



KDE Comprehensive Improvement Plan for Districts

Ashland Independent

1820 Hickman St
Ashland, KY 41101

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Introduction

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

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 2015 school year, rising to the 89th percentile. Two of our schools reached the distinguished level, four of our remaining six schools reached Proficient, with three of the seven labeled as progressing for meeting all growth goals.

All of our schools have worked aggressively in reducing retentions and dropouts. Utilizing response to intervention and credit recovery, these numbers continue to decrease. Our 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 2015-16 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.

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.

2015-16 AISD Comprehensive District Improvement Plan

Overview

Plan Name

2015-16 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 68% by 2015	Objectives: 1 Strategies: 4 Activities: 20	Organizational	\$408357
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: 9	Organizational	\$17768421
3	Increase the average freshman graduation rate from 76% to 90% by 2015	Objectives: 1 Strategies: 3 Activities: 6	Organizational	\$151543
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: 7	Organizational	\$140533
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	\$6000

Goal 1: Increase the percentage of students who are college and career ready from 34% to 68% by 2015

Measurable Objective 1:

collaborate to increase the percentage of graduates college/career ready from 76.8% in 2015 to 79.1% by 05/31/2016 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	08/12/2015	05/18/2016	\$124199	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	08/12/2015	05/18/2016	\$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 College Equipped Readiness Tool (CERT) with sophomores and juniors to prepare them for ACT assessment and to provide teachers with more detailed information when determining instructional needs for individual students Schools: Paul G. Blazer High School	Academic Support Program	12/01/2015	02/29/2016	\$4500	IDEA	Principal Counselors Teachers

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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	08/12/2015	05/18/2016	\$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	08/12/2015	05/18/2016	\$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	08/12/2015	05/18/2016	\$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, Oakview Elementary School, Hager Elementary School</p>	Academic Support Program	08/12/2015	05/18/2016	\$3750	General Fund	Director of Technology Principals STLP coordinators

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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	08/12/2015	05/18/2016	\$9579	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	08/12/2015	05/18/2016	\$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. Funding may be necessary for additional training of teachers..</p> <p>Schools: Ashland Middle School</p>	Direct Instruction	08/12/2015	05/18/2016	\$10000	Title I Part A	Title I Coordinator Instructional Supervisor Principal Teachers
Activity - Middle School STEM	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>In addition to PLTW activities, central office staff will advise school in a review of current elective offerings to determine if revisions are necessary/possible to provide more STEM-related options for students.</p> <p>Schools: Ashland Middle School</p>	Direct Instruction	01/04/2016	05/18/2016	\$0	No Funding Required	Instructional Supervisor SBDM Principal Teachers
Activity - Early College	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<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.</p> <p>Schools: Paul G. Blazer High School</p>	Direct Instruction	08/12/2015	05/18/2016	\$10000	General Fund	Principal Teachers Superintende nt

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Activity - Career Prep and Vocations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Work with high school to develop or revise programs to prepare non-qualifying students to be involved in vocational classes, collaborate with Ashland Community and Technical College to devise program for manufacturing technology career cluster offered both on campus and off-site, utilizing current levels of funding for instruction. Schools: Paul G. Blazer High School	Direct Instruction	01/04/2016	05/18/2016	\$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	08/12/2015	05/29/2017	\$81105	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	08/12/2015	05/18/2016	\$40224	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	08/12/2015	05/18/2016	\$125000	General Fund	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	12/14/2015	08/10/2016	\$0	No Funding Required	Principals Guidance Counselors CTE Teachers Instructional Supervisor

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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	12/01/2015	02/29/2016	\$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	08/12/2015	05/18/2016	\$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	08/12/2015	05/18/2016	\$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 51.7% in 2015 to 59.5% by 05/31/2016 as measured by K-PREP.

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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	08/21/2012	09/30/2013	\$0	No Funding Required	Director of Technology

Activity - CIITS Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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	08/12/2015	05/18/2016	\$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-11 in the content areas of mathematics, reading, and language usage to enable teachers and school administrators to identify student academic readiness, set goals for growth, monitor progress, determine skills students are prepared to learn, and identify students needing intervention for reaching expected levels of performance Schools: All Schools	Academic Support Program	08/12/2015	05/18/2016	\$36875	Title I Part A, General Fund	Director of Student Achievement

Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Provide guidance, professional development, and funding to schools in utilizing resources for interventions to increase the performance of students on classroom and interim benchmarking assessments Schools: All Schools	Academic Support Program	08/12/2015	05/18/2016	\$286408	IDEA, Other, Title I Part A, Read to Achieve	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	08/12/2015	05/18/2016	\$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	08/12/2015	05/18/2016	\$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	08/12/2015	05/18/2016	\$500	General Fund	District Instructional Supervisor, Principals, Network participants

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Activity - Instructional Rounds	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize instructional rounds by central office staff and principals to visit classrooms throughout the district to gather information on the regular use of best practices during instructional time Schools: All Schools	Professional Learning	02/01/2016	05/18/2016	\$0	No Funding Required	Central Office Staff, Principals

Strategy 4:

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

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	08/12/2015	05/18/2016	\$17441038	Safe Schools, State Funds, IDEA, Title I Part A, General Fund	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 90% by 2015

Measurable Objective 1:

collaborate to increase the 5-year cohort graduation rate from 93.7% in 2015 to 96% by 05/31/2016 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
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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	08/12/2015	05/18/2016	\$108310	General Fund, IDEA	Principal, Credit Recovery Teacher, Alternative School Teachers
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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	08/12/2015	05/18/2016	\$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	08/12/2015	05/18/2016	\$43233	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
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	08/12/2015	05/18/2016	\$0	No Funding Required	Central Office Staff, Principal, Guidance Counselors, CTE Teachers

Activity - Individual Learning Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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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	08/12/2015	05/18/2016	\$0	No Funding Required	Principals, Counselors, Teachers
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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	08/14/2013	05/18/2015	\$0	No Funding Required	Principal, Counselors

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

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 37.8% in 2015 to 48.3% by 05/18/2016 as measured by K-PREP.

Strategy 1:

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

Category:

Activity - Instructional Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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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) Schools: All Schools	Direct Instruction	08/12/2015	05/18/2016	\$0	No Funding Required	District Instructional Supervisor, District Professional Development Coordinator, Math, ELA and Science Consultants, Principals, Teachers
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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
Provide guidance and support to instructional leaders in the schools for organizing a system for regular monitoring the progress of students in the non-duplicated gap group for academic and non-academic progress Schools: All Schools	Academic Support Program	08/12/2015	05/18/2016	\$0	No Funding Required	Director of Student Achievement, Principals, Counselors

Activity - Interim Benchmarking Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide funding and guidance for utilizing interim benchmarking assessment (Measures of Academic Progress - MAP) for students K-11 in the content areas of mathematics, reading, and language usage to enable teachers and school administrators to identify student academic readiness, set goals for growth, monitor progress, determine skills students are prepared to learn, and identify students needing intervention for reaching expected levels of performance (funding for this activity is included in Goal 2, Strategy 2, Activity 1) Schools: All Schools	Academic Support Program	08/12/2015	05/18/2016	\$0	No Funding Required	Director of Student Achievement

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
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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) Schools: All Schools	Academic Support Program	08/12/2015	05/18/2016	\$0	No Funding Required	District Title I Coordinator, Principals, RTI Staff, Classroom Teachers
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. Schools: All Schools	Academic Support Program	08/12/2015	05/18/2016	\$94787	Grant Funds, Grant Funds	McKinney Vento Coordinator BB&T Homeless Grant Coordinator FRYSC Coordinators
Activity - Behavior Specialist	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District will employ a behavior specialist to assist in reviewing/revising Individual Education Plans, Functional Behavior Analyses and Behavior Intervention Plans to specifically address current suspension-related behaviors to reduce this rate in special needs population. Schools: All Schools	Behavioral Support Program	08/12/2015	05/18/2016	\$45746	IDEA	Director of Special Education Behavior Specialist
Activity - Behavioral Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
With assistance from behavior specialist, teachers will proactively use the functional 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	08/12/2015	05/18/2016	\$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:

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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
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
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 92% to 94% by 05/18/2016 as measured by the professional growth and effectiveness system.

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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
<p>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.</p> <p>Schools: All Schools</p>	Professional Learning	07/01/2015	08/12/2015	\$5000	General Fund, Title II Part A	Superintendent Central Office Staff Principals Assistant Principals
Activity - Participation in ISLN, KLA and Content Networks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Selected individuals of the leadership team and teachers will participate in meetings of ISLN, KLA, Content Networks and PGES webinars to learn more on PGES and implementation of the system.</p> <p>Schools: All Schools</p>	Professional Learning	08/12/2015	05/18/2016	\$0	No Funding Required	Central Office Principals Selected Teachers
Activity - Student Growth, Probes and Data Collection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers meet in grade or content-alike groups to develop student growth goals, pre-assessments and probes for monitoring growth for the 2015-16 school year, and monitor effectiveness of these instruments throughout the year.</p> <p>Schools: All Schools</p>	Professional Learning	06/01/2015	05/18/2016	\$0	No Funding Required	Central Office Staff Principals Teachers
Activity - Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>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.</p> <p>Schools: All Schools</p>	Professional Learning	06/01/2015	05/18/2016	\$0	No Funding Required	Central Office Staff Principals Teachers

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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	01/04/2016	01/29/2016	\$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	01/04/2016	05/18/2016	\$0	No Funding Required	Superintendent Central Office Staff Principals
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	02/01/2016	08/01/2016	\$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	01/04/2016	05/18/2016	\$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

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<p>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.</p> <p>Schools: All Schools</p>	<p>Recruitment and Retention</p>	<p>08/01/2016</p>	<p>05/30/2017</p>	<p>\$1000</p>	<p>General Fund</p>	<p>Central Office Staff Principals Teacher Leaders Teachers</p>
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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	08/12/2015	05/18/2016	\$36787	McKinney Vento Coordinator BB&T Homeless Grant Coordinator FRYSC Coordinators
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	08/12/2015	05/18/2016	\$58000	McKinney Vento Coordinator BB&T Homeless Grant Coordinator FRYSC Coordinators
Total					\$94787	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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	08/01/2016	05/30/2017	\$1000	Central Office Staff Principals Teacher Leaders 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	08/12/2015	05/18/2016	\$500	District Instructional Supervisor, Principals, Network participants

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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	08/12/2015	05/29/2017	\$81105	Instructional Supervisor Principal SBDM Teacher
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	08/12/2015	05/18/2016	\$125000	District Instructional Supervisor Elementary 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	08/12/2015	05/18/2016	\$13300593	District Finance Director, District Title I Coordinator, District Director of Special Education, Principals, SBDM councils
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	08/12/2015	05/18/2016	\$57213	Principal, Credit Recovery Teacher, Alternative School Teachers
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	08/12/2015	05/18/2016	\$3750	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	08/12/2015	05/18/2016	\$9579	District Technology Coordinator Principals First LEGO League coaches
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	08/12/2015	05/18/2016	\$40224	Instructional Supervisor Principal SBDM Teacher

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School Adjustment and Mental Health Issues	To reduce barriers to learning and the number of dropouts, the district will provide a school social worker from general funds and safe schools/healthy students grant to address school adjustment issues and partner with mental health agencies to provide school-based mental health services.	Behavioral Support Program	08/12/2015	05/18/2016	\$43233	Director of Student Services Social Workers
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	08/12/2015	05/18/2016	\$124199	Principal Transition Staff Teachers
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	07/01/2015	08/12/2015	\$4467	Superintendent Central Office Staff Principals Assistant Principals
Early College	Continue collaboration with Ashland Community and Technical College and Morehead State University to provide opportunities for qualified students to enroll in college-credit-earning courses whether on campus or off-site and seek ways to expand offerings to students, providing financial support for tuition if necessary.	Direct Instruction	08/12/2015	05/18/2016	\$10000	Principal Teachers Superintendent
Interim Benchmarking Assessment	Provide funding and guidance for utilizing interim benchmarking assessment (Measures of Academic Progress - MAP) for students K-11 in the content areas of mathematics, reading, and language usage to enable teachers and school administrators to identify student academic readiness, set goals for growth, monitor progress, determine skills students are prepared to learn, and identify students needing intervention for reaching expected levels of performance	Academic Support Program	08/12/2015	05/18/2016	\$9125	Director of Student Achievement
Total					\$13809988	

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	08/12/2015	05/18/2016	\$57827	District Finance Director, District Title I Coordinator, District Director of Special Education, Principals, SBDM councils

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Total \$57827

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	08/12/2015	05/18/2016	\$44991	District Title I Coordinator Director of Special Education Principals, RTI Staff, Classroom Teachers
Total					\$44991	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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	07/01/2015	08/12/2015	\$533	Superintendent Central Office Staff Principals Assistant Principals
Total					\$533	

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	08/12/2015	05/18/2016	\$2350305	District Finance Director, District Title I Coordinator, District Director of Special Education, Principals, SBDM councils
Total					\$2350305	

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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	08/12/2015	05/18/2016	\$51097	District Title I Coordinator Director of Special Education Principals, RTI Staff, Classroom Teachers
Interim Testing	Utilize the College Equipped Readiness Tool (CERT) with sophomores and juniors to prepare them for ACT assessment and to provide teachers with more detailed information when determining instructional needs for individual students	Academic Support Program	12/01/2015	02/29/2016	\$4500	Principal Counselors 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	08/12/2015	05/18/2016	\$51097	Principal, Credit Recovery Teacher, Alternative School Teachers
Behavior Specialist	District will employ a behavior specialist to assist in reviewing/revising Individual Education Plans, Functional Behavior Analyses and Behavior Intervention Plans to specifically address current suspension-related behaviors to reduce this rate in special needs population.	Behavioral Support Program	08/12/2015	05/18/2016	\$45746	Director of Special Education Behavior Specialist
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	08/12/2015	05/18/2016	\$1007380	District Finance Director, District Title I Coordinator, District Director of Special Education, Principals, SBDM councils
Total					\$1159820	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Interventions	Provide guidance, professional development, and funding to schools in utilizing resources for interventions to increase the performance of students on classroom and interim benchmarking assessments	Academic Support Program	08/12/2015	05/18/2016	\$44820	District Title I Coordinator Director of Special Education Principals, RTI Staff, Classroom Teachers
Appropriate Staffing Decisions	Ensure that instructional staffing budgets allocated to schools is sufficient to keep student-teacher ratios within board policy and that staff are assigned teaching duties in a manner that is supportive to students from all demographic groups with regards to teacher experience, qualifications, and certification	Policy and Process	08/12/2015	05/18/2016	\$724933	District Finance Director, District Title I Coordinator, District Director of Special Education, Principals, SBDM councils
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	08/12/2015	05/18/2016	\$3600	District Instructional Supervisor, District Professional Development Coordinator, Math and ELA consultants, Principals, Teachers
Interim Benchmarking Assessment	Provide funding and guidance for utilizing interim benchmarking assessment (Measures of Academic Progress - MAP) for students K-11 in the content areas of mathematics, reading, and language usage to enable teachers and school administrators to identify student academic readiness, set goals for growth, monitor progress, determine skills students are prepared to learn, and identify students needing intervention for reaching expected levels of performance	Academic Support Program	08/12/2015	05/18/2016	\$27750	Director of Student Achievement
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. Funding may be necessary for additional training of teachers..	Direct Instruction	08/12/2015	05/18/2016	\$10000	Title I Coordinator Instructional Supervisor Principal Teachers
Total					\$811103	

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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	08/12/2015	05/18/2016	\$145500	District Title I Coordinator Director of Special Education Principals, RTI Staff, Classroom Teachers
Total					\$145500	

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	01/04/2016	05/18/2016	\$0	Superintendent Central Office Staff Principals
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	08/12/2015	05/18/2016	\$0	Elementary science teachers Content network participants Instructional Supervisor Principals
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	08/12/2015	05/18/2016	\$0	Teachers Behavior Specialist
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

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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	08/12/2015	05/18/2016	\$0	District Instructional Supervisor, District Professional Development Coordinator, Math, ELA and Science Consultants, Principals, Teachers
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	08/12/2015	05/18/2016	\$0	Principals Teachers
Transition Services	District will continue to follow policies and procedures requiring youth aged 16 and above have appropriately developed Individualized Education Plans that include coordinated, measurable annual goals and transition services and the district will continue to monitor compliance by using the record review process including that all sub-indicators (49a - 49i) are implemented and documented individually for each student.	Career Preparation/Orientation	08/12/2015	05/18/2016	\$0	Teachers ARC Director of Special Education
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	08/12/2015	05/18/2016	\$0	Director of Student Achievement, Principals, Counselors
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	01/04/2016	05/18/2016	\$0	Central Office Staff Principal SBDM Teachers
Interventions	Provide guidance, professional development, and funding to schools in utilizing resources for interventions to increase the performance of students in the non-duplicated gap group on classroom and interim benchmarking assessments (funding for this activity is included in Goal 2, Strategy 2, Activity 2)	Academic Support Program	08/12/2015	05/18/2016	\$0	District Title I Coordinator, Principals, RTI Staff, Classroom Teachers

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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	06/01/2015	05/18/2016	\$0	Central Office Staff Principals 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	08/12/2015	05/18/2016	\$0	District Instructional Supervisor, Principals, Teachers
Career Counseling	Provide guidance and support to high school counselors in developing a program to regularly conference with students on setting goals for their high school careers with regards to their academic experiences and career preparation as they pertain to course selection and chosen career path(s)	Career Preparation/Orientation	08/14/2013	05/18/2015	\$0	Principal, Counselors
Participation in ISLN, KLA and Content Networks	Selected individuals of the leadership team and teachers will participate in meetings of ISLN, KLA, Content Networks and PGES webinars to learn more on PGES and implementation of the system.	Professional Learning	08/12/2015	05/18/2016	\$0	Central Office Principals Selected 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	08/21/2012	09/30/2013	\$0	Director of Technology
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
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	01/04/2016	01/29/2016	\$0	Superintendent Board of Education Central Office Staff
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	08/12/2015	05/18/2016	\$0	Principal, Counselors

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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	08/12/2015	05/18/2016	\$0	Instructional Supervisor Principals Teachers KDMC staff
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	01/04/2016	05/18/2016	\$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	08/12/2015	05/18/2016	\$0	Principals, Counselors, Teachers
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
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	12/01/2015	02/29/2016	\$0	Principal Guidance Counselors CTE Teachers Instructional Supervisor
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	08/12/2015	05/18/2016	\$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 2015-16 school year, and monitor effectiveness of these instruments throughout the year.	Professional Learning	06/01/2015	05/18/2016	\$0	Central Office Staff Principals Teachers
Instructional Rounds	Utilize instructional rounds by central office staff and principals to visit classrooms throughout the district to gather information on the regular use of best practices during instructional time	Professional Learning	02/01/2016	05/18/2016	\$0	Central Office Staff, Principals
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	08/12/2015	05/18/2016	\$0	Director of Technology and Professional Development

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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	08/12/2015	05/18/2016	\$0	District Instructional Supervisor, Principal, 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	02/01/2016	08/01/2016	\$0	Principals SBDM Councils
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	12/14/2015	08/10/2016	\$0	Principals Guidance Counselors CTE Teachers Instructional Supervisor
Interim Benchmarking Assessment	Provide funding and guidance for utilizing interim benchmarking assessment (Measures of Academic Progress - MAP) for students K-11 in the content areas of mathematics, reading, and language usage to enable teachers and school administrators to identify student academic readiness, set goals for growth, monitor progress, determine skills students are prepared to learn, and identify students needing intervention for reaching expected levels of performance (funding for this activity is included in Goal 2, Strategy 2, Activity 1)	Academic Support Program	08/12/2015	05/18/2016	\$0	Director of Student Achievement
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	08/12/2015	05/18/2016	\$0	Instructional Supervisor Teachers Principals Marathon Petroleum staff and resources
Middle School STEM	In addition to PLTW activities, central office staff will advise school in a review of current elective offerings to determine if revisions are necessary/possible to provide more STEM-related options for students.	Direct Instruction	01/04/2016	05/18/2016	\$0	Instructional Supervisor SBDM 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	08/12/2015	05/18/2016	\$0	Central Office Staff, Principal, Guidance Counselors, CTE Teachers
Total					\$0	

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Ensuring CIITS Access	Determine district-level of access and engagement with CIITS by ensuring that all work e-mail addresses for teachers and leaders are entered in Infinite Campus and roles are entered accurately and consistently across the district	Policy and Process	08/21/2012	09/30/2013	\$0	Director of Technology
CIITS Instruction	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	08/12/2015	05/18/2016	\$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-11 in the content areas of mathematics, reading, and language usage to enable teachers and school administrators to identify student academic readiness, set goals for growth, monitor progress, determine skills students are prepared to learn, and identify students needing intervention for reaching expected levels of performance	Academic Support Program	08/12/2015	05/18/2016	\$36875	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	08/12/2015	05/18/2016	\$286408	District Title I Coordinator Director of Special Education Principals, RTI Staff, Classroom Teachers

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Professional Learning Communities	Provide guidance and professional development to teachers and schools in aligning instruction and assessments to KCAS and encourage continuous discussion in professional learning communities (PLC's) through utilization of professional consultants in the content areas of mathematics, english language arts and science.	Professional Learning	08/12/2015	05/18/2016	\$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	08/12/2015	05/18/2016	\$17441038	District Finance Director, District Title I Coordinator, District Director of Special Education, Principals, SBDM councils
Instructional Practices	Provide guidance and professional development to teachers and schools in utilizing instructional strategies of best practice when employing curriculum maps developed during sessions on aligning instruction and assessments to KCAS with professional math, english language arts and science consultants (funding for this activity is reflected in Goal 2, Strategy 3, Activity 1)	Direct Instruction	08/12/2015	05/18/2016	\$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	08/12/2015	05/18/2016	\$0	Director of Student Achievement, Principals, Counselors
Interim Benchmarking Assessment	Provide funding and guidance for utilizing interim benchmarking assessment (Measures of Academic Progress - MAP) for students K-11 in the content areas of mathematics, reading, and language usage to enable teachers and school administrators to identify student academic readiness, set goals for growth, monitor progress, determine skills students are prepared to learn, and identify students needing intervention for reaching expected levels of performance (funding for this activity is included in Goal 2, Strategy 2, Activity 1)	Academic Support Program	08/12/2015	05/18/2016	\$0	Director of Student Achievement

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Interventions	Provide guidance, professional development, and funding to schools in utilizing resources for interventions to increase the performance of students in the non-duplicated gap group on classroom and interim benchmarking assessments (funding for this activity is included in Goal 2, Strategy 2, Activity 2)	Academic Support Program	08/12/2015	05/18/2016	\$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	08/12/2015	05/18/2016	\$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	08/12/2015	05/18/2016	\$500	District Instructional Supervisor, Principals, Network participants
Instructional Rounds	Utilize instructional rounds by central office staff and principals to visit classrooms throughout the district to gather information on the regular use of best practices during instructional time	Professional Learning	02/01/2016	05/18/2016	\$0	Central Office Staff, Principals
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	08/12/2015	05/18/2016	\$43233	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	08/12/2015	05/18/2016	\$0	Teachers ARC Director of Special Education

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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	08/12/2015	05/18/2016	\$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	08/12/2015	05/18/2016	\$45746	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	08/12/2015	05/18/2016	\$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	07/01/2015	08/12/2015	\$5000	Superintendent Central Office Staff Principals Assistant Principals
Participation in ISLN, KLA and Content Networks	Selected individuals of the leadership team and teachers will participate in meetings of ISLN, KLA, Content Networks and PGES webinars to learn more on PGES and implementation of the system.	Professional Learning	08/12/2015	05/18/2016	\$0	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 2015-16 school year, and monitor effectiveness of these instruments throughout the year.	Professional Learning	06/01/2015	05/18/2016	\$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	06/01/2015	05/18/2016	\$0	Central Office Staff Principals Teachers

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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	01/04/2016	01/29/2016	\$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	01/04/2016	05/18/2016	\$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	02/01/2016	08/01/2016	\$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	01/04/2016	05/18/2016	\$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	08/01/2016	05/30/2017	\$1000	Central Office Staff Principals Teacher Leaders Teachers
Total					\$17958187	

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	08/12/2015	05/18/2016	\$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	08/12/2015	05/18/2016	\$0	Instructional Supervisor Teachers Principals Marathon Petroleum staff and resources

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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	08/12/2015	05/18/2016	\$0	Elementary science teachers Content network participants Instructional Supervisor Principals
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	08/12/2015	05/18/2016	\$9579	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	08/12/2015	05/18/2016	\$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	08/12/2015	05/18/2016	\$125000	District Instructional Supervisor Elementary Principals Teachers
Total					\$134579	

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	08/12/2015	05/18/2016	\$124199	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	08/12/2015	05/18/2016	\$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	08/12/2015	05/18/2016	\$0	Central Office Staff, Principal, Guidance Counselors, CTE Teachers

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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	08/12/2015	05/18/2016	\$108310	Principal, Credit Recovery Teacher, Alternative School Teachers
Preparing for Pathways	Provide guidance and support to the high school in reviewing current course offerings in career and technical education, analyzing student successes and preferences, consolidating courses into true pathways, and determining resource availability for adding/removing pathways	Career Preparation/Orientation	08/12/2015	05/18/2016	\$0	Central Office Staff, Principal, Guidance Counselors, CTE Teachers
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	08/12/2015	05/18/2016	\$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	08/12/2015	05/18/2016	\$0	Principal, Counselors
Career Counseling	Provide guidance and support to high school counselors in developing a program to regularly conference with students on setting goals for their high school careers with regards to their academic experiences and career preparation as they pertain to course selection and chosen career path(s)	Career Preparation/Orientation	08/14/2013	05/18/2015	\$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.	Direct Instruction	08/12/2015	05/18/2016	\$10000	Principal Teachers Superintendent
Career Prep and Vocations	Work with high school to develop or revise programs to prepare non-qualifying students to be involved in vocational classes, collaborate with Ashland Community and Technical College to devise program for manufacturing technology career cluster offered both on campus and off-site, utilizing current levels of funding for instruction.	Direct Instruction	01/04/2016	05/18/2016	\$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	08/12/2015	05/29/2017	\$81105	Instructional Supervisor Principal SBDM Teacher

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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	08/12/2015	05/18/2016	\$40224	Instructional Supervisor Principal SBDM Teacher
Interim Testing	Utilize the College Equipped Readiness Tool (CERT) with sophomores and juniors to prepare them for ACT assessment and to provide teachers with more detailed information when determining instructional needs for individual students	Academic Support Program	12/01/2015	02/29/2016	\$4500	Principal Counselors Teachers
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	12/14/2015	08/10/2016	\$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	12/01/2015	02/29/2016	\$0	Principal Guidance Counselors CTE Teachers Instructional Supervisor
Total					\$368338	

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	08/12/2015	05/18/2016	\$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	08/12/2015	05/18/2016	\$0	Instructional Supervisor Teachers Principals Marathon Petroleum staff and resources

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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	08/12/2015	05/18/2016	\$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	08/12/2015	05/18/2016	\$3750	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	08/12/2015	05/18/2016	\$9579	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	08/12/2015	05/18/2016	\$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	08/12/2015	05/18/2016	\$125000	District Instructional Supervisor Elementary Principals Teachers
Total					\$138329	

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	08/12/2015	05/18/2016	\$0	Principals Teachers

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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	08/12/2015	05/18/2016	\$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	08/12/2015	05/18/2016	\$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	08/12/2015	05/18/2016	\$3750	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	08/12/2015	05/18/2016	\$9579	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	08/12/2015	05/18/2016	\$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	08/12/2015	05/18/2016	\$125000	District Instructional Supervisor Elementary Principals Teachers
Total					\$138329	

Crabbe Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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KDE Comprehensive Improvement Plan for Districts

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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	08/12/2015	05/18/2016	\$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	08/12/2015	05/18/2016	\$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	08/12/2015	05/18/2016	\$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	08/12/2015	05/18/2016	\$3750	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	08/12/2015	05/18/2016	\$9579	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	08/12/2015	05/18/2016	\$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	08/12/2015	05/18/2016	\$125000	District Instructional Supervisor Elementary Principals Teachers
Total					\$138329	

Charles Russell Elementary School

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Ashland Independent

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	08/12/2015	05/18/2016	\$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	08/12/2015	05/18/2016	\$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	08/12/2015	05/18/2016	\$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	08/12/2015	05/18/2016	\$3750	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	08/12/2015	05/18/2016	\$9579	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	08/12/2015	05/18/2016	\$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	08/12/2015	05/18/2016	\$125000	District Instructional Supervisor Elementary Principals Teachers
Total					\$138329	

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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	08/12/2015	05/18/2016	\$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	08/14/2013	05/18/2015	\$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	08/12/2015	05/18/2016	\$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	08/12/2015	05/18/2016	\$9579	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. Funding may be necessary for additional training of teachers..	Direct Instruction	08/12/2015	05/18/2016	\$10000	Title I Coordinator Instructional Supervisor Principal Teachers
Middle School STEM	In addition to PLTW activities, central office staff will advise school in a review of current elective offerings to determine if revisions are necessary/possible to provide more STEM-related options for students.	Direct Instruction	01/04/2016	05/18/2016	\$0	Instructional Supervisor SBDM Principal Teachers
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	12/14/2015	08/10/2016	\$0	Principals Guidance Counselors CTE Teachers Instructional Supervisor
Total					\$19579	

KDE Needs Assessment

Introduction

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

Data Analysis

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

What does the data/information not tell you?

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

The evidence displays that our on-time graduation rate has declined. The 5-year adjusted cohort graduation rate decreased from 95.3 to 93.7%, still nearly 5% higher than the state.

The College/Career Readiness (CCR) rate increased nearly 13 percent to 76.8 percent of students meeting either college or career readiness. This is a continuing trend with an almost 41 percent increase over the past two school years. This has been due to a combination of more students reaching benchmark for college readiness either through ACT, COMPASS or KYOTE scores and increases in career ready students. The district has met their goal in each of the past two school years

With regards to gaps, two demographic groups continue to stand out as needing attention - free/reduced lunch students and disability students. The performance of these groups trailed significantly behind the overall scores at each level in both reading and mathematics. The average combined reading and math scores for all students failed to meet goals at all levels, with high school being closest to meeting goal, and elementary trailing their goal the most. While gap group did approach their goal, they are still far behind the overall, with free/reduced and disability being the largest contingents of this group.

Areas of Strengths

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

The percentage of students scoring proficient or higher outpaced the state average by a significant amount in several areas including reading, science and language mechanics at all levels as well as mathematics, social studies and writing at the middle and high school levels.

Additionally, growth in math was extremely strong at the middle school level two-thirds of students meeting growth requirement. A continued emphasis on professional development in math may be one reason.

The interim assessment Measures of Academic Progress (MAP) has been 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 to proficiency. We will continue to use this tool in our district.

Opportunities for Improvement

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

While the average combined reading and math scores remain above state average at the middle school and rose above state average at the high school, it fell below state average for the first time at the elementary level. Math at the elementary level is the main area of concern.

Mathematics continues to have the lowest combined percentage of proficient or higher students in the district at less than 44%. This is especially so at the elementary level, where fundamental concepts and skills should be developed.

In addition, the number of students scoring Novice in reading at the high school level continues to be alarming, with that rate dropping from over 40% in 2014 to just below 32% in 2015 - still a high number.

Further, the discrepancy in on-demand writing scores at the high school with the other levels (59% P/D versus 43.3% and 42.1% at elementary and middle) points towards issues with writing programs.

Finally, growth is a serious issue at multiple levels and contents. In reading, only the elementary level met minimum 60% at typical growth. Math was slightly better with all either above 60% or near it. Utilizing MAP and common assessments to determine student progress should help in this goal.

Oversight and Monitoring

Describe your processes and interventions for monitoring continuous improvement.

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

We will administer common formative assessments across grade levels in mathematics, reading, and writing to measure 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 conduct instructional rounds in all schools to determine if teachers and schools are employing best practices in the classroom and report to school principals of our findings.

Conclusion

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

The results displayed in the 2015 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 several 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 to this point with five of our seven schools scoring proficient or higher and the district overall being on the verge of reaching the distinguished level.

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 is as well. Additionally, two demographic groups had significant gaps in their results as compared to the scores for all students. There remains a great need to address the assessment performance of students approved for Free/Reduced lunch and students with IEPs.

While our district plan will focus attention on these essential areas of improvement, there will also be goals and activities associated with areas that must be maintained in order to keep student achievement and success on the rise.

Compliance and Accountability - Districts

Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 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 92% to 94% by 05/18/2016 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 - 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	01/04/2016	05/18/2016	\$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	02/01/2016	08/01/2016	\$0 - No Funding Required	Principals SBDM Councils

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	01/04/2016	05/18/2016	\$0 - No Funding Required	Central Office Staff Principals SBDM councils

KDE Comprehensive Improvement Plan for Districts

Ashland Independent

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	01/04/2016	01/29/2016	\$0 - No Funding Required	Superintendent Board of Education Central Office Staff

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	08/01/2016	05/30/2017	\$1000 - General Fund	Central Office Staff Principals Teacher Leaders Teachers

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

Goal 1:

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

Measurable Objective 1:

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

Strategy1:

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

Category:

Research Cited:

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

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Activity - Review and Respond	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review results of 2013 TELL survey and determine areas of greatest need as identified by responding teachers, providing schools and the district as a whole with a prioritized list of items that require action to improve teaching and learning conditions	Other	11/01/2013	01/31/2014	\$0 - No Funding Required	Director of Student Achievement, Director of Professional Development, Principals, KEA school representatives

KDE Assurances - District

Introduction

KDE Assurances for Districts

District Assurances

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

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

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

KDE Comprehensive Improvement Plan for Districts

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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		

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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		

KDE Comprehensive Improvement Plan for Districts

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.	Yes	Staff 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		

KDE Comprehensive Improvement Plan for Districts

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		

KDE Comprehensive Improvement Plan for Districts

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		

Equitable Access Diagnostic

Introduction

Description

As part of No Child Left Behind (NCLB) each state is required to develop strategies to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. The results of this effort became a national push to ensure all teachers were highly qualified (HQT); meaning each teacher holds the appropriate certification for the content and/or grade level for which they are assigned. National data show that poor and minority continue to be taught by inexperienced, unqualified, or out-of-field teachers. As a result, in 2014, the United States Department of Education (USDOE) required states to develop equity plans and use evidence based strategies to address this issue. The focus of the plan is to move away from the concept of “highly qualified” to “high effective”.

Needs Assessment

Label	Assurance	Response	Comment	Attachment
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the district?	Yes		

What are the barriers?

Some lack of information and support provided to teachers new to the district

List the data sources used to identify the barriers.

Results of PGES and TELL survey information

What are the root causes of those identified barriers?

Some teachers new to the district lack information and need support in addition to what they receive via KTIP and induction program used by the district.

What does the Professional Growth and Effectiveness System data say about the effectiveness of teachers and leaders in the district?

92 percent of teachers/leaders were rated as Exemplary/Accomplished and 93% had high/expected student growth.

Equitable Access Strategies

Placement: Describe district policies or procedures that address the assignment of students to ensure low income, minority, Limited English Proficient and Exceptional Children and Youth are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers.

District policy on Equal Educational Opportunities prevents such from occurring. In addition, student placement policies at each school provide for an equitable distribution of students.

Placement: How is data used to make student assignment decisions to ensure low income, minority, Limited English Proficient and Exceptional Children and Youth are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers?

School personnel responsible for placing students in classes are knowledgeable of demographics and assign students in a manner that does not result in large groupings of one demographic.

Recruitment and Retention: How does the district analyze student level data to design targeted recruitment of effective and diverse teachers and leaders?

The district is always recruiting effective teachers whenever there is expected to be vacancies. The Ashland Independent District does everything within its power to recruit, interview and hire a diverse staff, however, there is a very limited pool of qualified candidates that apply in this region.

Recruitment and Retention: How does the district recruit teachers who are effective in implementing practices that are targeted to support the diverse learning needs of minority students, low income students, Limited English Proficient and Exception Children and Youth?

Individual schools screen candidates for their specific needs through the interview/hiring process. There is no specific practice for recruitment in this targeted area.

Recruitment and Retention: How does the district recruit effective teachers and leaders to its high poverty, high minority, lowest achieving schools or schools with higher populations of Limited English Proficient or Exceptional Children and Youth?

There is no practice in place for targeting specific schools for recruiting effective teachers. We believe that every school has the need for effective teachers.

Recruitment and Retention: How does the district retain effective teachers retained in high poverty, high minority, low achieving schools or schools with higher populations of Limited English Proficient and Exceptional Children and Youth? Identify any

incentives.

The district makes it an emphasis to retain all effective teachers, regardless of the demographic make-up of the school in which they teach.

Professional Learning: Identify district supports, including mentoring and/or induction, provided to meet the needs of first year, inexperienced and out-of-field teachers.

The district holds a beginning-of-year induction ceremony for all teachers new to the district. In addition to KTIP program, principals are urged to identify mentors for less-experienced teachers. This practice can also arise for those teachers whose performance is less than accomplished/exemplary on evaluation.

Professional Learning: Utilizing PGES data, how are the professional learning needs of teacher with an effectiveness rating below accomplished being addressed?

Utilization of job-embedded professional development that is specifically designed for individual teachers, conferences with supervisors, shadowing/visiting classrooms of effective teachers, etc.

Working Conditions: How are TELL Kentucky results being addressed to increase recruitment, retention and professional learning needs of staff?

Most principals have identified professional development as a goal in their PGPs. In addition, the district has identified class size as a concern. Both of these items arose from TELL survey analysis as being areas of importance to teachers. In addition, new teachers reported a need for more support in their first year(s).

Questions

Identify all goals, objectives, strategies and activities created that support equitable access and the responses in this diagnostic.

Goal 2, Objective 1, Strategy 3, Professional Learning Communities - providing more professional development

Goal 2, Objective 1, Strategy 3, Instructional Rounds - providing feedback to principals and teachers on classroom practices

Goal 2, Objective 1, Strategy 4, Appropriate Staffing Decisions - ensuring equitable distribution of funds for staffing, resources

Goal 4, Objective 1, Strategy 1, Instructional Practices - more professional development, best practices, gap students

Goal 5

Goal 6