



Comprehensive District Improvement Plan

Ashland Independent

1820 Hickman St
Ashland, KY 41101

TABLE OF CONTENTS

Introduction	1
Phase I - Equitable Access to Effective Educators District Diagnostic	
Introduction	3
Equitable Access to Effective Educators - District	4
Phase I - GAP Target Assurance	
Introduction	9
Gap Target Assurance	10
Phase I - Needs Assessment	
Introduction	12
Data Analysis	13
Areas of Strengths	14
Opportunities for Improvement	15
Oversight and Monitoring	16
Conclusion	17
2016-17 AISD Comprehensive District Improvement Plan	
Overview	19
Goals Summary	20
Goal 1: Increase the percentage of students who are college and career ready from 34% to 73.5% by 2017	21

Goal 2: Increase the averaged combined reading and math K-PREP scores for elementary and middle students from 44% to 72% in 2017	25
Goal 3: Increase the average freshman graduation rate from 76% to 93.8% by 2020	28
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	30
Goal 5: Increase the percentage of agreement by respondents on the TELL survey to the statement that class sizes are reasonable such that teachers have the time available to meet the needs of all students from 68.1% in 2015 to 72% in 2017.	33
Goal 6: Increasing the Percentage of Effective Teachers and Leaders	34
 Activity Summary by Funding Source	 37
 Activity Summary by School	 49
 Phase II - Assurances - District	
 Introduction	 66
 District Assurances	 67
 Phase II - Compliance and Accountability - Districts	
 Introduction	 74
 Planning and Accountability Requirements	 75
 Executive Summary	
 Introduction	 79
 Description of the School System	 80
 System's Purpose	 81
 Notable Achievements and Areas of Improvement	 82
 Additional Information	 83

Introduction

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

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

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

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

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

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

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

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

Phase I - Equitable Access to Effective Educators District Diagnostic

Introduction

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

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

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

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

Equitable Access to Effective Educators - District

Label	Assurance	Response	Comment	Attachment
District Equity Data (1)	Complete the District Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration. *Self-selected data could come from a variety of sources. It should be relevant to the needs of the district. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data; TELL results; turnover data. **The district should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:	I acknowledge that I have uploaded the District Equity Data.		2017 District Equity Diagnostic

Provide a brief analysis the of district data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.

Some changes to rank order of schools with highest percentage of students in poverty, which may alter method of budgeting Title funds for the future. The percentage of students with disability continues to climb with very high numbers/percentages at three of our elementary schools. The self-selected indicator of days absence was chosen because it was felt that this would be a good leading measure for student success/achievement.

After the data analysis is complete, the district will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.

Surprisingly, school with the highest percentage of non-tenured teachers is one of the highest performing schools in the district (distinguished). Additionally, school with second highest poverty and disability rate was also a distinguished school last year. School with highest rate of poverty and disability is the lowest performing school. Higher rates of funding are directed towards this school.

Comprehensive District Improvement Plan

Ashland Independent

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

Strategies and Activities Equitable access to effective educators must be reflected in the Comprehensive District Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the district in meeting the goals set in the previous section. If there are strategies and activities within one of the five major goals of the CDIP, which adequately addresses equitable access, the district may select the appropriate goal, objective, strategies and activities.

OR

The district may create a new goal to address equitable access to effective educators. Once a new goal has been created, the district will need to include appropriate objectives, strategies and activities.

The district may choose to provide an optional narrative response to include any additional information, but this is not required.

Goal 1:

Increasing the Percentage of Effective Teachers and Leaders

Measurable Objective 1:

collaborate to increase the percentage of Exemplary/Accomplished teachers and leaders from 91% to 93% by 05/18/2017 as measured by the professional growth and effectiveness system.

Strategy1:

Teacher and Principal PGES - Review components of TPGES and PPGES with all stakeholders to include expectations and responsibilities for teachers and leaders with regards to required goal and growth plan development and student growth.

Category: Teacher PGES

Research Cited:

Comprehensive District Improvement Plan

Ashland Independent

Activity - Student Growth, Probes and Data Collection	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers meet in grade or content-alike groups to develop student growth goals, pre-assessments and probes for monitoring growth for the 2016-17 school year, and monitor effectiveness of these instruments throughout the year.	Professional Learning	06/01/2016	05/18/2017	\$0 - No Funding Required	Central Office Staff Principals Teachers

Activity - Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide support to teachers and principals in developing student growth goals around baseline data, post student growth probes and formative assessments on website for all teachers, provide work sessions for principals to address conferencing strategies and support principals in mid-year conferencing with teachers when discussing goal implementation and progress, provide peer observers a work session to discuss best practices and conferencing/coaching practices and CIITS utilization, and conference with principals and teachers following summative conferences to discuss suggestions for future modifications to implementation plan.	Professional Learning	06/01/2016	05/18/2017	\$0 - No Funding Required	Central Office Staff Principals Teachers

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Confirm that all leaders have current observation certification and review requirements of the system as it pertains to the certified evaluation plan. All required staff to re-certify with Danielson Framework.	Professional Learning	07/01/2016	08/12/2016	\$5000 - General Fund	Superintendent Central Office Staff Principals Assistant Principals

Activity - Participation in various leadership networks and development opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Selected individuals of the leadership team and teachers will participate in conferences and meetings to be more knowledgeable about Kentucky Academic Standards, PGES, curriculum, etc..	Professional Learning	08/10/2016	05/18/2017	\$4500 - Title I Part A	Central Office Principals Selected Teachers

Strategy2:

Increase Equitable Access - Promote equity through a review of funding and staffing at schools, principal effectiveness, teacher preparation, effectiveness and perceptions, student growth and recruitment/induction practices that leads to designing programs to assist new teachers in experiencing success for themselves and their students during the first year of service in the district.

Category: Professional Learning & Support

Research Cited:

Activity - Funding and Staffing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review district policies and procedures for school funding and staffing to ensure that they provide equity for all schools and students.	Policy and Process	01/04/2017	01/30/2017	\$0 - No Funding Required	Superintendent Board of Education Central Office Staff

Comprehensive District Improvement Plan

Ashland Independent

Activity - PGES	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review results of professional growth and evaluation system and certified evaluations that arise from it to determine if inequities exist in particular schools/grades and work with school leaders to identify solutions to inequities and remediation plans for individual staff members.	Professional Learning	01/04/2017	05/18/2017	\$0 - No Funding Required	Superintendent Central Office Staff Principals

Activity - Promoting Effectiveness and Retention for New Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To assist new staff in experiencing success, provide a beginning of year induction program and schedule regular meetings throughout the year for teachers new to the district to discuss issues related to basic district procedures, utilization of resources, classroom management, curriculum and instruction, assessment and other topics as identified by the group.	Recruitment and Retention	08/01/2017	05/30/2018	\$1000 - General Fund	Central Office Staff Principals Teacher Leaders Teachers

Activity - Student Placement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Encourage principals and school-based decision making councils to have scheduling procedures that require student assignment to classes provide for equal opportunity and equal access to highly effective teachers and accelerated courses	Policy and Process	01/04/2017	05/18/2017	\$0 - No Funding Required	Central Office Staff Principals SBDM councils

Activity - Recruitment and Hiring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Encourage principals to attend job fairs at local colleges and universities in order to identify potential candidates and to use a stringent vetting process prior to offering employment.	Recruitment and Retention	02/01/2017	08/01/2017	\$0 - No Funding Required	Principals SBDM Councils

Phase I - GAP Target Assurance

Introduction

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

Gap Target Assurance

Label	Assurance	Response	Comment	Attachment
	As superintendent of the district, I hereby certify that:	No school in the district has failed to meet its gap target for two (2) consecutive years.		

Phase I - Needs Assessment

Introduction

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

Data Analysis

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

What does the data/information not tell you?

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 our on-time graduation rate has declined. The 4-year adjusted cohort graduation rate increased slightly from 93.2% to 93.5%, still a little above the state average, but we did not meet our goal.

The College/Career Readiness (CCR) rate took a fall last year, from 76.8 to 63.2. Much of this had to do with a different method of calculating totals for early graduates.

With regards to gaps, students in poverty and those with a disability continue to be most in need. The performance of these groups trailed significantly behind the overall scores at each level in reading and mathematics.

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 exceeded the state average in several areas including reading, writing and language mechanics at the elementary level, all areas at the middle level and all areas except reading at the high school level.

Gap group scores at the middle and high school levels were higher than state averages and student growth percentile scores outpaced state averages at all three levels.

The interim assessment Measures of Academic Progress (MAP) continues to be very useful for many of our teachers in helping students set realistic goals, identifying specific needs, monitoring progress and determining if students are on track for proficiency. We will continue to utilize this tool.

Opportunities for Improvement

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

Mathematics scores at the elementary level continue to be an area for improvement, as does social studies.

The discrepancy between on-demand writing scores at the high school (NAPD of 81.3) compared to the other levels (NAPD in the 60's) still exists and needs further focus.

The high number of novice performers on the high school English 10 assessment (34.2%) remains a concern.

Novice reduction is a primary objective for all schools. Some did an excellent job in meeting and exceeding their goals, but others have much work to do. Reaching these goals would greatly improve scores and more importantly demonstrate that our students are being much more successful and nearing proficiency.

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 10 and utilize the results 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 continue to administer common formative assessments across grade levels in mathematics, reading and writing to measure students' 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 assist building-level administrators in determining if teachers and schools are employing best practices in the classroom.

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 2016 accountability report reflect much of the hard work that has been exerted by the teachers and the staff of the Ashland Independent Schools over the past years. Adopting new practices and teaching styles while incorporating new standards has been a tremendous undertaking. The effort has proven to be successful at some levels and schools to this point with three distinguished schools and the district nearing the distinguished level as well.

There are obvious areas in need of improvement. Mathematics overall and elementary/middle level on-demand writing are specific content areas that are of concern. Ensuring growth and reducing the percentage of students scoring novice across all content areas as well. There continues to be a great need to address the assessment performance and achievement 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 and success on the rise. Teacher preparation and effectiveness is one of these areas.

2016-17 AISD Comprehensive District Improvement Plan

Overview

Plan Name

2016-17 AISD Comprehensive District Improvement Plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the percentage of students who are college and career ready from 34% to 73.5% by 2017	Objectives: 1 Strategies: 4 Activities: 19	Organizational	\$619718
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: 10	Organizational	\$19249186
3	Increase the average freshman graduation rate from 76% to 93.8% by 2020	Objectives: 1 Strategies: 3 Activities: 6	Organizational	\$157930
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: 3 Activities: 9	Organizational	\$140978
5	Increase the percentage of agreement by respondents on the TELL survey to the statement that class sizes are reasonable such that teachers have the time available to meet the needs of all students from 68.1% in 2015 to 72% in 2017.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0
6	Increasing the Percentage of Effective Teachers and Leaders	Objectives: 1 Strategies: 2 Activities: 9	Organizational	\$10500

Goal 1: Increase the percentage of students who are college and career ready from 34% to 73.5% by 2017

Measurable Objective 1:

collaborate to increase the percentage of graduates college/career ready from 63.2% in 2016 to 81.4% by 05/31/2017 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

Category:

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	08/10/2016	05/18/2017	\$125000	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

Category:

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	08/10/2016	05/18/2017	\$0	No Funding Required	District Instructional Supervisor, Principal, Teachers

Activity - Interim Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize the ACT prep program with juniors to prepare them for ACT assessment and to provide teachers with more detailed information when determining instructional needs for individual students - GEAR UP Schools: Paul G. Blazer High School	Academic Support Program	12/01/2016	02/28/2017	\$0	No Funding Required	Principal Counselors Teachers

Comprehensive District Improvement Plan

Ashland Independent

Strategy 3:

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

Category:

Activity - Preparing for Pathways	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>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</p> <p>Schools: Paul G. Blazer High School</p>	Career Preparation/Orientation	08/10/2016	05/18/2017	\$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
<p>Implement project-based learning opportunities for grades 4 and 5 at elementary schools in collaboration with Marathon Petroleum, connecting next-generation science standards and environmental discussions.</p> <p>Schools: Charles Russell Elementary School, Crabbe Elementary School, Poage Elementary School, Oakview Elementary School, Hager Elementary School</p>	Career Preparation/Orientation	08/10/2016	05/18/2017	\$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
<p>Kindergarten through grade five 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.</p> <p>Schools: Charles Russell Elementary School, Crabbe Elementary School, Poage Elementary School, Oakview Elementary School, Hager Elementary School</p>	Direct Instruction	08/10/2016	05/18/2017	\$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
<p>Expand STLP activities to include STEM projects as well as normal projects to address science, engineering and math content and to include more students.</p> <p>Schools: Charles Russell Elementary School, Crabbe Elementary School, Poage Elementary School, Oakview Elementary School, Hager Elementary School</p>	Academic Support Program	08/10/2016	05/18/2017	\$4000	General Fund	Director of Technology Principals STLP coordinators

Comprehensive District Improvement Plan

Ashland Independent

Activity - LEGO League	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Elementary and middle 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.</p> <p>Schools: Charles Russell Elementary School, Ashland Middle School, Crabbe Elementary School, Poage Elementary School, Oakview Elementary School, Hager Elementary School</p>	Academic Support Program	08/10/2016	05/18/2017	\$9600	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
<p>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.</p> <p>Schools: Charles Russell Elementary School, Crabbe Elementary School, Poage Elementary School, Oakview Elementary School, Hager Elementary School</p>	Academic Support Program	08/10/2016	05/18/2017	\$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
<p>Students in the middle school will be involved in Project Lead The Way Gateway Modules to include Automation and Robotics, Design and Modeling, Science of Technology, Medical Detectives, Magic of Electrons and Energy and the Environment.</p> <p>Schools: Ashland Middle School</p>	Direct Instruction	08/10/2016	05/18/2017	\$0	No Funding Required	Title I Coordinator Instructional Supervisor Principal Teachers
Activity - Early College	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>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. Utilize KHEAA Dual Credit Scholarship Funds.</p> <p>Schools: Paul G. Blazer High School</p>	Direct Instruction	08/10/2016	05/18/2017	\$52000	General Fund, Grant Funds	Principal Teachers Superintendent
Activity - Career Prep and Vocations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Comprehensive District Improvement Plan

Ashland Independent

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	01/03/2017	05/18/2017	\$0	No Funding Required	Central Office Staff Principal SBDM Teachers
Activity - Biomedical Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue implementation of Project Lead The Way Biomedical Sciences Program at the high school to include offerings of Principles of the Biomedical Sciences, Human Body Systems, Medical Interventions, and Biomedical Innovation. Full implementation of MNA and Phlebotomy programs with dual-credit offered during the 2016-17 school year. Schools: Paul G. Blazer High School	Direct Instruction	08/10/2016	05/18/2017	\$80000	General Fund	Instructional Supervisor Principal SBDM Teacher
Activity - Construction Pathway - High School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue implementation of construction pathway at the high school, with offerings of introduction to construction tech and lab, floor and wall, ceiling and roof, site layout and foundations, engineering design, introduction to and advanced manufacturing. Schools: Paul G. Blazer High School	Direct Instruction	08/10/2016	05/18/2017	\$41000	General Fund	Instructional Supervisor Principal SBDM Teacher
Activity - Elementary PLTW Launch Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructors in primary and intermediate will provide instruction K-5 using 24 modules aligned to grade level standards in Math, ELA and science, applying STEM concepts. Schools: Charles Russell Elementary School, Crabbe Elementary School, Poage Elementary School, Oakview Elementary School, Hager Elementary School	Direct Instruction	08/10/2016	05/18/2017	\$308118	Title I Part A	District Instructional Supervisor Elementary Principals Teachers
Activity - Transition for Rising Freshmen	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Work collaboratively with middle and high school to plan and provide multiple transition activities for incoming freshmen and their parents regarding available career pathways. Schools: Ashland Middle School, Paul G. Blazer High School	Career Preparation/Orientation	01/03/2017	08/09/2017	\$0	No Funding Required	Principals Guidance Counselors CTE Teachers Instructional Supervisor

Comprehensive District Improvement Plan

Ashland Independent

Activity - Career Pathway Informative Document	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop/revise a career pathway program document to include pre-requisites, sequence of major coursework, certification options and sample occupations arising from each pathway for students and parents to use in planning high school coursework Schools: Paul G. Blazer High School	Career Preparation/Orientation	01/03/2017	03/01/2017	\$0	No Funding Required	Principal Guidance Counselors CTE Teachers Instructional Supervisor

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

Category:

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	08/10/2016	05/18/2017	\$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	08/10/2016	05/18/2017	\$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 averaged overall percentage of students scoring proficient or higher in reading and math for all students of the Ashland Independent schools from 52.4% in 2016 to 65.2% by 05/31/2017 as measured by K-PREP.

Comprehensive District Improvement Plan

Ashland Independent

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.

Category:

Activity - Ensuring CIITS Access	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Determine district-level of access and engagement with CIITS by ensuring that all work e-mail addresses for teachers and leaders are entered in Infinite Campus and roles are entered accurately and consistently across the district Schools: All Schools	Policy and Process	08/10/2016	05/18/2017	\$0	No Funding Required	Director of Technology

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, analysis of data, reporting and utilization for PGES Teachers and Principals. Schools: All Schools	Professional Learning	08/10/2016	05/18/2017	\$0	No Funding Required	Director of Technology and Professional Development

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

Category:

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-10 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	08/10/2016	05/18/2017	\$34950	General Fund, Title I Part A	Director of Student Achievement

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

Ashland Independent

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	08/10/2016	05/18/2017	\$292700	Read to Achieve, Title I Part A, Other, IDEA	District Title I Coordinator Director of Special Education 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

Category:

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, english language arts and science. Schools: All Schools	Professional Learning	08/10/2016	05/18/2017	\$3600	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 and to provide data to support student growth in connection with PGES Schools: All Schools	Academic Support Program	08/10/2016	05/18/2017	\$0	No Funding Required	District Instructional Supervisor, Principals, Teachers

Activity - Content Networks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide release time for teachers participating in content networks to share information learned from meetings and to plan for distributing to schools without participants Schools: All Schools	Professional Learning	08/10/2016	05/18/2017	\$500	General Fund	District Instructional Supervisor, Principals, Network participants

Comprehensive District Improvement Plan

Ashland Independent

Activity - PIMSER	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Elementary and middle school participants will gain knowledge and skill in providing instruction that will lead to greater students success. Schools: Charles Russell Elementary School, Ashland Middle School, Crabbe Elementary School, Poage Elementary School, Oakview Elementary School, Hager Elementary School	Professional Learning	08/10/2016	05/18/2017	\$4246	Title I Part A	Principals Teachers Title I Coordinator Instructional Supervisor
Activity - Various Professional Development Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Various professional learning opportunities will be provided throughout the school year targeting improved instruction in the areas of reading, math, science and social studies as well as other content areas. Schools: Charles Russell Elementary School, Ashland Middle School, Crabbe Elementary School, Poage Elementary School, Oakview Elementary School, Hager Elementary School	Professional Learning	08/10/2016	05/18/2017	\$100000	Title I Part A	Professional Development Coordinator Instructional Supervisor Title I Coordinator Principals Teachers

Strategy 4:

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

Category:

Activity - Appropriate Staffing Decisions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ensure that instructional staffing budgets allocated to schools is sufficient to keep student-teacher ratios within board policy and that staff are assigned teaching duties in a manner that is supportive to students from all demographic groups with regards to teacher experience, qualifications, and certification Schools: All Schools	Policy and Process	08/10/2016	05/18/2017	\$18813190	State Funds, Safe Schools, General Fund, IDEA, Title I Part A	District Finance Director, District Title I Coordinator, District Director of Special Education, Principals, SBDM councils

Goal 3: Increase the average freshman graduation rate from 76% to 93.8% by 2020

Measurable Objective 1:

Comprehensive District Improvement Plan

Ashland Independent

collaborate to increase the 5-year cohort graduation rate from 93.5% in 2016 to 94.6% by 05/31/2017 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

Category:

Activity - Credit Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide funding to high 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: Paul G. Blazer High School	Academic Support Program	08/10/2016	05/18/2017	\$112050	General Fund, IDEA	Principal, Credit Recovery Teacher,
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, Ashland Middle School, Crabbe Elementary School, Poage Elementary School, Oakview Elementary School, Hager Elementary School	Academic Support Program	08/10/2016	05/18/2017	\$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
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	08/10/2016	05/18/2017	\$45880	General Fund	Director of Student Services Social Workers

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

Category:

Activity - Preparing for Pathways	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive District Improvement Plan

Ashland Independent

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	08/10/2016	05/18/2017	\$0	No Funding Required	Central Office Staff, Principal, Guidance Counselors, CTE Teachers
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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: Ashland Middle School, Paul G. Blazer High School	Career Preparation/Orientation	08/10/2016	05/18/2017	\$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

Category:

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: Ashland Middle School, Paul G. Blazer High School	Career Preparation/Orientation	08/10/2016	05/18/2017	\$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 41% in 2016 to 56.1% by 05/18/2017 as measured by K-PREP.

Strategy 1:

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

Category:

Comprehensive District Improvement Plan

Ashland Independent

Activity - Instructional Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>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, english language arts and science consultants (funding for this activity is reflected in Goal 2, Strategy 3, Activity 1)</p> <p>Schools: All Schools</p>	Direct Instruction	08/10/2016	05/18/2017	\$0	No Funding Required	District Instructional Supervisor, District Professional Development Coordinator, Math, ELA and Science Consultants, Principals, Teachers

Activity - PIMSER	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Elementary and middle school teacher participants will gain knowledge and skill in providing highly effective instruction that will lead to greater student success, focusing on struggling students. (Funding for this activity is included in Goal 2, Strategy 3, Activity 4)</p> <p>Schools: Charles Russell Elementary School, Ashland Middle School, Crabbe Elementary School, Poage Elementary School, Oakview Elementary School, Hager Elementary School</p>	Professional Learning	08/10/2016	05/18/2017	\$0	No Funding Required	Principals Teachers Instructional Supervisor

Activity - Various Professional Development Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Various professional learning opportunities will be provided throughout the school year targeting improved instruction in the areas of reading, math, science, social studies and other content areas. Special focus on struggling students. (Funding for this activity included in Goal 2, Strategy 3, Activity 5)</p> <p>Schools: All Schools</p>	Professional Learning	08/10/2016	05/18/2017	\$0	No Funding Required	Principals Teachers Instructional Supervisor Professional Development Coordinator

Strategy 2:

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

Category:

Activity - Interim Reviews	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>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</p> <p>Schools: All Schools</p>	Academic Support Program	08/10/2016	05/18/2017	\$0	No Funding Required	Director of Student Achievement, Principals, Counselors

Comprehensive District Improvement Plan

Ashland Independent

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-10 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 2, Strategy 2, Activity 1)	Academic Support Program	08/10/2016	05/18/2017	\$0	No Funding Required	Director of Student Achievement
Schools: All Schools						

Strategy 3:

Novice Reduction - Identifying those students in the non-duplicated gap group whose academic performance as measured by previous K-PREP assessments or interim benchmarking assessments is significantly below their peers and determining strategies for remediating and raising the achievement level of these students

Category: Continuous Improvement

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 2, Strategy 2, Activity 2)	Academic Support Program	08/10/2016	05/18/2017	\$0	No Funding Required	District Title I Coordinator, Principals, RTI Staff, Classroom Teachers
Schools: All Schools						

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 children and youth who are homeless and/or from low, socioeconomic environments.	Academic Support Program	08/10/2016	05/18/2017	\$94787	Grant Funds, Grant Funds	McKinney Vento Coordinator BB&T Homeless Grant Coordinator FRYSC Coordinators
Schools: All Schools						

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

Ashland Independent

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	08/10/2016	05/18/2017	\$46191	IDEA	Director of Special Education Behavior Specialist
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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 behavior 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	08/10/2016	05/18/2017	\$0	No Funding Required	Teachers Behavior Specialist

Goal 5: Increase the percentage of agreement by respondents on the TELL survey to the statement that class sizes are reasonable such that teachers have the time available to meet the needs of all students from 68.1% in 2015 to 72% in 2017.

Measurable Objective 1:

collaborate to increase the percentage of agreement by staff to the statement that class sizes are reasonable such that teachers have the time available to meet the needs of all students from 68.1% to 72% by 06/30/2017 as measured by results of 2017 TELL survey.

Strategy 1:

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

Category: Management Systems

Activity - Obtain Information on Class Sizes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review class rosters in Infinite Campus and numbers of teachers assigned per course, especially at middle and elementary schools, to determine if class sizes for core and elective/itinerant courses are within expectations for grade level. Schools: All Schools	Other	03/01/2016	10/31/2016	\$0	No Funding Required	Central Office Staff Principals SBDM Councils

Activity - Determine Underlying Causes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive District Improvement Plan

Ashland Independent

Principal and teacher leaders of schools meet with representatives of the central office to discuss possible reasons for teachers' perceptions that class sizes are unreasonable to allow time to meet the needs of all students, and to determine means of resolving conflicts. Schools: All Schools	Other	05/02/2016	10/31/2016	\$0	No Funding Required	Central Office Staff Principals Teacher Leaders
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Activity - Review and Respond	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue discussion of class sizes during 2016-17 school year with principals and teacher leaders, monitor measures put into place to remedy the issues, and review results of 2017 TELL survey to determine if growth in this area has been achieved. Schools: All Schools	Other	08/01/2016	02/01/2017	\$0	No Funding Required	Central Office Staff Principals Teachers

Goal 6: Increasing the Percentage of Effective Teachers and Leaders

Measurable Objective 1:

collaborate to increase the percentage of Exemplary/Accomplished teachers and leaders from 91% to 93% by 05/18/2017 as measured by the professional growth and effectiveness system.

Strategy 1:

Teacher and Principal PGES - Review components of TPGES and PPGES with all stakeholders to include expectations and responsibilities for teachers and leaders with regards to required goal and growth plan development and student growth.

Category: Teacher PGES

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Confirm that all leaders have current observation certification and review requirements of the system as it pertains to the certified evaluation plan. All required staff to re-certify with Danielson Framework. Schools: All Schools	Professional Learning	07/01/2016	08/12/2016	\$5000	General Fund	Superintende nt Central Office Staff Principals Assistant Principals

Activity - Participation in various leadership networks and development opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Selected individuals of the leadership team and teachers will participate in conferences and meetings to be more knowledgeable about Kentucky Academic Standards, PGES, curriculum, etc.. Schools: All Schools	Professional Learning	08/10/2016	05/18/2017	\$4500	Title I Part A	Central Office Principals Selected Teachers

Comprehensive District Improvement Plan

Ashland Independent

Activity - Student Growth, Probes and Data Collection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers meet in grade or content-alike groups to develop student growth goals, pre-assessments and probes for monitoring growth for the 2016-17 school year, and monitor effectiveness of these instruments throughout the year. Schools: All Schools	Professional Learning	06/01/2016	05/18/2017	\$0	No Funding Required	Central Office Staff Principals Teachers

Activity - Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide support to teachers and principals in developing student growth goals around baseline data, post student growth probes and formative assessments on website for all teachers, provide work sessions for principals to address conferencing strategies and support principals in mid-year conferencing with teachers when discussing goal implementation and progress, provide peer observers a work session to discuss best practices and conferencing/coaching practices and CIITS utilization, and conference with principals and teachers following summative conferences to discuss suggestions for future modifications to implementation plan. Schools: All Schools	Professional Learning	06/01/2016	05/18/2017	\$0	No Funding Required	Central Office Staff Principals Teachers

Strategy 2:

Increase Equitable Access - Promote equity through a review of funding and staffing at schools, principal effectiveness, teacher preparation, effectiveness and perceptions, student growth and recruitment/induction practices that leads to designing programs to assist new teachers in experiencing success for themselves and their students during the first year of service in the district.

Category: Professional Learning & Support

Activity - Funding and Staffing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review district policies and procedures for school funding and staffing to ensure that they provide equity for all schools and students. Schools: All Schools	Policy and Process	01/04/2017	01/30/2017	\$0	No Funding Required	Superintendent Board of Education Central Office Staff

Activity - PGES	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review results of professional growth and evaluation system and certified evaluations that arise from it to determine if inequities exist in particular schools/grades and work with school leaders to identify solutions to inequities and remediation plans for individual staff members. Schools: All Schools	Professional Learning	01/04/2017	05/18/2017	\$0	No Funding Required	Superintendent Central Office Staff Principals

Comprehensive District Improvement Plan

Ashland Independent

Activity - Recruitment and Hiring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Encourage principals to attend job fairs at local colleges and universities in order to identify potential candidates and to use a stringent vetting process prior to offering employment. Schools: All Schools	Recruitment and Retention	02/01/2017	08/01/2017	\$0	No Funding Required	Principals SBDM Councils
Activity - Student Placement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Encourage principals and school-based decision making councils to have scheduling procedures that require student assignment to classes provide for equal opportunity and equal access to highly effective teachers and accelerated courses Schools: All Schools	Policy and Process	01/04/2017	05/18/2017	\$0	No Funding Required	Central Office Staff Principals SBDM councils
Activity - Promoting Effectiveness and Retention for New Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To assist new staff in experiencing success, provide a beginning of year induction program and schedule regular meetings throughout the year for teachers new to the district to discuss issues related to basic district procedures, utilization of resources, classroom management, curriculum and instruction, assessment and other topics as identified by the group. Schools: All Schools	Recruitment and Retention	08/01/2017	05/30/2018	\$1000	General Fund	Central Office Staff Principals Teacher Leaders Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

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	08/10/2016	05/18/2017	\$47213	District Finance Director, District Title I Coordinator, District Director of Special Education, Principals, SBDM councils
Total					\$47213	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PIMSER	Elementary and middle school participants will gain knowledge and skill in providing instruction that will lead to greater students success.	Professional Learning	08/10/2016	05/18/2017	\$4246	Principals Teachers Title I Coordinator Instructional Supervisor
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	08/10/2016	05/18/2017	\$44820	District Title I Coordinator Director of Special Education Principals, RTI Staff, Classroom Teachers

Comprehensive District Improvement Plan

Ashland Independent

Interim Benchmarking Assessment	Provide funding and guidance for utilizing interim benchmarking assessment (Measures of Academic Progress - MAP) for students K-10 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	08/10/2016	05/18/2017	\$27750	Director of Student Achievement
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	08/10/2016	05/18/2017	\$731842	District Finance Director, District Title I Coordinator, District Director of Special Education, Principals, SBDM councils
Various Professional Development Opportunities	Various professional learning opportunities will be provided throughout the school year targeting improved instruction in the areas of reading, math, science and social studies as well as other content areas.	Professional Learning	08/10/2016	05/18/2017	\$100000	Professional Development Coordinator Instructional Supervisor Title I Coordinator Principals 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, english language arts and science.	Professional Learning	08/10/2016	05/18/2017	\$3600	District Instructional Supervisor, District Professional Development Coordinator, Math and ELA consultants, Principals, Teachers
Elementary PLTW Launch Program	Instructors in primary and intermediate will provide instruction K-5 using 24 modules aligned to grade level standards in Math, ELA and science, applying STEM concepts.	Direct Instruction	08/10/2016	05/18/2017	\$308118	District Instructional Supervisor Elementary Principals Teachers

Comprehensive District Improvement Plan

Ashland Independent

Participation in various leadership networks and development opportunities	Selected individuals of the leadership team and teachers will participate in conferences and meetings to be more knowledgeable about Kentucky Academic Standards, PGES, curriculum, etc..	Professional Learning	08/10/2016	05/18/2017	\$4500	Central Office Principals Selected Teachers
Total					\$1224876	

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	08/10/2016	05/18/2017	\$145500	District Title I Coordinator Director of Special Education Principals, RTI Staff, Classroom Teachers
Total					\$145500	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Appropriate Staffing Decisions	Ensure that instructional staffing budgets allocated to schools is sufficient to keep student-teacher ratios within board policy and that staff are assigned teaching duties in a manner that is supportive to students from all demographic groups with regards to teacher experience, qualifications, and certification	Policy and Process	08/10/2016	05/18/2017	\$2297412	District Finance Director, District Title I Coordinator, District Director of Special Education, Principals, SBDM councils
Total					\$2297412	

Grant Funds

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

Ashland Independent

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 children and youth who are homeless and/or from low, socioeconomic environments.	Academic Support Program	08/10/2016	05/18/2017	\$36787	McKinney Vento Coordinator BB&T Homeless Grant Coordinator FRYSC 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. Utilize KHEAA Dual Credit Scholarship Funds.	Direct Instruction	08/10/2016	05/18/2017	\$32000	Principal Teachers Superintendent
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 children and youth who are homeless and/or from low, socioeconomic environments.	Academic Support Program	08/10/2016	05/18/2017	\$58000	McKinney Vento Coordinator BB&T Homeless Grant Coordinator FRYSC Coordinators
Total					\$126787	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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	08/10/2016	05/18/2017	\$4000	Director of Technology Principals STLP coordinators
Promoting Effectiveness and Retention for New Teachers	To assist new staff in experiencing success, provide a beginning of year induction program and schedule regular meetings throughout the year for teachers new to the district to discuss issues related to basic district procedures, utilization of resources, classroom management, curriculum and instruction, assessment and other topics as identified by the group.	Recruitment and Retention	08/01/2017	05/30/2018	\$1000	Central Office Staff Principals Teacher Leaders Teachers

Comprehensive District Improvement Plan

Ashland Independent

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	08/10/2016	05/18/2017	\$14700596	District Finance Director, District Title I Coordinator, District Director of Special Education, Principals, SBDM councils
Interim Benchmarking Assessment	Provide funding and guidance for utilizing interim benchmarking assessment (Measures of Academic Progress - MAP) for students K-10 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	08/10/2016	05/18/2017	\$7200	Director of Student Achievement
Professional Learning	Confirm that all leaders have current observation certification and review requirements of the system as it pertains to the certified evaluation plan. All required staff to re-certify with Danielson Framework.	Professional Learning	07/01/2016	08/12/2016	\$5000	Superintendent Central Office Staff Principals Assistant Principals
Construction Pathway - High School	Continue implementation of construction pathway at the high school, with offerings of introduction to construction tech and lab, floor and wall, ceiling and roof, site layout and foundations, engineering design, introduction to and advanced manufacturing.	Direct Instruction	08/10/2016	05/18/2017	\$41000	Instructional Supervisor Principal SBDM Teacher
Credit Recovery	Provide funding to high 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	08/10/2016	05/18/2017	\$59144	Principal, Credit Recovery Teacher,
Biomedical Program	Continue implementation of Project Lead The Way Biomedical Sciences Program at the high school to include offerings of Principles of the Biomedical Sciences, Human Body Systems, Medical Interventions, and Biomedical Innovation. Full implementation of MNA and Phlebotomy programs with dual-credit offered during the 2016-17 school year.	Direct Instruction	08/10/2016	05/18/2017	\$80000	Instructional Supervisor Principal SBDM Teacher

Comprehensive District Improvement Plan

Ashland Independent

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. Utilize KHEAA Dual Credit Scholarship Funds.	Direct Instruction	08/10/2016	05/18/2017	\$20000	Principal Teachers Superintende nt
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	08/10/2016	05/18/2017	\$125000	Principal Transition Staff Teachers
LEGO League	Elementary and middle 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	08/10/2016	05/18/2017	\$9600	District Technology Coordinator Principals First LEGO League coaches
Content Networks	Provide release time for teachers participating in content networks to share information learned from meetings and to plan for distributing to schools without participants	Professional Learning	08/10/2016	05/18/2017	\$500	District Instructional Supervisor, Principals, Network participants
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	08/10/2016	05/18/2017	\$45880	Director of Student Services Social Workers
					Total	\$15098920

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PGES	Review results of professional growth and evaluation system and certified evaluations that arise from it to determine if inequities exist in particular schools/grades and work with school leaders to identify solutions to inequities and remediation plans for individual staff members.	Professional Learning	01/04/2017	05/18/2017	\$0	Superintende nt Central Office Staff Principals
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	08/10/2016	05/18/2017	\$0	Teachers ARC Director of Special Education

Comprehensive District Improvement Plan

Ashland Independent

Career Pathway Informative Document	Develop/revise a career pathway program document to include pre-requisites, sequence of major coursework, certification options and sample occupations arising from each pathway for students and parents to use in planning high school coursework	Career Preparation/Orientation	01/03/2017	03/01/2017	\$0	Principal Guidance Counselors CTE Teachers Instructional Supervisor
Student Placement	Encourage principals and school-based decision making councils to have scheduling procedures that require student assignment to classes provide for equal opportunity and equal access to highly effective teachers and accelerated courses	Policy and Process	01/04/2017	05/18/2017	\$0	Central Office Staff Principals SBDM councils
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 2, Strategy 2, Activity 2)	Academic Support Program	08/10/2016	05/18/2017	\$0	District Title I Coordinator, Principals, RTI Staff, Classroom Teachers
Monitoring	Provide support to teachers and principals in developing student growth goals around baseline data, post student growth probes and formative assessments on website for all teachers, provide work sessions for principals to address conferencing strategies and support principals in mid-year conferencing with teachers when discussing goal implementation and progress, provide peer observers a work session to discuss best practices and conferencing/coaching practices and CIITS utilization, and conference with principals and teachers following summative conferences to discuss suggestions for future modifications to implementation plan.	Professional Learning	06/01/2016	05/18/2017	\$0	Central Office Staff Principals Teachers
Ensuring CIITS Access	Determine district-level of access and engagement with CIITS by ensuring that all work e-mail addresses for teachers and leaders are entered in Infinite Campus and roles are entered accurately and consistently across the district	Policy and Process	08/10/2016	05/18/2017	\$0	Director of Technology
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	08/10/2016	05/18/2017	\$0	Principals Teachers
Determine Underlying Causes	Principal and teacher leaders of schools meet with representatives of the central office to discuss possible reasons for teachers' perceptions that class sizes are unreasonable to allow time to meet the needs of all students, and to determine means of resolving conflicts.	Other	05/02/2016	10/31/2016	\$0	Central Office Staff Principals Teacher Leaders

Comprehensive District Improvement Plan

Ashland Independent

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, english language arts and science consultants (funding for this activity is reflected in Goal 2, Strategy 3, Activity 1)	Direct Instruction	08/10/2016	05/18/2017	\$0	District Instructional Supervisor, District Professional Development Coordinator, Math, ELA and Science Consultants, 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	08/10/2016	05/18/2017	\$0	Central Office Staff, Principal, Guidance Counselors, CTE 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	08/10/2016	05/18/2017	\$0	Instructional Supervisor Principals Teachers KDMC staff
Transition for Rising Freshmen	Work collaboratively with middle and high school to plan and provide multiple transition activities for incoming freshmen and their parents regarding available career pathways.	Career Preparation/Orientation	01/03/2017	08/09/2017	\$0	Principals Guidance Counselors CTE Teachers Instructional Supervisor
Review and Respond	Continue discussion of class sizes during 2016-17 school year with principals and teacher leaders, monitor measures put into place to remedy the issues, and review results of 2017 TELL survey to determine if growth in this area has been achieved.	Other	08/01/2016	02/01/2017	\$0	Central Office Staff Principals Teachers
Obtain Information on Class Sizes	Review class rosters in Infinite Campus and numbers of teachers assigned per course, especially at middle and elementary schools, to determine if class sizes for core and elective/itinerant courses are within expectations for grade level.	Other	03/01/2016	10/31/2016	\$0	Central Office Staff Principals SBDM Councils
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	08/10/2016	05/18/2017	\$0	Principals, Counselors, Teachers

Comprehensive District Improvement Plan

Ashland Independent

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	08/10/2016	05/18/2017	\$0	Central Office Staff, Principal, Guidance Counselors, CTE Teachers
Student Growth, Probes and Data Collection	Teachers meet in grade or content-alike groups to develop student growth goals, pre-assessments and probes for monitoring growth for the 2016-17 school year, and monitor effectiveness of these instruments throughout the year.	Professional Learning	06/01/2016	05/18/2017	\$0	Central Office Staff Principals 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	08/10/2016	05/18/2017	\$0	Principal, Counselors
Elementary Science	Kindergarten through grade five 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	08/10/2016	05/18/2017	\$0	Elementary science teachers Content network participants Instructional Supervisor Principals
Interim Testing	Utilize the ACT prep program with juniors to prepare them for ACT assessment and to provide teachers with more detailed information when determining instructional needs for individual students - GEAR UP	Academic Support Program	12/01/2016	02/28/2017	\$0	Principal Counselors Teachers
Various Professional Development Opportunities	Various professional learning opportunities will be provided throughout the school year targeting improved instruction in the areas of reading, math, science, social studies and other content areas. Special focus on struggling students. (Funding for this activity included in Goal 2, Strategy 3, Activity 5)	Professional Learning	08/10/2016	05/18/2017	\$0	Principals Teachers Instructional Supervisor Professional Development Coordinator
Interim Benchmarking Assessment	Provide funding and guidance for utilizing interim benchmarking assessment (Measures of Academic Progress - MAP) for students K-10 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 2, Strategy 2, Activity 1)	Academic Support Program	08/10/2016	05/18/2017	\$0	Director of Student Achievement

Comprehensive District Improvement Plan

Ashland Independent

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, analysis of data, reporting and utilization for PGES Teachers and Principals.	Professional Learning	08/10/2016	05/18/2017	\$0	Director of Technology and Professional Development
Funding and Staffing	Review district policies and procedures for school funding and staffing to ensure that they provide equity for all schools and students.	Policy and Process	01/04/2017	01/30/2017	\$0	Superintendent Board of Education Central Office Staff
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	01/03/2017	05/18/2017	\$0	Central Office Staff Principal SBDM Teachers
Recruitment and Hiring	Encourage principals to attend job fairs at local colleges and universities in order to identify potential candidates and to use a stringent vetting process prior to offering employment.	Recruitment and Retention	02/01/2017	08/01/2017	\$0	Principals SBDM Councils
Behavioral Interventions	With assistance from behavior specialist, teachers will proactively use the functional behavior analysis and behavior intervention plan after 4-5 days of suspension to design targeted interventions to address behaviors of concern.	Behavioral Support Program	08/10/2016	05/18/2017	\$0	Teachers Behavior Specialist
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	08/10/2016	05/18/2017	\$0	District Instructional Supervisor, Principal, 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	08/10/2016	05/18/2017	\$0	Director of Student Achievement, Principals, Counselors
PIMSER	Elementary and middle school teacher participants will gain knowledge and skill in providing highly effective instruction that will lead to greater student success, focusing on struggling students. (Funding for this activity is included in Goal 2, Strategy 3, Activity 4)	Professional Learning	08/10/2016	05/18/2017	\$0	Principals Teachers Instructional Supervisor
Environmental Issues	Implement project-based learning opportunities for grades 4 and 5 at elementary schools in collaboration with Marathon Petroleum, connecting next-generation science standards and environmental discussions.	Career Preparation/Orientation	08/10/2016	05/18/2017	\$0	Instructional Supervisor Teachers Principals Marathon Petroleum staff and resources

Comprehensive District Improvement Plan

Ashland Independent

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 and to provide data to support student growth in connection with PGES	Academic Support Program	08/10/2016	05/18/2017	\$0	District Instructional Supervisor, Principals, Teachers
PLTW and Middle School	Students in the middle school will be involved in Project Lead The Way Gateway Modules to include Automation and Robotics, Design and Modeling, Science of Technology, Medical Detectives, Magic of Electrons and Energy and the Environment.	Direct Instruction	08/10/2016	05/18/2017	\$0	Title I Coordinator 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	08/10/2016	05/18/2017	\$0	Principal, Counselors
Total					\$0	

Other

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	08/10/2016	05/18/2017	\$51283	District Title I Coordinator Director of Special Education Principals, RTI Staff, Classroom Teachers
Total					\$51283	

IDEA

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	08/10/2016	05/18/2017	\$51097	District Title I Coordinator Director of Special Education Principals, RTI Staff, Classroom Teachers

Comprehensive District Improvement Plan

Ashland Independent

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	08/10/2016	05/18/2017	\$1036127	District Finance Director, District Title I Coordinator, District Director of Special Education, Principals, SBDM councils
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	08/10/2016	05/18/2017	\$46191	Director of Special Education Behavior Specialist
Credit Recovery	Provide funding to high 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	08/10/2016	05/18/2017	\$52906	Principal, Credit Recovery Teacher,
Total					\$1186321	

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Ensuring CIITS Access	Determine district-level of access and engagement with CIITS by ensuring that all work e-mail addresses for teachers and leaders are entered in Infinite Campus and roles are entered accurately and consistently across the district	Policy and Process	08/10/2016	05/18/2017	\$0	Director of Technology
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, analysis of data, reporting and utilization for PGES Teachers and Principals.	Professional Learning	08/10/2016	05/18/2017	\$0	Director of Technology and Professional Development
Interim Benchmarking Assessment	Provide funding and guidance for utilizing interim benchmarking assessment (Measures of Academic Progress - MAP) for students K-10 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	08/10/2016	05/18/2017	\$34950	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	08/10/2016	05/18/2017	\$292700	District Title I Coordinator Director of Special Education Principals, RTI Staff, Classroom Teachers

Comprehensive District Improvement Plan

Ashland Independent

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, english language arts and science.	Professional Learning	08/10/2016	05/18/2017	\$3600	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	08/10/2016	05/18/2017	\$18813190	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, english language arts and science consultants (funding for this activity is reflected in Goal 2, Strategy 3, Activity 1)	Direct Instruction	08/10/2016	05/18/2017	\$0	District Instructional Supervisor, District Professional Development Coordinator, Math, ELA and Science 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	08/10/2016	05/18/2017	\$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-10 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 2, Strategy 2, Activity 1)	Academic Support Program	08/10/2016	05/18/2017	\$0	Director of Student Achievement

Comprehensive District Improvement Plan

Ashland Independent

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 2, Strategy 2, Activity 2)	Academic Support Program	08/10/2016	05/18/2017	\$0	District Title I Coordinator, Principals, RTI Staff, Classroom 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 and to provide data to support student growth in connection with PGES	Academic Support Program	08/10/2016	05/18/2017	\$0	District Instructional Supervisor, Principals, Teachers
Content Networks	Provide release time for teachers participating in content networks to share information learned from meetings and to plan for distributing to schools without participants	Professional Learning	08/10/2016	05/18/2017	\$500	District Instructional Supervisor, Principals, Network participants
Obtain Information on Class Sizes	Review class rosters in Infinite Campus and numbers of teachers assigned per course, especially at middle and elementary schools, to determine if class sizes for core and elective/itinerant courses are within expectations for grade level.	Other	03/01/2016	10/31/2016	\$0	Central Office Staff Principals SBDM Councils
Determine Underlying Causes	Principal and teacher leaders of schools meet with representatives of the central office to discuss possible reasons for teachers' perceptions that class sizes are unreasonable to allow time to meet the needs of all students, and to determine means of resolving conflicts.	Other	05/02/2016	10/31/2016	\$0	Central Office Staff Principals Teacher Leaders
Review and Respond	Continue discussion of class sizes during 2016-17 school year with principals and teacher leaders, monitor measures put into place to remedy the issues, and review results of 2017 TELL survey to determine if growth in this area has been achieved.	Other	08/01/2016	02/01/2017	\$0	Central Office Staff Principals Teachers
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	08/10/2016	05/18/2017	\$45880	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	08/10/2016	05/18/2017	\$0	Teachers ARC Director of Special Education

Comprehensive District Improvement Plan

Ashland Independent

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 children and youth who are homeless and/or from low, socioeconomic environments.	Academic Support Program	08/10/2016	05/18/2017	\$94787	McKinney Vento Coordinator BB&T Homeless Grant Coordinator FRYSC Coordinators
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	08/10/2016	05/18/2017	\$46191	Director of Special Education Behavior Specialist
Behavioral Interventions	With assistance from behavior specialist, teachers will proactively use the functional behavior analysis and behavior intervention plan after 4-5 days of suspension to design targeted interventions to address behaviors of concern.	Behavioral Support Program	08/10/2016	05/18/2017	\$0	Teachers Behavior Specialist
Professional Learning	Confirm that all leaders have current observation certification and review requirements of the system as it pertains to the certified evaluation plan. All required staff to re-certify with Danielson Framework.	Professional Learning	07/01/2016	08/12/2016	\$5000	Superintendent Central Office Staff Principals Assistant Principals
Participation in various leadership networks and development opportunities	Selected individuals of the leadership team and teachers will participate in conferences and meetings to be more knowledgeable about Kentucky Academic Standards, PGES, curriculum, etc..	Professional Learning	08/10/2016	05/18/2017	\$4500	Central Office Principals Selected Teachers
Student Growth, Probes and Data Collection	Teachers meet in grade or content-alike groups to develop student growth goals, pre-assessments and probes for monitoring growth for the 2016-17 school year, and monitor effectiveness of these instruments throughout the year.	Professional Learning	06/01/2016	05/18/2017	\$0	Central Office Staff Principals Teachers
Monitoring	Provide support to teachers and principals in developing student growth goals around baseline data, post student growth probes and formative assessments on website for all teachers, provide work sessions for principals to address conferencing strategies and support principals in mid-year conferencing with teachers when discussing goal implementation and progress, provide peer observers a work session to discuss best practices and conferencing/coaching practices and CIITS utilization, and conference with principals and teachers following summative conferences to discuss suggestions for future modifications to implementation plan.	Professional Learning	06/01/2016	05/18/2017	\$0	Central Office Staff Principals Teachers

Comprehensive District Improvement Plan

Ashland Independent

Funding and Staffing	Review district policies and procedures for school funding and staffing to ensure that they provide equity for all schools and students.	Policy and Process	01/04/2017	01/30/2017	\$0	Superintendent Board of Education Central Office Staff
PGES	Review results of professional growth and evaluation system and certified evaluations that arise from it to determine if inequities exist in particular schools/grades and work with school leaders to identify solutions to inequities and remediation plans for individual staff members.	Professional Learning	01/04/2017	05/18/2017	\$0	Superintendent Central Office Staff Principals
Recruitment and Hiring	Encourage principals to attend job fairs at local colleges and universities in order to identify potential candidates and to use a stringent vetting process prior to offering employment.	Recruitment and Retention	02/01/2017	08/01/2017	\$0	Principals SBDM Councils
Student Placement	Encourage principals and school-based decision making councils to have scheduling procedures that require student assignment to classes provide for equal opportunity and equal access to highly effective teachers and accelerated courses	Policy and Process	01/04/2017	05/18/2017	\$0	Central Office Staff Principals SBDM councils
Promoting Effectiveness and Retention for New Teachers	To assist new staff in experiencing success, provide a beginning of year induction program and schedule regular meetings throughout the year for teachers new to the district to discuss issues related to basic district procedures, utilization of resources, classroom management, curriculum and instruction, assessment and other topics as identified by the group.	Recruitment and Retention	08/01/2017	05/30/2018	\$1000	Central Office Staff Principals Teacher Leaders Teachers
Various Professional Development Opportunities	Various professional learning opportunities will be provided throughout the school year targeting improved instruction in the areas of reading, math, science, social studies and other content areas. Special focus on struggling students. (Funding for this activity included in Goal 2, Strategy 3, Activity 5)	Professional Learning	08/10/2016	05/18/2017	\$0	Principals Teachers Instructional Supervisor Professional Development Coordinator
Total					\$19342298	

Poage Elementary School

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	08/10/2016	05/18/2017	\$0	Principals Teachers

Comprehensive District Improvement Plan

Ashland Independent

Environmental Issues	Implement project-based learning opportunities for grades 4 and 5 at elementary schools in collaboration with Marathon Petroleum, connecting next-generation science standards and environmental discussions.	Career Preparation/Orientation	08/10/2016	05/18/2017	\$0	Instructional Supervisor Teachers Principals Marathon Petroleum staff and resources
Elementary Science	Kindergarten through grade five 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	08/10/2016	05/18/2017	\$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	08/10/2016	05/18/2017	\$4000	Director of Technology Principals STLP coordinators
LEGO League	Elementary and middle 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	08/10/2016	05/18/2017	\$9600	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	08/10/2016	05/18/2017	\$0	Instructional Supervisor Principals Teachers KDMC staff
Elementary PLTW Launch Program	Instructors in primary and intermediate will provide instruction K-5 using 24 modules aligned to grade level standards in Math, ELA and science, applying STEM concepts.	Direct Instruction	08/10/2016	05/18/2017	\$308118	District Instructional Supervisor Elementary Principals Teachers
PIMSER	Elementary and middle school participants will gain knowledge and skill in providing instruction that will lead to greater students success.	Professional Learning	08/10/2016	05/18/2017	\$4246	Principals Teachers Title I Coordinator Instructional Supervisor

Comprehensive District Improvement Plan

Ashland Independent

Various Professional Development Opportunities	Various professional learning opportunities will be provided throughout the school year targeting improved instruction in the areas of reading, math, science and social studies as well as other content areas.	Professional Learning	08/10/2016	05/18/2017	\$100000	Professional Development Coordinator Instructional Supervisor Title I Coordinator Principals Teachers
PIMSER	Elementary and middle school teacher participants will gain knowledge and skill in providing highly effective instruction that will lead to greater student success, focusing on struggling students. (Funding for this activity is included in Goal 2, Strategy 3, Activity 4)	Professional Learning	08/10/2016	05/18/2017	\$0	Principals Teachers Instructional Supervisor
Total					\$425964	

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	08/10/2016	05/18/2017	\$125000	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	08/10/2016	05/18/2017	\$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	08/10/2016	05/18/2017	\$0	Central Office Staff, Principal, Guidance Counselors, CTE Teachers
Credit Recovery	Provide funding to high 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	08/10/2016	05/18/2017	\$112050	Principal, Credit Recovery Teacher,
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	08/10/2016	05/18/2017	\$0	Central Office Staff, Principal, Guidance Counselors, CTE Teachers

Comprehensive District Improvement Plan

Ashland Independent

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	08/10/2016	05/18/2017	\$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	08/10/2016	05/18/2017	\$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	08/10/2016	05/18/2017	\$0	Principal, Counselors
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. Utilize KHEAA Dual Credit Scholarship Funds.	Direct Instruction	08/10/2016	05/18/2017	\$52000	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	01/03/2017	05/18/2017	\$0	Central Office Staff Principal SBDM Teachers
Biomedical Program	Continue implementation of Project Lead The Way Biomedical Sciences Program at the high school to include offerings of Principles of the Biomedical Sciences, Human Body Systems, Medical Interventions, and Biomedical Innovation. Full implementation of MNA and Phlebotomy programs with dual-credit offered during the 2016-17 school year.	Direct Instruction	08/10/2016	05/18/2017	\$80000	Instructional Supervisor Principal SBDM Teacher
Construction Pathway - High School	Continue implementation of construction pathway at the high school, with offerings of introduction to construction tech and lab, floor and wall, ceiling and roof, site layout and foundations, engineering design, introduction to and advanced manufacturing.	Direct Instruction	08/10/2016	05/18/2017	\$41000	Instructional Supervisor Principal SBDM Teacher
Interim Testing	Utilize the ACT prep program with juniors to prepare them for ACT assessment and to provide teachers with more detailed information when determining instructional needs for individual students - GEAR UP	Academic Support Program	12/01/2016	02/28/2017	\$0	Principal Counselors Teachers

Comprehensive District Improvement Plan

Ashland Independent

Transition for Rising Freshmen	Work collaboratively with middle and high school to plan and provide multiple transition activities for incoming freshmen and their parents regarding available career pathways.	Career Preparation/Orientation	01/03/2017	08/09/2017	\$0	Principals Guidance Counselors CTE Teachers Instructional Supervisor
Career Pathway Informative Document	Develop/revise a career pathway program document to include pre-requisites, sequence of major coursework, certification options and sample occupations arising from each pathway for students and parents to use in planning high school coursework	Career Preparation/Orientation	01/03/2017	03/01/2017	\$0	Principal Guidance Counselors CTE Teachers Instructional Supervisor
Total					\$410050	

Oakview Elementary School

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	08/10/2016	05/18/2017	\$0	Principals Teachers
Environmental Issues	Implement project-based learning opportunities for grades 4 and 5 at elementary schools in collaboration with Marathon Petroleum, connecting next-generation science standards and environmental discussions.	Career Preparation/Orientation	08/10/2016	05/18/2017	\$0	Instructional Supervisor Teachers Principals Marathon Petroleum staff and resources
Elementary Science	Kindergarten through grade five 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	08/10/2016	05/18/2017	\$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	08/10/2016	05/18/2017	\$4000	Director of Technology Principals STLP coordinators

Comprehensive District Improvement Plan

Ashland Independent

LEGO League	Elementary and middle 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	08/10/2016	05/18/2017	\$9600	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	08/10/2016	05/18/2017	\$0	Instructional Supervisor Principals Teachers KDMC staff
Elementary PLTW Launch Program	Instructors in primary and intermediate will provide instruction K-5 using 24 modules aligned to grade level standards in Math, ELA and science, applying STEM concepts.	Direct Instruction	08/10/2016	05/18/2017	\$308118	District Instructional Supervisor Elementary Principals Teachers
PIMSER	Elementary and middle school participants will gain knowledge and skill in providing instruction that will lead to greater students success.	Professional Learning	08/10/2016	05/18/2017	\$4246	Principals Teachers Title I Coordinator Instructional Supervisor
Various Professional Development Opportunities	Various professional learning opportunities will be provided throughout the school year targeting improved instruction in the areas of reading, math, science and social studies as well as other content areas.	Professional Learning	08/10/2016	05/18/2017	\$100000	Professional Development Coordinator Instructional Supervisor Title I Coordinator Principals Teachers
PIMSER	Elementary and middle school teacher participants will gain knowledge and skill in providing highly effective instruction that will lead to greater student success, focusing on struggling students. (Funding for this activity is included in Goal 2, Strategy 3, Activity 4)	Professional Learning	08/10/2016	05/18/2017	\$0	Principals Teachers Instructional Supervisor
Total					\$425964	

Hager Elementary School

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	08/10/2016	05/18/2017	\$0	Principals Teachers

Comprehensive District Improvement Plan

Ashland Independent

Environmental Issues	Implement project-based learning opportunities for grades 4 and 5 at elementary schools in collaboration with Marathon Petroleum, connecting next-generation science standards and environmental discussions.	Career Preparation/Orientation	08/10/2016	05/18/2017	\$0	Instructional Supervisor Teachers Principals Marathon Petroleum staff and resources
Elementary Science	Kindergarten through grade five 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	08/10/2016	05/18/2017	\$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	08/10/2016	05/18/2017	\$4000	Director of Technology Principals STLP coordinators
LEGO League	Elementary and middle 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	08/10/2016	05/18/2017	\$9600	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	08/10/2016	05/18/2017	\$0	Instructional Supervisor Principals Teachers KDMC staff
Elementary PLTW Launch Program	Instructors in primary and intermediate will provide instruction K-5 using 24 modules aligned to grade level standards in Math, ELA and science, applying STEM concepts.	Direct Instruction	08/10/2016	05/18/2017	\$308118	District Instructional Supervisor Elementary Principals Teachers
PIMSER	Elementary and middle school participants will gain knowledge and skill in providing instruction that will lead to greater students success.	Professional Learning	08/10/2016	05/18/2017	\$4246	Principals Teachers Title I Coordinator Instructional Supervisor

Comprehensive District Improvement Plan

Ashland Independent

Various Professional Development Opportunities	Various professional learning opportunities will be provided throughout the school year targeting improved instruction in the areas of reading, math, science and social studies as well as other content areas.	Professional Learning	08/10/2016	05/18/2017	\$100000	Professional Development Coordinator Instructional Supervisor Title I Coordinator Principals Teachers
PIMSER	Elementary and middle school teacher participants will gain knowledge and skill in providing highly effective instruction that will lead to greater student success, focusing on struggling students. (Funding for this activity is included in Goal 2, Strategy 3, Activity 4)	Professional Learning	08/10/2016	05/18/2017	\$0	Principals Teachers Instructional Supervisor
Total					\$425964	

Crabbe Elementary School

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	08/10/2016	05/18/2017	\$0	Principals Teachers
Environmental Issues	Implement project-based learning opportunities for grades 4 and 5 at elementary schools in collaboration with Marathon Petroleum, connecting next-generation science standards and environmental discussions.	Career Preparation/Orientation	08/10/2016	05/18/2017	\$0	Instructional Supervisor Teachers Principals Marathon Petroleum staff and resources
Elementary Science	Kindergarten through grade five 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	08/10/2016	05/18/2017	\$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	08/10/2016	05/18/2017	\$4000	Director of Technology Principals STLP coordinators

Comprehensive District Improvement Plan

Ashland Independent

LEGO League	Elementary and middle 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	08/10/2016	05/18/2017	\$9600	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	08/10/2016	05/18/2017	\$0	Instructional Supervisor Principals Teachers KDMC staff
Elementary PLTW Launch Program	Instructors in primary and intermediate will provide instruction K-5 using 24 modules aligned to grade level standards in Math, ELA and science, applying STEM concepts.	Direct Instruction	08/10/2016	05/18/2017	\$308118	District Instructional Supervisor Elementary Principals Teachers
PIMSER	Elementary and middle school participants will gain knowledge and skill in providing instruction that will lead to greater students success.	Professional Learning	08/10/2016	05/18/2017	\$4246	Principals Teachers Title I Coordinator Instructional Supervisor
Various Professional Development Opportunities	Various professional learning opportunities will be provided throughout the school year targeting improved instruction in the areas of reading, math, science and social studies as well as other content areas.	Professional Learning	08/10/2016	05/18/2017	\$100000	Professional Development Coordinator Instructional Supervisor Title I Coordinator Principals Teachers
PIMSER	Elementary and middle school teacher participants will gain knowledge and skill in providing highly effective instruction that will lead to greater student success, focusing on struggling students. (Funding for this activity is included in Goal 2, Strategy 3, Activity 4)	Professional Learning	08/10/2016	05/18/2017	\$0	Principals Teachers Instructional Supervisor
Total					\$425964	

Charles Russell Elementary School

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	08/10/2016	05/18/2017	\$0	Principals Teachers

Comprehensive District Improvement Plan

Ashland Independent

Environmental Issues	Implement project-based learning opportunities for grades 4 and 5 at elementary schools in collaboration with Marathon Petroleum, connecting next-generation science standards and environmental discussions.	Career Preparation/Orientation	08/10/2016	05/18/2017	\$0	Instructional Supervisor Teachers Principals Marathon Petroleum staff and resources
Elementary Science	Kindergarten through grade five 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	08/10/2016	05/18/2017	\$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	08/10/2016	05/18/2017	\$4000	Director of Technology Principals STLP coordinators
LEGO League	Elementary and middle 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	08/10/2016	05/18/2017	\$9600	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	08/10/2016	05/18/2017	\$0	Instructional Supervisor Principals Teachers KDMC staff
Elementary PLTW Launch Program	Instructors in primary and intermediate will provide instruction K-5 using 24 modules aligned to grade level standards in Math, ELA and science, applying STEM concepts.	Direct Instruction	08/10/2016	05/18/2017	\$308118	District Instructional Supervisor Elementary Principals Teachers
PIMSER	Elementary and middle school participants will gain knowledge and skill in providing instruction that will lead to greater students success.	Professional Learning	08/10/2016	05/18/2017	\$4246	Principals Teachers Title I Coordinator Instructional Supervisor

Comprehensive District Improvement Plan

Ashland Independent

Various Professional Development Opportunities	Various professional learning opportunities will be provided throughout the school year targeting improved instruction in the areas of reading, math, science and social studies as well as other content areas.	Professional Learning	08/10/2016	05/18/2017	\$100000	Professional Development Coordinator Instructional Supervisor Title I Coordinator Principals Teachers
PIMSER	Elementary and middle school teacher participants will gain knowledge and skill in providing highly effective instruction that will lead to greater student success, focusing on struggling students. (Funding for this activity is included in Goal 2, Strategy 3, Activity 4)	Professional Learning	08/10/2016	05/18/2017	\$0	Principals Teachers Instructional Supervisor
Total					\$425964	

Ashland 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	08/10/2016	05/18/2017	\$0	Principals, Counselors, 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	08/10/2016	05/18/2017	\$0	Principal, Counselors
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	08/10/2016	05/18/2017	\$0	Principals Teachers
LEGO League	Elementary and middle 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	08/10/2016	05/18/2017	\$9600	District Technology Coordinator Principals First LEGO League coaches
PLTW and Middle School	Students in the middle school will be involved in Project Lead The Way Gateway Modules to include Automation and Robotics, Design and Modeling, Science of Technology, Medical Detectives, Magic of Electrons and Energy and the Environment.	Direct Instruction	08/10/2016	05/18/2017	\$0	Title I Coordinator Instructional Supervisor Principal Teachers

Comprehensive District Improvement Plan

Ashland Independent

Transition for Rising Freshmen	Work collaboratively with middle and high school to plan and provide multiple transition activities for incoming freshmen and their parents regarding available career pathways.	Career Preparation/Orientation	01/03/2017	08/09/2017	\$0	Principals Guidance Counselors CTE Teachers Instructional Supervisor
PIMSER	Elementary and middle school participants will gain knowledge and skill in providing instruction that will lead to greater students success.	Professional Learning	08/10/2016	05/18/2017	\$4246	Principals Teachers Title I Coordinator Instructional Supervisor
Various Professional Development Opportunities	Various professional learning opportunities will be provided throughout the school year targeting improved instruction in the areas of reading, math, science and social studies as well as other content areas.	Professional Learning	08/10/2016	05/18/2017	\$100000	Professional Development Coordinator Instructional Supervisor Title I Coordinator Principals Teachers
PIMSER	Elementary and middle school teacher participants will gain knowledge and skill in providing highly effective instruction that will lead to greater student success, focusing on struggling students. (Funding for this activity is included in Goal 2, Strategy 3, Activity 4)	Professional Learning	08/10/2016	05/18/2017	\$0	Principals Teachers Instructional Supervisor
Total					\$113846	

Phase II - Assurances - District

Introduction

KDE Assurances for Districts

District Assurances

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

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

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

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

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

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

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

Comprehensive District Improvement Plan

Ashland Independent

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

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

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

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

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

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

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

Comprehensive District Improvement Plan

Ashland Independent

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

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

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

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

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

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

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

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

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

Comprehensive District Improvement Plan

Ashland Independent

Label	Assurance	Response	Comment	Attachment
24.	Our district ensures that there is documentation to support the child count for local institutions for neglected children that was submitted to KDE.	N/A	District receives no funds for neglected children	

Label	Assurance	Response	Comment	Attachment
25.	Our district ensures that set-aside funds for neglected institutions in the district are expended on identified student needs.	N/A	District receives no funds 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.	N/A	District receives no funds 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		

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

Comprehensive District Improvement Plan

Ashland Independent

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

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

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

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

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

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

Label	Assurance	Response	Comment	Attachment
37.	We certify that we are a District of Innovation and attach the approved application.	N/A		

Comprehensive District Improvement Plan

Ashland Independent

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

Phase II - Compliance and Accountability - Districts

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

Increasing the Percentage of Effective Teachers and Leaders

Measurable Objective 1:

collaborate to increase the percentage of Exemplary/Accomplished teachers and leaders from 91% to 93% by 05/18/2017 as measured by the professional growth and effectiveness system.

Strategy1:

Increase Equitable Access - Promote equity through a review of funding and staffing at schools, principal effectiveness, teacher preparation, effectiveness and perceptions, student growth and recruitment/induction practices that leads to designing programs to assist new teachers in experiencing success for themselves and their students during the first year of service in the district.

Category: Professional Learning & Support

Research Cited:

Activity - Funding and Staffing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review district policies and procedures for school funding and staffing to ensure that they provide equity for all schools and students.	Policy and Process	01/04/2017	01/30/2017	\$0 - No Funding Required	Superintendent Board of Education Central Office Staff

Activity - PGES	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review results of professional growth and evaluation system and certified evaluations that arise from it to determine if inequities exist in particular schools/grades and work with school leaders to identify solutions to inequities and remediation plans for individual staff members.	Professional Learning	01/04/2017	05/18/2017	\$0 - No Funding Required	Superintendent Central Office Staff Principals

Activity - Recruitment and Hiring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Encourage principals to attend job fairs at local colleges and universities in order to identify potential candidates and to use a stringent vetting process prior to offering employment.	Recruitment and Retention	02/01/2017	08/01/2017	\$0 - No Funding Required	Principals SBDM Councils

Comprehensive District Improvement Plan

Ashland Independent

Activity - Promoting Effectiveness and Retention for New Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To assist new staff in experiencing success, provide a beginning of year induction program and schedule regular meetings throughout the year for teachers new to the district to discuss issues related to basic district procedures, utilization of resources, classroom management, curriculum and instruction, assessment and other topics as identified by the group.	Recruitment and Retention	08/01/2017	05/30/2018	\$1000 - General Fund	Central Office Staff Principals Teacher Leaders Teachers

Activity - Student Placement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Encourage principals and school-based decision making councils to have scheduling procedures that require student assignment to classes provide for equal opportunity and equal access to highly effective teachers and accelerated courses	Policy and Process	01/04/2017	05/18/2017	\$0 - No Funding Required	Central Office Staff Principals SBDM councils

The 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 respondents on the TELL survey to the statement that class sizes are reasonable such that teachers have the time available to meet the needs of all students from 68.1% in 2015 to 72% in 2017.

Measurable Objective 1:

collaborate to increase the percentage of agreement by staff to the statement that class sizes are reasonable such that teachers have the time available to meet the needs of all students from 68.1% to 72% by 06/30/2017 as measured by results of 2017 TELL survey.

Strategy1:

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

Category: Management Systems

Research Cited:

Activity - Obtain Information on Class Sizes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review class rosters in Infinite Campus and numbers of teachers assigned per course, especially at middle and elementary schools, to determine if class sizes for core and elective/itinerant courses are within expectations for grade level.	Other	03/01/2016	10/31/2016	\$0 - No Funding Required	Central Office Staff Principals SBDM Councils

Comprehensive District Improvement Plan

Ashland Independent

Activity - Review and Respond	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue discussion of class sizes during 2016-17 school year with principals and teacher leaders, monitor measures put into place to remedy the issues, and review results of 2017 TELL survey to determine if growth in this area has been achieved.	Other	08/01/2016	02/01/2017	\$0 - No Funding Required	Central Office Staff Principals Teachers

Activity - Determine Underlying Causes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and teacher leaders of schools meet with representatives of the central office to discuss possible reasons for teachers' perceptions that class sizes are unreasonable to allow time to meet the needs of all students, and to determine means of resolving conflicts.	Other	05/02/2016	10/31/2016	\$0 - No Funding Required	Central Office Staff Principals Teacher Leaders

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 16% are 17 years of age and under. The unemployment rate in August 2014 was 6.6%.

The AISD serves over 3,100 students in grades K through 12 in seven separate schools. The student population has remained fairly consistent the past eight years, within 1% of 3070 students each year. Roughly 12% of students are minorities, over 16% are special needs, and nearly 58% are from low socio-economic families. Survey results show that over 80% of students in grades three through twelve have internet access at home.

The schools have a student to teacher ratio of 16:1 with over 70% 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 about 14 years.

The district serves students residing in five public housing facilities, three homeless shelters, a domestic violence shelter, and a child sexual abuse facility. Nearly 200 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 has been rated at the Proficient level for each year of the new Unbridled Learning accountability system, and maintained that for the 2016 school year, rising to the 89th percentile. Three of our schools reached the distinguished level.

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 on-time graduation rate has fluctuated recently but remains high. These efforts will continue.

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 2016-17 school year, work continues in each of these areas along with identifying individual student needs for achieving growth. With teachers and principals fully implementing the new professional growth and effectiveness system, student growth is a major focus, along with reducing Novice across all content areas.

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 almost completed a construction project at our middle school, with all district 6th graders attending the middle school this school year. Renovations are about to begin in two more buildings at our high school

We have enhanced our STEM offerings throughout the district with increased emphasis in elementary, new robotics and career offerings at the middle school and health sciences and construction career paths at the high school.