation committee meets to discuss needed revisions to evaluation plan, incorporating PGES into the plan, completes revisions to plan and presents to board of education for approval.	Policy and Process	01/06/2014	06/27/2014	\$0	District Evaluation committee, superintendent, school board
Scale Up	Central Office staff and pilot-participating principals will provide overview of PPGES, Principal Performance Standards, professional and student growth goals, and impact on administrator evaluations to non-pilot-participating school administrators.	Professional Learning	03/03/2014	05/30/2014	\$0	Central Office staff, principals
Full Implementation of PGES	Provide training to principals for full implementation of PPGES (Principal Performance Standards, Self-Reflection, Student Growth Goals/Collection of Data, Professional Growth Goals and Action Plans, and utilizing CIITS for PGES)	Professional Learning	06/02/2014	08/08/2014	\$0	Central Office staff, principals
Behavior Specialist	District will employ a behavior specialist to assist in reviewing/revising Individual Education Plans, Functional Behavior Analyses and Behavior Intervention Plans to specifically address current suspension-related behaviors to reduce this rate in special needs population.	Behavioral Support Program	01/16/2014	06/30/2014	\$19110	Director of Special Education Behavior Specialist
Behavioral Interventions	With assistance from behavior specialist, teachers will proactively use the functional behavioral analysis and behavior intervention plan after 4-5 days of suspension to design targeted interventions to address behaviors of concern.	Behavioral Support Program	01/16/2014	05/16/2014	\$0	Teachers Behavior Specialist
School Adjustment and Mental Health Issues	To reduce barriers to learning and the number of dropouts, the district will provide a school social worker from general funds and safe schools/healthy students grant to address school adjustment issues and partner with mental health agencies to provide school-based mental health services.	Behavioral Support Program	08/14/2013	05/16/2014	\$78000	Director of Student Services Social Workers
Transition Services	District will continue to follow policies and procedures requiring youth aged 16 and above have appropriately developed Individualized Education Plans that include coordinated, measurable annual goals and transition services and the district will continue to monitor compliance by using the record review process including that all sub-indicators (49a - 49i) are implemented and documented individually for each student.	Career Preparation/Orientation	08/14/2013	05/16/2014	\$0	Teachers ARC Director of Special Education
Total					\$18194117	

Poage Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Obtain Information on Adequate Space	Review space utilization in elementary schools with regards to classrooms, teacher assignments and student teacher ratios to determine if overcrowding is an issue.	Other	02/10/2014	03/17/2014	\$0	Lisa Henson, Director of Student Services Patsy Lindsey, Director of Pupil Personnel
Determine Underlying Causes	Principal and teacher leaders of elementary schools meet with representatives of the central office to discuss possible reasons for teachers having inadequate space to work productively (e.g., student-teacher ratio, itinerant teachers, etc.) and to determine means of resolving conflicts.	Other	04/14/2014	05/12/2014	\$0	Lisa Henson, Director of Student Services Patsy Lindsey, Director of Pupil Personnel
Review and Respond	Continue discussion of adequate space during 2014-15 school year with elementary principals and teacher leaders, monitor measures put into place to remedy the issues, and review results of 2015 TELL survey to determine if growth in this area has been achieved.	Other	08/20/2014	06/30/2015	\$0	Lisa Henson, Director of Student Services Patsy Lindsey, Director of Pupil Personnel
CEIS	Elementary and Middle schools will provide Coordinated Early Intervening Services (CEIS) to students struggling with attendance, academic and/or discipline issues to assist in persistence to graduation efforts.	Academic Support Program	08/14/2013	05/16/2014	\$0	Principals Teachers
Environmental Issues	Implement project-based learning opportunities for grades 4 through 6 at elementary schools in collaboration with Marathon Petroleum, connecting next-generation science standards and environmental discussions.	Career Preparation/Orientation	08/01/2014	05/18/2015	\$0	Instructional Supervisor Teachers Principals Marathon Petroleum staff and resources
Elementary Science	Kindergarten through grade six teachers will embed engineering component of the next-generation science standards into regular science instruction in order to prepare students for science careers - funding for implementation to come from school section VI funds.	Direct Instruction	08/13/2014	05/18/2015	\$0	Elementary science teachers Content network participants Instructional Supervisor Principals

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LEGO League	Elementary schools will create teams of students to participate in the First LEGO League robotics program to further involvement in science and technology and teach valuable employment and life skills. Each school will be funded for a coach/coordinator.	Academic Support Program	08/13/2014	05/18/2015	\$3750	District Technology Coordinator Principals First LEGO League coaches
Health Services and Occupation Awareness	Elementary health, physical education, and guidance teachers will address health services and health occupation awareness in their curricula to include career fairs, health awareness projects, etc., in collaboration with King's Daughters Medical Center.	Academic Support Program	08/13/2014	05/18/2015	\$0	Instructional Supervisor Principals Teachers KDMC staff
Total					\$3750	

Paul G. Blazer High School

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	08/14/2013	05/16/2014	\$90675	Principal Transition Staff Teachers
Alignment	Continue to monitor curriculum maps, instructional lessons, and assessments for congruence to KCAS and preparing students for success on ACT and provide guidance and support to high school teachers in utilizing resources.	Professional Learning	08/14/2013	05/16/2014	\$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	08/14/2013	05/16/2014	\$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	08/14/2013	05/16/2014	\$106152	Principal, Credit Recovery Teacher, Alternative School 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	08/14/2013	05/16/2014	\$0	Central Office Staff, Principal, Guidance Counselors, CTE Teachers

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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	08/14/2013	05/16/2014	\$0	Principals, Counselors, Teachers
Career Counseling	Provide guidance and support to high school counselors in developing a program to regularly conference with students on ILP's and 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	08/14/2013	05/16/2014	\$0	Principal, 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	08/14/2013	05/16/2014	\$0	Principal, Counselors
PPGES Training in PD360	Central Office staff and pilot-participating principals complete 'Get Ready!' - Understand PPGES Pilot components, implementation and monitoring process/ Understand Organization of Principal Performance Standards/Identify sources of evidence that documents proficiency.	Professional Learning	09/03/2013	09/27/2013	\$0	Central Office staff, pilot-participating principals.
PPGES Pilot meetings	Periodic meetings with central office staff and pilot-participating principals to review items of responsibility including KY TELL survey review, VAL-ED survey, self-reflection over the principal performance standards, professional growth goals and action plans, site visits, and student growth goals and action plans, mid-year reviews.	Professional Learning	10/01/2013	04/30/2014	\$0	Superintendent, central office staff, principals.
Early College	Continue collaboration with Ashland Community and Technical College and Morehead State University to provide opportunities for qualified students to enroll in college-credit-earning courses whether on campus or off-site and seek ways to expand offerings to students, providing financial support for tuition if necessary.	Direct Instruction	08/13/2014	05/18/2015	\$10000	Principal Teachers Superintendent
Career Prep and Vocations	Work with high school to develop or revise programs to prepare non-qualifying students to be involved in vocational classes, collaborate with Ashland Community and Technical College to devise program for manufacturing technology career cluster offered both on campus and off-site, utilizing current levels of funding for instruction.	Direct Instruction	02/03/2014	05/27/2016	\$0	Central Office Staff Principal SBDM Teachers
PLTW and High School	Begin implementation of Project Lead The Way Biomedical Sciences Program at the high school. Initial offering of Principles of the Biomedical Sciences in year one and expanding to Human Body Systems, Medical Interventions, and Biomedical Innovation. Requires training of instructor and possible funding for new position.	Direct Instruction	07/01/2014	05/27/2016	\$55000	Instructional Supervisor Principal SBDM Teacher
Total					\$261827	

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Oakview Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Obtain Information on Adequate Space	Review space utilization in elementary schools with regards to classrooms, teacher assignments and student teacher ratios to determine if overcrowding is an issue.	Other	02/10/2014	03/17/2014	\$0	Lisa Henson, Director of Student Services Patsy Lindsey, Director of Pupil Personnel
Determine Underlying Causes	Principal and teacher leaders of elementary schools meet with representatives of the central office to discuss possible reasons for teachers having inadequate space to work productively (e.g., student-teacher ratio, itinerant teachers, etc.) and to determine means of resolving conflicts.	Other	04/14/2014	05/12/2014	\$0	Lisa Henson, Director of Student Services Patsy Lindsey, Director of Pupil Personnel
Review and Respond	Continue discussion of adequate space during 2014-15 school year with elementary principals and teacher leaders, monitor measures put into place to remedy the issues, and review results of 2015 TELL survey to determine if growth in this area has been achieved.	Other	08/20/2014	06/30/2015	\$0	Lisa Henson, Director of Student Services Patsy Lindsey, Director of Pupil Personnel
PPGES Training in PD360	Central Office staff and pilot-participating principals complete 'Get Ready!' - Understand PPGES Pilot components, implementation and monitoring process/ Understand Organization of Principal Performance Standards/Identify sources of evidence that documents proficiency.	Professional Learning	09/03/2013	09/27/2013	\$0	Central Office staff, pilot-participating principals.
PPGES Pilot meetings	Periodic meetings with central office staff and pilot-participating principals to review items of responsibility including KY TELL survey review, VAL-ED survey, self-reflection over the principal performance standards, professional growth goals and action plans, site visits, and student growth goals and action plans, mid-year reviews.	Professional Learning	10/01/2013	04/30/2014	\$0	Superintendent, central office staff, principals.
CEIS	Elementary and Middle schools will provide Coordinated Early Intervening Services (CEIS) to students struggling with attendance, academic and/or discipline issues to assist in persistence to graduation efforts.	Academic Support Program	08/14/2013	05/16/2014	\$0	Principals Teachers

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Environmental Issues	Implement project-based learning opportunities for grades 4 through 6 at elementary schools in collaboration with Marathon Petroleum, connecting next-generation science standards and environmental discussions.	Career Preparation/Orientation	08/01/2014	05/18/2015	\$0	Instructional Supervisor Teachers Principals Marathon Petroleum staff and resources
Elementary Science	Kindergarten through grade six teachers will embed engineering component of the next-generation science standards into regular science instruction in order to prepare students for science careers - funding for implementation to come from school section VI funds.	Direct Instruction	08/13/2014	05/18/2015	\$0	Elementary science teachers Content network participants Instructional Supervisor Principals
STEM and STLP	Expand STLP activities to include STEM projects as well as normal projects to address science, engineering and math content and to include more students.	Academic Support Program	08/13/2014	05/18/2015	\$3750	Director of Technology Principals STLP coordinators
LEGO League	Elementary schools will create teams of students to participate in the First LEGO League robotics program to further involvement in science and technology and teach valuable employment and life skills. Each school will be funded for a coach/coordinator.	Academic Support Program	08/13/2014	05/18/2015	\$3750	District Technology Coordinator Principals First LEGO League coaches
Health Services and Occupation Awareness	Elementary health, physical education, and guidance teachers will address health services and health occupation awareness in their curricula to include career fairs, health awareness projects, etc., in collaboration with King's Daughters Medical Center.	Academic Support Program	08/13/2014	05/18/2015	\$0	Instructional Supervisor Principals Teachers KDMC staff
Total					\$7500	

Hager Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Obtain Information on Adequate Space	Review space utilization in elementary schools with regards to classrooms, teacher assignments and student teacher ratios to determine if overcrowding is an issue.	Other	02/10/2014	03/17/2014	\$0	Lisa Henson, Director of Student Services Patsy Lindsey, Director of Pupil Personnel

Comprehensive District Improvement Plan

Ashland Independent School District

Determine Underlying Causes	Principal and teacher leaders of elementary schools meet with representatives of the central office to discuss possible reasons for teachers having inadequate space to work productively (e.g., student-teacher ratio, itinerant teachers, etc.) and to determine means of resolving conflicts.	Other	04/14/2014	05/12/2014	\$0	Lisa Henson, Director of Student Services Patsy Lindsey, Director of Pupil Personnel
Review and Respond	Continue discussion of adequate space during 2014-15 school year with elementary principals and teacher leaders, monitor measures put into place to remedy the issues, and review results of 2015 TELL survey to determine if growth in this area has been achieved.	Other	08/20/2014	06/30/2015	\$0	Lisa Henson, Director of Student Services Patsy Lindsey, Director of Pupil Personnel
CEIS	Elementary and Middle schools will provide Coordinated Early Intervening Services (CEIS) to students struggling with attendance, academic and/or discipline issues to assist in persistence to graduation efforts.	Academic Support Program	08/14/2013	05/16/2014	\$0	Principals Teachers
Environmental Issues	Implement project-based learning opportunities for grades 4 through 6 at elementary schools in collaboration with Marathon Petroleum, connecting next-generation science standards and environmental discussions.	Career Preparation/Orientation	08/01/2014	05/18/2015	\$0	Instructional Supervisor Teachers Principals Marathon Petroleum staff and resources
Elementary Science	Kindergarten through grade six teachers will embed engineering component of the next-generation science standards into regular science instruction in order to prepare students for science careers - funding for implementation to come from school section VI funds.	Direct Instruction	08/13/2014	05/18/2015	\$0	Elementary science teachers Content network participants Instructional Supervisor Principals
STEM and STLP	Expand STLP activities to include STEM projects as well as normal projects to address science, engineering and math content and to include more students.	Academic Support Program	08/13/2014	05/18/2015	\$3750	Director of Technology Principals STLP coordinators

Comprehensive District Improvement Plan

Ashland Independent School District

LEGO League	Elementary schools will create teams of students to participate in the First LEGO League robotics program to further involvement in science and technology and teach valuable employment and life skills. Each school will be funded for a coach/coordinator.	Academic Support Program	08/13/2014	05/18/2015	\$3750	District Technology Coordinator Principals First LEGO League coaches
Health Services and Occupation Awareness	Elementary health, physical education, and guidance teachers will address health services and health occupation awareness in their curricula to include career fairs, health awareness projects, etc., in collaboration with King's Daughters Medical Center.	Academic Support Program	08/13/2014	05/18/2015	\$0	Instructional Supervisor Principals Teachers KDMC staff
Total					\$7500	

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	08/14/2013	05/16/2014	\$0	Principals, Counselors, Teachers
PPGES Training in PD360	Central Office staff and pilot-participating principals complete 'Get Ready!' - Understand PPGES Pilot components, implementation and monitoring process/ Understand Organization of Principal Performance Standards/Identify sources of evidence that documents proficiency.	Professional Learning	09/03/2013	09/27/2013	\$0	Central Office staff, pilot-participating principals.
PPGES Pilot meetings	Periodic meetings with central office staff and pilot-participating principals to review items of responsibility including KY TELL survey review, VAL-ED survey, self-reflection over the principal performance standards, professional growth goals and action plans, site visits, and student growth goals and action plans, mid-year reviews.	Professional Learning	10/01/2013	04/30/2014	\$0	Superintendent, central office staff, principals.
CEIS	Elementary and Middle schools will provide Coordinated Early Intervening Services (CEIS) to students struggling with attendance, academic and/or discipline issues to assist in persistence to graduation efforts.	Academic Support Program	08/14/2013	05/16/2014	\$0	Principals Teachers
PLTW and Middle School	Students in the middle school will be involved in Project Lead The Way Foundation Units to include Automation and Robotics and Design and Modeling during the 2014-15 school year with expansion to Medical Detectives, Energy and the Environment, and Science of Technology in following year. Training required for two instructors.	Direct Instruction	08/13/2014	05/27/2016	\$10000	Title I Coordinator Principal Teachers

Comprehensive District Improvement Plan

Ashland Independent School District

Middle School STEM	In addition to PLTW activities, central office staff will advise school in a review of current elective offerings to determine if revisions are necessary/possible to provide more STEM-related options for students.	Direct Instruction	03/03/2014	05/16/2014	\$0	Instructional Supervisor SBDM Principal Teachers
Total					\$10000	

Crabbe Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Obtain Information on Adequate Space	Review space utilization in elementary schools with regards to classrooms, teacher assignments and student teacher ratios to determine if overcrowding is an issue.	Other	02/10/2014	03/17/2014	\$0	Lisa Henson, Director of Student Services Patsy Lindsey, Director of Pupil Personnel
Determine Underlying Causes	Principal and teacher leaders of elementary schools meet with representatives of the central office to discuss possible reasons for teachers having inadequate space to work productively (e.g., student-teacher ratio, itinerant teachers, etc.) and to determine means of resolving conflicts.	Other	04/14/2014	05/12/2014	\$0	Lisa Henson, Director of Student Services Patsy Lindsey, Director of Pupil Personnel
Review and Respond	Continue discussion of adequate space during 2014-15 school year with elementary principals and teacher leaders, monitor measures put into place to remedy the issues, and review results of 2015 TELL survey to determine if growth in this area has been achieved.	Other	08/20/2014	06/30/2015	\$0	Lisa Henson, Director of Student Services Patsy Lindsey, Director of Pupil Personnel
CEIS	Elementary and Middle schools will provide Coordinated Early Intervening Services (CEIS) to students struggling with attendance, academic and/or discipline issues to assist in persistence to graduation efforts.	Academic Support Program	08/14/2013	05/16/2014	\$0	Principals Teachers

Comprehensive District Improvement Plan

Ashland Independent School District

Environmental Issues	Implement project-based learning opportunities for grades 4 through 6 at elementary schools in collaboration with Marathon Petroleum, connecting next-generation science standards and environmental discussions.	Career Preparation/Orientation	08/01/2014	05/18/2015	\$0	Instructional Supervisor Teachers Principals Marathon Petroleum staff and resources
Elementary Science	Kindergarten through grade six teachers will embed engineering component of the next-generation science standards into regular science instruction in order to prepare students for science careers - funding for implementation to come from school section VI funds.	Direct Instruction	08/13/2014	05/18/2015	\$0	Elementary science teachers Content network participants Instructional Supervisor Principals
STEM and STLP	Expand STLP activities to include STEM projects as well as normal projects to address science, engineering and math content and to include more students.	Academic Support Program	08/13/2014	05/18/2015	\$3750	Director of Technology Principals STLP coordinators
LEGO League	Elementary schools will create teams of students to participate in the First LEGO League robotics program to further involvement in science and technology and teach valuable employment and life skills. Each school will be funded for a coach/coordinator.	Academic Support Program	08/13/2014	05/18/2015	\$3750	District Technology Coordinator Principals First LEGO League coaches
Health Services and Occupation Awareness	Elementary health, physical education, and guidance teachers will address health services and health occupation awareness in their curricula to include career fairs, health awareness projects, etc., in collaboration with King's Daughters Medical Center.	Academic Support Program	08/13/2014	05/18/2015	\$0	Instructional Supervisor Principals Teachers KDMC staff
Total					\$7500	

Charles Russell Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Obtain Information on Adequate Space	Review space utilization in elementary schools with regards to classrooms, teacher assignments and student teacher ratios to determine if overcrowding is an issue.	Other	02/10/2014	03/17/2014	\$0	Lisa Henson, Director of Student Services Patsy Lindsey, Director of Pupil Personnel

Comprehensive District Improvement Plan

Ashland Independent School District

Determine Underlying Causes	Principal and teacher leaders of elementary schools meet with representatives of the central office to discuss possible reasons for teachers having inadequate space to work productively (e.g., student-teacher ratio, itinerant teachers, etc.) and to determine means of resolving conflicts.	Other	04/14/2014	05/12/2014	\$0	Lisa Henson, Director of Student Services Patsy Lindsey, Director of Pupil Personnel
Review and Respond	Continue discussion of adequate space during 2014-15 school year with elementary principals and teacher leaders, monitor measures put into place to remedy the issues, and review results of 2015 TELL survey to determine if growth in this area has been achieved.	Other	08/20/2014	06/30/2015	\$0	Lisa Henson, Director of Student Services Patsy Lindsey, Director of Pupil Personnel
CEIS	Elementary and Middle schools will provide Coordinated Early Intervening Services (CEIS) to students struggling with attendance, academic and/or discipline issues to assist in persistence to graduation efforts.	Academic Support Program	08/14/2013	05/16/2014	\$0	Principals Teachers
Environmental Issues	Implement project-based learning opportunities for grades 4 through 6 at elementary schools in collaboration with Marathon Petroleum, connecting next-generation science standards and environmental discussions.	Career Preparation/Orientation	08/01/2014	05/18/2015	\$0	Instructional Supervisor Teachers Principals Marathon Petroleum staff and resources
Elementary Science	Kindergarten through grade six teachers will embed engineering component of the next-generation science standards into regular science instruction in order to prepare students for science careers - funding for implementation to come from school section VI funds.	Direct Instruction	08/13/2014	05/18/2015	\$0	Elementary science teachers Content network participants Instructional Supervisor Principals
STEM and STLP	Expand STLP activities to include STEM projects as well as normal projects to address science, engineering and math content and to include more students.	Academic Support Program	08/13/2014	05/18/2015	\$3750	Director of Technology Principals STLP coordinators

Comprehensive District Improvement Plan

Ashland Independent School District

LEGO League	Elementary schools will create teams of students to participate in the First LEGO League robotics program to further involvement in science and technology and teach valuable employment and life skills. Each school will be funded for a coach/coordinator.	Academic Support Program	08/13/2014	05/18/2015	\$3750	District Technology Coordinator Principals First LEGO League coaches
Health Services and Occupation Awareness	Elementary health, physical education, and guidance teachers will address health services and health occupation awareness in their curricula to include career fairs, health awareness projects, etc., in collaboration with King's Daughters Medical Center.	Academic Support Program	08/13/2014	05/18/2015	\$0	Instructional Supervisor Principals Teachers KDMC staff
Total					\$7500	

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	08/14/2013	05/16/2014	\$106152	Principal, Credit Recovery Teacher, Alternative School Teachers
Total					\$106152	

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) declined from 86.1% to 84.7% on the district level, the high school's rate increased. In addition, the more accurate Cohort Graduation Rate showed that seniors in the district graduated at a 94% rate, nearly 8% higher than the state average. 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 6.2 percent to 54.6 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 three years ago, however it still exceeds the state average.

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 did not meet delivery targets set for 2013. However, reading scores for the gap group did at all three levels (elementary, middle, and high). Middle school math for gap students did not reach the delivery target, however, their score not only exceeded the growth at the state level, but was higher than state average. Math scores for gap students at the elementary and high school levels grew at a higher rate than state average, but still remained below that 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, math at the middle school, social studies at all levels, on-demand writing and language mechanics at all levels, and science at the elementary and high school levels..

Additionally, students at all levels posted very good growth results. These numbers were especially middle school math where over two-thirds of students met growth.

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 still lags behind the state average at the elementary and high school levels. More than 20% of students at these two levels scored novice on the mathematics assessments. Mathematics has the lowest combined percentage of proficient or higher students in the district at 40%, a number that remained constant from 2012. This remains an area of need.

On-demand writing continues to have the second lowest combined percentage of proficient or higher students at 53.4% up from 46.5% in 2012. Elementary score of 46% proficient or higher represented a double-digit increase over 2012.

Another area of concern is growth. Most of our schools saw decreases in growth scores for both reading and mathematics. Attention to benchmark and common formative assessments and student growth on these measurements will inform teachers of student progress. The high percentage of novice-scoring students on high school EOC assessments (26.3% English 10, 29.4% Algebra II, and 26.4% US History) points towards the need for interventions and possible extended-school sessions for low-performing students.

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 2013 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 several 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. Ensuring growth is as well. 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.

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 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 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

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

Goal 1:

Increase the 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 50.6% in 2013 to 56% by 05/30/2014 as measured by K-PREP.

Strategy1:

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

Research Cited:

Activity - Appropriate Staffing Decisions	Activity Type	Begin Date	End Date	Funding Amount & Source	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	Policy and Process	03/03/2014	05/16/2014	\$57827 - Safe Schools \$724933 - Title I Part A \$2350305 - State Funds \$13300593 - General Fund \$1007380 - IDEA	District Finance Director, District Title I Coordinator, District Director of Special Education, Principals, SBDM councils

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

Goal 1:

Increase the percentage of agreement by elementary school respondents on the TELL survey to the statement that teachers have adequate space to work productively from 84% in 2013 to 88% in 2015.

Measurable Objective 1:

collaborate to increase the percentage of agreement by elementary staff to the statement that teachers have adequate space to work productively from 84% to 88% by 06/30/2015 as measured by results of 2015 TELL survey.

Comprehensive District Improvement Plan

Ashland Independent School District

Strategy1:

Professional Information and Responsibility - Central Office staff to collaborate with elementary principals and teacher leaders to identify possible reasons for the low percentage of agreement to the adequate space statement and determine measures for increasing teacher satisfaction.

Research Cited:

Activity - Determine Underlying Causes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and teacher leaders of elementary schools meet with representatives of the central office to discuss possible reasons for teachers having inadequate space to work productively (e.g., student-teacher ratio, itinerant teachers, etc.) and to determine means of resolving conflicts.	Other	04/14/2014	05/12/2014	\$0 - No Funding Required	Lisa Henson, Director of Student Services Patsy Lindsey, Director of Pupil Personnel

Activity - Review and Respond	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue discussion of adequate space during 2014-15 school year with elementary principals and teacher leaders, monitor measures put into place to remedy the issues, and review results of 2015 TELL survey to determine if growth in this area has been achieved.	Other	08/20/2014	06/30/2015	\$0 - No Funding Required	Lisa Henson, Director of Student Services Patsy Lindsey, Director of Pupil Personnel

Activity - Obtain Information on Adequate Space	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review space utilization in elementary schools with regards to classrooms, teacher assignments and student teacher ratios to determine if overcrowding is an issue.	Other	02/10/2014	03/17/2014	\$0 - No Funding Required	Lisa Henson, Director of Student Services Patsy Lindsey, Director of Pupil Personnel

KDE Assurances - District

Introduction

KDE Assurances for Districts

District Assurances

Label	Assurance	Response	Comment	Attachment
1.	All schools in our district have planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of data and information.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	The current school year Comprehensive District Improvement Plan (CDIP) and all our schools Comprehensive School Improvement Plans (CSIPs) are available for stakeholders to examine on the district website.	Yes		

Label	Assurance	Response	Comment	Attachment
3.	All teachers in our district including those providing services to private school students are highly qualified.	No	One high school teacher has emergency certification from state to provide instruction in family consumer science. Teacher has been accepted into MAT program at Eastern Kentucky University in this certification area.	

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

Label	Assurance	Response	Comment	Attachment
5.	All schools in our district notify parents when their children are taught for four or more consecutive weeks by teachers who are not highly qualified. If no, list the schools below.	Yes		

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

Comprehensive District Improvement Plan

Ashland Independent School District

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

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

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

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

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

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

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

Comprehensive District Improvement Plan

Ashland Independent School District

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

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		

Comprehensive District Improvement Plan

Ashland Independent School District

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

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

Label	Assurance	Response	Comment	Attachment
24.	Our district ensures that there is documentation to support the child count for local institutions for neglected children that was submitted to KDE.	No	Not applicable - no local institution for neglected children.	

Label	Assurance	Response	Comment	Attachment
25.	Our district ensures that setaside funds for neglected institutions in the district are expended on identified student needs.	No	Not applicable - no local institution for neglected children.	

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.	No	Not applicable - no local institution for neglected children.	

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		

Comprehensive District Improvement Plan

Ashland Independent School District

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

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

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

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

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

Label	Assurance	Response	Comment	Attachment
35.	For any staff member that does not meet the highly qualified teacher status, the district develops an individual plan to assist them with becoming highly qualified.	Yes	For one teacher with emergency certification, district has obtained acceptance in Eastern Kentucky University's MAT program.	

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

Superintendent Evaluation Assurance

Introduction

The purpose of the Kentucky Superintendent Evaluation Diagnostic is to ensure critical conversations between superintendents and local boards of education are regularly occurring for continuous improvement in each district in Kentucky. Appropriate evidence would include uploaded minutes of the board of education where financial management, facilities and, student performance have been discussed.

Superintendent Evaluation Assurance

Label	Assurance	Response	Comment	Attachment
	The district certifies that the Superintendent Evaluation has been completed and submitted in ASSIST and that all supporting artifacts and evidence have been uploaded to support said responses to show alignment with the Kentucky Board of Education goals for student achievement, operational efficiency and the communication and collaboration of district leadership.	Yes	Completed and submitted 17 December 2013 at 8:48 am	Superintendent Evaluation Report



Superintendent Evaluation Report

Ashland Independent School District

Mr. Stephen Gilmore, Superintendent
1420 Central Avenue
Ashland, KY 41101

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Introduction

The purpose of the Kentucky Superintendent Evaluation Diagnostic is to ensure critical conversations between superintendents and local boards of education are regularly occurring for continuous improvement in each district in Kentucky. Appropriate evidence would include uploaded minutes of the board of education where financial management, facilities and , student performance have been discussed. The superintendents' evaluation diagnostic is to be completed and evidences uploaded in ASSIST.

Superintendent Evaluation

Introduction

The purpose of the Kentucky Superintendent Evaluation Diagnostic is to ensure critical conversations between superintendents and local boards of education are regularly occurring for continuous improvement in each district in Kentucky. Appropriate evidence would include uploaded minutes of the board of education where financial management, facilities and, student performance have been discussed. The superintendents' evaluation diagnostic is to be completed and evidences uploaded in ASSIST by December 20, 2013.

Delivery Targets

	Statement or Question	Response	Rating
Proficiency Delivery Plan:	Increase the averaged combined reading and math K-Prep scores for elementary students	Has Met District Targets	N/A

	Statement or Question	Response	Rating
Proficiency Delivery Plan:	Increase the averaged combined reading and math K-Prep scores for middle students	Has Met District Targets	N/A

	Statement or Question	Response	Rating
Proficiency Delivery Plan:	Increase the averaged combined reading and math EOC scores for high schools	Has Not Met District Targets	N/A

	Statement or Question	Response	Rating
College and Career Readiness Delivery Plan:	Increase the cohort graduation rate	Has Met District Targets	N/A

	Statement or Question	Response	Rating
College and Career Readiness Delivery Plan:	Increase the percentage of students who graduate college and career ready	Has Met District Targets	N/A

	Statement or Question	Response	Rating
Closing Achievement Gap Delivery Plan:	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group	Has Met District Targets	N/A

	Statement or Question	Response	Rating
Next Generation Professionals Delivery Plan:	Increase the percentage of effective teachers	Has Met District Targets	N/A

	Statement or Question	Response	Rating
Next Generation Professionals Delivery Plan:	Increase the percentage of effective principals	Has Met District Targets	N/A

Superintendent Evaluation Report

Ashland Independent School District

Label	Assurance	Response	Comment	Attachment
Delivery Target Supporting Documentation:	Delivery artifacts have been incorporated into the superintendent evaluation process and documented in the artifacts of the LOCAL BOARD MINUTES (UPLOAD OF BOARD MINUTES TO SUPPORT ALL RESPONSES IS REQUIRED).	Yes	Minutes from November board meeting are attached, sections dealing with these items is highlighted.	November 2013 Board Minutes

Resources and Support Systems

	Statement or Question	Response	Rating
Operational Budget:	Establishes a balanced operational budget for school programs and activities which include correct prior year audit findings and submit a balanced working and tentative budget that includes the required 2% contingency	Has Met District Targets	N/A

	Statement or Question	Response	Rating
Resources:	Resources are allocated and expended to support instruction and improve student learning: All TELL Survey Questions relating to the domain of "Facilities and Resources" show improvement from the prior year's results	Has Met District Targets	N/A

	Statement or Question	Response	Rating
Compliance (legal, ethical and policy):	Maintain compliance with legal, ethical and policy standards: External audit for the 2013-14 school year will indicate 0 violations of ethics and policy standards	Has Met District Targets	N/A

	Statement or Question	Response	Rating
Direct Communication:	Effectively communicate the district's budget and resource allocation to the local board: Provide budget updates to the board at every regularly scheduled meeting	Has Met District Targets	N/A

Label	Assurance	Response	Comment	Attachment
Resource/Support System Supporting Documentation:	Delivery artifacts have been incorporated into the superintendent evaluation process and documented in the artifacts of the LOCAL BOARD MINUTES (UPLOAD OF BOARD MINUTES TO SUPPORT ALL RESPONSES IS REQUIRED).	Yes	Attached file contains minutes from board meetings in September, October, and November 2013 with sections documenting elements of this part highlighted. In addition, excerpts from the annual financial audit that provide evidence of compliance are inserted in the October minutes.	Board Minutes September, October, November 2013

Facilities/Support Systems

	Statement or Question	Response	Rating
a)	Teachers have sufficient access to appropriate instructional materials.	Agree	N/A

	Statement or Question	Response	Rating
b)	Teachers have sufficient access to instructional technology, including computers, printers, software and internet access.	Strongly Agree	N/A

	Statement or Question	Response	Rating
c)	Teachers have access to reliable communication technology, including phones, faxes and email.	Strongly Agree	N/A

	Statement or Question	Response	Rating
d)	Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	Strongly Agree	N/A

	Statement or Question	Response	Rating
e)	Teachers have sufficient access to a broad range of professional support personnel.	Agree	N/A

	Statement or Question	Response	Rating
f)	The school environment is clean and well maintained.	Agree	N/A

	Statement or Question	Response	Rating
g)	Teachers have adequate space to work productively.	Agree	N/A

	Statement or Question	Response	Rating
h)	The physical environment of classrooms in this school supports teaching and learning.	Agree	N/A

Superintendent Evaluation Report

Ashland Independent School District

	Statement or Question	Response	Rating
i)	The reliability and speed of Internet connections in this school are sufficient to support instructional practices.	Agree	N/A

Label	Assurance	Response	Comment	Attachment
Resource/Support System Supporting Documentation:	Delivery artifacts have been incorporated into the superintendent evaluation process and documented in the artifacts of the LOCAL BOARD MINUTES (UPLOAD OF BOARD MINUTES TO SUPPORT ALL RESPONSES IS REQUIRED).	Yes	Attached file contains minutes from November 2013 board meeting with sections detailing discussion of TELL survey facilities highlighted.	November 2013 Board Minutes

School Safety Assurance

Introduction

In response to recent tragic events in our nation's schools, during the 2013 legislative session the Kentucky General Assembly took action, through the passage of Senate Bill 8/House Bill 354, to assure that our schools are safer places for students and staff to work and learn. Among other things, SB8/HB354 required changes to emergency plan requirements, the development of school safety practices, and additional severe weather, lockdown and earthquake drills. The bill also required local school district superintendents to verify to the Kentucky Department of Education that all schools in the district are in compliance with these requirements. This diagnostic is the means by which this reporting is accomplished.

School Safety Assurance

Label	Assurance	Response	Comment	Attachment
	The district certifies that the it has submitted the required School Safety diagnostic in ASSIST to verify that it is in compliance with SB/HB354 to assure schools are safer places for students and staff and that school safety practices are being developed and are in place.	Yes	Completed October 2013 and submitted.	School Safety Assurance Diagnostic



School Safety Diagnostic

Ashland Independent School District

Mr. Stephen Gilmore, Superintendent
1420 Central Avenue
Ashland, KY 41101

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Introduction

In response to recent tragic events in our nation's schools, during the 2013 legislative session the Kentucky General Assembly took action, through the passage of Senate Bill 8/House Bill 354, to assure that our schools are safer places for students and staff to work and learn. Among other things, SB8/HB354 required changes to emergency plan requirements, the development of school safety practices, and additional severe weather, lockdown and earthquake drills. The bill also required local school district superintendents to verify to the Kentucky Department of Education that all schools in the district are in compliance with these requirements. This diagnostic is the means by which this reporting is accomplished.

School Safety Adoption Requirements

Label	Assurance	Response	Comment	Attachment
1.	Has the board required each school council, or if none exists, the principal, to adopt an emergency plan to include procedures to be followed in case of fire, severe weather, or earthquake, or if a building lockdown is required?	Yes		

Label	Assurance	Response	Comment	Attachment
A.	Does each school have a written Emergency Management Plan (EMP)?	Yes		

Label	Assurance	Response	Comment	Attachment
B.	Did each SBDM Council adopt a policy requiring the development and adoption of an EMP? Provide the date of adoption in the comments box below.	Yes	Poage - 3/13; Blazer, Verity, Crabbe, Hager, Oakview, Charles Russell - 10/13	

Label	Assurance	Response	Comment	Attachment
C.	Did each SBDM Council adopt an EMP? Provide the date of adoption in the comments box below.	Yes	Poage - 3/13; Blazer, Verity, Crabbe, Hager, Oakview, Charles Russell - 10/13	

Label	Assurance	Response	Comment	Attachment
D.	Has each school provided local first responders with a copy of the school's EMP and a copy of the school's floor plan?	Yes		

Label	Assurance	Response	Comment	Attachment
E.	Has each school's EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)? Provide the date of adoption in the comments box below.	Yes	Poage - 3/13; Blazer, Verity, Crabbe, Hager, Oakview, Charles Russell - 10/13	

Label	Assurance	Response	Comment	Attachment
F.	Was each school's EMP reviewed with the faculty and staff prior to the first instructional day of the school year? Provide the date of adoption in the comments box below.	Yes	All schools reviewed on 8/13/2013; some schools reviewed the draft emp prior to final adoption by school council.	

School Safety Diagnostic

Ashland Independent School District

Label	Assurance	Response	Comment	Attachment
G.	Were local law enforcement and/or fire officials invited to review each school's EMP?	Yes		

School Safety Implementation Requirements

Label	Assurance	Response	Comment	Attachment
1.	Has the board required each school council, or if none exists, the principal, to implement the following school safety requirements?	Yes		

Label	Assurance	Response	Comment	Attachment
A.	In each school, are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?	Yes		

Label	Assurance	Response	Comment	Attachment
B.	In each school, has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room? Provide the date of Fire Marshal visit for each school in the comments box below.	Yes	Paul Blazer HS - 7/12/13 Crabbe Elementary - 7/17/13 Charles Russell Elementary - 7/19/13 Oakview Elementary - 7/22/13 Central Office - 7/22/13 George M Verity MS - 7/23/13 Poage Elementary - 7/24/13 Hager Elementary - 7/26/13	

Label	Assurance	Response	Comment	Attachment
C.	Have practices been developed in each school for students to follow during an earthquake?	Yes		

Label	Assurance	Response	Comment	Attachment
D.	Has each school developed and adhered to practices designed to ensure control of access to the school (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in, display of identification badges)?	Yes		

Label	Assurance	Response	Comment	Attachment
E.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm TARGET=" _blank"> Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes		

School Safety Diagnostic

Ashland Independent School District

Label	Assurance	Response	Comment	Attachment
F.	In each school, are processes in place to ensure all four emergency response drills (Fire in compliance with Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	Yes		

School Safety Assurance

Label	Assurance	Response	Comment	Attachment
	The district certifies that the it has submitted the required School Safety diagnostic in ASSIST to verify that it is in compliance with SB/HB354 to assure schools are safer places for students and staff and that school safety practices are being developed and are in place.	Yes - We certify the above assurance		

Compulsory Attendance Age (Senate Bill 97) Assurance

Introduction

Senate Bill 97 authorizes local school boards to pass a district-wide policy extending the compulsory school age requirement from age 16 to age 18 for all students residing in the district. When fifty-five percent of the school districts in the state adopt such a policy, all remaining school districts are required to do so, effective with the school year that occurs four (4) years after the 55% threshold is met. The 55% threshold of 96 districts was met in July of this year, activating the requirement for all remaining school districts to enact a policy within the statutory time frame.

Compulsory Attendance Age (Senate Bill 97)

Label	Assurance	Response	Comment	Attachment
	The Board certifies that the Raising the Compulsory Attendance Age diagnostic has been completed and submitted in ASSIST and that all supporting artifacts have been uploaded to support said responses to show alignment with Senate Bill 97.	Yes	Created September 2013 and submitted.	Compulsory Attendance Age Diagnostic



Compulsory Attendance Age (Senate Bill 97)

Ashland Independent School District

Mr. Stephen Gilmore, Superintendent
1420 Central Avenue
Ashland, KY 41101

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Introduction

The Kentucky General Assembly recently passed Senate Bill 97, which gives local boards of education the authority to adopt policies that raise the compulsory attendance age from 16 to 18. Those policies would then take effect beginning in the 2015-2016 school year. The Kentucky Board of Education passed a resolution encouraging local boards to adopt the policy as early as June 25, 2013 (effective date of SB97). SB 97 requires that a local board of education adopting such a policy certify to the Kentucky Department of Education (KDE) that the district has, or will have, programs to meet the needs of potential dropouts. Implementation of the policy is contingent on notice of approval by the KDE.

Compulsory Attendance Age (Senate Bill 97)

Ashland Independent School District

Compulsory Attendance Age (Senate Bill 97)

Label	Assurance	Response	Comment	Attachment
1.	The Board understands and agrees to provide KDE with assurances of program compliance with the evaluation criteria and to include in their comprehensive plan the goals, strategies and activities necessary to address the needs of students at risk of dropping out of school. The Board agrees to undergo KDE monitoring processes and provide documentation necessary to verify compliance.	Yes	CDIP includes strategies to address needs of students at risk of dropping out of school.	

Label	Assurance	Response	Comment	Attachment
2.	The Board understands that in order to complete the process, the district shall upload into ASSIST a signed copy of the Certifications document, the approved policy and board minutes. Superintendent shall send an email to SB97@education.ky.gov confirming the upload of the documents	Yes	School board agreed unanimously to raise the compulsory attendance age to 18 beginning in the 2017-18 school year during its 22 July 2013 regular meeting. Later in that meeting, the board approved first reading of revised policy 09.122 on attendance requirements which included wording on the change to the compulsory attendance age. On 26 August 2013, the school board had second reading of the revised 09.122 policy on attendance requirements which approved the final reading of the policy to raise the compulsory attendance age to 18 beginning in the 2017-18 school year.	SB97_Certification_Policy_BOEMinutes