



Comprehensive District Improvement Plan

Monroe County

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Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2014. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools. Your district's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Executive Summary

Introduction

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

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

Description of the School System

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

Monroe County is located in south central Kentucky and borders Tennessee. There are approximately 12,000 residents and an unemployment rate that has gradually risen over the past three years which has had an adverse affect on the poverty rate. The main employers in the county are the school system, hospital and lumber industry. Due to the rise in unemployment, our school district has 70% of families that qualify for free and reduced services. In order for families to support themselves financially, parents many times must commute to adjoining counties for employment.

Currently, we have a student body size of approximately 1825 students from grades kindergarten through 12th grade. Our student body grades k-12 consists of approximately 950 males and 875 females. Monroe County has three elementary schools, one middle school, one high school and an alternative learning center. We are fortunate to have a partnership with the Monroe County Area Technology Center. There are various civic and community organizations we partner with on a regular basis to improve student achievement and opportunities. We work closely with 4-H, the health department, city council and county government, and the National Guard. Through these partnerships we are able to provide a variety of services to meet individual needs of students and parents.

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.

Vision - The Monroe County School District will provide a rigorous and relevant education tailored to the unique needs of every student in our schools as demonstrated through continuous gains toward proficiency. As a result, our students will develop into productive, responsible citizens able to contribute to and compete in the 21st century global economy.

Mission Statement - Building futures by serving students.

Belief Statements -

High expectations begin with us.

Every student needs a safe, nurturing environment in order to achieve at high levels.

All stakeholders must be focused on student achievement.

We must build positive relationships with each child.

Achievement gaps can be overcome.

Every person must accept personal responsibility for things they can control.

Data supports instructional change.

Rigorous, relevant, real-world instruction will be the norm.

Every student, every minute, every day!

We must equip students to reach life-long goals.

The purpose is embodied through program offerings by continually reviewing the vision, mission and belief statements with administrators and program directors. This enables program directors and administrators to communicate the expectations of the district with all stakeholders and to build their vision, mission and belief statements from the focus of the district.

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 Monroe County School District continually strives to implement strategies and activities that promote students and staff success. We participate in various professional learning programs that allow us to be on the cutting edge of educational fore front.

Achievements

Zero drop outs for two consecutive years.

Received the State Stewardship awards for energy conservation.

Monroe County Middle School named a National School-to-Watch

Gamaliel Elementary School was a named a National Blue Ribbon School.

Monroe County High School and Gamaliel Elementary school achieved proficient status from the Unbridled Learning Accountability System.

Gradual increase in attendance rate over the past three years.

Monroe County Alternative Learning Center received School of Best Practice status.

Various students and organizations have achieved local, regional, state and national honors.

Improvements

Increased proficiency for all students.

Build leadership skills for all students by implementing the Leader In Me program.

Continue to use data to drive decision making.

K-12 initiative for College and 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.

Monroe County has a culture of striving for excellence. There is a family atmosphere throughout our schools and community. We are fortunate to live in a county that celebrates the achievements of our students, staff and community members.

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?

Data Analysis

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

☐ What are our areas of strength? What areas need improvement? How do we develop a plan to improve the growth and gap score?

What does the data/information tell you?

☐ Overall district score is 53.6 for 2012

☐ AMO goal for 2013 is 54.6

☐ Percentile Rank is 41

☐ Classification is needs improvement

What does it not tell?

☐ How students scored per item on the assessment. For example, how many and which multiple choice students got correct and how they scored on the constructed response.

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?

Areas of strength noted:

* Growth at the high school is above state average is above state by five points. Math growth is 15 points greater than the state average.

The district's growth score is highest at the high school level.

* Gap at the elementary level is highest in science at 83.3. Science is also highest at the middle school at 47.7 in the Gap category. Math is the best Gap score at the high school at 53.9.

* Achievement scores at the elementary level is highest in science at 100%. At the middle school the highest achievement score is also in science with a score of 79% and at the high school level the highest achievement score is math at 76.4%.

* CCR at the high school is 59.4% and the state average is 51.8%. Which is an increase of 17.4% for Monroe County from 2011.

* Graduation Rate is 93.6% for the district and that is 14% points above the state average.

What actions are you implementing to sustain the areas of strength?

☐ Continue RTI strategies to meet the individual needs of students.

☐ Use of formative assessment to measure the level of understanding of all students and to guide day-to-day instruction.

☐ Vertical alignment of curriculum with standards to ensure students are being taught what they need in order to be successful learners.

What is there cause to celebrate?

☐ Being above state average in Graduation Rate and CCR.

☐ Improving by 14% points in CCR.

Opportunities for Improvement

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

What are areas in need of improvement?

Professional development opportunities are made available to teachers throughout the school year based on their individual need as well as identified by the school and district professional development plan.

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

District personnel administered a teacher survey at Monroe County Middle School so they could identify areas of instructional growth.

District personnel conducted a series of professional development workshops on the instructional practice of differentiation. District personnel followed up with teachers by observing their classroom and giving specific feedback to teachers and administrators.

Oversight and Monitoring

Describe your processes and interventions for monitoring continuous improvement.

Assessment - teachers and administrators monitor student progress by analyzing student data retrieved from classroom, school and state assessments. Teachers and administrators use the data analysis information from the various assessments to create and implement a viable response to intervention program to meet the individual learning needs of each student.

Instructional Practice - school and district administrators conduct instructional rounds periodically. Each school develops a problem of practice the instructional team will observe as they visit classrooms. The information gathered is shared with teachers to help them understand their progress in improving the practice identified by the curriculum team at the school and district.

Conclusion

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

To continue to meet the individual professional development need of teachers district administration will monitor teacher practices by observing in classrooms and reviewing lesson plans. This will allow district administrators and school administrators the information needed to design individualized professional development for teachers.

Response for Required Action: Equitable Distribution

Overview

Plan Name

Response for Required Action: Equitable Distribution

Plan Rationale

Our district ensures that teachers are equitably distributed throughout the district to ensure all students are college and career ready. Equitable Distribution: all students preschool through 12th grade who are identified in a gap group are taught by highly qualified teachers.

Addresses Required Action

Statement

Equitable Distribution

Description

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.

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Measurable Objective	Total Funding
1	Increase the averaged combined reading and math K-Prep scores for elementary and middle students from 44% to 72% in 2017.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	Collaborate to increase the overall reading and math for Monroe County Middle from 28.4 to 35.6% by 05/17/2013 as measured by KPREP.	\$0
2	Increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group from 33% in 2012 to 66.5% in 2017.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	Collaborate to increase the average combined reading and math proficiency ratings for elementary students with disabilities from 53.7 to 58.3 by 05/17/2013 as measured by KPREP.	\$0

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

Measurable Objective 1:

Collaborate to increase the overall reading and math for Monroe County Middle from 28.4 to 35.6% by 05/17/2013 as measured by KPREP.

Strategy 1:

Curriculum Assessment Alignment - Teachers will complete professional development in differentiated instruction for improved instructional practice. Each teacher will be assigned an administrator who will observe differentiation in their classroom and specific feedback on areas of strength and weakness.

Research Cited: Carol Tomlinson Research

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend three one hour professional development sessions led by instructional supervisors. Instructional supervisors will then provide feedback about differentiation to teachers after in class observations. Schools: Monroe Co Middle	Direct Instruction	09/03/2012	05/17/2013	\$0	No Funding Required	Instructional supervisors and principal

Goal 2: Increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group from 33% in 2012 to 66.5% in 2017.

Measurable Objective 1:

Collaborate to increase the average combined reading and math proficiency ratings for elementary students with disabilities from 53.7 to 58.3 by 05/17/2013 as measured by KPREP.

Strategy 1:

Literacy/Math Initiative - Teachers will complete professional development through GRREC special education consultants. Each one will work with a literacy and math coach to set up classroom structures that support IEP goals and objectives.

Research Cited: Literacy/Math Best Practices Research

Activity - Literacy/Math Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Monroe County

Train 7-8 teachers on how to develop classroom structures such as formative assessments, academic supports to increase student literacy and math skills.	Academic Support Program	06/18/2012	06/30/2013	\$0	No Funding Required	DoSE, GRREC special education consultants
Schools: Joe Harrison Carter, Tompkinsville Elem, GAMALIEL ELEMENTARY						

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Teachers will attend three one hour professional development sessions led by instructional supervisors. Instructional supervisors will then provide feedback about differentiation to teachers after in class observations.	Direct Instruction	09/03/2012	05/17/2013	\$0	Instructional supervisors and principal
Literacy/Math Professional Development	Train 7-8 teachers on how to develop classroom structures such as formative assessments, academic supports to increase student literacy and math skills.	Academic Support Program	06/18/2012	06/30/2013	\$0	DoSE, GRREC special education consultants
Total					\$0	

Activity Summary by School

Below is a breakdown of activity by school.

Tompkinsville Elem

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Literacy/Math Professional Development	Train 7-8 teachers on how to develop classroom structures such as formative assessments, academic supports to increase student literacy and math skills.	Academic Support Program	06/18/2012	06/30/2013	\$0	DoSE, GRREC special education consultants
Total					\$0	

Monroe Co Middle

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Teachers will attend three one hour professional development sessions led by instructional supervisors. Instructional supervisors will then provide feedback about differentiation to teachers after in class observations.	Direct Instruction	09/03/2012	05/17/2013	\$0	Instructional supervisors and principal
Total					\$0	

Joe Harrison Carter

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Literacy/Math Professional Development	Train 7-8 teachers on how to develop classroom structures such as formative assessments, academic supports to increase student literacy and math skills.	Academic Support Program	06/18/2012	06/30/2013	\$0	DoSE, GRREC special education consultants
Total					\$0	

GAMALIEL ELEMENTARY

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

Monroe County

Literacy/Math Professional Development	Train 7-8 teachers on how to develop classroom structures such as formative assessments, academic supports to increase student literacy and math skills.	Academic Support Program	06/18/2012	06/30/2013	\$0	DoSE, GRREC special education consultants
Total					\$0	

Response for Required Action: TELL KY Survey

Overview

Plan Name

Response for Required Action: TELL KY Survey

Plan Rationale

According to the 2011 TELL KY survey, 48% of teachers indicated that they spend less than one hour a week to collaborative planning. From these results common planning at all schools has been implemented which allows teachers to meet and plan about instructional practices during the school day. It also provides them the opportunity to align curriculum, assignments and assessments vertically and horizontally.

Addresses Required Action

Statement

TELL KY Survey

Description

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

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Measurable Objective	Total Funding
1	Increase the averaged combined reading and math K-Prep scores for elementary and middle students from 44% to 72% in 2017.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	Collaborate to increase the overall reading and math for Monroe County elementary students from 53 to 57.7% by 05/17/2013 as measured by K-Prep.	\$0

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

Measurable Objective 1:

Collaborate to increase the overall reading and math for Monroe County elementary students from 53 to 57.7% by 05/17/2013 as measured by K-Prep.

Strategy 1:

Curriculum Assessment Alignment - Identify and establish curriculum design teams to vertically and horizontally align curriculum. District PLCs by grade levels will meet quarterly to analyze curriculum to identify gaps and make necessary adjustments to curriculum.

Research Cited: DuFour research

Activity - Grade Level PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers collaborate to identify gaps in the curriculum vertically and horizontally. Schools: Joe Harrison Carter, Tompkinsville Elem, GAMALIEL ELEMENTARY	Professional Learning	07/23/2012	05/17/2013	\$0	No Funding Required	Instructional Supervisors and Principals

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Grade Level PLCs	Teachers collaborate to identify gaps in the curriculum vertically and horizontally.	Professional Learning	07/23/2012	05/17/2013	\$0	Instructional Supervisors and Principals
Total					\$0	

Activity Summary by School

Below is a breakdown of activity by school.

Tompkinsville Elem

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Grade Level PLCs	Teachers collaborate to identify gaps in the curriculum vertically and horizontally.	Professional Learning	07/23/2012	05/17/2013	\$0	Instructional Supervisors and Principals
Total					\$0	

Joe Harrison Carter

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Grade Level PLCs	Teachers collaborate to identify gaps in the curriculum vertically and horizontally.	Professional Learning	07/23/2012	05/17/2013	\$0	Instructional Supervisors and Principals
Total					\$0	

GAMALIEL ELEMENTARY

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Grade Level PLCs	Teachers collaborate to identify gaps in the curriculum vertically and horizontally.	Professional Learning	07/23/2012	05/17/2013	\$0	Instructional Supervisors and Principals
Total					\$0	

KPREP

Overview

Plan Name

KPREP

Plan Description

Increase the overall reading and math proficiency scores.

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Measurable Objective	Total Funding
1	Increase the averaged combined reading and math K-Prep scores for elementary and middle students from 44% to 72% in 2017.	Objectives: 2 Strategies: 2 Activities: 3	Organizational	Collaborate to increase the overall reading and math for Monroe County elementary students from 53 to 57.7% by 05/17/2013 as measured by K-Prep., Collaborate to increase the overall reading and math for Monroe County Middle from 28.4 to 35.6% by 05/17/2013 as measured by KPREP.	\$0

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

Measurable Objective 1:

Collaborate to increase the overall reading and math for Monroe County elementary students from 53 to 57.7% by 05/17/2013 as measured by K-Prep.

Strategy 1:

Curriculum Assessment Alignment - Identify and establish curriculum design teams to vertically and horizontally align curriculum. District PLCs by grade levels will meet quarterly to analyze curriculum to identify gaps and make necessary adjustments to curriculum.

Research Cited: DuFour research

Activity - Grade Level PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers collaborate to identify gaps in the curriculum vertically and horizontally. Schools: Joe Harrison Carter, Tompkinsville Elem, GAMALIEL ELEMENTARY	Professional Learning	07/23/2012	05/17/2013	\$0	No Funding Required	Instructional Supervisors and Principals

Activity - CIITS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using the CIITS program teachers and administrators will incorporate instructional practices and resources available to meet individual needs of students. Schools: All Schools	Professional Learning	07/30/2012	05/20/2013	\$0	No Funding Required	school and district administrators

Measurable Objective 2:

Collaborate to increase the overall reading and math for Monroe County Middle from 28.4 to 35.6% by 05/17/2013 as measured by KPREP.

Strategy 1:

Curriculum Assessment Alignment - Teachers will complete professional development in differentiated instruction for improved instructional practice. Each teacher will be assigned an administrator who will observe differentiation in their classroom and specific feedback on areas of strength and weakness.

Research Cited: Carol Tomlinson Research

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will attend three one hour professional development sessions led by instructional supervisors. Instructional supervisors will then provide feedback about differentiation to teachers after in class observations.	Direct Instruction	09/03/2012	05/17/2013	\$0	No Funding Required	Instructional supervisors and principal
Schools: Monroe Co Middle						

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Grade Level PLCs	Teachers collaborate to identify gaps in the curriculum vertically and horizontally.	Professional Learning	07/23/2012	05/17/2013	\$0	Instructional Supervisors and Principals
Professional Development	Teachers will attend three one hour professional development sessions led by instructional supervisors. Instructional supervisors will then provide feedback about differentiation to teachers after in class observations.	Direct Instruction	09/03/2012	05/17/2013	\$0	Instructional supervisors and principal
CIITS	Using the CIITS program teachers and administrators will incorporate instructional practices and resources available to meet individual needs of students.	Professional Learning	07/30/2012	05/20/2013	\$0	school and district administrators
Total					\$0	

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
CIITS	Using the CIITS program teachers and administrators will incorporate instructional practices and resources available to meet individual needs of students.	Professional Learning	07/30/2012	05/20/2013	\$0	school and district administrators
Total					\$0	

Tompkinsville Elem

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Grade Level PLCs	Teachers collaborate to identify gaps in the curriculum vertically and horizontally.	Professional Learning	07/23/2012	05/17/2013	\$0	Instructional Supervisors and Principals
Total					\$0	

Monroe Co Middle

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Teachers will attend three one hour professional development sessions led by instructional supervisors. Instructional supervisors will then provide feedback about differentiation to teachers after in class observations.	Direct Instruction	09/03/2012	05/17/2013	\$0	Instructional supervisors and principal
Total					\$0	

Joe Harrison Carter

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Grade Level PLCs	Teachers collaborate to identify gaps in the curriculum vertically and horizontally.	Professional Learning	07/23/2012	05/17/2013	\$0	Instructional Supervisors and Principals
Total					\$0	

Comprehensive District Improvement Plan

Monroe County

GAMALIEL ELEMENTARY

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Grade Level PLCs	Teachers collaborate to identify gaps in the curriculum vertically and horizontally.	Professional Learning	07/23/2012	05/17/2013	\$0	Instructional Supervisors and Principals
Total					\$0	

Freshman Graduation Rate

Overview

Plan Name

Freshman Graduation Rate

Plan Description

Increase the freshman graduation rate.

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Measurable Objective	Total Funding
1	Increase the average freshman graduation rate from 76 to 90% by 2015.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	Collaborate to increase the freshman graduation rate from 93.2 to 93.6 by 05/17/2013 as measured by graduation formula.	\$62000

Goal 1: Increase the average freshman graduation rate from 76 to 90% by 2015.

Measurable Objective 1:

Collaborate to increase the freshman graduation rate from 93.2 to 93.6 by 05/17/2013 as measured by graduation formula.

Strategy 1:

Attendance/Drop Out - School and district administration monitor attendance and academic achievement of all students. School and district administration follow school and district policies to ensure communication is made to all appropriate stakeholders about students with poor attendance and in jeopardy of dropping out of school.

Activity - Counseling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students at risk of dropping out will be counseled by the drop out prevention coordinator monthly. Schools: All Schools	Academic Support Program	06/04/2012	06/28/2013	\$6000	State Funds	Drop Out Prevention Coordinator

Activity - Credit Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As students are identified as being at risk of failure, they receive specially designed instruction to recover the credits. Schools: All Schools	Academic Support Program	06/04/2012	06/28/2013	\$21000	Other	21st Century Instructors

Activity - Parent/Student Education	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents and students are educated, counseled and held accountable on the importance of good attendance per the district attendance policy. Parents are educated by giving them notices of attendance violations, counseled through home visits and phone calls and held accountable through the local court system. Schools: All Schools	Policy and Process	06/04/2012	06/28/2013	\$35000	General Fund	Director of Pupil Personnel

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Counseling	Students at risk of dropping out will be counseled by the drop out prevention coordinator monthly.	Academic Support Program	06/04/2012	06/28/2013	\$6000	Drop Out Prevention Coordinator
Total					\$6000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Credit Recovery	As students are identified as being at risk of failure, they receive specially designed instruction to recover the credits.	Academic Support Program	06/04/2012	06/28/2013	\$21000	21st Century Instructors
Total					\$21000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent/Student Education	Parents and students are educated, counseled and held accountable on the importance of good attendance per the district attendance policy. Parents are educated by giving them notices of attendance violations, counseled through home visits and phone calls and held accountable through the local court system.	Policy and Process	06/04/2012	06/28/2013	\$35000	Director of Pupil Personnel
Total					\$35000	

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
Counseling	Students at risk of dropping out will be counseled by the drop out prevention coordinator monthly.	Academic Support Program	06/04/2012	06/28/2013	\$6000	Drop Out Prevention Coordinator
Credit Recovery	As students are identified as being at risk of failure, they receive specially designed instruction to recover the credits.	Academic Support Program	06/04/2012	06/28/2013	\$21000	21st Century Instructors
Parent/Student Education	Parents and students are educated, counseled and held accountable on the importance of good attendance per the district attendance policy. Parents are educated by giving them notices of attendance violations, counseled through home visits and phone calls and held accountable through the local court system.	Policy and Process	06/04/2012	06/28/2013	\$35000	Director of Pupil Personnel
Total					\$62000	

College and Career Readiness

Overview

Plan Name

College and Career Readiness

Plan Description

Increase the percentage of students who are college and career readiness.

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Measurable Objective	Total Funding
1	Increase the percentage of students who are college and career ready from 34% to 68% by 2015.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	Collaborate to increase the college and career readiness percentage from 49.6% to 62.2% by 05/17/2013 as measured by unbridled learning formula.	\$0

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

Measurable Objective 1:

Collaborate to increase the college and career readiness percentage from 49.6% to 62.2% by 05/17/2013 as measured by unbridled learning formula.

Strategy 1:

CCR Monitoring Tool - Each senior's progress toward being college or career ready will be monitored by school and district personnel by using a monitoring tool that indicates their status toward reaching college and/or career readiness.

Activity - Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School staff input assessment data into the monitoring tool periodically to ensure students move toward CCR. Schools: Monroe Co High	Academic Support Program	06/04/2012	05/17/2013	\$0	No Funding Required	High school personnel

Activity - Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who did not make benchmark on the ACT in reading, math and/or English are given direct instruction and then given the COMPASS test or retake the ACT. Schools: Monroe Co High	Academic Support Program	08/13/2012	06/28/2013	\$0	No Funding Required	High school personnel

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Assessment	Students who did not make benchmark on the ACT in reading, math and/or English are given direct instruction and then given the COMPASS test or retake the ACT.	Academic Support Program	08/13/2012	06/28/2013	\$0	High school personnel
Monitoring	School staff input assessment data into the monitoring tool periodically to ensure students move toward CCR.	Academic Support Program	06/04/2012	05/17/2013	\$0	High school personnel
Total					\$0	

Activity Summary by School

Below is a breakdown of activity by school.

Monroe Co High

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitoring	School staff input assessment data into the monitoring tool periodically to ensure students move toward CCR.	Academic Support Program	06/04/2012	05/17/2013	\$0	High school personnel
Assessment	Students who did not make benchmark on the ACT in reading, math and/or English are given direct instruction and then given the COMPASS test or retake the ACT.	Academic Support Program	08/13/2012	06/28/2013	\$0	High school personnel
Total					\$0	

Achievement Gap

Overview

Plan Name

Achievement Gap

Plan Description

Increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group.

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Measurable Objective	Total Funding
1	Increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group from 33% in 2012 to 66.5% in 2017.	Objectives: 3 Strategies: 3 Activities: 3	Organizational	Collaborate to increase the average combined reading and math proficiency ratings for elementary students with disabilities from 53.7 to 58.3 by 05/17/2013 as measured by KPREP., Collaborate to increase the averaged combined reading and math proficiency ratings for all middle school students with disabilities in the non-duplicated gap group percentage from 4.8 to 14.3 by 05/17/2013 as measured by KPREP., Collaborate to increase the average combined reading and math proficiency ratings for all high school students with a disability in the non-duplicated gap group percentage from 15.9 to 24.3. by 05/17/2013 as measured by KPREP.	\$0

Goal 1: Increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group from 33% in 2012 to 66.5% in 2017.

Measurable Objective 1:

Collaborate to increase the average combined reading and math proficiency ratings for elementary students with disabilities from 53.7 to 58.3 by 05/17/2013 as measured by KPREP.

Strategy 1:

Literacy/Math Initiative - Teachers will complete professional development through GRREC special education consultants. Each one will work with a literacy and math coach to set up classroom structures that support IEP goals and objectives.

Research Cited: Literacy/Math Best Practices Research

Activity - Literacy/Math Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train 7-8 teachers on how to develop classroom structures such as formative assessments, academic supports to increase student literacy and math skills. Schools: Joe Harrison Carter, Tompkinsville Elem, GAMALIEL ELEMENTARY	Academic Support Program	06/18/2012	06/30/2013	\$0	No Funding Required	DoSE, GRREC special education consultants

Measurable Objective 2:

Collaborate to increase the averaged combined reading and math proficiency ratings for all middle school students with disabilities in the non-duplicated gap group percentage from 4.8 to 14.3 by 05/17/2013 as measured by KPREP.

Strategy 1:

Literacy/Math Initiative - Teachers will complete professional development through GRREC special education consultants. Each one will work with a literacy/math coach to set up classroom structures that support IEP goals and objectives.

Research Cited: Literacy/Math Best Practices Research

Activity - Literacy/Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train 3 teachers on how to develop classroom structures such as formative assessments, academic supports to increase student literacy and math skills. Schools: Monroe Co Middle	Academic Support Program	06/18/2012	06/30/2013	\$0	No Funding Required	DoSE, GRREC special education consultants

Measurable Objective 3:

Collaborate to increase the average combined reading and math proficiency ratings for all high school students with a disability in the non-duplicated gap group percentage from 15.9 to 24.3. by 05/17/2013 as measured by KPREP.

Comprehensive District Improvement Plan

Monroe County

Strategy 1:

Literacy/Math Initiative - Teachers will complete professional development through GRREC special education consultants. Each one will work with a literacy coach to set up classroom structures that support IEP goals and objectives.

Research Cited: Literacy and Math Best Practice Research

Activity - Literacy/Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train 6-7teachers on how to develop classroom structures such as formative assessments, academic supports to increase student literacy and math skills. Schools: Monroe Co High	Academic Support Program	06/18/2012	06/30/2013	\$0	No Funding Required	DoSE and GRREC special education consultant

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Literacy/Math	Train 6-7 teachers on how to develop classroom structures such as formative assessments, academic supports to increase student literacy and math skills.	Academic Support Program	06/18/2012	06/30/2013	\$0	DoSE and GRREC special education consultant
Literacy/Math	Train 3 teachers on how to develop classroom structures such as formative assessments, academic supports to increase student literacy and math skills.	Academic Support Program	06/18/2012	06/30/2013	\$0	DoSE, GRREC special education consultants
Literacy/Math Professional Development	Train 7-8 teachers on how to develop classroom structures such as formative assessments, academic supports to increase student literacy and math skills.	Academic Support Program	06/18/2012	06/30/2013	\$0	DoSE, GRREC special education consultants
Total					\$0	

Activity Summary by School

Below is a breakdown of activity by school.

Tompkinsville Elem

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Literacy/Math Professional Development	Train 7-8 teachers on how to develop classroom structures such as formative assessments, academic supports to increase student literacy and math skills.	Academic Support Program	06/18/2012	06/30/2013	\$0	DoSE, GRREC special education consultants
Total					\$0	

Monroe Co Middle

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Literacy/Math	Train 3 teachers on how to develop classroom structures such as formative assessments, academic supports to increase student literacy and math skills.	Academic Support Program	06/18/2012	06/30/2013	\$0	DoSE, GRREC special education consultants
Total					\$0	

Monroe Co High

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Literacy/Math	Train 6-7 teachers on how to develop classroom structures such as formative assessments, academic supports to increase student literacy and math skills.	Academic Support Program	06/18/2012	06/30/2013	\$0	DoSE and GRREC special education consultant
Total					\$0	

Joe Harrison Carter

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

Monroe County

Literacy/Math Professional Development	Train 7-8 teachers on how to develop classroom structures such as formative assessments, academic supports to increase student literacy and math skills.	Academic Support Program	06/18/2012	06/30/2013	\$0	DoSE, GRREC special education consultants
Total					\$0	

GAMALIEL ELEMENTARY

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Literacy/Math Professional Development	Train 7-8 teachers on how to develop classroom structures such as formative assessments, academic supports to increase student literacy and math skills.	Academic Support Program	06/18/2012	06/30/2013	\$0	DoSE, GRREC special education consultants
Total					\$0	