



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 3,000 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 11% of students are minorities, over 14% are special needs, and nearly 60% 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 15:1 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 15 years.

The district serves students residing in five public housing facilities, three homeless shelters, a domestic violence shelter, and a child sexual abuse facility. Over 100 of the students in the district are homeless. In addition, the city is located within three miles of two other states (Ohio and West Virginia). These factors combine to produce an extremely high transient rate for students and their families seeking public assistance.

System's Purpose

Provide the school system's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school system embodies its purpose through its program offerings and expectations for students.

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

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

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

Notable Achievements and Areas of Improvement

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

The Ashland Independent School District has been rated at the Proficient level for each year of the new Unbridled Learning accountability system, and maintained that for the 2014 school year, rising to the 86th percentile. One of our schools reached the distinguished level, four of our remaining six schools reached Proficient, with four of the seven labeled as progressing for meeting all growth goals. We are the 54th-ranked school district in the state.

All of our schools have worked aggressively in reducing retentions and dropouts. Utilizing response to intervention and credit recovery, these numbers continue to decrease. Our on-time graduation rate has seen continuous increases due to these actions, and 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 2014-15 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.

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

Additional Information

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

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

We have recently embarked on a construction project at our middle school, with the goal of transferring all district 6th graders to the middle school beginning in the 2015-16 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.

2014-15 AISD Comprehensive District Improvement Plan

Overview

Plan Name

2014-15 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: 17	Organizational	\$278857
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: 8	Organizational	\$17729937
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: 5 Activities: 7	Organizational	\$78167
5	Increase the percentage of effective teachers from ___% in 2015 to ___% in 2020.	Objectives: 1 Strategies: 1 Activities: 8	Organizational	\$5000
6	Increase the percentage of effective principals from ___% in 2015 to ___% in 2020.	Objectives: 1 Strategies: 1 Activities: 5	Organizational	\$0
7	Increase the percentage of agreement by elementary school respondents on the TELL survey to the statement that teachers have adequate space to work productively from 84% in 2013 to 88% in 2015.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0

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

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to increase the percentage of graduates college/career ready from 68.1% in 2014 to 70.5% by 05/29/2015 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	08/14/2013	05/18/2015	\$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	08/14/2013	05/18/2015	\$0	No Funding Required	District Instructional Supervisor, Principal, Teachers

Strategy 3:

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

Category:

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

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

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

Activity - Biomedical Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Begin implementation of Project Lead The Way Biomedical Sciences Program at the high school. Initial offering of Principles of the Biomedical Sciences in year one and expanding to Human Body Systems, Medical Interventions, and Biomedical Innovation. Full implementation of MNA program with addition of phlebotomy course in 2015-16. Requires training of instructor and possible funding for new position. Schools: Paul G. Blazer High School	Direct Instruction	07/01/2014	05/27/2016	\$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
Begin implementation of construction pathway at the high school, with initial offerings in intro to construction tech and lab. Schools: Paul G. Blazer High School	Direct Instruction	08/13/2014	05/18/2015	\$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. Funding for staff and resources, and source to be determined. Schools: Charles Russell Elementary School, Crabbe Elementary School, Poage Elementary School, Oakview Elementary School, Hager Elementary School	Direct Instruction	08/12/2015	05/20/2016	\$0	No Funding Required	District Instructional Supervisor Elementary Principals Teachers

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
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Provide guidance and support to high school counselors in developing a program to regularly conference with students on ILP's and setting goals for their high school careers with regards to their academic experiences and career preparation as they pertain to course selection and chosen career path(s) Schools: Paul G. Blazer High School	Career Preparation/Orientation	08/14/2013	05/18/2015	\$0	No Funding Required	Principal, Counselors
Activity - Transition Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District will continue to follow policies and procedures requiring youth aged 16 and above have appropriately developed Individualized Education Plans that include coordinated, measurable annual goals and transition services and the district will continue to monitor compliance by using the record review process including that all sub-indicators (49a - 49i) are implemented and documented individually for each student. Schools: All Schools	Career Preparation/Orientation	08/14/2013	05/18/2015	\$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

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to increase the overall reading and math for all students of the Ashland Independent schools from 49.6% in 2014 to 60% by 05/29/2015 as measured by K-PREP.

Strategy 1:

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

Category:

Activity - CIITS Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue monitoring and encourage access and engagement by providing professional learning sessions in using CIITS for instructional planning, creation and sharing of instructional resources, and analysis of data and reporting Schools: All Schools	Professional Learning	10/01/2013	05/18/2015	\$6382	Race to the Top	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

SY 2014-2015

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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	08/14/2013	05/18/2015	\$37500	General Fund	Director of Student Achievement

Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide guidance, professional development, and funding to schools in utilizing resources for interventions to increase the performance of students on classroom and interim benchmarking assessments Schools: All Schools	Academic Support Program	08/14/2013	05/18/2015	\$241417	Title I Part A, IDEA, Read to Achieve	District Title I Coordinator Director of Special Education Principals, RTI Staff, Classroom Teachers

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 (grants from Morehead State University are paying for the bulk of this activity - unknow amount) Schools: All Schools	Professional Learning	08/14/2013	05/18/2015	\$3600	Title I Part A	District Instructional Supervisor, District Professional Development Coordinator, Math and ELA consultants, Principals, Teachers

KDE Comprehensive Improvement Plan for Districts

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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	08/01/2013	05/18/2015	\$0	No Funding Required	District Instructional Supervisor, Principals, Teachers

Activity - Instructional Rounds	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize instructional rounds by central office staff and principals to visit classrooms throughout the district to gather information on the regular use of best practices during instructional time Schools: All Schools	Professional Learning	03/03/2014	05/18/2015	\$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	03/03/2014	05/18/2015	\$17441038	General Fund, State Funds, Safe Schools, Title I Part A, IDEA	District Finance Director, District Title I Coordinator, District Director of Special Education, Principals, SBDM councils

Activity - Moving 6th Grade to Middle School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Re-organizing district placement of students in grade six at the middle school will require teacher certification to match content areas, will support continued improvement in academic expectations in core content areas, and will provide increased access to co-curricular content areas. Funding for improvements to existing middle school coming from building funds and funding for instruction to come from existing expenditures. Schools: Ashland Middle School	Other	08/12/2015	05/20/2016	\$0	No Funding Required	Superintendent Central Office Staff Principal Teachers

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

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to increase the 4-year cohort graduation rate from 93.2% in 2014 to 94.9% by 05/29/2015 as measured by the graduation formula.

Strategy 1:

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

Category:

Activity - Credit Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide funding to high school and alternative school to allow students who have failed a required course or are in danger of failing the opportunity to recover lost credits in a non-traditional method Schools: Ashland Central School, Paul G. Blazer High School	Academic Support Program	08/14/2013	05/18/2015	\$108310	Title II Part A, General Fund, IDEA	Principal, Credit Recovery Teacher, Alternative School Teachers
Activity - CEIS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Elementary and Middle schools will provide Coordinated Early Intervening Services (CEIS) to students struggling with attendance, academic and/or discipline issues to assist in persistence to graduation efforts. Schools: Charles Russell Elementary School, Ashland Middle School, Crabbe Elementary School, Poage Elementary School, Oakview Elementary School, Hager Elementary School	Academic Support Program	08/14/2013	05/18/2015	\$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	08/14/2013	05/18/2015	\$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

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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	08/14/2013	05/18/2015	\$0	No Funding Required	Central Office Staff, Principal, Guidance Counselors, CTE Teachers

Activity - Individual Learning Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide guidance and support to schools in working with students on generation of fully-functioning individual learning plans (ILPs) that lay out the path for courses the students will need to complete in order to be college and/or career ready upon graduation Schools: Ashland Middle School, Paul G. Blazer High School	Career Preparation/Orientation	08/14/2013	05/18/2015	\$0	No Funding Required	Principals, Counselors, Teachers

Strategy 3:

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

Category:

Activity - Career Counseling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide guidance and support to high school counselors in developing a program to regularly conference with students on setting goals for their high school careers with regards to their academic experiences and career preparation as they pertain to course selection and chosen career path(s) Schools: 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

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 36.8% in 2014 to 50% by 05/18/2015 as measured by K-PREP.

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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
<p>Provide guidance and professional development to teachers and schools in utilizing instructional strategies of best practice when employing curriculum maps developed during sessions on aligning instruction and assessments to KCAS with professional math, english language arts and science consultants (funding for this activity is reflected in Goal 2, Strategy 3, Activity 1)</p> <p>Schools: All Schools</p>	Direct Instruction	08/14/2013	05/18/2015	\$0	No Funding Required	District Instructional Supervisor, District Professional Development Coordinator, Math, ELA and Science Consultants, Principals, Teachers

Strategy 2:

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

Category:

Activity - Interim Reviews	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Provide guidance and support to instructional leaders in the schools for organizing a system for regular monitoring the progress of students in the non-duplicated gap group for academic and non-academic progress</p> <p>Schools: All Schools</p>	Academic Support Program	08/14/2013	05/18/2015	\$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
<p>Provide funding and guidance for utilizing interim benchmarking assessment (Measures of Academic Progress - MAP) for students K-11 in the content areas of mathematics, reading, and language usage to enable teachers and school administrators to identify student academic readiness, set goals for growth, monitor progress, determine skills students are prepared to learn, and identify students needing intervention for reaching expected levels of performance (funding for this activity is included in Goal 2, Strategy 2, Activity 1)</p> <p>Schools: All Schools</p>	Academic Support Program	08/14/2013	05/18/2015	\$0	No Funding Required	Director of Student Achievement

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Strategy 3:

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

Category:

Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide guidance, professional development, and funding to schools in utilizing resources for interventions to increase the performance of students in the non-duplicated gap group on classroom and interim benchmarking assessments (funding for this activity is included in Goal 2, Strategy 2, Activity 2) Schools: All Schools	Academic Support Program	08/14/2013	05/18/2015	\$0	No Funding Required	District Title I Coordinator, Principals, RTI Staff, Classroom Teachers

Strategy 4:

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

Category:

Activity - Supplemental Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide enriched supplemental instruction, transportation, professional development, referrals to health care and other services facilitating the enrollment, attendance, and success in school of homeless children and youth Schools: All Schools	Academic Support Program	08/16/2012	05/18/2015	\$39317	Other	District Title I Coordinator, FRYSC Coordinators

Strategy 5:

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

Category:

Activity - Behavior Specialist	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District will employ a behavior specialist to assist in reviewing/revising Individual Education Plans, Functional Behavior Analyses and Behavior Intervention Plans to specifically address current suspension-related behaviors to reduce this rate in special needs population. Schools: All Schools	Behavioral Support Program	01/16/2014	05/18/2015	\$38850	IDEA	Director of Special Education Behavior Specialist

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Activity - Behavioral Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
With assistance from behavior specialist, teachers will proactively use the functional behavioral analysis and behavior intervention plan after 4-5 days of suspension to design targeted interventions to address behaviors of concern. Schools: All Schools	Behavioral Support Program	01/16/2014	05/18/2015	\$0	No Funding Required	Teachers Behavior Specialist

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

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to implement the new professional growth and effectiveness system for all teachers by 04/30/2015 as measured by completion of required documents (professional and student growth plans, observations, etc.) in CIITS.

Strategy 1:

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

Category: Teacher PGES

Activity - Implementation Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leadership team develops plan for training principals and teachers on the professional growth and effectiveness system. Plan will be a guideline for steps to follow during the pilot and full implementation year. Plan may be adjusted as needs arise. Schools: All Schools	Policy and Process	02/04/2013	12/19/2014	\$0	No Funding Required	Superintendent, Central Office Staff, Principals, Teachers

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Observation Certification - all principals and assistant principals as well as selected central office staff will pass proficiency examinations on the Danielson Framework to perform teacher observations for growth and development of teachers. Training to occur in meetings with all necessary parties participating. Includes Teachscape re-calibration to assure continued proficiency among evaluators. Schools: All Schools	Professional Learning	03/04/2013	10/31/2014	\$5000	General Fund	Superintendent, Central Office Staff, Principals, Assistant Principals

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Activity - Participation in ISLN, KLA and PGES State Webinars	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Selected individuals of the leadership team will participate in meetings of ISLN, KLA, and state PGES webinars and updates to learn more on PGES and implementation of the system. Schools: All Schools	Professional Learning	08/01/2013	06/30/2015	\$0	No Funding Required	Central Office, Principals
Activity - Preparing for Full Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As a culmination of scale-up activities throughout 2014 school year, provide training to all teachers, peer observers and principals with regards to the framework, self-reflections, student growth goals/plans, collection of data, professional growth goals/plans and utilizing CIITS for PGES. Schools: All Schools	Professional Learning	06/02/2014	06/06/2014	\$0	No Funding Required	Central Office Staff, Principals, Teachers
Activity - Student Growth, Probes and Data Collection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers meet in grade or content-alike groups to develop student growth goals, pre-assessments and probes for monitoring growth for the 2014-15 school year Schools: All Schools	Professional Learning	06/02/2014	08/11/2014	\$0	No Funding Required	Central Office Staff, Principals, Teachers
Activity - Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide support to teachers and principals in developing student growth goals around baseline data, post student growth probes and formative assessments on website for all teachers, provide work sessions for principals to address conferencing strategies and support principals in mid-year conferencing with teachers when discussing goal implementation and progress, provide peer observers a work session to discuss best practices and conferencing/coaching practices and CIITS utilization, and conference with principals and teachers following summative conferences to discuss suggestions for future modifications to implementation plan. Schools: All Schools	Professional Learning	09/08/2014	05/15/2015	\$0	No Funding Required	Central Office Staff, Principals, Teachers
Activity - OPGES and Preschool	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Extend all trainings to these new groups, including Teachscape requirements for preschool administration, overview, self-reflection, professional growth and action plan, student growth goals and action plan, peer observation, etc. Schools: All Schools	Professional Learning	08/04/2014	05/15/2015	\$0	No Funding Required	Central Office Staff, Principals, Teachers

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Activity - Revise District Evaluation Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District evaluation committee meets to discuss needed revisions to certified evaluation plan, incorporating PGES into the plan, completes revisions to plan and presents to board of education for approval. Schools: All Schools	Policy and Process	01/06/2014	12/19/2014	\$0	No Funding Required	District Evaluation Committee, Superintendent, School Board

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

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to implement the new professional growth and effectiveness system for all principals by 04/30/2015 as measured by completion of all required documents (e.g., professional and student growth plans, observations, etc.) in CIITS.

Strategy 1:

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

Category: Principal PGES

Activity - Implementation Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leadership team develops plan for training principals and teachers on the professional growth and effectiveness system. Plan will be a guideline for steps to follow during the pilot and full implementation year. Plan may be adjusted as needs arise. Schools: All Schools	Policy and Process	02/04/2013	12/19/2014	\$0	No Funding Required	Superintendent, central office staff, principals

Activity - Participation in ISLN, KLA, and PGES State webinars	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Selected individuals from district team will participate in meetings of ISLN, KLA, and state PGES webinars/PGES pilot updates to learn more on PGES and implementation of the system. Schools: All Schools	Professional Learning	08/01/2013	06/30/2015	\$0	No Funding Required	Central Office Staff, principals

Activity - PPGES Training in PD360	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Central Office staff and principals complete 'Get Ready!' - Understand PPGES Pilot components, implementation and monitoring process/ Understand Organization of Principal Performance Standards/Identify sources of evidence that documents proficiency. Schools: All Schools	Professional Learning	09/03/2013	08/29/2014	\$0	No Funding Required	Superintendent, Central Office staff, principals.
Activity - PPGES meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Periodic meetings with central office staff and pilot-participating principals to review items of responsibility including KY TELL survey review, VAL-ED survey, self-reflection over the principal performance standards, professional growth goals and action plans, site visits, and student growth goals and action plans, mid-year reviews. Schools: All Schools	Professional Learning	10/01/2013	04/30/2015	\$0	No Funding Required	Superintendent, central office staff, principals.
Activity - Revise District Evaluation Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District evaluation committee meets to discuss needed revisions to certified evaluation plan, incorporating PGES into the plan, completes revisions to plan and presents to board of education for approval. Schools: All Schools	Policy and Process	01/06/2014	01/30/2015	\$0	No Funding Required	District Evaluation committee, superintendent, school board

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

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

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

Strategy 1:

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

Category:

Activity - Obtain Information on Adequate Space	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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KDE Comprehensive Improvement Plan for Districts

Ashland Independent

Review space utilization in elementary schools with regards to classrooms, teacher assignments and student teacher ratios to determine if overcrowding is an issue. Schools: Charles Russell Elementary School, Crabbe Elementary School, Poage Elementary School, Oakview Elementary School, Hager Elementary School	Other	02/10/2014	03/17/2014	\$0	No Funding Required	Lisa Henson, Director of Student Services Patsy Lindsey, Director of Pupil Personnel
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Activity - Determine Underlying Causes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal and teacher leaders of elementary schools meet with representatives of the central office to discuss possible reasons for teachers having inadequate space to work productively (e.g., student-teacher ratio, itinerant teachers, etc.) and to determine means of resolving conflicts. Schools: Charles Russell Elementary School, Crabbe Elementary School, Poage Elementary School, Oakview Elementary School, Hager Elementary School	Other	04/14/2014	03/31/2015	\$0	No Funding Required	Lisa Henson, Director of Student Services Patsy Lindsey, Director of Pupil Personnel

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

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

IDEA

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Interventions	Provide guidance, professional development, and funding to schools in utilizing resources for interventions to increase the performance of students on classroom and interim benchmarking assessments	Academic Support Program	08/14/2013	05/18/2015	\$51097	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	03/03/2014	05/18/2015	\$1007380	District Finance Director, District Title I Coordinator, District Director of Special Education, Principals, SBDM councils
Credit Recovery	Provide funding to high school and alternative school to allow students who have failed a required course or are in danger of failing the opportunity to recover lost credits in a non-traditional method	Academic Support Program	08/14/2013	05/18/2015	\$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	01/16/2014	05/18/2015	\$38850	Director of Special Education Behavior Specialist
					Total	\$1148424

Safe Schools

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Ashland Independent

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Appropriate Staffing Decisions	Ensure that instructional staffing budgets allocated to schools is sufficient to keep student-teacher ratios within board policy and that staff are assigned teaching duties in a manner that is supportive to students from all demographic groups with regards to teacher experience, qualifications, and certification	Policy and Process	03/03/2014	05/18/2015	\$57827	District Finance Director, District Title I Coordinator, District Director of Special Education, Principals, SBDM councils
Total					\$57827	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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	08/14/2013	05/18/2015	\$0	District Instructional Supervisor, District Professional Development Coordinator, Math, ELA and Science Consultants, Principals, Teachers
Middle School STEM	In addition to PLTW activities, central office staff will advise school in a review of current elective offerings to determine if revisions are necessary/possible to provide more STEM-related options for students.	Direct Instruction	03/03/2014	05/18/2015	\$0	Instructional Supervisor SBDM Principal 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 2014-15 school year	Professional Learning	06/02/2014	08/11/2014	\$0	Central Office Staff, Principals, Teachers
Interventions	Provide guidance, professional development, and funding to schools in utilizing resources for interventions to increase the performance of students in the non-duplicated gap group on classroom and interim benchmarking assessments (funding for this activity is included in Goal 2, Strategy 2, Activity 2)	Academic Support Program	08/14/2013	05/18/2015	\$0	District Title I Coordinator, Principals, RTI Staff, Classroom Teachers

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Career Prep and Vocations	Work with high school to develop or revise programs to prepare non-qualifying students to be involved in vocational classes, collaborate with Ashland Community and Technical College to devise program for manufacturing technology career cluster offered both on campus and off-site, utilizing current levels of funding for instruction.	Direct Instruction	02/03/2014	05/27/2016	\$0	Central Office Staff Principal SBDM Teachers
PPGES meetings	Periodic meetings with central office staff and pilot-participating principals to review items of responsibility including KY TELL survey review, VAL-ED survey, self-reflection over the principal performance standards, professional growth goals and action plans, site visits, and student growth goals and action plans, mid-year reviews.	Professional Learning	10/01/2013	04/30/2015	\$0	Superintendent, central office staff, principals.
Elementary Science	Kindergarten through grade six teachers will embed engineering component of the next-generation science standards into regular science instruction in order to prepare students for science careers - funding for implementation to come from school section VI funds.	Direct Instruction	08/13/2014	05/18/2015	\$0	Elementary science teachers Content network participants Instructional Supervisor Principals
Review and Respond	Continue discussion of adequate space during 2014-15 school year with elementary principals and teacher leaders, monitor measures put into place to remedy the issues, and review results of 2015 TELL survey to determine if growth in this area has been achieved.	Other	08/20/2014	06/30/2015	\$0	Lisa Henson, Director of Student Services Patsy Lindsey, Director of Pupil Personnel
Preparing for Full Implementation	As a culmination of scale-up activities throughout 2014 school year, provide training to all teachers, peer observers and principals with regards to the framework, self-reflections, student growth goals/plans, collection of data, professional growth goals/plans and utilizing CIITS for PGES.	Professional Learning	06/02/2014	06/06/2014	\$0	Central Office Staff, Principals, Teachers
Moving 6th Grade to Middle School	Re-organizing district placement of students in grade six at the middle school will require teacher certification to match content areas, will support continued improvement in academic expectations in core content areas, and will provide increased access to co-curricular content areas. Funding for improvements to existing middle school coming from building funds and funding for instruction to come from existing expenditures.	Other	08/12/2015	05/20/2016	\$0	Superintendent Central Office Staff Principal Teachers
Participation in ISLN, KLA and PGES State Webinars	Selected individuals of the leadership team will participate in meetings of ISLN, KLA, and state PGES webinars and updates to learn more on PGES and implementation of the system.	Professional Learning	08/01/2013	06/30/2015	\$0	Central Office, Principals

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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	08/14/2013	05/18/2015	\$0	Principals Teachers
Participation in ISLN, KLA, and PGES State webinars	Selected individuals from district team will participate in meetings of ISLN, KLA, and state PGES webinars/PGES pilot updates to learn more on PGES and implementation of the system.	Professional Learning	08/01/2013	06/30/2015	\$0	Central Office Staff, principals
OPGES and Preschool	Extend all trainings to these new groups, including Teachscape requirements for preschool administration, overview, self-reflection, professional growth and action plan, student growth goals and action plan, peer observation, etc.	Professional Learning	08/04/2014	05/15/2015	\$0	Central Office Staff, Principals, Teachers
Interim Reviews	Provide guidance and support to instructional leaders in the schools for organizing a system for regular monitoring the progress of students in the non-duplicated gap group for academic and non-academic progress	Academic Support Program	08/14/2013	05/18/2015	\$0	Director of Student Achievement, Principals, Counselors
Career Counseling	Provide guidance and support to high school counselors in developing a program to regularly conference with students on setting goals for their high school careers with regards to their academic experiences and career preparation as they pertain to course selection and chosen career path(s)	Career Preparation/Orientation	08/14/2013	05/18/2015	\$0	Principal, Counselors
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	09/08/2014	05/15/2015	\$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	03/03/2014	05/18/2015	\$0	Central Office Staff, Principals
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. Funding for staff and resources, and source to be determined.	Direct Instruction	08/12/2015	05/20/2016	\$0	District Instructional Supervisor Elementary Principals Teachers

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Implementation Plan	Leadership team develops plan for training principals and teachers on the professional growth and effectiveness system. Plan will be a guideline for steps to follow during the pilot and full implementation year. Plan may be adjusted as needs arise.	Policy and Process	02/04/2013	12/19/2014	\$0	Superintendent, central office staff, principals
Behavioral Interventions	With assistance from behavior specialist, teachers will proactively use the functional behavioral analysis and behavior intervention plan after 4-5 days of suspension to design targeted interventions to address behaviors of concern.	Behavioral Support Program	01/16/2014	05/18/2015	\$0	Teachers Behavior Specialist
Implementation Plan	Leadership team develops plan for training principals and teachers on the professional growth and effectiveness system. Plan will be a guideline for steps to follow during the pilot and full implementation year. Plan may be adjusted as needs arise.	Policy and Process	02/04/2013	12/19/2014	\$0	Superintendent, Central Office Staff, Principals, Teachers
Obtain Information on Adequate Space	Review space utilization in elementary schools with regards to classrooms, teacher assignments and student teacher ratios to determine if overcrowding is an issue.	Other	02/10/2014	03/17/2014	\$0	Lisa Henson, Director of Student Services Patsy Lindsey, Director of Pupil Personnel
Environmental Issues	Implement project-based learning opportunities for grades 4 through 6 at elementary schools in collaboration with Marathon Petroleum, connecting next-generation science standards and environmental discussions.	Career Preparation/Orientation	08/01/2014	05/18/2015	\$0	Instructional Supervisor Teachers Principals Marathon Petroleum staff and resources
Individual Learning Plans	Provide guidance and support to schools in working with students on generation of fully-functioning individual learning plans (ILPs) that lay out the path for courses the students will need to complete in order to be college and/or career ready upon graduation	Career Preparation/Orientation	08/14/2013	05/18/2015	\$0	Principals, Counselors, Teachers
Interim Benchmarking Assessment	Provide funding and guidance for utilizing interim benchmarking assessment (Measures of Academic Progress - MAP) for students K-11 in the content areas of mathematics, reading, and language usage to enable teachers and school administrators to identify student academic readiness, set goals for growth, monitor progress, determine skills students are prepared to learn, and identify students needing intervention for reaching expected levels of performance (funding for this activity is included in Goal 2, Strategy 2, Activity 1)	Academic Support Program	08/14/2013	05/18/2015	\$0	Director of Student Achievement

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Career Counseling	Provide guidance and support to high school counselors in developing a program to regularly conference with students on ILP's and setting goals for their high school careers with regards to their academic experiences and career preparation as they pertain to course selection and chosen career path(s)	Career Preparation/Orientation	08/14/2013	05/18/2015	\$0	Principal, Counselors
Determine Underlying Causes	Principal and teacher leaders of elementary schools meet with representatives of the central office to discuss possible reasons for teachers having inadequate space to work productively (e.g., student-teacher ratio, itinerant teachers, etc.) and to determine means of resolving conflicts.	Other	04/14/2014	03/31/2015	\$0	Lisa Henson, Director of Student Services Patsy Lindsey, Director of Pupil Personnel
Alignment	Continue to monitor curriculum maps, instructional lessons, and assessments for congruence to KCAS and preparing students for success on ACT and provide guidance and support to high school teachers in utilizing resources.	Professional Learning	08/14/2013	05/18/2015	\$0	District Instructional Supervisor, Principal, Teachers
PPGES Training in PD360	Central Office staff and principals complete 'Get Ready!' - Understand PPGES Pilot components, implementation and monitoring process/ Understand Organization of Principal Performance Standards/Identify sources of evidence that documents proficiency.	Professional Learning	09/03/2013	08/29/2014	\$0	Superintendent, Central Office staff, principals.
Formative Assessments	Utilize common formative assessments in mathematics and english language arts developed during curriculum and assessment alignment professional development activities to inform instruction for all students and to provide data to support student growth in connection with PGES	Academic Support Program	08/01/2013	05/18/2015	\$0	District Instructional Supervisor, Principals, Teachers
Preparing for Pathways	Provide guidance and support to the high school in reviewing current course offerings in career and technical education, analyzing student successes and preferences, consolidating courses into true pathways, and determining resource availability for adding/removing pathways	Career Preparation/Orientation	08/14/2013	05/18/2015	\$0	Central Office Staff, Principal, Guidance Counselors, CTE Teachers
Revise District Evaluation Plan	District evaluation committee meets to discuss needed revisions to certified evaluation plan, incorporating PGES into the plan, completes revisions to plan and presents to board of education for approval.	Policy and Process	01/06/2014	01/30/2015	\$0	District Evaluation committee, superintendent, school board
Preparing for Pathways	Provide guidance and support to the high school in reviewing current course offerings in career and technical education, analyzing student successes and preferences, consolidating courses into true pathways, and determining resource availability for adding/removing pathways	Career Preparation/Orientation	08/14/2013	05/18/2015	\$0	Central Office Staff, Principal, Guidance Counselors, CTE Teachers

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Revise District Evaluation Plan	District evaluation committee meets to discuss needed revisions to certified evaluation plan, incorporating PGES into the plan, completes revisions to plan and presents to board of education for approval.	Policy and Process	01/06/2014	12/19/2014	\$0	District Evaluation Committee, Superintendent, School Board
Transition Services	District will continue to follow policies and procedures requiring youth aged 16 and above have appropriately developed Individualized Education Plans that include coordinated, measurable annual goals and transition services and the district will continue to monitor compliance by using the record review process including that all sub-indicators (49a - 49i) are implemented and documented individually for each student.	Career Preparation/Orientation	08/14/2013	05/18/2015	\$0	Teachers ARC Director of Special Education
Health Services and Occupation Awareness	Elementary health, physical education, and guidance teachers will address health services and health occupation awareness in their curricula to include career fairs, health awareness projects, etc., in collaboration with King's Daughters Medical Center.	Academic Support Program	08/13/2014	05/18/2015	\$0	Instructional Supervisor Principals Teachers KDMC staff
Total					\$0	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Appropriate Staffing Decisions	Ensure that instructional staffing budgets allocated to schools is sufficient to keep student-teacher ratios within board policy and that staff are assigned teaching duties in a manner that is supportive to students from all demographic groups with regards to teacher experience, qualifications, and certification	Policy and Process	03/03/2014	05/18/2015	\$2350305	District Finance Director, District Title I Coordinator, District Director of Special Education, Principals, SBDM councils
Total					\$2350305	

Other

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 homeless children and youth	Academic Support Program	08/16/2012	05/18/2015	\$39317	District Title I Coordinator, FRYSC Coordinators
Total					\$39317	

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Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Credit Recovery	Provide funding to high school and alternative school to allow students who have failed a required course or are in danger of failing the opportunity to recover lost credits in a non-traditional method	Academic Support Program	08/14/2013	05/18/2015	\$20000	Principal, Credit Recovery Teacher, Alternative School Teachers
Total					\$20000	

Read to Achieve

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Interventions	Provide guidance, professional development, and funding to schools in utilizing resources for interventions to increase the performance of students on classroom and interim benchmarking assessments	Academic Support Program	08/14/2013	05/18/2015	\$145500	District Title I Coordinator Director of Special Education Principals, RTI Staff, Classroom Teachers
Total					\$145500	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning	Observation Certification - all principals and assistant principals as well as selected central office staff will pass proficiency examinations on the Danielson Framework to perform teacher observations for growth and development of teachers. Training to occur in meetings with all necessary parties participating. Includes Teachscape re-calibration to assure continued proficiency among evaluators.	Professional Learning	03/04/2013	10/31/2014	\$5000	Superintendent, Central Office Staff, Principals, Assistant Principals
STEM and STLP	Expand STLP activities to include STEM projects as well as normal projects to address science, engineering and math content and to include more students.	Academic Support Program	08/13/2014	05/18/2015	\$3750	Director of Technology Principals STLP coordinators

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Early College	Continue collaboration with Ashland Community and Technical College and Morehead State University to provide opportunities for qualified students to enroll in college-credit-earning courses whether on campus or off-site and seek ways to expand offerings to students, providing financial support for tuition if necessary.	Direct Instruction	08/13/2014	05/18/2015	\$10000	Principal Teachers Superintendent
Credit Recovery	Provide funding to high school and alternative school to allow students who have failed a required course or are in danger of failing the opportunity to recover lost credits in a non-traditional method	Academic Support Program	08/14/2013	05/18/2015	\$37213	Principal, Credit Recovery Teacher, Alternative School Teachers
Transitions	Provide funding and resource to allow the high school to deliver instruction in reading, writing, and mathematics to those students not currently meeting state benchmarks on ACT and/or Plan assessments	Academic Support Program	08/14/2013	05/18/2015	\$124199	Principal Transition Staff Teachers
LEGO League	Elementary schools will create teams of students to participate in the First LEGO League robotics program to further involvement in science and technology and teach valuable employment and life skills. Each school will be funded for a coach/coordinator.	Academic Support Program	08/13/2014	05/18/2015	\$9579	District Technology Coordinator Principals First LEGO League coaches
School Adjustment and Mental Health Issues	To reduce barriers to learning and the number of dropouts, the district will provide a school social worker from general funds and safe schools/healthy students grant to address school adjustment issues and partner with mental health agencies to provide school-based mental health services.	Behavioral Support Program	08/14/2013	05/18/2015	\$43233	Director of Student Services Social Workers
Interim Benchmarking Assessment	Provide funding and guidance for utilizing interim benchmarking assessment (Measures of Academic Progress - MAP) for students K-11 in the content areas of mathematics, reading, and language usage to enable teachers and school administrators to identify student academic readiness, set goals for growth, monitor progress, determine skills students are prepared to learn, and identify students needing intervention for reaching expected levels of performance	Academic Support Program	08/14/2013	05/18/2015	\$37500	Director of Student Achievement
Construction Pathway - High School	Begin implementation of construction pathway at the high school, with initial offerings in intro to construction tech and lab.	Direct Instruction	08/13/2014	05/18/2015	\$40224	Instructional Supervisor Principal SBDM Teacher

KDE Comprehensive Improvement Plan for Districts

Ashland Independent

Appropriate Staffing Decisions	Ensure that instructional staffing budgets allocated to schools is sufficient to keep student-teacher ratios within board policy and that staff are assigned teaching duties in a manner that is supportive to students from all demographic groups with regards to teacher experience, qualifications, and certification	Policy and Process	03/03/2014	05/18/2015	\$13300593	District Finance Director, District Title I Coordinator, District Director of Special Education, Principals, SBDM councils
Biomedical Program	Begin implementation of Project Lead The Way Biomedical Sciences Program at the high school. Initial offering of Principles of the Biomedical Sciences in year one and expanding to Human Body Systems, Medical Interventions, and Biomedical Innovation. Full implementation of MNA program with addition of phlebotomy course in 2015-16. Requires training of instructor and possible funding for new position.	Direct Instruction	07/01/2014	05/27/2016	\$81105	Instructional Supervisor Principal SBDM Teacher
Total					\$13692396	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PLTW and Middle School	Students in the middle school will be involved in Project Lead The Way Foundation Units to include Automation and Robotics, Design and Modeling, Science of Technology and Medical Detectives during the 2014-15 school year with expansion to Magic of Electrons and Energy and the Environment in 2015-16. Training required for two instructors.	Direct Instruction	08/13/2014	05/27/2016	\$10000	Title I Coordinator Instructional Supervisor Principal Teachers
Professional Learning Communities	Provide guidance and professional development to teachers and schools in aligning instruction and assessments to KCAS and encourage continuous discussion in professional learning communities (PLC's) through utilization of professional consultants in the content areas of mathematics, english language arts and science (grants from Morehead State University are paying for the bulk of this activity - unknow amount)	Professional Learning	08/14/2013	05/18/2015	\$3600	District Instructional Supervisor, District Professional Development Coordinator, Math and ELA consultants, Principals, Teachers

KDE Comprehensive Improvement Plan for Districts

Ashland Independent

Appropriate Staffing Decisions	Ensure that instructional staffing budgets allocated to schools is sufficient to keep student-teacher ratios within board policy and that staff are assigned teaching duties in a manner that is supportive to students from all demographic groups with regards to teacher experience, qualifications, and certification	Policy and Process	03/03/2014	05/18/2015	\$724933	District Finance Director, District Title I Coordinator, District Director of Special Education, Principals, SBDM councils
Interventions	Provide guidance, professional development, and funding to schools in utilizing resources for interventions to increase the performance of students on classroom and interim benchmarking assessments	Academic Support Program	08/14/2013	05/18/2015	\$44820	District Title I Coordinator Director of Special Education Principals, RTI Staff, Classroom Teachers
Total					\$783353	

Race to the Top

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
CIITS Instruction	Continue monitoring and encourage access and engagement by providing professional learning sessions in using CIITS for instructional planning, creation and sharing of instructional resources, and analysis of data and reporting	Professional Learning	10/01/2013	05/18/2015	\$6382	Director of Technology and Professional Development
Total					\$6382	

Progress Notes

Type	Name	Status	Comments	Created On	Created By
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Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
CIITS Instruction	Continue monitoring and encourage access and engagement by providing professional learning sessions in using CIITS for instructional planning, creation and sharing of instructional resources, and analysis of data and reporting	Professional Learning	10/01/2013	05/18/2015	\$6382	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	08/14/2013	05/18/2015	\$37500	Director of Student Achievement
Interventions	Provide guidance, professional development, and funding to schools in utilizing resources for interventions to increase the performance of students on classroom and interim benchmarking assessments	Academic Support Program	08/14/2013	05/18/2015	\$241417	District Title I Coordinator Director of Special Education Principals, RTI Staff, Classroom Teachers
Professional Learning Communities	Provide guidance and professional development to teachers and schools in aligning instruction and assessments to KCAS and encourage continuous discussion in professional learning communities (PLC's) through utilization of professional consultants in the content areas of mathematics, english language arts and science (grants from Morehead State University are paying for the bulk of this activity - unknow amount)	Professional Learning	08/14/2013	05/18/2015	\$3600	District Instructional Supervisor, District Professional Development Coordinator, Math and ELA consultants, Principals, Teachers

KDE Comprehensive Improvement Plan for Districts

Ashland Independent

Appropriate Staffing Decisions	Ensure that instructional staffing budgets allocated to schools is sufficient to keep student-teacher ratios within board policy and that staff are assigned teaching duties in a manner that is supportive to students from all demographic groups with regards to teacher experience, qualifications, and certification	Policy and Process	03/03/2014	05/18/2015	\$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	08/14/2013	05/18/2015	\$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	08/14/2013	05/18/2015	\$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	08/14/2013	05/18/2015	\$0	Director of Student Achievement
Interventions	Provide guidance, professional development, and funding to schools in utilizing resources for interventions to increase the performance of students in the non-duplicated gap group on classroom and interim benchmarking assessments (funding for this activity is included in Goal 2, Strategy 2, Activity 2)	Academic Support Program	08/14/2013	05/18/2015	\$0	District Title I Coordinator, Principals, RTI Staff, Classroom Teachers
Supplemental Services	Provide enriched supplemental instruction, transportation, professional development, referrals to health care and other services facilitating the enrollment, attendance, and success in school of homeless children and youth	Academic Support Program	08/16/2012	05/18/2015	\$39317	District Title I Coordinator, FRYSC Coordinators

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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	08/01/2013	05/18/2015	\$0	District Instructional Supervisor, Principals, Teachers
Instructional Rounds	Utilize instructional rounds by central office staff and principals to visit classrooms throughout the district to gather information on the regular use of best practices during instructional time	Professional Learning	03/03/2014	05/18/2015	\$0	Central Office Staff, Principals
Implementation Plan	Leadership team develops plan for training principals and teachers on the professional growth and effectiveness system. Plan will be a guideline for steps to follow during the pilot and full implementation year. Plan may be adjusted as needs arise.	Policy and Process	02/04/2013	12/19/2014	\$0	Superintendent, central office staff, principals
Participation in ISLN, KLA, and PGES State webinars	Selected individuals from district team will participate in meetings of ISLN, KLA, and state PGES webinars/PGES pilot updates to learn more on PGES and implementation of the system.	Professional Learning	08/01/2013	06/30/2015	\$0	Central Office Staff, principals
PPGES Training in PD360	Central Office staff and principals complete 'Get Ready!' - Understand PPGES Pilot components, implementation and monitoring process/ Understand Organization of Principal Performance Standards/Identify sources of evidence that documents proficiency.	Professional Learning	09/03/2013	08/29/2014	\$0	Superintendent, Central Office staff, principals.
PPGES meetings	Periodic meetings with central office staff and pilot-participating principals to review items of responsibility including KY TELL survey review, VAL-ED survey, self-reflection over the principal performance standards, professional growth goals and action plans, site visits, and student growth goals and action plans, mid-year reviews.	Professional Learning	10/01/2013	04/30/2015	\$0	Superintendent, central office staff, principals.
Revise District Evaluation Plan	District evaluation committee meets to discuss needed revisions to certified evaluation plan, incorporating PGES into the plan, completes revisions to plan and presents to board of education for approval.	Policy and Process	01/06/2014	01/30/2015	\$0	District Evaluation committee, superintendent, school board
Behavior Specialist	District will employ a behavior specialist to assist in reviewing/revising Individual Education Plans, Functional Behavior Analyses and Behavior Intervention Plans to specifically address current suspension-related behaviors to reduce this rate in special needs population.	Behavioral Support Program	01/16/2014	05/18/2015	\$38850	Director of Special Education Behavior Specialist
Behavioral Interventions	With assistance from behavior specialist, teachers will proactively use the functional behavioral analysis and behavior intervention plan after 4-5 days of suspension to design targeted interventions to address behaviors of concern.	Behavioral Support Program	01/16/2014	05/18/2015	\$0	Teachers Behavior Specialist

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School Adjustment and Mental Health Issues	To reduce barriers to learning and the number of dropouts, the district will provide a school social worker from general funds and safe schools/healthy students grant to address school adjustment issues and partner with mental health agencies to provide school-based mental health services.	Behavioral Support Program	08/14/2013	05/18/2015	\$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	08/14/2013	05/18/2015	\$0	Teachers ARC Director of Special Education
Implementation Plan	Leadership team develops plan for training principals and teachers on the professional growth and effectiveness system. Plan will be a guideline for steps to follow during the pilot and full implementation year. Plan may be adjusted as needs arise.	Policy and Process	02/04/2013	12/19/2014	\$0	Superintendent, Central Office Staff, Principals, Teachers
Professional Learning	Observation Certification - all principals and assistant principals as well as selected central office staff will pass proficiency examinations on the Danielson Framework to perform teacher observations for growth and development of teachers. Training to occur in meetings with all necessary parties participating. Includes Teachscape re-calibration to assure continued proficiency among evaluators.	Professional Learning	03/04/2013	10/31/2014	\$5000	Superintendent, Central Office Staff, Principals, Assistant Principals
Participation in ISLN, KLA and PGES State Webinars	Selected individuals of the leadership team will participate in meetings of ISLN, KLA, and state PGES webinars and updates to learn more on PGES and implementation of the system.	Professional Learning	08/01/2013	06/30/2015	\$0	Central Office, Principals
Preparing for Full Implementation	As a culmination of scale-up activities throughout 2014 school year, provide training to all teachers, peer observers and principals with regards to the framework, self-reflections, student growth goals/plans, collection of data, professional growth goals/plans and utilizing CIITS for PGES.	Professional Learning	06/02/2014	06/06/2014	\$0	Central Office Staff, Principals, 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 2014-15 school year	Professional Learning	06/02/2014	08/11/2014	\$0	Central Office Staff, Principals, 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	09/08/2014	05/15/2015	\$0	Central Office Staff, Principals, Teachers
OPGES and Preschool	Extend all trainings to these new groups, including Teachscape requirements for preschool administration, overview, self-reflection, professional growth and action plan, student growth goals and action plan, peer observation, etc.	Professional Learning	08/04/2014	05/15/2015	\$0	Central Office Staff, Principals, Teachers
Revise District Evaluation Plan	District evaluation committee meets to discuss needed revisions to certified evaluation plan, incorporating PGES into the plan, completes revisions to plan and presents to board of education for approval.	Policy and Process	01/06/2014	12/19/2014	\$0	District Evaluation Committee, Superintendent, School Board
Total					\$17856337	

Poage Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Obtain Information on Adequate Space	Review space utilization in elementary schools with regards to classrooms, teacher assignments and student teacher ratios to determine if overcrowding is an issue.	Other	02/10/2014	03/17/2014	\$0	Lisa Henson, Director of Student Services Patsy Lindsey, Director of Pupil Personnel
Determine Underlying Causes	Principal and teacher leaders of elementary schools meet with representatives of the central office to discuss possible reasons for teachers having inadequate space to work productively (e.g., student-teacher ratio, itinerant teachers, etc.) and to determine means of resolving conflicts.	Other	04/14/2014	03/31/2015	\$0	Lisa Henson, Director of Student Services Patsy Lindsey, Director of Pupil Personnel

KDE Comprehensive Improvement Plan for Districts

Ashland Independent

Review and Respond	Continue discussion of adequate space during 2014-15 school year with elementary principals and teacher leaders, monitor measures put into place to remedy the issues, and review results of 2015 TELL survey to determine if growth in this area has been achieved.	Other	08/20/2014	06/30/2015	\$0	Lisa Henson, Director of Student Services Patsy Lindsey, Director of Pupil Personnel
CEIS	Elementary and Middle schools will provide Coordinated Early Intervening Services (CEIS) to students struggling with attendance, academic and/or discipline issues to assist in persistence to graduation efforts.	Academic Support Program	08/14/2013	05/18/2015	\$0	Principals Teachers
Environmental Issues	Implement project-based learning opportunities for grades 4 through 6 at elementary schools in collaboration with Marathon Petroleum, connecting next-generation science standards and environmental discussions.	Career Preparation/Orientation	08/01/2014	05/18/2015	\$0	Instructional Supervisor Teachers Principals Marathon Petroleum staff and resources
Elementary Science	Kindergarten through grade six teachers will embed engineering component of the next-generation science standards into regular science instruction in order to prepare students for science careers - funding for implementation to come from school section VI funds.	Direct Instruction	08/13/2014	05/18/2015	\$0	Elementary science teachers Content network participants Instructional Supervisor Principals
LEGO League	Elementary schools will create teams of students to participate in the First LEGO League robotics program to further involvement in science and technology and teach valuable employment and life skills. Each school will be funded for a coach/coordinator.	Academic Support Program	08/13/2014	05/18/2015	\$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	08/13/2014	05/18/2015	\$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. Funding for staff and resources, and source to be determined.	Direct Instruction	08/12/2015	05/20/2016	\$0	District Instructional Supervisor Elementary Principals Teachers
Total					\$9579	

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Ashland Independent

Paul G. Blazer High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Transitions	Provide funding and resource to allow the high school to deliver instruction in reading, writing, and mathematics to those students not currently meeting state benchmarks on ACT and/or Plan assessments	Academic Support Program	08/14/2013	05/18/2015	\$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	08/14/2013	05/18/2015	\$0	District Instructional Supervisor, Principal, Teachers
Preparing for Pathways	Provide guidance and support to the high school in reviewing current course offerings in career and technical education, analyzing student successes and preferences, consolidating courses into true pathways, and determining resource availability for adding/removing pathways	Career Preparation/Orientation	08/14/2013	05/18/2015	\$0	Central Office Staff, Principal, Guidance Counselors, CTE Teachers
Credit Recovery	Provide funding to high school and alternative school to allow students who have failed a required course or are in danger of failing the opportunity to recover lost credits in a non-traditional method	Academic Support Program	08/14/2013	05/18/2015	\$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	08/14/2013	05/18/2015	\$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	08/14/2013	05/18/2015	\$0	Principals, Counselors, Teachers
Career Counseling	Provide guidance and support to high school counselors in developing a program to regularly conference with students on ILP's and setting goals for their high school careers with regards to their academic experiences and career preparation as they pertain to course selection and chosen career path(s)	Career Preparation/Orientation	08/14/2013	05/18/2015	\$0	Principal, Counselors

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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	08/13/2014	05/18/2015	\$10000	Principal Teachers Superintendent
Career Prep and Vocations	Work with high school to develop or revise programs to prepare non-qualifying students to be involved in vocational classes, collaborate with Ashland Community and Technical College to devise program for manufacturing technology career cluster offered both on campus and off-site, utilizing current levels of funding for instruction.	Direct Instruction	02/03/2014	05/27/2016	\$0	Central Office Staff Principal SBDM Teachers
Biomedical Program	Begin implementation of Project Lead The Way Biomedical Sciences Program at the high school. Initial offering of Principles of the Biomedical Sciences in year one and expanding to Human Body Systems, Medical Interventions, and Biomedical Innovation. Full implementation of MNA program with addition of phlebotomy course in 2015-16. Requires training of instructor and possible funding for new position.	Direct Instruction	07/01/2014	05/27/2016	\$81105	Instructional Supervisor Principal SBDM Teacher
Construction Pathway - High School	Begin implementation of construction pathway at the high school, with initial offerings in intro to construction tech and lab.	Direct Instruction	08/13/2014	05/18/2015	\$40224	Instructional Supervisor Principal SBDM Teacher
Total					\$363838	

Oakview Elementary School

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

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Ashland Independent

Determine Underlying Causes	Principal and teacher leaders of elementary schools meet with representatives of the central office to discuss possible reasons for teachers having inadequate space to work productively (e.g., student-teacher ratio, itinerant teachers, etc.) and to determine means of resolving conflicts.	Other	04/14/2014	03/31/2015	\$0	Lisa Henson, Director of Student Services Patsy Lindsey, Director of Pupil Personnel
Review and Respond	Continue discussion of adequate space during 2014-15 school year with elementary principals and teacher leaders, monitor measures put into place to remedy the issues, and review results of 2015 TELL survey to determine if growth in this area has been achieved.	Other	08/20/2014	06/30/2015	\$0	Lisa Henson, Director of Student Services Patsy Lindsey, Director of Pupil Personnel
CEIS	Elementary and Middle schools will provide Coordinated Early Intervening Services (CEIS) to students struggling with attendance, academic and/or discipline issues to assist in persistence to graduation efforts.	Academic Support Program	08/14/2013	05/18/2015	\$0	Principals Teachers
Environmental Issues	Implement project-based learning opportunities for grades 4 through 6 at elementary schools in collaboration with Marathon Petroleum, connecting next-generation science standards and environmental discussions.	Career Preparation/Orientation	08/01/2014	05/18/2015	\$0	Instructional Supervisor Teachers Principals Marathon Petroleum staff and resources
Elementary Science	Kindergarten through grade six teachers will embed engineering component of the next-generation science standards into regular science instruction in order to prepare students for science careers - funding for implementation to come from school section VI funds.	Direct Instruction	08/13/2014	05/18/2015	\$0	Elementary science teachers Content network participants Instructional Supervisor Principals
STEM and STLP	Expand STLP activities to include STEM projects as well as normal projects to address science, engineering and math content and to include more students.	Academic Support Program	08/13/2014	05/18/2015	\$3750	Director of Technology Principals STLP coordinators

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LEGO League	Elementary schools will create teams of students to participate in the First LEGO League robotics program to further involvement in science and technology and teach valuable employment and life skills. Each school will be funded for a coach/coordinator.	Academic Support Program	08/13/2014	05/18/2015	\$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	08/13/2014	05/18/2015	\$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. Funding for staff and resources, and source to be determined.	Direct Instruction	08/12/2015	05/20/2016	\$0	District Instructional Supervisor Elementary Principals Teachers
Total					\$13329	

Hager Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Obtain Information on Adequate Space	Review space utilization in elementary schools with regards to classrooms, teacher assignments and student teacher ratios to determine if overcrowding is an issue.	Other	02/10/2014	03/17/2014	\$0	Lisa Henson, Director of Student Services Patsy Lindsey, Director of Pupil Personnel
Determine Underlying Causes	Principal and teacher leaders of elementary schools meet with representatives of the central office to discuss possible reasons for teachers having inadequate space to work productively (e.g., student-teacher ratio, itinerant teachers, etc.) and to determine means of resolving conflicts.	Other	04/14/2014	03/31/2015	\$0	Lisa Henson, Director of Student Services Patsy Lindsey, Director of Pupil Personnel

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Review and Respond	Continue discussion of adequate space during 2014-15 school year with elementary principals and teacher leaders, monitor measures put into place to remedy the issues, and review results of 2015 TELL survey to determine if growth in this area has been achieved.	Other	08/20/2014	06/30/2015	\$0	Lisa Henson, Director of Student Services Patsy Lindsey, Director of Pupil Personnel
CEIS	Elementary and Middle schools will provide Coordinated Early Intervening Services (CEIS) to students struggling with attendance, academic and/or discipline issues to assist in persistence to graduation efforts.	Academic Support Program	08/14/2013	05/18/2015	\$0	Principals Teachers
Environmental Issues	Implement project-based learning opportunities for grades 4 through 6 at elementary schools in collaboration with Marathon Petroleum, connecting next-generation science standards and environmental discussions.	Career Preparation/Orientation	08/01/2014	05/18/2015	\$0	Instructional Supervisor Teachers Principals Marathon Petroleum staff and resources
Elementary Science	Kindergarten through grade six teachers will embed engineering component of the next-generation science standards into regular science instruction in order to prepare students for science careers - funding for implementation to come from school section VI funds.	Direct Instruction	08/13/2014	05/18/2015	\$0	Elementary science teachers Content network participants Instructional Supervisor Principals
STEM and STLP	Expand STLP activities to include STEM projects as well as normal projects to address science, engineering and math content and to include more students.	Academic Support Program	08/13/2014	05/18/2015	\$3750	Director of Technology Principals STLP coordinators
LEGO League	Elementary schools will create teams of students to participate in the First LEGO League robotics program to further involvement in science and technology and teach valuable employment and life skills. Each school will be funded for a coach/coordinator.	Academic Support Program	08/13/2014	05/18/2015	\$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	08/13/2014	05/18/2015	\$0	Instructional Supervisor Principals Teachers KDMC staff

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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. Funding for staff and resources, and source to be determined.	Direct Instruction	08/12/2015	05/20/2016	\$0	District Instructional Supervisor Elementary Principals Teachers
Total					\$13329	

Crabbe Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Obtain Information on Adequate Space	Review space utilization in elementary schools with regards to classrooms, teacher assignments and student teacher ratios to determine if overcrowding is an issue.	Other	02/10/2014	03/17/2014	\$0	Lisa Henson, Director of Student Services Patsy Lindsey, Director of Pupil Personnel
Determine Underlying Causes	Principal and teacher leaders of elementary schools meet with representatives of the central office to discuss possible reasons for teachers having inadequate space to work productively (e.g., student-teacher ratio, itinerant teachers, etc.) and to determine means of resolving conflicts.	Other	04/14/2014	03/31/2015	\$0	Lisa Henson, Director of Student Services Patsy Lindsey, Director of Pupil Personnel
Review and Respond	Continue discussion of adequate space during 2014-15 school year with elementary principals and teacher leaders, monitor measures put into place to remedy the issues, and review results of 2015 TELL survey to determine if growth in this area has been achieved.	Other	08/20/2014	06/30/2015	\$0	Lisa Henson, Director of Student Services Patsy Lindsey, Director of Pupil Personnel
CEIS	Elementary and Middle schools will provide Coordinated Early Intervening Services (CEIS) to students struggling with attendance, academic and/or discipline issues to assist in persistence to graduation efforts.	Academic Support Program	08/14/2013	05/18/2015	\$0	Principals Teachers

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Environmental Issues	Implement project-based learning opportunities for grades 4 through 6 at elementary schools in collaboration with Marathon Petroleum, connecting next-generation science standards and environmental discussions.	Career Preparation/Orientation	08/01/2014	05/18/2015	\$0	Instructional Supervisor Teachers Principals Marathon Petroleum staff and resources
Elementary Science	Kindergarten through grade six teachers will embed engineering component of the next-generation science standards into regular science instruction in order to prepare students for science careers - funding for implementation to come from school section VI funds.	Direct Instruction	08/13/2014	05/18/2015	\$0	Elementary science teachers Content network participants Instructional Supervisor Principals
STEM and STLP	Expand STLP activities to include STEM projects as well as normal projects to address science, engineering and math content and to include more students.	Academic Support Program	08/13/2014	05/18/2015	\$3750	Director of Technology Principals STLP coordinators
LEGO League	Elementary schools will create teams of students to participate in the First LEGO League robotics program to further involvement in science and technology and teach valuable employment and life skills. Each school will be funded for a coach/coordinator.	Academic Support Program	08/13/2014	05/18/2015	\$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	08/13/2014	05/18/2015	\$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. Funding for staff and resources, and source to be determined.	Direct Instruction	08/12/2015	05/20/2016	\$0	District Instructional Supervisor Elementary Principals Teachers
Total					\$13329	

Charles Russell 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

Ashland Independent

Obtain Information on Adequate Space	Review space utilization in elementary schools with regards to classrooms, teacher assignments and student teacher ratios to determine if overcrowding is an issue.	Other	02/10/2014	03/17/2014	\$0	Lisa Henson, Director of Student Services Patsy Lindsey, Director of Pupil Personnel
Determine Underlying Causes	Principal and teacher leaders of elementary schools meet with representatives of the central office to discuss possible reasons for teachers having inadequate space to work productively (e.g., student-teacher ratio, itinerant teachers, etc.) and to determine means of resolving conflicts.	Other	04/14/2014	03/31/2015	\$0	Lisa Henson, Director of Student Services Patsy Lindsey, Director of Pupil Personnel
Review and Respond	Continue discussion of adequate space during 2014-15 school year with elementary principals and teacher leaders, monitor measures put into place to remedy the issues, and review results of 2015 TELL survey to determine if growth in this area has been achieved.	Other	08/20/2014	06/30/2015	\$0	Lisa Henson, Director of Student Services Patsy Lindsey, Director of Pupil Personnel
CEIS	Elementary and Middle schools will provide Coordinated Early Intervening Services (CEIS) to students struggling with attendance, academic and/or discipline issues to assist in persistence to graduation efforts.	Academic Support Program	08/14/2013	05/18/2015	\$0	Principals Teachers
Environmental Issues	Implement project-based learning opportunities for grades 4 through 6 at elementary schools in collaboration with Marathon Petroleum, connecting next-generation science standards and environmental discussions.	Career Preparation/Orientation	08/01/2014	05/18/2015	\$0	Instructional Supervisor Teachers Principals Marathon Petroleum staff and resources
Elementary Science	Kindergarten through grade six teachers will embed engineering component of the next-generation science standards into regular science instruction in order to prepare students for science careers - funding for implementation to come from school section VI funds.	Direct Instruction	08/13/2014	05/18/2015	\$0	Elementary science teachers Content network participants Instructional Supervisor Principals

KDE Comprehensive Improvement Plan for Districts

Ashland Independent

STEM and STLP	Expand STLP activities to include STEM projects as well as normal projects to address science, engineering and math content and to include more students.	Academic Support Program	08/13/2014	05/18/2015	\$3750	Director of Technology Principals STLP coordinators
LEGO League	Elementary schools will create teams of students to participate in the First LEGO League robotics program to further involvement in science and technology and teach valuable employment and life skills. Each school will be funded for a coach/coordinator.	Academic Support Program	08/13/2014	05/18/2015	\$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	08/13/2014	05/18/2015	\$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. Funding for staff and resources, and source to be determined.	Direct Instruction	08/12/2015	05/20/2016	\$0	District Instructional Supervisor Elementary Principals Teachers
Total					\$13329	

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	08/14/2013	05/18/2015	\$0	Principals, Counselors, 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	08/14/2013	05/18/2015	\$0	Principals Teachers
PLTW and Middle School	Students in the middle school will be involved in Project Lead The Way Foundation Units to include Automation and Robotics, Design and Modeling, Science of Technology and Medical Detectives during the 2014-15 school year with expansion to Magic of Electrons and Energy and the Environment in 2015-16. Training required for two instructors.	Direct Instruction	08/13/2014	05/27/2016	\$10000	Title I Coordinator Instructional Supervisor Principal Teachers

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Ashland Independent

Middle School STEM	In addition to PLTW activities, central office staff will advise school in a review of current elective offerings to determine if revisions are necessary/possible to provide more STEM-related options for students.	Direct Instruction	03/03/2014	05/18/2015	\$0	Instructional Supervisor SBDM Principal Teachers
Moving 6th Grade to Middle School	Re-organizing district placement of students in grade six at the middle school will require teacher certification to match content areas, will support continued improvement in academic expectations in core content areas, and will provide increased access to co-curricular content areas. Funding for improvements to existing middle school coming from building funds and funding for instruction to come from existing expenditures.	Other	08/12/2015	05/20/2016	\$0	Superintendent Central Office Staff Principal Teachers
Total					\$10000	

Ashland Central School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Credit Recovery	Provide funding to high school and alternative school to allow students who have failed a required course or are in danger of failing the opportunity to recover lost credits in a non-traditional method	Academic Support Program	08/14/2013	05/18/2015	\$108310	Principal, Credit Recovery Teacher, Alternative School Teachers
Total					\$108310	

KDE Needs Assessment

Introduction

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

Data Analysis

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

What does the data/information not tell you?

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

The evidence displays that we are doing a better job of graduating students on time. Data shows that the 5-Year Adjusted Cohort Graduation Rate increased from 94.0 to 95.3% on the district level with the high school's rate slightly ahead at 95.7%, nearly 8% higher than the state average. This was a result of intensive work at the high school in determining student needs and counseling with potential drop-outs.

The College/Career Readiness (CCR) rate increased nearly 25 percent to 68.1 percent of students meeting either college or career readiness. This increase was due to a combination of more students reaching benchmarks for college readiness either through ACT, COMPASS or KYOTE scores and increases in career ready students. This is the first time the high school and district have met the CCR delivery target.

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

The average combined reading and math scores for all students did not meet delivery targets set for 2014, nor did the gap group. Gap group scores rose in all levels for both reading and math, with the exception of high school reading, a 20+ point decline..

Areas of Strengths

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

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

Additionally, students posted good growth results in math at the middle and high school.

Activities in the area of mathematics have contributed greatly to student performance in that content area. Professional development in the district focused on math. We will continue to provide opportunities for teachers to learn new strategies and techniques for advancing their students to proficiency in math as well as in reading and writing.

One tool that we have provided teachers in addressing student growth is the Measures of Academic Progress (MAP) assessment. By utilizing results from these interim assessments, teachers are able to help students set realistic goals, identify specific needs for individual students, monitor progress, and determine if students are on track for proficiency. Instructional plans can be based on the standards that students are ready to learn. We will continue to utilize this tool in our district.

Opportunities for Improvement

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

While the average combined reading and math score was higher than the state average, with the exception of the high school, the math score still lags behind the state average at the elementary and reading at the high school. Nearly 20% of students at the elementary level scored novice on the mathematics assessments, and over 40% of high school students were novice in reading as compared to 26% the previous year. Mathematics has the lowest combined percentage of proficient or higher students in the district at 45%, an improvement from the past two years. This remains an area of need.

On-demand writing continues to have the second lowest combined percentage of proficient or higher students at 50.8%, down from 53.4% in 2013. All levels saw decreases in on-demand writing.

Another area of concern is growth. Growth dropped in all areas except high school math. Attention to benchmark and common formative assessments and student growth on these measurements will inform teachers of student progress.

Changes in the percentage of novice-scoring students on high school EOC assessments (42.4% English 10, 20.0% Algebra II, 22.7% Biology and 10.9% US History) illustrates content areas of improvement and decline and points towards the need for interventions and possible extended-school sessions for low-performing students.

Oversight and Monitoring

Describe your processes and interventions for monitoring continuous improvement.

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

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

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

Conclusion

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

The results displayed in the 2014 accountability report reflect much of the hard work that has been exerted by the teachers and staff of the Ashland Independent Schools over the past several years. Adopting new practices and teaching styles while incorporating new standards (common core for mathematics and English language arts, next generation science standards, and PGES) has been a tremendous undertaking. The effort has proven to be successful at this point, with five of our seven schools scoring proficient or higher and the district overall being rated proficient

There are obvious areas in need of improvement. Mathematics overall and elementary level on-demand writing are specific content areas that are of concern. Ensuring growth is as well. Additionally, two demographic groups had significant gaps in their results as compared to the scores for all students. There remains a great need to address the assessment performance of students approved for Free/Reduced lunch and students with IEPs.

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

Compliance and Accountability - Districts

Introduction

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

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

Goal 1:

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

Measurable Objective 1:

collaborate to increase the overall reading and math for all students of the Ashland Independent schools from 49.6% in 2014 to 60% by 05/29/2015 as measured by K-PREP.

Strategy1:

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

Category:

Research Cited:

Activity - Appropriate Staffing Decisions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure that instructional staffing budgets allocated to schools is sufficient to keep student-teacher ratios within board policy and that staff are assigned teaching duties in a manner that is supportive to students from all demographic groups with regards to teacher experience, qualifications, and certification	Policy and Process			03/03/2014	05/18/2015	\$2350305 - State Funds \$13300593 - General Fund \$724933 - Title I Part A \$57827 - Safe Schools \$1007380 - IDEA	District Finance Director, District Title I Coordinator, District Director of Special Education, Principals, SBDM councils

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

Goal 1:

Increase the percentage of 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

KDE Comprehensive Improvement Plan for Districts

Ashland Independent

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 - Review and Respond	Activity Type	Tier	Phase	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

Activity - Information Campaign	Activity Type	Tier	Phase	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

KDE Superintendent Assurances

Introduction

Assurances are intended to provide evidence that the Superintendent has shared and discussed in open board meetings the progress and performance in the areas of goals and targets for student achievement that have/have not been met as well as the operational requirements for the district and the operational needs for schools and support staff.

Evidence of these discussions is required to support all responses through the upload of Board Meeting Minutes that includes each of the areas and feedback received in conjunction with a Comprehensive District Improvement Plan that outlines “the plan” to address, monitor, track progress and sustainability in student achievement, and operational needs for both the district and schools.

Delivery Targets

Five year delivery goals are set for schools and districts to ensure that students are college and career-ready. Within the school and district goals Delivery Targets are set to identify the annual incremental growth needed to achieve the five year goal in the areas of Proficiency, College and Career Readiness, Achievement Gap, and Graduation Rate. These targets shall be used to set goals and monitor progress in student achievement throughout the instructional year.

Next Generation Professionals will be addressed through identifying the district’s plan for implementation of the Professional Growth and Effectiveness System for Teachers and Principals in the 2014-2015 school year. Supporting documentation for these responses can be provided by additional narrative responses, the district Certified Evaluation Plan and an APPROVED Waiver if applicable.

The Superintendent has communicated in open board meetings the progress of the goals and targets throughout the instructional year and has communicated the vision and strategy for moving the work forward through the Comprehensive District Improvement Plan (CDIP).

The CDIP discussions include updates on student achievement through the use of student performance data, goals and plans created to achieve and monitor student success and areas for improvement, sustainability of growth and resources used for student achievement, and measuring the effectiveness of teachers and principals.

	Statement or Question	Response	Rating
1. Proficiency:	Increase the averaged combined reading and math K-Prep scores for elementary students.	Has Not Met District Targets	N/A

	Statement or Question	Response	Rating
2. Proficiency:	Increase the averaged combined reading and math K-Prep scores for middle students.	Has Not Met District Targets	N/A

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

	Statement or Question	Response	Rating
4. Graduation Rate:	Increase the cohort graduation rate.	Has Met District Targets	N/A

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

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	Statement or Question	Response	Rating
6. Closing Achievement Gap:	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group.	Has Not Met District Targets	N/A

Label	Assurance	Response	Comment	Attachment
7. Next Generation Professionals for Teachers:	The district will:	Run dual systems using some/all of the Kentucky Professional Growth and Effectiveness System components and will not be used for personnel decisions for teachers in 2014-2015 as set forth in the district's Certified Evaluation Plan.	We are currently running a dual program for this school year. A revised CEP will be completed and submitted in January 2015.	

Label	Assurance	Response	Comment	Attachment
8. Next Generation Professionals for Principals:	The district will:	Run dual systems using some/all of the Kentucky Professional Growth and Effectiveness System components and will not be used for personnel decisions for Principals in 2014-2015 as set forth in the district's Certified Evaluation Plan.	We are currently running a dual program for this school year. A revised CEP will be completed and submitted in January 2015.	

Label	Assurance	Response	Comment	Attachment
9.	Delivery Targets and PGES implementation artifacts have been documented in The LOCAL BOARD MINUTES (UPLOAD OF BOARD MINUTES TO SUPPORT ALL RESPONSES IS REQUIRED).	Yes	Some of these items were discussed across several meetings, however, attached board minutes include the most in-depth discussions.	Ashland BOE minutes Delivery Targets

Resources and Support Systems

Resources and Support Systems identify the district’s operational areas and their status and progress. In open board meetings the Superintendent must have communicated the health and status of the operational budget for the district and ensures that the district is operating in compliance of all ethical, legal and policy standards of the district, state and federal government.

Label	Assurance	Response	Comment	Attachment
1. Operational Budget:	Establishes a balanced operational budget for school programs and activities which include correct prior year audit findings and submit a balanced working budget and tentative budget that includes the required 2% contingency.	Has developed a balanced Operational Budget	September 2014	

Label	Assurance	Response	Comment	Attachment
2. Compliance:	Maintains compliance with legal, ethical and policy standards. External audit for 2014-2015 school year will indicate 0 violations of ethics and policy standards.	Is in compliance	Audit report for FY 2014 presented November 2014	

Label	Assurance	Response	Comment	Attachment
3. Direct Communication:	Effectively communicates the district's budget and resource allocation to the local board. Provides budget updates to the board at every regularly scheduled meeting.	Superintendent has provided budget and resource allocation updates	Treasurer's report at each board meeting	

Label	Assurance	Response	Comment	Attachment
4.	Delivery artifacts have been incorporated into the Superintendent assurances and documented in the artifacts in the areas of budget and resources of LOCAL BOARD MINUTES (UPLOAD OF BOARD MINUTES TO SUPPORT ALL RESPONSES IS REQUIRED).	Yes	Some of the items included in this section are discussed in every board meeting - attached artifacts only include minutes of meetings where large-scale discussions (e.g., final working budget, financial audit, etc.) occurred.	Ashland BOE minutes Resources

Facilities/Support Systems

Facilities and Support Systems identify the operational needs and environment for district schools. In open board meetings the Superintendent must have communicated progress, actions taken and updates in the areas of instruction, materials, technology, educational materials and resources and overall environment from the KY TELL Survey. In non-KY TELL Survey years the Superintendent may explain progress and updates to the prior year targets.

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

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

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

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

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

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

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

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

KDE Comprehensive Improvement Plan for Districts

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

Label	Assurance	Response	Comment	Attachment
j)	Delivery artifacts have been incorporated into the Superintendent assurances and have been documented in the artifacts of LOCAL BOARD MINUTES (UPLOAD OF BOARD MINUTES TO SUPPORT ALL RESPONSES IS REQUIRED).	Yes	Some items in this section are discussed across multiple board meetings. Artifacts only include minutes of meetings where there was major discussion. In addition, major technology reports occur in December, therefore additional artifacts would be available from December 2014 minutes.	Ashland BOE minutes Facilities Support

KDE Assurances - District

Introduction

KDE Assurances for Districts

District Assurances

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

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

Label	Assurance	Response	Comment	Attachment
3.	All teachers in our district including those providing services to private school students are highly qualified.	No	One high school teacher has emergency certification from state to provide instruction in family consumer science, provided waiver from state as she finishes MAT certification. One high school teacher has probationary certification for special needs students, must obtain 3 hours higher education credit for continued certification. One middle school teacher received emergency certification to provide Project Lead the Way instruction while pursuing masters degree in mathematics.	

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		

KDE Comprehensive Improvement Plan for Districts

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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		

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

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

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

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

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

KDE Comprehensive Improvement Plan for Districts

Ashland Independent

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		

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		

KDE Comprehensive Improvement Plan for Districts

Ashland Independent

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		

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

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

Label	Assurance	Response	Comment	Attachment
26.	Our district ensures that neglected student needs were identified through consultation with staff at all neglected institutions in the district.	No	Not applicable - no local institution for neglected children.	

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

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

KDE Comprehensive Improvement Plan for Districts

Ashland Independent

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		

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	District is working with all three teachers to ensure that they are on-track to obtaining proper certification. Teachers have either been accepted into and are working on degree programs or are enrolled in necessary college courses to satisfy state requirements for becoming highly qualified in their teaching fields.	

KDE Comprehensive Improvement Plan for Districts

Ashland Independent

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		