



KDE Comprehensive Improvement Plan for Districts

Barren County

202 West Washington Street
Glasgow, KY 42141

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Goal 6: LEARNING ENVIRONMENT GOAL- increase the percentage of respondents who feel connected, safe, and a part of the Barren Co. Schools as measured on staff, student, and parent surveys by 2018 (ADVANC-ED, ValEd, Student Voice, Migrant services, Title I, etc). 31

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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.

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Executive Summary

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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.

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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?

Located in the heart of south central Kentucky, the Barren County School District currently serves 5,179 students in preschool through 12th grade. Currently, Barren County Schools are considered a growth district due to a 33.4% increase in student enrollment for the 2015-2016 school year. The increase in enrollment has created a few challenges. Red Cross Elementary is in need of expansion. This need will be addressed by adding 6 classrooms, a bathroom, and additional computers. The new construction will begin December 1, 2015 and will be ready for occupancy on August 1, 2016. In addition, we also needed more space for preschool students. To help with overcrowding at North Jackson Elementary and Red Cross Elementary, preschool students were moved into a newly renovated building on Broadway Street. This building will continue to be utilized for preschool students and in the next couple of years, the rest of the building will be updated and renovated in order to house central office staff. Additionally, plans have begun for a new state of the art CTE facility to be located on the Barren County High School campus. The new Career and Technical Education building will be created to compliment hybrid programming offered at our high school and our Area Technology Center. Space is being created to allow all students interested in exploring Bio Medical, Engineering, Business, and Computer Sciences to accommodate student interest. This will be an amazing edition to our school system.

Barren County Schools are known and respected across the state and nation. Our schools are visited by other districts across the state, and our leaders often receive invitations to speak and present at national gatherings. The great things happening in Barren County continue to resonant with other educators. Many of our preschool students learn to read, and we have high school students who enroll in the Early College Magnet program. Because our students are provided opportunities to stretch their learning each and every day, the Barren County school community can be assured that students are receiving a rigorous and relevant curriculum.

The district is comprised of ten schools with 7 elementary, 1 middle, 1 ninth grade academy, and 1 high school. In addition, we have one Area Technical Center, an alternative school/day treatment center (College Street Campus), and a virtual high school (BAVEL). We also have the support of a central office, a central office annex building, a bus garage, and many auxiliary programs. We are blessed in Barren County with beautiful and efficient facilities for our students.

Student Population overall 5,179 students

Gender Percentage

Male 49.2%

Female 50.8%

Minority Percentages

AUSTIN TRACY ELEMENTARY SCHOOL 5.88% of 221 students

BARREN COUNTY HIGH SCHOOL 5.0% of 1,319 students

BARREN COUNTY MIDDLE SCHOOL 5.61% of 641 students

EASTERN ELEMENTARY SCHOOL 5.11% of 352 students

HISEVILLE ELEMENTARY SCHOOL 6.67% of 210 students

NORTH JACKSON ELEMENTARY 6.13% of 506 students

PARK CITY ELEMENTARY SCHOOL 14.99% of 387 students

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RED CROSS ELEMENTARY SCHOOL	9.18% of 621 students
TEMPLE HILL ELEMENTARY SCHOOL	8.6% of 279 students
DISTRICT TOTAL	6.99% of total student population grades K-12

Community Statistics -

In 2014, the population was 43,148 in Barren County. 93.2% of the Barren County community is white/Caucasian. The largest minority population consists of 3% Hispanic/Latino. According to the 2013 Census Report, the median household income was \$38,873 compared to the national average of \$51,371 (2013 Census ACS data). In 2012-13, 170 students, or 3% of district enrollment were identified as homeless. As a county 14.2% of adults over 25 do not have a high school diploma and 11.1% have a bachelor's degree or higher (U.S. Census, 2006-2010).

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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 Strategic Planning Committee meets annually to update, revise, monitor, and prioritize goals in order to allocate resources. This committee consists of district administrators, parents, teachers, and community leaders. A few years ago, this team wrote the district mission statement for Barren County Schools. The mission of our district, "Students attending the Barren County School System will achieve success in college or post-secondary education. This will be demonstrated by providing high quality 21st century teaching that leads to learning in a healthy, safe, and supportive environment. We will provide experiences and create opportunities which will ensure that our students will be prepared to embrace change in tomorrow's world," drives the decisions of our leaders.

In order to accomplish this mission, we first begin by hiring and training a team of high-quality educators and exceptional support staff. Student success is our goal, and we strive each day to focus our resources and efforts toward this goal. We understand that children do not reach success in exactly the same way. Therefore, Barren County provides multiple pathways to success beyond the traditional system. For example, students may attend or take courses through BAVEL, PHOENIX, Home-bound, Day-Treatment, or our Alternative School. Great efforts have been made to reach ALL students in our Barren County Schools.

This school year, we have embraced the LAUNCH program in our elementary schools in order to enhance our existing Project Lead The Way and Bio-Med programs. These programs provide high quality 21st century skills for our students. In addition, we provide many services and opportunities through our 21st Century after-school programs. Some of those programs include homework help, tutoring, fine arts activities, fitness, health, recreation, preparation for ACT, PLAN, and EXPLORE, and college/career explorations. We value our partnerships with our parents, families, and the larger community. In fact, one of the goals of the 21st Century after school programs is to involve the community in our schools. Quarterly Family Engagement Nights are organized to help educate parents. For example, one such event addressed how parents can help their children with homework. As a district, we seek to actively engage and involve our parents and community in our schools by expanding our Parent Volunteer Program and by gaining input from our community through Strategic Planning.

Barren County's District Wellness policy creates a culture of wellness for staff and students with a monthly incentive program related to 95210 We Can. Each 95210 wellness category is based on recommendations for sleeping adequately, eating fruits and vegetables, limiting screen time, increasing physical activities, and eliminating sugar-added beverages. In addition, all schools have a Tower to Table or Farm to Fork Programs to provide local produce in the cafeterias and to use for educational after-school programs.

To keep our students safe, all of our schools have locked doors with monitoring systems in place. Our guests are asked to sign in and wear identification badges at all times. This last school year, we conducted a live intruder drill with the entire staff all in an attempt to provide training and experience for our educators so we can be most efficient in keeping our children safe.

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.

As a district, our mission states "Students attending the Barren County School System will achieve success in college or post-secondary education. This will be demonstrated by providing high quality 21st century teaching that leads to learning in a healthy, safe and supportive environment. We will provide experiences and create opportunities which will ensure that our students will be prepared to embrace change in tomorrow's world." In order to fulfill our mission, we are always working to improve. One way that we measure our success as a district is by the Kentucky Unbridled Learning System. In addition, we continually look for ways to involve as many students as possible by offering a variety of programs and opportunities. Our students compete in many arts competitions, club organizations, and service projects. With the help of grant dollars, nearly 13.5 million dollars since 2004, Barren County is an innovative and award-winning district. These are our most notable achievements in the areas that address our mission statement.

2015 Unbridled Learning Achievements

1. The high school reached a historic high with the overall composite score of 20.2 on the ACT. Also, BCHS reached Proficient/progressing levels with a score of 74.3
2. Barren County Schools are only 1 point shy of being named a Distinguished School District with an overall score of 69.5 which is Proficient.
3. Five of our elementary schools reached the Distinguished level. Both Hiseville Elementary (76.9) and North Jackson Elementary (74.8) maintained the distinguished level status for 2 years. Eastern Elementary (73.8) showed extremely high growth and reached the distinguished/progressing rating. Both Austin Tracy Elementary(74.9) and Temple Hill Elementary (74.5) improved to reach distinguished/progressing level.
4. Two of our elementary schools made significant gains to move from Need Improvement to Proficient/progressing status.
5. Our middle school (73.6) dropped slightly to the needs improvement status. This is a school in which we are working to make improvements.
6. Our BAVEL (Barren Academy of Virtual and Expanded Learning) Center demonstrated above state level scores on the ACT with an overall composite score of 20.9

Arts, Business, and other Academic Achievements

1. Two of our middle school students followed in the tradition set by others for the last 6 years by being selected to serve as leaders in the Junior Beta Club at the state level. One student was named President and one named Chaplain. Barren County has been known for having more participation than nearly all other districts in the state. Numerous Barren County students have received honors and awards throughout the last 5 years. Many of our students compete at the state Junior Beta Convention, but those winners move on to the National level. A Temple Hill student, Hillary Delaney, won 2nd place in the Division 1 Spelling competition; Skylar Owen and Jabob Christian from BCMS won the Service Award, and four Temple Hill students placed first in Spotlight your Club at National Beta Convention.
2. Students in FBLA (Future Business Leaders of America) were recognized as top 12 in the nation in the categories of Emerging Business Issues, and Sales Presentation.
3. The Strings program has continued to expand. Now, we have 2 teachers who offer this program at all of our elementary schools, the middle school, and the high school. Several students had the honor of being selected to perform with students throughout the region.
4. In 2015-2016, the BCHS Marching band completed its most successful season in history by receiving reserve grand champion at the Mid States Band Association Championships in Mason, Ohio. In addition, the students also received the award for Best Musical Performance. In SY 2015-2016

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all, the Marching Trojans have competed at 7 contests this season. They have been named Grand Champion at 3 and Reserve Grand Champion at 2. .

5. Our BCHS students earned over 1.6 million dollars in academic scholarships in 2015.

6. Up to 450 students in Barren County Schools may earn dual-credit in over 17 courses through WKU, Murray, or SKYCTC. There are currently 13 AP courses offered to Barren County students for college credit.

7. As of 2015, we have 6 Barren County graduates that have attended the Gatton Academy.

8. Barren County FFA received a State Gold Rating for the 2014-2015 school year. This is the highest award that a chapter can receive from the Kentucky FFA Association. A few of the additional honors for the club or individuals include: 3rd in the state for the 2014-2015 Kentucky FFA Ram Fundraising Program; Anne Marie Littrell and Harlie Wells received 1st place in the State FFA Agriscience Fair contest, and they advanced to the national level where they placed 11th and received a silver rating; The Meats judging team received 2nd place overall at the State Fair; The Nursery Judging team received 7th place overall at the State Fair; Zack Caudel received 1st place premium for his 2015 yellow corn entry at the Kentucky State Fair; The chapter received 5th place overall at the 2015 Kentucky State Fair for the Best Chapter Soybean Exhibit; Jeremiah McKinney and Faith Payne entered the 2015 FFA Proficiency contest, where they won 1st place for their respective categories at the regional level; Kyle Kinslow competed in the 2015 Horse Impromptu speaking contest where he received 2nd place in the region; Eli Jolly competed in the 2015 Poultry Impromptu speaking contest where he received 1st place in the region; and Bradon Burks competed in the regional FFA contest for Job Interview where he received 1st place.

Additional Honors

1. Barren County was one of 16 districts from across the state that is a member of the Innovations Network (2011-13 Cohort).

2. The district currently has eight 21st Century Community Learning Center Grants that coordinate services & programs to extend learning more than 2 hours daily and throughout the summer.

3. North Jackson Elementary was named as Honorable Mention for TELL Survey. Park City Elementary was recognized as a Winner's Circle School for rating among the top 10 in the state according to the TELL survey.

4. Barren County Schools received Bronze, Silver, or Gold ratings in 41 of 66 areas in Alliance for Healthier Generation Surveys related to policy, physical and health education, nutrition services, staff wellness, and family involvement.

Additional Programs as an Outreach for students

1. BCHS Agriculture Capstone allows students to enter the WKU Ag program with advanced credits from the expanding BCHS Ag program.

2. BCHS continues to develop STEM pathways with TWO Project Lead the Way programs - Biomedical Sciences and Engineering. BCMS also has implemented a Gateway program for engineering that allows for advanced course work for students in grades 7 & 8.

3. We have an active Special Olympics organization (Flames basketball team) at the local, regional, and state levels.

4. The strings program is now offered at all 7 elementary schools, the middle school, and the high school.

5. The high school and middle school now offers chorus.

6. BCHS Fine Arts Capstone encourages students to enter WKU with advanced credits in the area of Fine Arts.

7. The JROTC program continues to expand. Our JROTC students perform regularly during ballgames, Veteran's Day programs, and various community events. They were honored by being asked to perform during the 2015 General Assembly session last year.

Areas of Improvement

1. We are diligently working to reduce the number of students in Barren County who are scoring in the Novice range in the areas of reading and math. To address this issue in math, 4 of our elementary schools (Park City, Red Cross, Hiseville, and Temple Hill) are part of the Math Plus Grant. Also, our district is working directly to improve the academic achievements of students who are part of the ECE population. Administrators and ECE staff are being creative with scheduling of ECE students when it comes to providing extra time to work on weak reading, math and writing skills. At the high school, a 30 minute block of time is being dedicated each day to work on CCR needs of ECE students.

2. CCR is also an area of concern. The High School will continue to implement a WIN (What I Need) time 30 minutes daily to focus on the differentiated needs of all students. Some students engage in Current Events, Sustained Silent Reading, and ACT Prep sessions. Other groups participate in ongoing sessions related to meeting the various College Career Ready benchmark scores in addition to skills remediation and intervention supports.

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Additional Information

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

The district has a long-term strategic plan for our Board of Education. CDIP goals related to the Strategic Plan are also incorporated. Through on-going planning and focus, both plans will enhance each other and focus our district on continual improvement.

Through on-going maintenance and development, the Barren County Schools will enhance communication with internal and external public groups with our webpages, One Call system, Remind 101, Twitter, and Facebook pages. The Barren County Website has been recently updated and renovated to provide state of the art information and resources to the BC community.

Our district is 1 of 44 districts throughout the state who will implement a non-traditional learning plan this school year if needed. The snowbound plan, referred to as ilearn@home has been approved for up to 10 days of instruction. However, the district plans to implement no more than 3 days during the 2015-2016 school year. Teachers have worked diligently to prepare materials and lessons that will provide quality instruction for our students in case there are multiple absences due to weather conditions.

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Overview

Plan Name

Barren Co 2015-16 Comprehensive Improvement Plan for Districts

Plan Description

Approved Dec 2015; Submitted Jan 2, 2016

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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	PROFICIENCY GOAL - increase the average combined reading and math K-Prep scores for elementary students from 54% to 73.9%, for middle school students from 51.6% to 76.9%, and for high school students 38.5% to 69.4 in 2019.	Objectives: 1 Strategies: 4 Activities: 21	Organizational	\$271000
2	CCR GOAL 1: COLLEGE CAREER READY - increase the percentage of students who are college and career ready from 40.5% to 88% by 2018.	Objectives: 1 Strategies: 4 Activities: 13	Organizational	\$6218000
3	NEXT GENERATION PROFESSIONALS - Barren County schools will implement PGES according to the district CEP.	Objectives: 2 Strategies: 3 Activities: 15	Organizational	\$20000
4	GAP GOAL - increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group in 2014 to 2019 for elementary from 39% to 69.5%; for middle level from 43.1% to 71.6%; and for high level from 30% to 65%	Objectives: 1 Strategies: 4 Activities: 7	Organizational	\$141000
5	CCR GOAL 2: GRADUATION RATE - To reach an adjusted 5-year Graduation Cohort Rate of 96.7% or higher.	Objectives: 1 Strategies: 2 Activities: 5	Organizational	\$7500
6	LEARNING ENVIRONMENT GOAL- increase the percentage of respondents who feel connected, safe, and a part of the Barren Co. Schools as measured on staff, student, and parent surveys by 2018 (ADVANC-ED, ValEd, Student Voice, Migrant services, Title I, etc).	Objectives: 1 Strategies: 4 Activities: 10	Organizational	\$345500
7	NOVICE REDUCTION GOAL - the district will use the data to expose gaps to identify processes for continuous improvement and to reduce the numbers of novice performing students by 5% (25% over 5 years = 5% annually) in the district annually.	Objectives: 1 Strategies: 2 Activities: 8	Organizational	\$0

Goal 1: PROFICIENCY GOAL - increase the average combined reading and math K-Prep scores for elementary students from 54% to 73.9%, for middle school students from 51.6% to 76.9%, and for high school students 38.5% to 69.4 in 2019.

Measurable Objective 1:

collaborate to increase the average combined reading and math K-Prep scores to 58.2% at elementary school level, 63.0% at middle school level, and 51.% at the high school level by 06/30/2016 as measured by the Unbridled Learning System.

Strategy 1:

Alignment of Curriculum and Assessment - Having aligned curriculum and assessment will allow for accurate and appropriate instruction at all levels. Continuous dialogue and communication between grades and schools will unify district schools into one unit.

Category: Learning Systems

Activity - Curriculum Power Session	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
90% of all elementary teachers, including ECE teachers, will participate in annual Curriculum Power Session in June of each year in order to improve inter-district communication. Schools: All Schools	Academic Support Program	06/01/2012	06/30/2017	\$500	General Fund	District Curriculum Resource Teachers, Elementary Instructional Supervisor, ECE Consultant
Activity - Curriculum Implementation Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School leadership teams, including an ECE teacher and/or consultant, will review curriculum documents and the new Common Core Standards on a regular basis. CRTs and ECE consultant will meet quarterly with teacher teams during planning to review and monitor curriculum implementation. Schools: All Schools	Policy and Process	08/01/2012	06/30/2017	\$100	District Funding	District Curriculum Resource Teachers, Elementary Instructional Supervisor, Principals
Activity - Refining the Vertical Alignment to KAS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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There will be continued refinement of vertical alignment in specific relation to the Common Core standards through Curriculum Power Sessions, Vertical alignment teams, District curriculum and the participation of all ECE and regular classroom teachers involved in the process. Schools: All Schools	Policy and Process	08/01/2012	06/30/2017	\$0	No Funding Required	District CRT, Instructional Supervisors, Director of Special Programs
Activity - District PD Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District leadership will work with schools to prepare and plan summer professional learning academy. Through high quality staff learning, we can unify the teaching and learning among the many staff groups within our district. Focus will center on KAS, research-based instruction, writing, technology integration, CCR, instructional strategies, etc. Leadership will focus on teachers or teacher groups that may be able to help lead learning with entire staff. Schools: All Schools	Professional Learning	08/01/2012	06/30/2017	\$2500	Other	Instructional Supervisors, Curriculum Resources Teachers, VTeam, Principals
Activity - District Content PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District instructional staff will coordinate content level PLC groups to create common formative assessments (CFAs) tied to the KAS standards and district curriculum. The group will implement units & then assess content attainment for further discussion and refinement. Schools: All Schools	Professional Learning	08/10/2015	07/04/2017	\$600	Other, General Fund	Director of instruction, Data Team Trainer, Curriculum Resource Teachers, Principals, Teachers
Activity - MAP Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All schools will administer the NWEA MAP Assessment in Reading, Math Language each Fall to create a district-wide screener for grades 2-9. The winter MAP assessment will target at least Reading & Math to give ongoing benchmark of student achievement. Spring MAP will assess all three areas for growth. Resource personnel will work all schools to analyze results for instructional planning. Schools: All Schools	Academic Support Program	07/13/2015	06/23/2017	\$30000	District Funding	Director of Instruction, Technology Resource Teachers, Principals
Activity - Data Analysis Techniques	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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District leadership and support staff will facilitate data analysis on an on-going basis for continual improvement. Professional learning and support to focus on the Data Retreat, Data Team, and Data Dig process using available data from CIITS, KY School Report Card, KPrep, Common Formative Assessments, classroom assessments, and other available data.	Academic Support Program, Professional Learning	08/10/2015	06/30/2017	\$1000	District Funding	Directors, Principals, Instructional Staff
Schools: All Schools						

Strategy 2:

Effective Teaching and Learning Systems - Teaching and Learning enhancements will be developed to including innovative delivery systems, research-based instructional strategies, and comprehensive monitoring systems to insure fidelity. Further development of learning walks/instructional rounds and professional learning communities will further enhance the professional capacity and learning of the school staff.

Category: Learning Systems

Activity - Instructional Rounds/Learning Walks - District Level	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District-level school instructional visits will be organized for cross-district input into instructional processes and products. District level staff will collaborate with principals to schedule and plan these Instructional Rounds/Learning Walks around focus areas of school and district needs.	Policy and Process	07/07/2014	06/30/2017	\$0	No Funding Required	Superintendent, Instructional Supervisors
Schools: All Schools						

Activity - Research-based Instructional Strategies Implemented in Classrooms	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Varied and effective instructional strategies, as supported by research, shall be implemented in each classroom as evidenced through classroom evaluations and instructional rounds/learning walks with at least 80% of classrooms meeting this standard. Continued professional learning for work of Hattie, Marzano, and Mitchell will occur to support student learning.	Other	08/01/2012	06/30/2017	\$0	No Funding Required	Principals, Instructional Supervisors, District Curriculum Resource Teachers
Schools: All Schools						

Activity - Technology Incorporated Into Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate technology into instruction as evidenced by informal walk-throughs, teacher participation in PD geared towards technology and usage of school assigned V-Team support.	Technology	08/01/2012	06/30/2017	\$500	USAC Technology	V-Team, Principals, Instructional Supervisors
Schools: All Schools						

Activity - PLC Process Implemented	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>The PLC process will be further developed and supported in schools and with cross-district groups through work in district (content levels, focus groups, study groups, etc) and in regional/state groups (ISLN, GRREC, KLA, Leadership grant cadre, etc).</p> <p>Schools: All Schools</p>	Professional Learning	08/01/2012	06/30/2017	\$0	No Funding Required	Superintendent, Principals, Directors
<p>Activity - Student Learning Showcases</p> <p>Showcases of student work will be displayed to reflect the level of attainment of the KY Academic Standards and 21st Century Learning. The further develop of showcases for student work in the areas of: district science fair, arts showcases, academic competitions, spelling bee, drama productions, instrument and vocal music productions, robotics/engineering/technology projects, and many others. Through these displays it will be evident that student achievement is central to all we do.</p> <p>Schools: All Schools</p>	Academic Support Program	02/02/2015	06/30/2017	\$300	General Fund	Directors, Curriculum Resources Teachers, 21st CCLC site coordinators, Principals
<p>Activity - Innovative Approaches</p> <p>District leadership and instructional staff will focus on identifying new learning structures and supports to meet the needs of diverse student learners. Support to further the efforts of iLearn@home (NTI pilot), blended learning through on-line providers like Edgenuity & BAVEL, advanced course work in magnet programs (elem, middle, and high), additional CCR pathways and programs, STEM focus areas (PLTW at Elem, MS, HS), etc.</p> <p>Schools: All Schools</p>	Academic Support Program, Technology	08/10/2015	08/18/2017	\$100000	District Funding	Superintendent, Directors, Principal, 21st CCLC site coordinators, District Instructional Staff
<p>Activity - Afterschool Academic Connections</p> <p>Afterschool programming (21st CCLC and ESS) will coordinate services around school identified needs to better support the learners. Targeted groups for assistance will be identified so that afterschool staff and teachers can plan academic supports that work together to address needs.</p> <p>Schools: All Schools</p>	Academic Support Program, Tutoring	06/01/2015	07/28/2017	\$20000	Grant Funds	Directors, Principals, 21st CCLC site coordinators,
<p>Activity - Reading and Math Instruction</p>	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Monitoring for fidelity of implementation and best practices. Enhancements and grants to impact instruction and professional practice will be sought (RTA, MAF, MathPlusE, etc). Professional learning will center around program components, coaching designing instructional structures (Daily5/Daily 3, flexible grouping, technology usage), PLC structures, etc. Schools: All Schools	Academic Support Program, Direct Instruction	10/12/2015	06/30/2017	\$60000	Grant Funds, District Funding	Directors, Principals, Instructional Resource Staff
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Strategy 3:

District & School Monitoring - District and school leadership will monitor programs to see that effective implementation of research based strategies is taking place.

Programs that are implemented more effectively and efficiently will ensure fidelity for appropriate results.

Category: Management Systems

Activity - Effective & Varied Instructional Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Differentiation of instruction will occur in all classrooms through the use of research-based strategies and high expectations which promote continual growth for students at all levels of academic ability (GT, ECE, Rtl, etc). This will occur through modeling of strategies by district resource personnel, professional learning programs, and professional learning communities. Schools: All Schools	Academic Support Program	08/01/2012	06/30/2017	\$0	No Funding Required	Director of Special Programs, Instructional Supervisors, Principals, District CRTs

Activity - Board/District Academic Focus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In addition to the Board meeting agenda focusing on instruction and student achievement, additional ways of showcasing student work/products, achievements of students/groups, and student performances will be sought and implemented.(focus data, pictures, video, etc) Schools: All Schools	Policy and Process	01/01/2016	12/29/2017	\$1500	General Fund	Superintendent, Associate Superintendent, Directors

Activity - Leadership Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional learning and leadership development will be established for advanced training in researched-based leadership development (Harvard Graduate Studies, Hattie's Visible Learning, data analysis, Instructional Rounds, etc). In addition a cadre of aspiring administrators will be supported and trained. Sustainability after participation in GRREC's Leading to Learn Grant will be sought. Schools: All Schools	Recruitment and Retention, Professional Learning	01/01/2015	06/30/2017	\$50000	Grant Funds	Superintendent GRREC L2L Coordinators

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Strategy 4:

Early Learning Programs - Focus on impacting systems and support for early learning to enhance student proficiency by end of the primary program. Activities will be focus on community engagement (prior to school enrollment & after), preschool instruction, kindergarten readiness, and the overall primary program.

Category: Early Learning

Activity - Kindergarten Readiness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Awareness activities and data analysis events will be planned to better inform community and school staff of kindergarten readiness expectations.</p> <p>Schools: Red Cross Elementary School, North Jackson Elementary, Hiseville Elementary School, Park City Elementary School, Eastern Elementary School, Temple Hill Elementary School, Austin Tracy Elementary School</p>	Academic Support Program	10/01/2015	06/30/2017	\$500	General Fund	Associate Superintendent, Directors, Early Childhood Council, Principals, Preschool Teachers, Kindergarten Teachers, Curriculum Resource Teachers, FRC Coordinators
Activity - K-Ready Summer Camp	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Preschool staff will coordinate with 21st CCLC and other school personnel will develop summer camp opportunities for identified at-risk preschools to target readiness skills for successful transition to kindergarten. In addition schools will share readiness information for families will be developed and shared.</p> <p>Schools: Red Cross Elementary School, North Jackson Elementary, Hiseville Elementary School, Park City Elementary School, Eastern Elementary School, Temple Hill Elementary School, Austin Tracy Elementary School</p>	Academic Support Program	07/06/2015	07/28/2017	\$3000	Grant Funds	21st CCLC Director Preschool Director FRC Counselors Principals 21st CCLC site coordinators
Activity - Primary Reading Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>District leadership will form planning team to apply for participation in Campaign for Grade-Level Reading Network in order to seek community partnerships, grants, programs to ensure that all students in the primary program have strong foundation in reading. The Reading focus will be to prepare for all students to be on-grade-level by exit of primary.</p> <p>Schools: Red Cross Elementary School, North Jackson Elementary, Hiseville Elementary School, Park City Elementary School, Eastern Elementary School, Temple Hill Elementary School, Austin Tracy Elementary School</p>	<p>Academic Support Program</p>	<p>01/04/2016</p>	<p>06/30/2017</p>	<p>\$500</p>	<p>General Fund</p>	<p>Directors, Curriculum Resource Teachers, Teacher Consultants</p>
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Goal 2: CCR GOAL 1: COLLEGE CAREER READY - increase the percentage of students who are college and career ready from 40.5% to 88% by 2018.

Measurable Objective 1:

collaborate to have 76% of students college and career ready by 06/24/2016 as measured by the Unbridled Learning System.

Strategy 1:

Accelerated Learning Opportunities - All students will have access to Advanced Placement (AP) and dual credit or other accelerated learning opportunities with an increase in participation and student success rate.

Category:

Activity - Advising Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>All secondary students, including ECE students, will have access to a comprehensive advising program which focuses on the development of the ILP, Individual Learning Plan, as related to the individual strengths and interests of each student. Secondary school personnel will have access to professional development to support the utilization of the ILP. One-on-one counseling and advisement will also be implemented for all high school students over the course of the next three years.</p> <p>Schools: All Schools</p>	<p>Academic Support Program</p>	<p>06/01/2013</p>	<p>05/01/2017</p>	<p>\$1000</p>	<p>School Council Funds</p>	<p>Instructional Supervisors, Building Level Administrators, Counselors and Secondary Teachers</p>

Activity - STEM Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>All students entering the high school will have access to science, technology, engineering and mathematics (STEM) programs in school and out of school time, as well as an increase in student success and participation rate.</p> <p>Schools: All Schools</p>	<p>Academic Support Program</p>	<p>07/02/2012</p>	<p>05/30/2017</p>	<p>\$15000</p>	<p>Grant Funds, General Fund, School Council Funds</p>	<p>Secondary certified staff and administration ; 21st CCLC</p>

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Activity - Virtual Programs to Enhance CCR	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Additional programs will be implemented to compliment the school offerings for CCR curriculum. Support and expand the implementation of Edgenuity and WIN during school and outside of school by on-going training and monitoring. Schools: All Schools	Academic Support Program	06/02/2014	06/30/2017	\$30000	District Funding	District instructional & technology staff School administration 21st CCLC GRREC Partnership (WIN)

Strategy 2:

Parental Involvement - In order to promote effective parental involvement in understanding the CCR requirements and improvement of student achievement, the DPP, DoSE and District Instructional Leaders will continue to work with families and Youth Resource Center Directors to educate them on the importance of meeting CCR benchmarks.

Category:

Activity - Increased Parental Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each school will host "Parent Night" activities throughout the year which educate students and parents regarding the requirements for assessments in our state as well as the National CCR requirements. Activities could include, but are not limited to: Family reading night, How to Prepare for College, Completing FAFSA, Parent University, Operation Preparation, Evening With Industry, as well as information provided through print and media such as district website, videos, brochures, etc. Schools: All Schools	Career Preparation/Orientation	06/01/2012	05/30/2017	\$1000	School Council Funds	School Level Staff and Administration ; 21st CCLC, College and Career Dev. Coordinator

Activity - Parental Involvement of GAP group	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
"Barren Connect" program will be piloted at BCMS for continuous progress monitoring and parent communications for GAP group students. The program will possibly be expanded to BCHS over the next three years. Schools: All Schools	Parent Involvement	08/07/2014	05/30/2017	\$0	No Funding Required	DoSE & Teacher Consultant; School Psychologists & ECE teachers; 21st CCLC; BCMS Administration

Strategy 3:

CCR Effective Monitoring - ECE students will explore career opportunities and career paths during WIN time using the WIN software program as well as review of ILP.

Category: Career Readiness Pathways

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Activity - CCR assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Ensure that all students are enrolled and prepared for CCR assessments by using WIN time to prep for upcoming CCR assessments. Determine that appropriate accommodations are provided for all CCR assessments. Training for school staff will be provided as needed.</p> <p>Schools: BAVEL, College Street Campus, Barren County Middle School, Barren County High School</p>	Career Preparation/Orientation	08/07/2013	06/30/2017	\$0	IDEA	District and School Level administration, CRT and ECE staff
Activity - CCR counseling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Continue to employ special education counselors (BCHS & BCMS) and vocational liaison (BCHS & ATC) to work with teachers and students in developing individualized plans to ensure that students obtain credits to graduate and achieve College & Career ready status. Monthly meetings with all senior ECE students will be conducted to better transition students to college and/or careers.</p> <p>Schools: College Street Campus, Barren County Middle School, Barren County High School</p>	Career Preparation/Orientation	08/08/2013	06/30/2017	\$100000	IDEA	District and school level administration
Activity - ACT Improvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>District staff will meet with high school leadership to monitor progress in improving ACT scores. Regular reports and status updates will be provided. In addition refinement and monitoring of during school (WIN period) and out of school support plans will be given. Edgenuity, WIN courseware and CRT developed ACT prep materials will be utilized for assisting students in meeting ACT benchmarks.</p> <p>Schools: College Street Campus, Barren County High School</p>	Academic Support Program	01/01/2015	07/01/2017	\$0	No Funding Required	Superintendent, Assistant Superintendent, Directors, BCHS Principal, 21st CCLC, CCR Coordinator, CRT

Strategy 4:

College & Career Readiness Opportunities - Additional supports, activities, and programs will be developed to enhance student attainment of CCR status.

Category: Other - CCR Support

Activity - Dual Credit Offerings/Capstone Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>District administration and College and Career Development Coordinator, working with building principals, will pursue expanded dual credit agreements leading to Capstone Programs, new dual credit areas, industry-recognized training programs, as additional post-secondary offerings for students to earn articulated credit.</p> <p>Schools: BAVEL, College Street Campus, Barren County Middle School, Barren County High School</p>	Academic Support Program	10/01/2014	06/30/2017	\$5000	District Funding	District Administration School Administration College & Career Development Coordinator

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Activity - College & Career Development Coordinator	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>College and Career Development Coordinator position is being implemented to direct district initiatives for CCR. Focus includes CCR tracks and pathways, meeting individual student needs, enhancing community partnerships and serving as a liaison with industry and higher education, and coordinating curricular offerings in CTE areas.</p> <p>Schools: College Street Campus, Barren County Middle School, Barren County High School</p>	Career Preparation/Orientation	06/01/2015	06/30/2017	\$60000	District Funding	Superintendent District Administration
Activity - Career Readiness Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Facilitate activities and discussion between BCHS, College Street, BAVEL, and Barren County ATC to improve the number of students graduating as "Career Ready". Specific dialogue and plans to focus on course offerings, CCR testing, scheduling, early career path identification, and refining the current system of interventions. Monitor will be installed at BCHS to promote CCR achievements. Events such as a College and Career Fair will be implemented to promote identification of career pathways.</p> <p>Schools: BAVEL, College Street Campus, Barren County Middle School, Barren County High School</p>	Career Preparation/Orientation	08/08/2013	06/30/2017	\$5000	District Funding	District Directors College & Career Development Coordinator School Administration 21st CCLC
Activity - College & Career Center	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Barren County Board of Education has allocated funds to build a new College and Career Center to expand and showcase innovative STEM-related and CTE areas for expanded curricular offerings. The Center will allow for expanded opportunities in engineering and robotics, culinary arts, technology, business and biomedical science. The Center will also allow for flex-space for partnerships and offerings with industry and higher education, along with job-coaching opportunities.</p> <p>Schools: BAVEL, College Street Campus, Barren County Middle School, Barren County High School</p>	Other	12/16/2014	06/30/2017	\$6000000	Capital Improvement Fund	Superintendent
Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Professional development activities will be provided with an emphasis on Industry, Careers, and Workforce Development needs of the community and region. Counselor Day at the Barren County ATC will inform counselors of program offerings, career pathways and information that will be valuable in scheduling and advising students. Collaborate with local industry, community partners, and higher education partners to provide professional learning opportunities for teachers and staff that will increase knowledge of career pathways offered in our community and work readiness needs that should be addressed.</p> <p>Schools: All Schools</p>	Professional Learning	08/07/2015	06/30/2017	\$1000	District Funding	College and Career Development Coordinator, District and school administration, 21st CCLCC

Goal 3: NEXT GENERATION PROFESSIONALS - Barren County schools will implement PGES according to the district CEP.

Measurable Objective 1:

collaborate to increase the overall effectiveness of our teachers by 06/30/2017 as measured by baseline established by the 14-15 school year on new state-wide Professional Growth and Evaluation System (PGES).

Strategy 1:

Professional Development - On-going training and support for principals and teachers for implementation of PGES system. Additional support for staff in OPGES pilot with additional director to lead the support.

Category: Professional Learning & Support

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On-going support and training for teachers, principals and peer observers will be conducted. New teacher systems will be developed for orientation and support. Schools: All Schools	Professional Learning	06/02/2014	06/30/2016	\$500	Other	District Administrators CRTs Principals

Activity - Networking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in district, regional, and state networking to gain insight and knowledge in PGES requirements (ISLN, KLA, GRREC, in-district, etc). Schools: All Schools	Professional Learning	06/02/2014	06/30/2017	\$2000	District Funding	District and School Administration PGES Implementation Team

Activity - School Level Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District administration and staff will monitor the implementation and support PGES process. District resource teachers will work with principals and teachers to support the various pieces of PGES (roster verification, self-reflections, PGG, SGG and Student Voice). Schools: All Schools	Professional Learning	08/01/2014	06/30/2017	\$0	No Funding Required	PGES Implementation team and district administration

Activity - Peer Observer Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Additional peer observer training to be conducted over the summer and on-going throughout the school year for teachers who have not been trained in peer observing Schools: All Schools	Professional Learning	05/01/2014	06/30/2017	\$0	No Funding Required	District administration and support staff
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Activity - District Support for Teacher Growth Goals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will initiate a needs assessment with teachers to identify professional learning needs of teachers to include in the district PD Plan and plan professional development activities accordingly. Schools: All Schools	Professional Learning	02/03/2016	06/30/2017	\$3000	Other	Director of Instruction or designee

Strategy 2:

PGES Effective Monitoring - Instructional focus meetings will allow for work sessions to fully implement PGES.

Category: Management Systems

Activity - Administrative PLC-Instructional Focus Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly instructional focus meetings will be scheduled in addition to the monthly administrators' meetings in order to allow for work sessions and on-going support in order to fully implement PGES. Schools: All Schools	Professional Learning	08/01/2014	07/01/2017	\$0	No Funding Required	District and school level administration

Activity - PGES Web Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District staff will maintain and update relevant web resources to support the implementation of PGES. Schools: All Schools	Other	07/01/2014	06/30/2017	\$0	No Funding Required	District administration and support staff

Activity - Evaluation Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district certified evaluation committee will reconvene in order to adopt and modify evaluation plan as needed. Schools: All Schools	Other	07/01/2014	06/30/2016	\$0	No Funding Required	District administration and evaluation committee

Activity - Staff Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Each school will review all new survey data (TELL, ValEd, student voice, FRC, 21st CCLC, Title I, Preschool, etc) and other survey data. This information will be used for needs assessment and planning process for the SBDM Council, its committees, and other work. Schools: All Schools	Other - Perception Data	01/01/2015	06/30/2017	\$5000	General Fund	Associate Superintendent, Directors, Principals
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Activity - Student Voice/Student Input	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To gain student input, each school will review any new student survey data. This information will be used for needs assessment and planning process. (student voice, Gallup poll, FRC & 21st CCLC surveys, etc.) Schools: All Schools	Other - Student Voice	01/01/2015	06/30/2017	\$1500	General Fund	Directors, Principals, FRYSC, 21st CCLC

Measurable Objective 2:

collaborate to increase the overall effectiveness of our principals by 06/30/2017 as measured by baseline established during 14-15 school year on new state-wide Professional Growth and Evaluation System (PGES).

Strategy 1:

PPGES Professional Development - Principals will increase their professional practice by completing EDS/Teachscape module and follow-up calibration sessions.

Additional support will be accomplished by PLC network with district administration.

Category: Professional Learning & Support

Activity - EDS/Teachscape Module	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All principals and appropriate district leadership have been certified in EDS/Teachscape process for new evaluation process. Any new administrators will be supported through the certification process. Calibration sessions will be scheduled annually to maintain observer accuracy and re-certification occur as mandated in CEP. Schools: All Schools	Professional Learning	08/01/2014	06/30/2017	\$8000	Other	Assistant Superintendent, Principals

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Additional awareness and training for teachers, principals and peer observers. Schools: All Schools	Professional Learning	08/07/2013	06/30/2016	\$0	Other	District and school level administration and PGES Implementation Team

Activity - Networking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Administrators will participate in district, regional, and state networking to gain insight and knowledge in PGES requirements (ISLN, KLA, GRREC, in-district, etc). Schools: All Schools	Professional Learning	07/01/2013	06/30/2016	\$0	Other	District and School Administration
Activity - PPGES Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals and district staff will network in professional organizations in order to gain the most knowledge and insight into the PPGES process (KLA, ISLN, KASA, GRREC, etc.) Schools: All Schools	Professional Learning	07/01/2013	06/30/2017	\$0	No Funding Required	District and school level administration
Activity - Leadership Grant	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration and aspiring administrators will participate in the new GRREC Leadership Grant in order to further develop their individual leadership skills as well as enhance the district mission and vision. Schools: All Schools	Recruitment and Retention	01/06/2014	06/30/2017	\$0	Grant Funds	Assistant Superintendent, Principal, Aspiring administrators

Goal 4: GAP GOAL - increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group in 2014 to 2019 for elementary from 39% to 69.5%; for middle level from 43.1% to 71.6%; and for high level from 30% to 65%

Measurable Objective 1:

collaborate to decrease the overall achievement gap at each school level by increasing the average combined reading and math proficiency ratings for all students in the non-duplicated gap group to 51.2% (elem), to 54.5% (middle), and 44.4% (high) by 06/01/2017 as measured by Unbridled Learning System.

Strategy 1:

Response to Intervention - Students falling below the 20th percentile on universal screeners such as MAP will be identified in need of tier 2 interventions. Progress will be monitored with tools such as AIMSWeb and data analyzed to ensure progress is being made. If not, student will be considered for Tier 3 services.

Category:

Research Cited: To assist in making informed judgments about the evidence base for RTI, Charles Hughes and Douglas Dexter of Penn State University present a summary of the nature and extent of published research conducted on RTI. To that end, they have identified studies examining the efficacy of RTI programs as well as research focusing on typical components used in the RTI process. See RTI action network for further discussion and findings.

Activity - Reading Response to intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students identified as reading below the 20th percentile will be placed in a Tier 2 reading intervention program to include such research based programs as EIR, Linda-Mood Bell, Earobics and SRA. If progress is not noted based on monitoring in 6-8 weeks, interventions will be reviewed and changed as needed. Schools: All Schools	Academic Support Program	02/04/2013	06/01/2017	\$5000	Other	Teachers, instructional assistants, curriculum resource teachers, school psychologists, administrators
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Activity - Math Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students scoring below the 20th percentile in math according to MAP data, will be targeted to participate in tier 2 intervention math programs to include AdvancEd MR through the MAF grant and three elementary sites. Schools: All Schools	Academic Support Program	02/04/2013	06/01/2017	\$5000	Other	teachers, instructional assistants, administrators, curriculum resource teachers, school psychologists, counselors

Strategy 2:

Progress monitoring ECE - ECE students' and at risk students' performance will be monitored at least every two weeks in the areas of reading and/or math, based on identified needs, and analyzed to determine success or lack of. Teachers will meet monthly at each school to analyze data further with DoSE, teacher consultant, lead teachers, and/or CRT's. Program changes will be made accordingly for students based on data analysis findings.

Category: Continuous Improvement

Research Cited: When teachers use systematic progress monitoring to track their students progress in reading, mathematics, or spelling, they are better able to identify students in need of additional or different forms of instruction, they design stronger instructional programs, and their students achieve better. This research is explained in more detail in, " What Is Scientifically-Based Research on Progress Monitoring?" byLynn S. Fuchs and Douglas Fuchs.

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and interventionists will receive professional training and follow-up on progress monitoring strategies and data analysis. Schools: All Schools	Professional Learning	06/01/2015	06/01/2017	\$0	No Funding Required	DoSE and Teacher Consultant

Strategy 3:

Coordinated Support Services for Migrant Education - District Migrant Education Program (MEP) will develop service plans and additional resources for student learning support. Regional Migrant Center will expand services to surrounding districts which will further develop network for providing services to migrant students.

Category: Continuous Improvement

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Activity - K-12 Reading & Math (Migrant)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement activities as outlined in the Service Delivery Plan to provide high quality research based reading and math programs & support. Parent education events will be provided in collaboration with community partners and other support programs. Schools: All Schools	Academic Support Program	08/01/2014	06/01/2017	\$100000	Title I Part C	Migrant staff; principals; teachers; 21st CCLC

Activity - Graduation support for students in Migrant Education Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As detailed in the Migrant Service Delivery Plan, district and regional Migrant support will serve as advocates to increase graduation rates for students by regular student conferencing, records review, goal setting, and opportunity events. Schools: All Schools	Academic Support Program	06/02/2014	06/01/2017	\$30000	Title I Part C	Migrant staff; school staff

Strategy 4:

ECE Improvement Plans - ECE Staff will work with Leadership teams at each school to develop individualized plans focused on novice & gap reduction for ECE students.

Category: Continuous Improvement

Activity - Instructional Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ECE teachers will implement research based strategies from sources such as Hattie's Visible Learning and Mitchell's "What Really Works" in all co-taught and resource classrooms. Schools: All Schools	Academic Support Program	01/01/2016	06/09/2017	\$1000	IDEA	DOSE, Teacher Consultant

Activity - Instructional Rounds	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ECE Staff will identify POP for each building and conduct Walk Thrus/Instructional Rounds in each ECE classroom. Schools: All Schools	Academic Support Program	01/01/2016	06/16/2017	\$0	No Funding Required	DOSE, Teacher Consultant, School Psychologists

Goal 5: CCR GOAL 2: GRADUATION RATE - To reach an adjusted 5-year Graduation Cohort Rate of 96.7% or higher.

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Measurable Objective 1:

collaborate to achieve an adjusted cohort rate of 96.7% or higher by 09/30/2016 as measured by the 5-year Graduation Cohort Rate.

Strategy 1:

Targeted Interventions CCR - Identify at-risk students, including ECE students, and schedule courses to provide the students with a positive learning environment to develop and build student academic-behavioral success.

Category: Persistence to Graduation

Research Cited: 704 KAR 7:070

Activity - At-Risk Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Provide academic alternatives for at-risk students, including ECE students, through alternative curriculum so at-risk students can obtain a high school diploma.</p> <p>Schools: BAVEL, College Street Campus, Barren County Middle School, Barren County High School</p>	Academic Support Program	08/10/2012	06/30/2016	\$5000	General Fund	District Instructional Staff, District Support Personnel, School Level Administration 21st CCLC Guidance Counselors Teachers Instructional Assistants McKinney Vento Coordinator

Activity - Win Time for ECE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>During the daily block of time at the High School known as WIN, ECE students will be grouped according to identified CCR needs with ECE teachers in order to focus on individual needs in the area of CCR.</p> <p>Schools: Barren County High School</p>	Career Preparation/Orientation	08/10/2015	06/01/2017	\$500	IDEA	ECE guidance counselor, ECE teachers

Strategy 2:

Drop-out prevention - District staff will utilize the Persistence to Graduation Tool on Infinite Campus to identify all at-risk students, including ECE students, in the freshmen class at-risk of dropping out based on known risk factors. These students will be provided with additional mentoring/counseling services with programs such as Check and Connect and Why Try being utilized.

Category: Persistence to Graduation

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Research Cited: Mentoring programs, such as Check & Connect, have been found to lead to increased credit accrual, persistence rates, graduation rates, and perceived parental participation in school; and reduced absences, tardiness, dropout rates, and behavior referrals for students with and without disabilities (Lehr et al., 2004; Sinclair et al., 1998; Sinclair et al., 2005).

Activity - Mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will identify at-risk students, including ECE students, according to the Persistence to Graduation Tool. The DPP will release the data from the Tool twice a year in meetings with the Counselors & Principals. Additional awareness will be developed with the staff. Schools: BAVEL, College Street Campus, Barren County High School	Behavioral Support Program	01/05/2015	06/30/2017	\$0	No Funding Required	DPP DoSE ECE guidance counselor ECE teachers Consultants Teachers
Activity - Advising and Counseling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide early intervention opportunities as well as advising, and counseling services that fulfill individual needs for building self-esteem and relationships for at-risk students, including ECE students. Schools: All Schools	Academic Support Program	08/01/2015	06/30/2017	\$0	Other	District and School Level Leadership, FRYSC Staff, Guidance Counselors
Activity - 1:1 Scheduling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will receive 1:1 advisement for planning their schedules for the upcoming year utilizing the students overall graduation plan (ILP, career pathway, interests, current courses, academic needs, etc.) A district team will be developed to study and implement the process over the next three years. Schools: BAVEL, College Street Campus, Barren County High School	Behavioral Support Program	01/04/2016	06/30/2019	\$2000	General Fund	CCDC Guidance Counselors District Instructional Staff District Directors

Goal 6: LEARNING ENVIRONMENT GOAL- increase the percentage of respondents who feel connected, safe, and a part of the Barren Co. Schools as measured on staff, student, and parent surveys by 2018 (ADVANC-ED, ValEd, Student Voice, Migrant services, Title I, etc).

Measurable Objective 1:

collaborate to have 85 % of teachers & students indicate higher levels of school involvement, wellness and safety by 06/30/2016 as measured by teacher and student surveys. .

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Strategy 1:

Student Leadership & Supports - Students will be supported with on-going school-wide programs that focus on leadership development and instructional discipline that will support positive behavior in and out of school.

Category:

Research Cited: PBIS; Leader in Me, et al.

Activity - Student Leadership	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Leadership/Principals will implement leadership programs such as Leader In Me, District Student Council, and Ambassador programs across the district to include students in grades preschool - high school. Additional partnerships and sponsors will be sought to make this implementation a community-wide initiative to impact college/career readiness. Schools: All Schools	Behavioral Support Program	01/18/2013	06/16/2017	\$345000	Other, School Council Funds, District Funding	Superintendent, Principals, School Leadership Teams, District Directors, 21st CCLC Possible community sponsors, Chamber of Commerce.

Activity - Wellness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Working with the Alliance for Healthier Generation, district wellness committee will review and make recommendations for changes to the Wellness Policy. Schools: All Schools	Behavioral Support Program	11/07/2014	06/16/2017	\$0	No Funding Required	District Directors, Wellness Committee, Alliance for Healthier Generation staff, Nutrition, Wellness & Compliance Liaison

Activity - PBIS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District support staff will train school personnel for full implementation of a PBIS model for instructional discipline in order address suspension rates for all students, including ECE students. Programs will expand to involve all school campuses and student groups. Schools: All Schools	Behavioral Support Program	08/06/2012	06/30/2017	\$500	General Fund	Director of Special Programs, DPP, Principals, School Psychologists

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Strategy 2:

Planning & Reporting - Coordinated planning and reporting will support continuous improvement and advancing student achievement.

Category:

Activity - Progress Notes (Implementation & Impact Checks)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Comprehensive Planning Progress Notes (I&I checks) will be presented to the Board at least one time each semester. The Advanc-ed ASSIST software will allow for on-going electronic communication between schools and district. Schools: All Schools	Policy and Process	07/04/2012	06/16/2017	\$0	No Funding Required	District Directors, Principals

Activity - CSIP/CDIP Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CSIP/CDIP planning will be the guiding documents for improvement in schools & district. Each school shall have its own long-term plan that operates under the district plan. All stakeholders shall agree to the timely implementation of this plan. District/school leadership agree to regular monitoring of the plan and to make adjustments as needed. Schools: All Schools	Policy and Process	06/01/2012	06/30/2017	\$0	No Funding Required	Superintende nt, District Directors, Principals

Strategy 3:

District-Council Relations - Coordinating goals between district and school level is essential to coordinated improvement efforts. The district leadership must constantly be molding and shaping a vision for the future.

Category:

Activity - Council Communications	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will organize events to enhance greater communication and working relationships with individual councils. Annual school reports to Board will be focused on school assessment, improvement planning, and goals for future. Monthly Board meetings will be attended by a principal representative and share an update of school activities. Other ways of enhancing communication will be explored. Schools: All Schools	Academic Support Program	07/04/2012	06/30/2017	\$0	No Funding Required	Superintende nt, Principals

Activity - SBDM Liaisons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Principals will provide liaisons with SBDM agenda at least 48 hours in advance of regular meetings. Communication between liaison and council will enhance both school and district initiatives. Liaison will attend a minimum of one regular meeting, and other meetings as needed. Schools: All Schools	Academic Support Program	07/03/2012	06/30/2016	\$0	No Funding Required	Associate Superintendent (SBBM Contact), Principals, District Directors
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Strategy 4:

Funding & Equity - School staff must have a reasonable expectation of adequate funding for materials and supplies to complete the instructional process. This will help ensure equity and diversity throughout the district.

Category:

Activity - Funding Discussions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On-going discussions will occur with district leadership, school leadership, and Board of Education about funding, priorities for funding, and resources. All resources will be reviewed to determine adequacy and appropriateness. Schools: All Schools	Academic Support Program	02/04/2013	06/30/2017	\$0	No Funding Required	Superintendent, Director of Finance, Principals

Activity - Evaluating for Equity/Diversity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Equity and diversity shall be constantly evaluated as it applies to all students and programs. Schools: All Schools	Academic Support Program	07/04/2012	06/30/2017	\$0	No Funding Required	Superintendent, District Directors, Principals

Activity - Equitable Access	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A review of the pertinent data will be conducted to determine barriers to achieve equitable access to effective educators in Barren County School District. Utilizing student data, teacher retention/recruitment data, TELL working conditions data, etc., targeted recruitment/retention and professional learning plans will be made annually to focus on effective and diverse teachers and leaders. Schools: All Schools	Academic Support Program, Recruitment and Retention, Class Size Reduction, Policy and Process	11/02/2015	06/30/2017	\$0	No Funding Required	Superintendent, Associate Superintendent, HR staff, Directors, Principals, Finance staff

Goal 7: NOVICE REDUCTION GOAL - the district will use the data to expose gaps to identify processes for continuous improvement and to reduce the numbers of novice performing

students by 5% (25% over 5 years = 5% annually) in the district annually.

Measurable Objective 1:

collaborate to use data to expose gaps to identify processes for continuous improvement and reduce the number of novice performing students in all schools by 5 % by 10/31/2016 as measured by Spring KPREP data.

Strategy 1:

Development of District Systems - The district will establish a culture of collaborative work with schools to understand relevant state and local data points and how data applies to novice reduction goals.

Category: Management Systems

Activity - District Data Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District administration will identify appropriate staff to form District Data Team who understands and can effectively communicate to stakeholders local and state data. (e.g. DAC, DoSE, CAO, CIO, supervisor of instruction, curriculum coaches, and ECE staff). From this team, the district will appoint a data liaison to each school for support and guidance in assessment literacy. Schools: All Schools	Policy and Process	11/01/2015	01/01/2018	\$0	No Funding Required	Superintendent or designee
Activity - Identification of Data Sources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The District Data Team will identify and agree upon appropriate state and local data sources for each student level of data (e.g., pre-K, K-2, 3-5, 6-8, 9-12) and create a calendar of data availability for each student level to include assessment , measure and grade level. Schools: All Schools	Policy and Process	11/09/2015	05/31/2016	\$0	No Funding Required	DAC or designee
Activity - Review, Analyze and Apply Data Self-Assessment Diagnostic Tool	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The District Data Team will use the Review, Analyze and Apply Data Self-Assessment Diagnostic Tool in order to analyze current practices and devise next steps into the development of a systematic process for analyzing data. Schools: All Schools	Policy and Process	11/09/2015	05/31/2016	\$0	No Funding Required	DAC or designee
Activity - Establish Timeline for Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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The District Data Team will establish dates and locations for future training of school leadership and additional district personnel. Schools: All Schools	Policy and Process, Professional Learning	11/09/2015	05/01/2016	\$0	No Funding Required	DAC or designee
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Activity - District Developed Data Analysis Protocol	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will develop a data analysis protocol. The protocol is a system that will be used consistently for district and school data analysis. The protocol will ensure the opportunity for schools to self-assess using the Self-Assessment Diagnostic Tool. The protocol will also include use of quality tools (root cause analysis, circle of influences, data questions) for school teams to use when prioritizing the work for novice reduction. Schools: All Schools	Policy and Process	11/09/2015	12/31/2016	\$0	No Funding Required	DAC or designee

Activity - District Develop Novice Reduction Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The DAC or designee will develop training and exercises that will focus leaders on aligning district and school improvement goals with local and state data to reduce novice. District Data Team, and in collaboration with school leadership (a selection of principals) will design and schedule training fro schools on the data analysis protocol established by the District Data Team. Schools: All Schools	Policy and Process, Professional Learning	11/09/2015	11/09/2015	\$0	No Funding Required	DAC or designee

Strategy 2:

Development of School Level Teams - School level administrators, with support for the district data liaison, will identify appropriate staff to form School Data Leadership Team who understand and communicate local and state data (e.g. BAC, Principal, Teacher Leaders, Interventionist or Instructional Coaches).

Category: Professional Learning & Support

Activity - School Data Team Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The District Data Team will train School Data Leadership Teams and other district personnel on the use of the district data analysis protocol. Schools: All Schools	Professional Learning	08/01/2016	12/23/2016	\$0	No Funding Required	Supervisor of Instruction/DAC or designee, Administrators

Activity - Quarterly District Data Team Reviews	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>To ensure novice reduction the District Data Team will evaluate district practice using the Diagnostic Tool to analyze current practices and devise next steps. We will continue to review and analyse data points quarterly focusing on novice reduction, and use of student data, formative and summative assessments. Team will determine next steps to support implementation of novice reduction strategies.</p> <p>Schools: All Schools</p>	Policy and Process	11/09/2015	11/09/2015	\$0	No Funding Required	DAC or designee
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Capital Improvement Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
College & Career Center	Barren County Board of Education has allocated funds to build a new College and Career Center to expand and showcase innovative STEM-related and CTE areas for expanded curricular offerings. The Center will allow for expanded opportunities in engineering and robotics, culinary arts, technology, business and biomedical science. The Center will also allow for flex-space for partnerships and offerings with industry and higher education, along with job-coaching opportunities.	Other	12/16/2014	06/30/2017	\$6000000	Superintendent
Total					\$6000000	

USAC Technology

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology Incorporated Into Instruction	Teachers will incorporate technology into instruction as evidenced by informal walk-throughs, teacher participation in PD geared towards technology and usage of school assigned V-Team support.	Technology	08/01/2012	06/30/2017	\$500	V-Team, Principals, Instructional Supervisors
Total					\$500	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Additional awareness and training for teachers, principals and peer observers.	Professional Learning	08/07/2013	06/30/2016	\$0	District and school level administration and PGES Implementation Team

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District Content PLCs	District instructional staff will coordinate content level PLC groups to create common formative assessments (CFAs) tied to the KAS standards and district curriculum. The group will implement units & then assess content attainment for further discussion and refinement.	Professional Learning	08/10/2015	07/04/2017	\$500	Director of instruction, Data Team Trainer, Curriculum Resource Teachers, Principals, Teachers
Reading Response to intervention	Students identified as reading below the 20th percentile will be placed in a Tier 2 reading intervention program to include such research based programs as EIR, Linda-Mood Bell, Earobics and SRA. If progress is not noted based on monitoring in 6-8 weeks, interventions will be reviewed and changed as needed.	Academic Support Program	02/04/2013	06/01/2017	\$5000	Teachers, instructional assistants, curriculum resource teachers, school psychologists, administrators
District Support for Teacher Growth Goals	The district will initiate a needs assessment with teachers to identify professional learning needs of teachers to include in the district PD Plan and plan professional development activities accordingly.	Professional Learning	02/03/2016	06/30/2017	\$3000	Director of Instruction or designee
Advising and Counseling	Provide early intervention opportunities as well as advising, and counseling services that fulfill individual needs for building self-esteem and relationships for at-risk students, including ECE students.	Academic Support Program	08/01/2015	06/30/2017	\$0	District and School Level Leadership, FRYSC Staff, Guidance Counselors
EDS/Teachscape Module	All principals and appropriate district leadership have been certified in EDS/Teachscape process for new evaluation process. Any new administrators will be supported through the certification process. Calibration sessions will be scheduled annually to maintain observer accuracy and re-certification occur as mandated in CEP.	Professional Learning	08/01/2014	06/30/2017	\$8000	Assistant Superintendent, Principals
Networking	Administrators will participate in district, regional, and state networking to gain insight and knowledge in PGES requirements (ISLN, KLA, GRREC, in-district, etc).	Professional Learning	07/01/2013	06/30/2016	\$0	District and School Administration
Professional Development	On-going support and training for teachers, principals and peer observers will be conducted. New teacher systems will be developed for orientation and support.	Professional Learning	06/02/2014	06/30/2016	\$500	District Administrators CRTs Principals
District PD Academy	District leadership will work with schools to prepare and plan summer professional learning academy. Through high quality staff learning, we can unify the teaching and learning among the many staff groups within our district. Focus will center on KAS, research-based instruction, writing, technology integration, CCR, instructional strategies, etc. Leadership will focus on teachers or teacher groups that may be able to help lead learning with entire staff.	Professional Learning	08/01/2012	06/30/2017	\$2500	Instructional Supervisors, Curriculum Resources Teachers, VTeam, Principals

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Student Leadership	District Leadership/Principals will implement leadership programs such as Leader In Me, District Student Council, and Ambassador programs across the district to include students in grades preschool - high school. Additional partnerships and sponsors will be sought to make this implementation a community-wide initiative to impact college/career readiness.	Behavioral Support Program	01/18/2013	06/16/2017	\$150000	Superintendent, Principals, School Leadership Teams, District Directors, 21st CCLC Possible community sponsors, Chamber of Commerce.
Math Response to Intervention	Students scoring below the 20th percentile in math according to MAP data, will be targeted to participate in tier 2 intervention math programs to include AdvancEd MR through the MAF grant and three elementary sites.	Academic Support Program	02/04/2013	06/01/2017	\$5000	teachers, instructional assistants, administrators, curriculum resource teachers, school psychologists, counselors
Total					\$174500	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
STEM Program	All students entering the high school will have access to science, technology, engineering and mathematics (STEM) programs in school and out of school time, as well as an increase in student success and participation rate.	Academic Support Program	07/02/2012	05/30/2017	\$5000	Secondary certified staff and administration ; 21st CCLC
K-Ready Summer Camp	Preschool staff will coordinate with 21st CCLC and other school personnel will develop summer camp opportunities for identified at-risk preschools to target readiness skills for successful transition to kindergarten. In addition schools will share readiness information for families will be developed and shared.	Academic Support Program	07/06/2015	07/28/2017	\$3000	21st CCLC Director Preschool Director FRC Counselors Principals 21st CCLC site coordinators

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Leadership Development	Professional learning and leadership development will be established for advanced training in researched-based leadership development (Harvard Graduate Studies, Hattie's Visible Learning, data analysis, Instructional Rounds, etc). In addition a cadre of aspiring administrators will be supported and trained. Sustainability after participation in GRREC's Leading to Learn Grant will be sought.	Recruitment and Retention, Professional Learning	01/01/2015	06/30/2017	\$50000	Superintendent GRREC L2L Coordinators
Afterschool Academic Connections	Afterschool programming (21st CCLC and ESS) will coordinate services around school identified needs to better support the learners. Targeted groups for assistance will be identified so that afterschool staff and teachers can plan academic supports that work together to address needs.	Academic Support Program, Tutoring	06/01/2015	07/28/2017	\$20000	Directors, Principals, 21st CCLC site coordinators,
Reading and Math Instruction	Monitoring for fidelity of implementation and best practices. Enhancements and grants to impact instruction and professional practice will be sought (RTA, MAF, MathPlusE, etc). Professional learning will center around program components, coaching designing instructional structures (Daily5/Daily 3, flexible grouping, technology usage), PLC structures, etc.	Academic Support Program, Direct Instruction	10/12/2015	06/30/2017	\$30000	Directors, Principals, Instructional Resource Staff
Leadership Grant	Administration and aspiring administrators will participate in the new GRREC Leadership Grant in order to further develop their individual leadership skills as well as enhance the district mission and vision.	Recruitment and Retention	01/06/2014	06/30/2017	\$0	Assistant Superintendent, Principal, Aspiring administrators
Total					\$108000	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
STEM Program	All students entering the high school will have access to science, technology, engineering and mathematics (STEM) programs in school and out of school time, as well as an increase in student success and participation rate.	Academic Support Program	07/02/2012	05/30/2017	\$5000	Secondary certified staff and administration ; 21st CCLC
Increased Parental Involvement	Each school will host "Parent Night" activities throughout the year which educate students and parents regarding the requirements for assessments in our state as well as the National CCR requirements. Activities could include, but are not limited to: Family reading night, How to Prepare for College, Completing FAFSA, Parent University, Operation Preparation, Evening With Industry, as well as information provided through print and media such as district website, videos, brochures, etc.	Career Preparation/Orientation	06/01/2012	05/30/2017	\$1000	School Level Staff and Administration ; 21st CCLC, College and Career Dev. Coordinator

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Advising Program	All secondary students, including ECE students, will have access to a comprehensive advising program which focuses on the development of the ILP, Individual Learning Plan, as related to the individual strengths and interests of each student. Secondary school personnel will have access to professional development to support the utilization of the ILP. One-on-one counseling and advisement will also be implemented for all high school students over the course of the next three years.	Academic Support Program	06/01/2013	05/01/2017	\$1000	Instructional Supervisors, Building Level Administrators, Counselors and Secondary Teachers
Student Leadership	District Leadership/Principals will implement leadership programs such as Leader In Me, District Student Council, and Ambassador programs across the district to include students in grades preschool - high school. Additional partnerships and sponsors will be sought to make this implementation a community-wide initiative to impact college/career readiness.	Behavioral Support Program	01/18/2013	06/16/2017	\$45000	Superintendent, Principals, School Leadership Teams, District Directors, 21st CCLC Possible community sponsors, Chamber of Commerce.
Total					\$52000	

IDEA

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Win Time for ECE	During the daily block of time at the High School known as WIN, ECE students will be grouped according to identified CCR needs with ECE teachers in order to focus on individual needs in the area of CCR.	Career Preparation/Orientation	08/10/2015	06/01/2017	\$500	ECE guidance counselor, ECE teachers
CCR assessments	Ensure that all students are enrolled and prepared for CCR assessments by using WIN time to prep for upcoming CCR assessments. Determine that appropriate accommodations are provided for all CCR assessments. Training for school staff will be provided as needed.	Career Preparation/Orientation	08/07/2013	06/30/2017	\$0	District and School Level administration, CRT and ECE staff
Instructional Strategies	ECE teachers will implement research based strategies from sources such as Hattie's Visible Learning and Mitchell's "What Really Works" in all co-taught and resource classrooms.	Academic Support Program	01/01/2016	06/09/2017	\$1000	DOSE, Teacher Consultant
CCR counseling	Continue to employ special education counselors (BCHS & BCMS) and vocational liaison (BCHS & ATC) to work with teachers and students in developing individualized plans to ensure that students obtain credits to graduate and achieve College & Career ready status. Monthly meetings with all senior ECE students will be conducted to better transition students to college and/or careers.	Career Preparation/Orientation	08/08/2013	06/30/2017	\$100000	District and school level administration
Total					\$101500	

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No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Quarterly District Data Team Reviews	To ensure novice reduction the District Data Team will evaluate district practice using the Diagnostic Tool to analyze current practices and devise next steps. We will continue to review and analyse data points quarterly focusing on novice reduction, and use of student data, formative and summative assessments. Team will determine next steps to support implementation of novice reduction strategies.	Policy and Process	11/09/2015	11/09/2015	\$0	DAC or designee
Review, Analyze and Apply Data Self-Assessment Diagnostic Tool	The District Data Team will use the Review, Analyze and Apply Data Self-Assessment Diagnostic Tool in order to analyze current practices and devise next steps in the development of a systematic process for analyzing data.	Policy and Process	11/09/2015	05/31/2016	\$0	DAC or designee
Parental Involvement of GAP group	"Barren Connect" program will be piloted at BCMS for continuous progress monitoring and parent communications for GAP group students. The program will possibly be expanded to BCHS over the next three years.	Parent Involvement	08/07/2014	05/30/2017	\$0	DoSE & Teacher Consultant; School Psychologists & ECE teachers; 21st CCLC; BCMS Administration
School Level Support	District administration and staff will monitor the implementation and support PGES process. District resource teachers will work with principals and teachers to support the various pieces of PGES (roster verification, self-reflections, PGG, SGG and Student Voice.	Professional Learning	08/01/2014	06/30/2017	\$0	PGES Implementation team and district administration
Instructional Rounds/Learning Walks - District Level	District-level school instructional visits will be organized for cross-district input into instructional processes and products. District level staff will collaborate with principals to schedule and plan these Instructional Rounds/Learning Walks around focus areas of school and district needs.	Policy and Process	07/07/2014	06/30/2017	\$0	Superintendent, Instructional Supervisors
Progress Notes (Implementation & Impact Checks)	Comprehensive Planning Progress Notes (I&I checks) will be presented to the Board at least one time each semester. The Advanced ASSIST software will allow for on-going electronic communication between schools and district.	Policy and Process	07/04/2012	06/16/2017	\$0	District Directors, Principals
CSIP/CDIP Process	CSIP/CDIP planning will be the guiding documents for improvement in schools & district. Each school shall have its own long-term plan that operates under the district plan. All stakeholders shall agree to the timely implementation of this plan. District/school leadership agree to regular monitoring of the plan and to make adjustments as needed.	Policy and Process	06/01/2012	06/30/2017	\$0	Superintendent, District Directors, Principals
Peer Observer Training	Additional peer observer training to be conducted over the summer and on-going throughout the school year for teachers who have not been trained in peer observing	Professional Learning	05/01/2014	06/30/2017	\$0	District administration and support staff

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SBDM Liaisons	Principals will provide liaisons with SBDM agenda at least 48 hours in advance of regular meetings. Communication between liaison and council will enhance both school and district initiatives. Liaison will attend a minimum of one regular meeting, and other meetings as needed.	Academic Support Program	07/03/2012	06/30/2016	\$0	Associate Superintendent (SBBM Contact), Principals, District Directors
School Data Team Training	The District Data Team will train School Data Leadership Teams and other district personnel on the use of the district data analysis protocol.	Professional Learning	08/01/2016	12/23/2016	\$0	Supervisor of Instruction/DAC or designee, Administrators
PGES Web Resources	District staff will maintain and update relevant web resources to support the implementation of PGES.	Other	07/01/2014	06/30/2017	\$0	District administration and support staff
PPGES Support	Principals and district staff will network in professional organizations in order to gain the most knowledge and insight into the PPGES process (KLA, ISLN, KASA, GRREC, etc.)	Professional Learning	07/01/2013	06/30/2017	\$0	District and school level administration
Mentoring	Staff will identify at-risk students, including ECE students, according to the Persistence to Graduation Tool. The DPP will release the data from the Tool twice a year in meetings with the Counselors & Principals. Additional awareness will be developed with the staff.	Behavioral Support Program	01/05/2015	06/30/2017	\$0	DPP DoSE ECE guidance counselor ECE teachers Consultants Teachers
Equitable Access	A review of the pertinent data will be conducted to determine barriers to achieve equitable access to effective educators in Barren County School District. Utilizing student data, teacher retention/recruitment data, TELL working conditions data, etc., targeted recruitment/retention and professional learning plans will be made annually to focus on effective and diverse teachers and leaders.	Academic Support Program, Recruitment and Retention, Class Size Reduction, Policy and Process	11/02/2015	06/30/2017	\$0	Superintendent, Associate Superintendent, HR staff, Directors, Principals, Finance staff
Evaluation Committee	The district certified evaluation committee will reconvene in order to adopt and modify evaluation plan as needed.	Other	07/01/2014	06/30/2016	\$0	District administration and evaluation committee

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Council Communications	The district will organize events to enhance greater communication and working relationships with individual councils. Annual school reports to Board will be focused on school assessment, improvement planning, and goals for future. Monthly Board meetings will be attended by a principal representative and share an update of school activities. Other ways of enhancing communication will be explored.	Academic Support Program	07/04/2012	06/30/2017	\$0	Superintendent, Principals
ACT Improvement	District staff will meet with high school leadership to monitor progress in improving ACT scores. Regular reports and status updates will be provided. In addition refinement and monitoring of during school (WIN period) and out of school support plans will be given. Edgenuity, WIN courseware and CRT developed ACT prep materials will be utilized for assisting students in meeting ACT benchmarks.	Academic Support Program	01/01/2015	07/01/2017	\$0	Superintendent, Assistant Superintendent, Directors, BCHS Principal, 21st CCLC, CCR Coordinator, CRT
Establish Timeline for Training	The District Data Team will establish dates and locations for future training of school leadership and additional district personnel.	Policy and Process, Professional Learning	11/09/2015	05/01/2016	\$0	DAC or designee
Wellness	Working with the Alliance for Healthier Generation, district wellness committee will review and make recommendations for changes to the Wellness Policy.	Behavioral Support Program	11/07/2014	06/16/2017	\$0	District Directors, Wellness Committee, Alliance for Healthier Generation staff, Nutrition, Wellness & Compliance Liaison
District Developed Data Analysis Protocol	The district will develop a data analysis protocol. The protocol is a system that will be used consistently for district and school data analysis. The protocol will ensure the opportunity for schools to self-assess using the Self-Assessment Diagnostic Tool. The protocol will also include use of quality tools (root cause analysis, circle of influences, data questions) for school teams to use when prioritizing the work for novice reduction.	Policy and Process	11/09/2015	12/31/2016	\$0	DAC or designee
Administrative PLC-Instructional Focus Meetings	Monthly instructional focus meetings will be scheduled in addition to the monthly administrators' meetings in order to allow for work sessions and on-going support in order to fully implement PGES.	Professional Learning	08/01/2014	07/01/2017	\$0	District and school level administration

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Effective & Varied Instructional Strategies	Differentiation of instruction will occur in all classrooms through the use of research-based strategies and high expectations which promote continual growth for students at all levels of academic ability (GT, ECE, Rtl, etc). This will occur through modeling of strategies by district resource personnel, professional learning programs, and professional learning communities.	Academic Support Program	08/01/2012	06/30/2017	\$0	Director of Special Programs, Instructional Supervisors, Principals, District CRTs
Instructional Rounds	ECE Staff will identify POP for each building and conduct Walk Thrus/Instructional Rounds in each ECE classroom.	Academic Support Program	01/01/2016	06/16/2017	\$0	DOSE, Teacher Consultant, School Psychologists
Funding Discussions	On-going discussions will occur with district leadership, school leadership, and Board of Education about funding, priorities for funding, and resources. All resources will be reviewed to determine adequacy and appropriateness.	Academic Support Program	02/04/2013	06/30/2017	\$0	Superintendent, Director of Finance, Principals
District Data Team	District administration will identify appropriate staff to form District Data Team who understands and can effectively communicate to stakeholders local and state data. (e.g. DAC, DoSE, CAO, CIO, supervisor of instruction, curriculum coaches, and ECE staff). From this team, the district will appoint a data liaison to each school for support and guidance in assessment literacy.	Policy and Process	11/01/2015	01/01/2018	\$0	Superintendent or designee
Progress Monitoring	Teachers and interventionists will receive professional training and follow-up on progress monitoring strategies and data analysis.	Professional Learning	06/01/2015	06/01/2017	\$0	DoSE and Teacher Consultant
District Develop Novice Reduction Training	The DAC or designee will develop training and exercises that will focus leaders on aligning district and school improvement goals with local and state data to reduce novice. District Data Team, and in collaboration with school leadership (a selection of principals) will design and schedule training for schools on the data analysis protocol established by the District Data Team.	Policy and Process, Professional Learning	11/09/2015	11/09/2015	\$0	DAC or designee
PLC Process Implemented	The PLC process will be further developed and supported in schools and with cross-district groups through work in district (content levels, focus groups, study groups, etc) and in regional/state groups (ISLN, GRREC, KLA, Leadership grant cadre, etc).	Professional Learning	08/01/2012	06/30/2017	\$0	Superintendent, Principals, Directors
Evaluating for Equity/Diversity	Equity and diversity shall be constantly evaluated as it applies to all students and programs.	Academic Support Program	07/04/2012	06/30/2017	\$0	Superintendent, District Directors, Principals

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Identification of Data Sources	The District Data Team will identify and agree upon appropriate state and local data sources for each student level of data (e.g., pre-K, K-2, 3-5, 6-8, 9-12) and create a calendar of data availability for each student level to include assessment, measure and grade level.	Policy and Process	11/09/2015	05/31/2016	\$0	DAC or designee
Refining the Vertical Alignment to KAS	There will be continued refinement of vertical alignment in specific relation to the Common Core standards through Curriculum Power Sessions, Vertical alignment teams, District curriculum and the participation of all ECE and regular classroom teachers involved in the process.	Policy and Process	08/01/2012	06/30/2017	\$0	District CRT, Instructional Supervisors, Director of Special Programs
Research-based Instructional Strategies Implemented in Classrooms	Varied and effective instructional strategies, as supported by research, shall be implemented in each classroom as evidenced through classroom evaluations and instructional rounds/learning walks with at least 80% of classrooms meeting this standard. Continued professional learning for work of Hattie, Marzano, and Mitchell will occur to support student learning.	Other	08/01/2012	06/30/2017	\$0	Principals, Instructional Supervisors, District Curriculum Resource Teachers
Total					\$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Curriculum Implementation Monitoring	School leadership teams, including an ECE teacher and/or consultant, will review curriculum documents and the new Common Core Standards on a regular basis. CRTs and ECE consultant will meet quarterly with teacher teams during planning to review and monitor curriculum implementation.	Policy and Process	08/01/2012	06/30/2017	\$100	District Curriculum Resource Teachers, Elementary Instructional Supervisor, Principals
Professional Development	Professional development activities will be provided with an emphasis on Industry, Careers, and Workforce Development needs of the community and region. Counselor Day at the Barren County ATC will inform counselors of program offerings, career pathways and information that will be valuable in scheduling and advising students. Collaborate with local industry, community partners, and higher education partners to provide professional learning opportunities for teachers and staff that will increase knowledge of career pathways offered in our community and work readiness needs that should be addressed.	Professional Learning	08/07/2015	06/30/2017	\$1000	College and Career Development Coordinator, District and school administration, 21st CCLCC

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Data Analysis Techniques	District leadership and support staff will facilitate data analysis on an on-going basis for continual improvement. Professional learning and support to focus on the Data Retreat, Data Team, and Data Dig process using available data from CIITS, KY School Report Card, KPrep, Common Formative Assessments, classroom assessments, and other available data.	Academic Support Program, Professional Learning	08/10/2015	06/30/2017	\$1000	Directors, Principals, Instructional Staff
Virtual Programs to Enhance CCR	Additional programs will be implemented to compliment the school offerings for CCR curriculum. Support and expand the implementation of Edgenuity and WIN during school and outside of school by on-going training and monitoring.	Academic Support Program	06/02/2014	06/30/2017	\$30000	District instructional & technology staff School administration 21st CCLC GRREC Partnership (WIN)
Innovative Approaches	District leadership and instructional staff will focus on identifying new learning structures and supports to meet the needs of diverse student learners. Support to further the efforts of iLearn@home (NTI pilot), blended learning through on-line providers like Edgenuity & BAVEL, advanced course work in magnet programs (elem, middle, and high), additional CCR pathways and programs, STEM focus areas (PLTW at Elem, MS, HS), etc.	Academic Support Program, Technology	08/10/2015	08/18/2017	\$100000	Superintendent, Directors, Principal, 21st CCLC site coordinators, District Instructional Staff
Networking	Teachers will participate in district, regional, and state networking to gain insight and knowledge in PGES requirements (ISLN, KLA, GRREC, in-district, etc).	Professional Learning	06/02/2014	06/30/2017	\$2000	District and School Administration, PGES Implementation Team
MAP Assessment	All schools will administer the NWEA MAP Assessment in Reading, Math Language each Fall to create a district-wide screener for grades 2-9. The winter MAP assessment will target at least Reading & Math to give ongoing benchmark of student achievement. Spring MAP will assess all three areas for growth. Resource personnel will work all schools to analyze results for instructional planning.	Academic Support Program	07/13/2015	06/23/2017	\$30000	Director of Instruction, Technology Resource Teachers, Principals

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Student Leadership	District Leadership/Principals will implement leadership programs such as Leader In Me, District Student Council, and Ambassador programs across the district to include students in grades preschool - high school. Additional partnerships and sponsors will be sought to make this implementation a community-wide initiative to impact college/career readiness.	Behavioral Support Program	01/18/2013	06/16/2017	\$150000	Superintendent, Principals, School Leadership Teams, District Directors, 21st CCLC Possible community sponsors, Chamber of Commerce.
Dual Credit Offerings/Capstone Programs	District administration and College and Career Development Coordinator, working with building principals, will pursue expanded dual credit agreements leading to Capstone Programs, new dual credit areas, industry-recognized training programs, as additional post-secondary offerings for students to earn articulated credit.	Academic Support Program	10/01/2014	06/30/2017	\$5000	District Administration School Administration College & Career Development Coordinator
Reading and Math Instruction	Monitoring for fidelity of implementation and best practices. Enhancements and grants to impact instruction and professional practice will be sought (RTA, MAF, MathPlusE, etc). Professional learning will center around program components, coaching designing instructional structures (Daily5/Daily 3, flexible grouping, technology usage), PLC structures, etc.	Academic Support Program, Direct Instruction	10/12/2015	06/30/2017	\$30000	Directors, Principals, Instructional Resource Staff
Career Readiness Activities	Facilitate activities and discussion between BCHS, College Street, BAVEL, and Barren County ATC to improve the number of students graduating as "Career Ready". Specific dialogue and plans to focus on course offerings, CCR testing, scheduling, early career path identification, and refining the current system of interventions. Monitor will be installed at BCHS to promote CCR achievements. Events such as a College and Career Fair will be implemented to promote identification of career pathways.	Career Preparation/Orientation	08/08/2013	06/30/2017	\$5000	District Directors College & Career Development Coordinator School Administration 21st CCLC
College & Career Development Coordinator	College and Career Development Coordinator position is being implemented to direct district initiatives for CCR. Focus includes CCR tracks and pathways, meeting individual student needs, enhancing community partnerships and serving as a liaison with industry and higher education, and coordinating curricular offerings in CTE areas.	Career Preparation/Orientation	06/01/2015	06/30/2017	\$60000	Superintendent District Administration
Total					\$414100	

Title I Part C

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Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Graduation support for students in Migrant Education Program	As detailed in the Migrant Service Delivery Plan, district and regional Migrant support will serve as advocates to increase graduation rates for students by regular student conferencing, records review, goal setting, and opportunity events.	Academic Support Program	06/02/2014	06/01/2017	\$30000	Migrant staff; school staff
K-12 Reading & Math (Migrant)	Implement activities as outlined in the Service Delivery Plan to provide high quality research based reading and math programs & support. Parent education events will be provided in collaboration with community partners and other support programs.	Academic Support Program	08/01/2014	06/01/2017	\$100000	Migrant staff; principals; teachers; 21st CCLC
Total					\$130000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
STEM Program	All students entering the high school will have access to science, technology, engineering and mathematics (STEM) programs in school and out of school time, as well as an increase in student success and participation rate.	Academic Support Program	07/02/2012	05/30/2017	\$5000	Secondary certified staff and administration ; 21st CCLC
1:1 Scheduling	All students will receive 1:1 advisement for planning their schedules for the upcoming year utilizing the students overall graduation plan (ILP, career pathway, interests, current courses, academic needs, etc.) A district team will be developed to study and implement the process over the next three years.	Behavioral Support Program	01/04/2016	06/30/2019	\$2000	CCDC Guidance Counselors District Instructional Staff District Directors
Student Voice/Student Input	To gain student input, each school will review any new student survey data. This information will be used for needs assessment and planning process. (student voice, Gallup poll, FRC & 21st CCLC surveys, etc.)	Other - Student Voice	01/01/2015	06/30/2017	\$1500	Directors, Principals, FRYSC, 21st CCLC
Staff Survey	Each school will review all new survey data (TELL, ValEd, student voice, FRC, 21st CCLC, Title I, Preschool, etc) and other survey data. This information will be used for needs assessment and planning process for the SBDM Council, its committees, and other work.	Other - Perception Data	01/01/2015	06/30/2017	\$5000	Associate Superintendent, Directors, Principals
Primary Reading Program	District leadership will form planning team to apply for participation in Campaign for Grade-Level Reading Network in order to seek community partnerships, grants, programs to ensure that all students in the primary program have strong foundation in reading. The Reading focus will be to prepare for all students to be on-grade-level by exit of primary.	Academic Support Program	01/04/2016	06/30/2017	\$500	Directors, Curriculum Resource Teachers, Teacher Consultants

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Curriculum Power Session	90% of all elementary teachers, including ECE teachers, will participate in annual Curriculum Power Session in June of each year in order to improve inter-district communication.	Academic Support Program	06/01/2012	06/30/2017	\$500	District Curriculum Resource Teachers, Elementary Instructional Supervisor, ECE Consultant
Board/District Academic Focus	In addition to the Board meeting agenda focusing on instruction and student achievement, additional ways of showcasing student work/products, achievements of students/groups, and student performances will be sought and implemented.(focus data, pictures, video, etc)	Policy and Process	01/01/2016	12/29/2017	\$1500	Superintendent, Associate Superintendent, Directors
Student Learning Showcases	Showcases of student work will be displayed to reflect the level of attainment of the KY Academic Standards and 21st Century Learning. The further develop of showcases for student work in the areas of: district science fair, arts showcases, academic competitions, spelling bee, drama productions, instrument and vocal music productions, robotics/engineering/technology projects, and many others. Through these displays it will be evident that student achievement is central to all we do.	Academic Support Program	02/02/2015	06/30/2017	\$300	Directors, Curriculum Resources Teachers, 21st CCLC site coordinators, Principals
PBIS	District support staff will train school personnel for full implementation of a PBIS model for instructional discipline in order address suspension rates for all students, including ECE students. Programs will expand to involve all school campuses and student groups.	Behavioral Support Program	08/06/2012	06/30/2017	\$500	Director of Special Programs, DPP, Principals, School Psychologists
At-Risk Interventions	Provide academic alternatives for at-risk students, including ECE students, through alternative curriculum so at-risk students can obtain a high school diploma.	Academic Support Program	08/10/2012	06/30/2016	\$5000	District Instructional Staff, District Support Personnel, School Level Administration 21st CCLC Guidance Counselors Teachers Instructional Assistants McKinney Vento Coordinator

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Kindergarten Readiness	Awareness activities and data analysis events will be planned to better inform community and school staff of kindergarten readiness expectations.	Academic Support Program	10/01/2015	06/30/2017	\$500	Associate Superintendent, Directors, Early Childhood Council, Principals, Preschool teachers, Kindergarten Teachers, Curriculum Resource Teachers, FRC Coordinators
District Content PLCs	District instructional staff will coordinate content level PLC groups to create common formative assessments (CFAs) tied to the KAS standards and district curriculum. The group will implement units & then assess content attainment for further discussion and refinement.	Professional Learning	08/10/2015	07/04/2017	\$100	Director of instruction, Data Team Trainer, Curriculum Resource Teachers, Principals, Teachers
Total					\$22400	

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
Advising Program	All secondary students, including ECE students, will have access to a comprehensive advising program which focuses on the development of the ILP, Individual Learning Plan, as related to the individual strengths and interests of each student. Secondary school personnel will have access to professional development to support the utilization of the ILP. One-on-one counseling and advisement will also be implemented for all high school students over the course of the next three years.	Academic Support Program	06/01/2013	05/01/2017	\$1000	Instructional Supervisors, Building Level Administrators, Counselors and Secondary Teachers
Curriculum Power Session	90% of all elementary teachers, including ECE teachers, will participate in annual Curriculum Power Session in June of each year in order to improve inter-district communication.	Academic Support Program	06/01/2012	06/30/2017	\$500	District Curriculum Resource Teachers, Elementary Instructional Supervisor, ECE Consultant
Curriculum Implementation Monitoring	School leadership teams, including an ECE teacher and/or consultant, will review curriculum documents and the new Common Core Standards on a regular basis. CRTs and ECE consultant will meet quarterly with teacher teams during planning to review and monitor curriculum implementation.	Policy and Process	08/01/2012	06/30/2017	\$100	District Curriculum Resource Teachers, Elementary Instructional Supervisor, Principals
Refining the Vertical Alignment to KAS	There will be continued refinement of vertical alignment in specific relation to the Common Core standards through Curriculum Power Sessions, Vertical alignment teams, District curriculum and the participation of all ECE and regular classroom teachers involved in the process.	Policy and Process	08/01/2012	06/30/2017	\$0	District CRT, Instructional Supervisors, Director of Special Programs
Instructional Rounds/Learning Walks - District Level	District-level school instructional visits will be organized for cross-district input into instructional processes and products. District level staff will collaborate with principals to schedule and plan these Instructional Rounds/Learning Walks around focus areas of school and district needs.	Policy and Process	07/07/2014	06/30/2017	\$0	Superintendent, Instructional Supervisors

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Research-based Instructional Strategies Implemented in Classrooms	Varied and effective instructional strategies, as supported by research, shall be implemented in each classroom as evidenced through classroom evaluations and instructional rounds/learning walks with at least 80% of classrooms meeting this standard. Continued professional learning for work of Hattie, Marzano, and Mitchell will occur to support student learning.	Other	08/01/2012	06/30/2017	\$0	Principals, Instructional Supervisors, District Curriculum Resource Teachers
Technology Incorporated Into Instruction	Teachers will incorporate technology into instruction as evidenced by informal walk-throughs, teacher participation in PD geared towards technology and usage of school assigned V-Team support.	Technology	08/01/2012	06/30/2017	\$500	V-Team, Principals, Instructional Supervisors
PLC Process Implemented	The PLC process will be further developed and supported in schools and with cross-district groups through work in district (content levels, focus groups, study groups, etc) and in regional/state groups (ISLN, GRREC, KLA, Leadership grant cadre, etc).	Professional Learning	08/01/2012	06/30/2017	\$0	Superintendent, Principals, Directors
Effective & Varied Instructional Strategies	Differentiation of instruction will occur in all classrooms through the use of research-based strategies and high expectations which promote continual growth for students at all levels of academic ability (GT, ECE, Rtl, etc). This will occur through modeling of strategies by district resource personnel, professional learning programs, and professional learning communities.	Academic Support Program	08/01/2012	06/30/2017	\$0	Director of Special Programs, Instructional Supervisors, Principals, District CRTs
District PD Academy	District leadership will work with schools to prepare and plan summer professional learning academy. Through high quality staff learning, we can unify the teaching and learning among the many staff groups within our district. Focus will center on KAS, research-based instruction, writing, technology integration, CCR, instructional strategies, etc. Leadership will focus on teachers or teacher groups that may be able to help lead learning with entire staff.	Professional Learning	08/01/2012	06/30/2017	\$2500	Instructional Supervisors, Curriculum Resources Teachers, VTeam, Principals
Progress Notes (Implementation & Impact Checks)	Comprehensive Planning Progress Notes (I&I checks) will be presented to the Board at least one time each semester. The Advanced ASSIST software will allow for on-going electronic communication between schools and district.	Policy and Process	07/04/2012	06/16/2017	\$0	District Directors, Principals
CSIP/CDIP Process	CSIP/CDIP planning will be the guiding documents for improvement in schools & district. Each school shall have its own long-term plan that operates under the district plan. All stakeholders shall agree to the timely implementation of this plan. District/school leadership agree to regular monitoring of the plan and to make adjustments as needed.	Policy and Process	06/01/2012	06/30/2017	\$0	Superintendent, District Directors, Principals

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Council Communications	The district will organize events to enhance greater communication and working relationships with individual councils. Annual school reports to Board will be focused on school assessment, improvement planning, and goals for future. Monthly Board meetings will be attended by a principal representative and share an update of school activities. Other ways of enhancing communication will be explored.	Academic Support Program	07/04/2012	06/30/2017	\$0	Superintendent, Principals
SBDM Liaisons	Principals will provide liaisons with SBDM agenda at least 48 hours in advance of regular meetings. Communication between liaison and council will enhance both school and district initiatives. Liaison will attend a minimum of one regular meeting, and other meetings as needed.	Academic Support Program	07/03/2012	06/30/2016	\$0	Associate Superintendent (SBBM Contact), Principals, District Directors
Funding Discussions	On-going discussions will occur with district leadership, school leadership, and Board of Education about funding, priorities for funding, and resources. All resources will be reviewed to determine adequacy and appropriateness.	Academic Support Program	02/04/2013	06/30/2017	\$0	Superintendent, Director of Finance, Principals
Evaluating for Equity/Diversity	Equity and diversity shall be constantly evaluated as it applies to all students and programs.	Academic Support Program	07/04/2012	06/30/2017	\$0	Superintendent, District Directors, Principals
Reading Response to intervention	Students identified as reading below the 20th percentile will be placed in a Tier 2 reading intervention program to include such research based programs as EIR, Linda-Mood Bell, Earobics and SRA. If progress is not noted based on monitoring in 6-8 weeks, interventions will be reviewed and changed as needed.	Academic Support Program	02/04/2013	06/01/2017	\$5000	Teachers, instructional assistants, curriculum resource teachers, school psychologists, administrators
Math Response to Intervention	Students scoring below the 20th percentile in math according to MAP data, will be targeted to participate in tier 2 intervention math programs to include AdvancEd MR through the MAF grant and three elementary sites.	Academic Support Program	02/04/2013	06/01/2017	\$5000	teachers, instructional assistants, administrators, curriculum resource teachers, school psychologists, counselors
Progress Monitoring	Teachers and interventionists will receive professional training and follow-up on progress monitoring strategies and data analysis.	Professional Learning	06/01/2015	06/01/2017	\$0	DoSE and Teacher Consultant
STEM Program	All students entering the high school will have access to science, technology, engineering and mathematics (STEM) programs in school and out of school time, as well as an increase in student success and participation rate.	Academic Support Program	07/02/2012	05/30/2017	\$15000	Secondary certified staff and administration ; 21st CCLC

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Increased Parental Involvement	Each school will host "Parent Night" activities throughout the year which educate students and parents regarding the requirements for assessments in our state as well as the National CCR requirements. Activities could include, but are not limited to: Family reading night, How to Prepare for College, Completing FAFSA, Parent University, Operation Preparation, Evening With Industry, as well as information provided through print and media such as district website, videos, brochures, etc.	Career Preparation/Orientation	06/01/2012	05/30/2017	\$1000	School Level Staff and Administration ; 21st CCLC, College and Career Dev. Coordinator
Student Leadership	District Leadership/Principals will implement leadership programs such as Leader In Me, District Student Council, and Ambassador programs across the district to include students in grades preschool - high school. Additional partnerships and sponsors will be sought to make this implementation a community-wide initiative to impact college/career readiness.	Behavioral Support Program	01/18/2013	06/16/2017	\$345000	Superintendent, Principals, School Leadership Teams, District Directors, 21st CCLC Possible community sponsors, Chamber of Commerce.
EDS/Teachscape Module	All principals and appropriate district leadership have been certified in EDS/Teachscape process for new evaluation process. Any new administrators will be supported through the certification process. Calibration sessions will be scheduled annually to maintain observer accuracy and re-certification occur as mandated in CEP.	Professional Learning	08/01/2014	06/30/2017	\$8000	Assistant Superintendent, Principals
Professional Development	On-going support and training for teachers, principals and peer observers will be conducted. New teacher systems will be developed for orientation and support.	Professional Learning	06/02/2014	06/30/2016	\$500	District Administrators CRTs Principals
Parental Involvement of GAP group	"Barren Connect" program will be piloted at BCMS for continuous progress monitoring and parent communications for GAP group students. The program will possibly be expanded to BCHS over the next three years.	Parent Involvement	08/07/2014	05/30/2017	\$0	DoSE & Teacher Consultant; School Psychologists & ECE teachers; 21st CCLC; BCMS Administration
Advising and Counseling	Provide early intervention opportunities as well as advising, and counseling services that fulfill individual needs for building self-esteem and relationships for at-risk students, including ECE students.	Academic Support Program	08/01/2015	06/30/2017	\$0	District and School Level Leadership, FRYSC Staff, Guidance Counselors

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Professional Development	Additional awareness and training for teachers, principals and peer observers.	Professional Learning	08/07/2013	06/30/2016	\$0	District and school level administration and PGES Implementation Team
Networking	Teachers will participate in district, regional, and state networking to gain insight and knowledge in PGES requirements (ISLN, KLA, GRREC, in-district, etc).	Professional Learning	06/02/2014	06/30/2017	\$2000	District and School Administration, PGES Implementation Team
Networking	Administrators will participate in district, regional, and state networking to gain insight and knowledge in PGES requirements (ISLN, KLA, GRREC, in-district, etc).	Professional Learning	07/01/2013	06/30/2016	\$0	District and School Administration
School Level Support	District administration and staff will monitor the implementation and support PGES process. District resource teachers will work with principals and teachers to support the various pieces of PGES (roster verification, self-reflections, PGG, SGG and Student Voice.	Professional Learning	08/01/2014	06/30/2017	\$0	PGES Implementation team and district administration
Peer Observer Training	Additional peer observer training to be conducted over the summer and on-going throughout the school year for teachers who have not been trained in peer observing	Professional Learning	05/01/2014	06/30/2017	\$0	District administration and support staff
Administrative PLC-Instructional Focus Meetings	Monthly instructional focus meetings will be scheduled in addition to the monthly administrators' meetings in order to allow for work sessions and on-going support in order to fully implement PGES.	Professional Learning	08/01/2014	07/01/2017	\$0	District and school level administration
PGES Web Resources	District staff will maintain and update relevant web resources to support the implementation of PGES.	Other	07/01/2014	06/30/2017	\$0	District administration and support staff
Evaluation Committee	The district certified evaluation committee will reconvene in order to adopt and modify evaluation plan as needed.	Other	07/01/2014	06/30/2016	\$0	District administration and evaluation committee
PPGES Support	Principals and district staff will network in professional organizations in order to gain the most knowledge and insight into the PPGES process (KLA, ISLN, KASA, GRREC, etc.)	Professional Learning	07/01/2013	06/30/2017	\$0	District and school level administration
Leadership Grant	Administration and aspiring administrators will participate in the new GRREC Leadership Grant in order to further develop their individual leadership skills as well as enhance the district mission and vision.	Recruitment and Retention	01/06/2014	06/30/2017	\$0	Assistant Superintendent, Principal, Aspiring administrators

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K-12 Reading & Math (Migrant)	Implement activities as outlined in the Service Delivery Plan to provide high quality research based reading and math programs & support. Parent education events will be provided in collaboration with community partners and other support programs.	Academic Support Program	08/01/2014	06/01/2017	\$100000	Migrant staff; principals; teachers; 21st CCLC
Graduation support for students in Migrant Education Program	As detailed in the Migrant Service Delivery Plan, district and regional Migrant support will serve as advocates to increase graduation rates for students by regular student conferencing, records review, goal setting, and opportunity events.	Academic Support Program	06/02/2014	06/01/2017	\$30000	Migrant staff; school staff
Virtual Programs to Enhance CCR	Additional programs will be implemented to compliment the school offerings for CCR curriculum. Support and expand the implementation of Edgenuity and WIN during school and outside of school by on-going training and monitoring.	Academic Support Program	06/02/2014	06/30/2017	\$30000	District instructional & technology staff School administration 21st CCLC GRREC Partnership (WIN)
Wellness	Working with the Alliance for Healthier Generation, district wellness committee will review and make recommendations for changes to the Wellness Policy.	Behavioral Support Program	11/07/2014	06/16/2017	\$0	District Directors, Wellness Committee, Alliance for Healthier Generation staff, Nutrition, Wellness & Compliance Liaison
District Data Team	District administration will identify appropriate staff to form District Data Team who understands and can effectively communicate to stakeholders local and state data. (e.g. DAC, DoSE, CAO, CIO, supervisor of instruction, curriculum coaches, and ECE staff). From this team, the district will appoint a data liaison to each school for support and guidance in assessment literacy.	Policy and Process	11/01/2015	01/01/2018	\$0	Superintendent or designee
Identification of Data Sources	The District Data Team will identify and agree upon appropriate state and local data sources for each student level of data (e.g., pre-K, K-2, 3-5, 6-8, 9-12) and create a calendar of data availability for each student level to include assessment, measure and grade level.	Policy and Process	11/09/2015	05/31/2016	\$0	DAC or designee
Review, Analyze and Apply Data Self-Assessment Diagnostic Tool	The District Data Team will use the Review, Analyze and Apply Data Self-Assessment Diagnostic Tool in order to analyze current practices and devise next steps in the development of a systematic process for analyzing data.	Policy and Process	11/09/2015	05/31/2016	\$0	DAC or designee

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Establish Timeline for Training	The District Data Team will establish dates and locations for future training of school leadership and additional district personnel.	Policy and Process, Professional Learning	11/09/2015	05/01/2016	\$0	DAC or designee
District Developed Data Analysis Protocol	The district will develop a data analysis protocol. The protocol is a system that will be used consistently for district and school data analysis. The protocol will ensure the opportunity for schools to self-assess using the Self-Assessment Diagnostic Tool. The protocol will also include use of quality tools (root cause analysis, circle of influences, data questions) for school teams to use when prioritizing the work for novice reduction.	Policy and Process	11/09/2015	12/31/2016	\$0	DAC or designee
District Develop Novice Reduction Training	The DAC or designee will develop training and exercises that will focus leaders on aligning district and school improvement goals with local and state data to reduce novice. District Data Team, and in collaboration with school leadership (a selection of principals) will design and schedule training fro schools on the data analysis protocol established by the District Data Team.	Policy and Process, Professional Learning	11/09/2015	11/09/2015	\$0	DAC or designee
School Data Team Training	The District Data Team will train School Data Leadership Teams and other district personnel on the use of the district data analysis protocol.	Professional Learning	08/01/2016	12/23/2016	\$0	Supervisor of Instruction/DAC or designee, Administrators
Quarterly District Data Team Reviews	To ensure novice reduction the District Data Team will evaluate district practice using the Diagnostic Tool to analyze current practices and devise next steps. We will continue to review and analyse data points quarterly focusing on novice reduction, and use of student data, formative and summative assessments. Team will determine next steps to support implementation of novice reduction strategies.	Policy and Process	11/09/2015	11/09/2015	\$0	DAC or designee
Board/District Academic Focus	In addition to the Board meeting agenda focusing on instruction and student achievement, additional ways of showcasing student work/products, achievements of students/groups, and student performances will be sought and implemented.(focus data, pictures, video, etc)	Policy and Process	01/01/2016	12/29/2017	\$1500	Superintendent, Associate Superintendent, Directors
Leadership Development	Professional learning and leadership development will be established for advanced training in researched-based leadership development (Harvard Graduate Studies, Hattie's Visible Learning, data analysis, Instructional Rounds, etc). In addition a cadre of aspiring administrators will be supported and trained. Sustainability after participation in GRREC's Leading to Learn Grant will be sought.	Recruitment and Retention, Professional Learning	01/01/2015	06/30/2017	\$50000	Superintendent, GRREC L2L Coordinators

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Student Learning Showcases	Showcases of student work will be displayed to reflect the level of attainment of the KY Academic Standards and 21st Century Learning. The further develop of showcases for student work in the areas of: district science fair, arts showcases, academic competitions, spelling bee, drama productions, instrument and vocal music productions, robotics/engineering/technology projects, and many others. Through these displays it will be evident that student achievement is central to all we do.	Academic Support Program	02/02/2015	06/30/2017	\$300	Directors, Curriculum Resources Teachers, 21st CCLC site coordinators, Principals
District Content PLCs	District instructional staff will coordinate content level PLC groups to create common formative assessments (CFAs) tied to the KAS standards and district curriculum. The group will implement units & then assess content attainment for further discussion and refinement.	Professional Learning	08/10/2015	07/04/2017	\$600	Director of instruction, Data Team Trainer, Curriculum Resource Teachers, Principals, Teachers
MAP Assessment	All schools will administer the NWEA MAP Assessment in Reading, Math Language each Fall to create a district-wide screener for grades 2-9. The winter MAP assessment will target at least Reading & Math to give ongoing benchmark of student achievement. Spring MAP will assess all three areas for growth. Resource personnel will work all schools to analyze results for instructional planning.	Academic Support Program	07/13/2015	06/23/2017	\$30000	Director of Instruction, Technology Resource Teachers, Principals
Data Analysis Techniques	District leadership and support staff will facilitate data analysis on an on-going basis for continual improvement. Professional learning and support to focus on the Data Retreat, Data Team, and Data Dig process using available data from CIITS, KY School Report Card, KPrep, Common Formative Assessments, classroom assessments, and other available data.	Academic Support Program, Professional Learning	08/10/2015	06/30/2017	\$1000	Directors, Principals, Instructional Staff
Innovative Approaches	District leadership and instructional staff will focus on identifying new learning structures and supports to meet the needs of diverse student learners. Support to further the efforts of iLearn@home (NTI pilot), blended learning though on-line providers like Edgenuity & BAVEL, advanced course work in magnet programs (elem, middle, and high), additional CCR pathways and programs, STEM focus areas (PLTW at Elem, MS, HS), etc.	Academic Support Program, Technology	08/10/2015	08/18/2017	\$100000	Superintendent, Directors, Principal, 21st CCLC site coordinators, District Instructional Staff
Afterschool Academic Connections	Afterschool programming (21st CCLC and ESS) will coordinate services around school identified needs to better support the learners. Targeted groups for assistance will be identified so that afterschool staff and teachers can plan academic supports that work together to address needs.	Academic Support Program, Tutoring	06/01/2015	07/28/2017	\$20000	Directors, Principals, 21st CCLC site coordinators,

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Barren County

Reading and Math Instruction	Monitoring for fidelity of implementation and best practices. Enhancements and grants to impact instruction and professional practice will be sought (RTA, MAF, MathPlusE, etc). Professional learning will center around program components, coaching designing instructional structures (Daily5/Daily 3, flexible grouping, technology usage), PLC structures, etc.	Academic Support Program, Direct Instruction	10/12/2015	06/30/2017	\$60000	Directors, Principals, Instructional Resource Staff
Staff Survey	Each school will review all new survey data (TELL, ValEd, student voice, FRC, 21st CCLC, Title I, Preschool, etc) and other survey data. This information will be used for needs assessment and planning process for the SBDM Council, its committees, and other work.	Other - Perception Data	01/01/2015	06/30/2017	\$5000	Associate Superintendent, Directors, Principals
Student Voice/Student Input	To gain student input, each school will review any new student survey data. This information will be used for needs assessment and planning process. (student voice, Gallup poll, FRC & 21st CCLC surveys, etc.)	Other - Student Voice	01/01/2015	06/30/2017	\$1500	Directors, Principals, FRYSC, 21st CCLC
PBIS	District support staff will train school personnel for full implementation of a PBIS model for instructional discipline in order address suspension rates for all students, including ECE students. Programs will expand to involve all school campuses and student groups.	Behavioral Support Program	08/06/2012	06/30/2017	\$500	Director of Special Programs, DPP, Principals, School Psychologists
Instructional Strategies	ECE teachers will implement research based strategies from sources such as Hattie's Visible Learning and Mitchell's "What Really Works" in all co-taught and resource classrooms.	Academic Support Program	01/01/2016	06/09/2017	\$1000	DOSE, Teacher Consultant
Instructional Rounds	ECE Staff will identify POP for each building and conduct Walk Thrus/Instructional Rounds in each ECE classroom.	Academic Support Program	01/01/2016	06/16/2017	\$0	DOSE, Teacher Consultant, School Psychologists
Equitable Access	A review of the pertinent data will be conducted to determine barriers to achieve equitable access to effective educators in Barren County School District. Utilizing student data, teacher retention/recruitment data, TELL working conditions data, etc., targeted recruitment/retention and professional learning plans will be made annually to focus on effective and diverse teachers and leaders.	Academic Support Program, Recruitment and Retention, Class Size Reduction, Policy and Process	11/02/2015	06/30/2017	\$0	Superintendent, Associate Superintendent, HR staff, Directors, Principals, Finance staff

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Barren County

Professional Development	Professional development activities will be provided with an emphasis on Industry, Careers, and Workforce Development needs of the community and region. Counselor Day at the Barren County ATC will inform counselors of program offerings, career pathways and information that will be valuable in scheduling and advising students. Collaborate with local industry, community partners, and higher education partners to provide professional learning opportunities for teachers and staff that will increase knowledge of career pathways offered in our community and work readiness needs that should be addressed.	Professional Learning	08/07/2015	06/30/2017	\$1000	College and Career Development Coordinator, District and school administration , 21st CCLCC
District Support for Teacher Growth Goals	The district will initiate a needs assessment with teachers to identify professional learning needs of teachers to include in the district PD Plan and plan professional development activities accordingly.	Professional Learning	02/03/2016	06/30/2017	\$3000	Director of Instruction or designee
Total					\$821500	

Temple Hill Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Kindergarten Readiness	Awareness activities and data analysis events will be planned to better inform community and school staff of kindergarten readiness expectations.	Academic Support Program	10/01/2015	06/30/2017	\$500	Associate Superintendent, Directors, Early Childhood Council, Principals, Preschool teachers, Kindergarten Teachers, Curriculum Resource Teachers, FRC Coordinators
K-Ready Summer Camp	Preschool staff will coordinate with 21st CCLC and other school personnel will develop summer camp opportunities for identified at-risk preschools to target readiness skills for successful transition to kindergarten. In addition schools will share readiness information for families will be developed and shared.	Academic Support Program	07/06/2015	07/28/2017	\$3000	21st CCLC Director Preschool Director FRC Counselors Principals 21st CCLC site coordinators

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Primary Reading Program	District leadership will form planning team to apply for participation in Campaign for Grade-Level Reading Network in order to seek community partnerships, grants, programs to ensure that all students in the primary program have strong foundation in reading. The Reading focus will be to prepare for all students to be on-grade-level by exit of primary.	Academic Support Program	01/04/2016	06/30/2017	\$500	Directors, Curriculum Resource Teachers, Teacher Consultants
Total					\$4000	

Red Cross Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Kindergarten Readiness	Awareness activities and data analysis events will be planned to better inform community and school staff of kindergarten readiness expectations.	Academic Support Program	10/01/2015	06/30/2017	\$500	Associate Superintendent, Directors, Early Childhood Council, Principals, Preschool Teachers, Kindergarten Teachers, Curriculum Resource Teachers, FRC Coordinators
K-Ready Summer Camp	Preschool staff will coordinate with 21st CCLC and other school personnel will develop summer camp opportunities for identified at-risk preschools to target readiness skills for successful transition to kindergarten. In addition schools will share readiness information for families will be developed and shared.	Academic Support Program	07/06/2015	07/28/2017	\$3000	21st CCLC Director Preschool Director FRC Counselors Principals 21st CCLC site coordinators
Primary Reading Program	District leadership will form planning team to apply for participation in Campaign for Grade-Level Reading Network in order to seek community partnerships, grants, programs to ensure that all students in the primary program have strong foundation in reading. The Reading focus will be to prepare for all students to be on-grade-level by exit of primary.	Academic Support Program	01/04/2016	06/30/2017	\$500	Directors, Curriculum Resource Teachers, Teacher Consultants
Total					\$4000	

KDE Comprehensive Improvement Plan for Districts

Barren County

Park City Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Kindergarten Readiness	Awareness activities and data analysis events will be planned to better inform community and school staff of kindergarten readiness expectations.	Academic Support Program	10/01/2015	06/30/2017	\$500	Associate Superintendent, Directors, Early Childhood Council, Principals, Preschool teachers, Kindergarten Teachers, Curriculum Resource Teachers, FRC Coordinators
K-Ready Summer Camp	Preschool staff will coordinate with 21st CCLC and other school personnel will develop summer camp opportunities for identified at-risk preschools to target readiness skills for successful transition to kindergarten. In addition schools will share readiness information for families will be developed and shared.	Academic Support Program	07/06/2015	07/28/2017	\$3000	21st CCLC Director Preschool Director FRC Counselors Principals 21st CCLC site coordinators
Primary Reading Program	District leadership will form planning team to apply for participation in Campaign for Grade-Level Reading Network in order to seek community partnerships, grants, programs to ensure that all students in the primary program have strong foundation in reading. The Reading focus will be to prepare for all students to be on-grade-level by exit of primary.	Academic Support Program	01/04/2016	06/30/2017	\$500	Directors, Curriculum Resource Teachers, Teacher Consultants
Total					\$4000	

North Jackson Elementary

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

Barren County

Kindergarten Readiness	Awareness activities and data analysis events will be planned to better inform community and school staff of kindergarten readiness expectations.	Academic Support Program	10/01/2015	06/30/2017	\$500	Associate Superintendent, Directors, Early Childhood Council, Principals, Preschool teachers, Kindergarten Teachers, Curriculum Resource Teachers, FRC Coordinators
K-Ready Summer Camp	Preschool staff will coordinate with 21st CCLC and other school personnel will develop summer camp opportunities for identified at-risk preschools to target readiness skills for successful transition to kindergarten. In addition schools will share readiness information for families will be developed and shared.	Academic Support Program	07/06/2015	07/28/2017	\$3000	21st CCLC Director Preschool Director FRC Counselors Principals 21st CCLC site coordinators
Primary Reading Program	District leadership will form planning team to apply for participation in Campaign for Grade-Level Reading Network in order to seek community partnerships, grants, programs to ensure that all students in the primary program have strong foundation in reading. The Reading focus will be to prepare for all students to be on-grade-level by exit of primary.	Academic Support Program	01/04/2016	06/30/2017	\$500	Directors, Curriculum Resource Teachers, Teacher Consultants
Total					\$4000	

Hiseville 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

Barren County

Kindergarten Readiness	Awareness activities and data analysis events will be planned to better inform community and school staff of kindergarten readiness expectations.	Academic Support Program	10/01/2015	06/30/2017	\$500	Associate Superintendent, Directors, Early Childhood Council, Principals, Preschool teachers, Kindergarten Teachers, Curriculum Resource Teachers, FRC Coordinators
K-Ready Summer Camp	Preschool staff will coordinate with 21st CCLC and other school personnel will develop summer camp opportunities for identified at-risk preschools to target readiness skills for successful transition to kindergarten. In addition schools will share readiness information for families will be developed and shared.	Academic Support Program	07/06/2015	07/28/2017	\$3000	21st CCLC Director Preschool Director FRC Counselors Principals 21st CCLC site coordinators
Primary Reading Program	District leadership will form planning team to apply for participation in Campaign for Grade-Level Reading Network in order to seek community partnerships, grants, programs to ensure that all students in the primary program have strong foundation in reading. The Reading focus will be to prepare for all students to be on-grade-level by exit of primary.	Academic Support Program	01/04/2016	06/30/2017	\$500	Directors, Curriculum Resource Teachers, Teacher Consultants
Total					\$4000	

Eastern Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Barren County

Kindergarten Readiness	Awareness activities and data analysis events will be planned to better inform community and school staff of kindergarten readiness expectations.	Academic Support Program	10/01/2015	06/30/2017	\$500	Associate Superintendent, Directors, Early Childhood Council, Principals, Preschool teachers, Kindergarten Teachers, Curriculum Resource Teachers, FRC Coordinators
K-Ready Summer Camp	Preschool staff will coordinate with 21st CCLC and other school personnel will develop summer camp opportunities for identified at-risk preschools to target readiness skills for successful transition to kindergarten. In addition schools will share readiness information for families will be developed and shared.	Academic Support Program	07/06/2015	07/28/2017	\$3000	21st CCLC Director Preschool Director FRC Counselors Principals 21st CCLC site coordinators
Primary Reading Program	District leadership will form planning team to apply for participation in Campaign for Grade-Level Reading Network in order to seek community partnerships, grants, programs to ensure that all students in the primary program have strong foundation in reading. The Reading focus will be to prepare for all students to be on-grade-level by exit of primary.	Academic Support Program	01/04/2016	06/30/2017	\$500	Directors, Curriculum Resource Teachers, Teacher Consultants
Total					\$4000	

College Street Campus

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

Barren County

At-Risk Interventions	Provide academic alternatives for at-risk students, including ECE students, through alternative curriculum so at-risk students can obtain a high school diploma.	Academic Support Program	08/10/2012	06/30/2016	\$5000	District Instructional Staff, District Support Personnel, School Level Administration 21st CCLC Guidance Counselors Teachers Instructional Assistants McKinney Vento Coordinator
Mentoring	Staff will identify at-risk students, including ECE students, according to the Persistence to Graduation Tool. The DPP will release the data from the Tool twice a year in meetings with the Counselors & Principals. Additional awareness will be developed with the staff.	Behavioral Support Program	01/05/2015	06/30/2017	\$0	DPP DoSE ECE guidance counselor ECE teachers Consultants Teachers
CCR assessments	Ensure that all students are enrolled and prepared for CCR assessments by using WIN time to prep for upcoming CCR assessments. Determine that appropriate accommodations are provided for all CCR assessments. Training for school staff will be provided as needed.	Career Preparation/Orientation	08/07/2013	06/30/2017	\$0	District and School Level administration, CRT and ECE staff
CCR counseling	Continue to employ special education counselors (BCHS & BCMS) and vocational liaison (BCHS & ATC) to work with teachers and students in developing individualized plans to ensure that students obtain credits to graduate and achieve College & Career ready status. Monthly meetings with all senior ECE students will be conducted to better transition students to college and/or careers.	Career Preparation/Orientation	08/08/2013	06/30/2017	\$100000	District and school level administration
Dual Credit Offerings/Capstone Programs	District administration and College and Career Development Coordinator, working with building principals, will pursue expanded dual credit agreements leading to Capstone Programs, new dual credit areas, industry-recognized training programs, as additional post-secondary offerings for students to earn articulated credit.	Academic Support Program	10/01/2014	06/30/2017	\$5000	District Administration School Administration College & Career Development Coordinator

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Barren County

College & Career Development Coordinator	College and Career Development Coordinator position is being implemented to direct district initiatives for CCR. Focus includes CCR tracks and pathways, meeting individual student needs, enhancing community partnerships and serving as a liaison with industry and higher education, and coordinating curricular offerings in CTE areas.	Career Preparation/Orientation	06/01/2015	06/30/2017	\$60000	Superintendent District Administration
Career Readiness Activities	Facilitate activities and discussion between BCHS, College Street, BAVEL, and Barren County ATC to improve the number of students graduating as "Career Ready". Specific dialogue and plans to focus on course offerings, CCR testing, scheduling, early career path identification, and refining the current system of interventions. Monitor will be installed at BCHS to promote CCR achievements. Events such as a College and Career Fair will be implemented to promote identification of career pathways.	Career Preparation/Orientation	08/08/2013	06/30/2017	\$5000	District Directors College & Career Development Coordinator School Administration 21st CCLC
College & Career Center	Barren County Board of Education has allocated funds to build a new College and Career Center to expand and showcase innovative STEM-related and CTE areas for expanded curricular offerings. The Center will allow for expanded opportunities in engineering and robotics, culinary arts, technology, business and biomedical science. The Center will also allow for flex-space for partnerships and offerings with industry and higher education, along with job-coaching opportunities.	Other	12/16/2014	06/30/2017	\$6000000	Superintendent
ACT Improvement	District staff will meet with high school leadership to monitor progress in improving ACT scores. Regular reports and status updates will be provided. In addition refinement and monitoring of during school (WIN period) and out of school support plans will be given. Edgenuity, WIN courseware and CRT developed ACT prep materials will be utilized for assisting students in meeting ACT benchmarks.	Academic Support Program	01/01/2015	07/01/2017	\$0	Superintendent, Assistant Superintendent, Directors, BCHS Principal, 21st CCLC, CCR Coordinator, CRT
1:1 Scheduling	All students will receive 1:1 advisement for planning their schedules for the upcoming year utilizing the students overall graduation plan (ILP, career pathway, interests, current courses, academic needs, etc.) A district team will be developed to study and implement the process over the next three years.	Behavioral Support Program	01/04/2016	06/30/2019	\$2000	CCDC Guidance Counselors District Instructional Staff District Directors
Total					\$6177000	

Barren County Middle 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

Barren County

At-Risk Interventions	Provide academic alternatives for at-risk students, including ECE students, through alternative curriculum so at-risk students can obtain a high school diploma.	Academic Support Program	08/10/2012	06/30/2016	\$5000	District Instructional Staff, District Support Personnel, School Level Administration 21st CCLC Guidance Counselors Teachers Instructional Assistants McKinney Vento Coordinator
CCR assessments	Ensure that all students are enrolled and prepared for CCR assessments by using WIN time to prep for upcoming CCR assessments. Determine that appropriate accommodations are provided for all CCR assessments. Training for school staff will be provided as needed.	Career Preparation/Orientation	08/07/2013	06/30/2017	\$0	District and School Level administration, CRT and ECE staff
CCR counseling	Continue to employ special education counselors (BCHS & BCMS) and vocational liaison (BCHS & ATC) to work with teachers and students in developing individualized plans to ensure that students obtain credits to graduate and achieve College & Career ready status. Monthly meetings with all senior ECE students will be conducted to better transition students to college and/or careers.	Career Preparation/Orientation	08/08/2013	06/30/2017	\$100000	District and school level administration
Dual Credit Offerings/Capstone Programs	District administration and College and Career Development Coordinator, working with building principals, will pursue expanded dual credit agreements leading to Capstone Programs, new dual credit areas, industry-recognized training programs, as additional post-secondary offerings for students to earn articulated credit.	Academic Support Program	10/01/2014	06/30/2017	\$5000	District Administration School Administration College & Career Development Coordinator
College & Career Development Coordinator	College and Career Development Coordinator position is being implemented to direct district initiatives for CCR. Focus includes CCR tracks and pathways, meeting individual student needs, enhancing community partnerships and serving as a liaison with industry and higher education, and coordinating curricular offerings in CTE areas.	Career Preparation/Orientation	06/01/2015	06/30/2017	\$60000	Superintendent District Administration

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Barren County

Career Readiness Activities	Facilitate activities and discussion between BCHS, College Street, BAVEL, and Barren County ATC to improve the number of students graduating as "Career Ready". Specific dialogue and plans to focus on course offerings, CCR testing, scheduling, early career path identification, and refining the current system of interventions. Monitor will be installed at BCHS to promote CCR achievements. Events such as a College and Career Fair will be implemented to promote identification of career pathways.	Career Preparation/Orientation	08/08/2013	06/30/2017	\$5000	District Directors College & Career Development Coordinator School Administration 21st CCLC
College & Career Center	Barren County Board of Education has allocated funds to build a new College and Career Center to expand and showcase innovative STEM-related and CTE areas for expanded curricular offerings. The Center will allow for expanded opportunities in engineering and robotics, culinary arts, technology, business and biomedical science. The Center will also allow for flex-space for partnerships and offerings with industry and higher education, along with job-coaching opportunities.	Other	12/16/2014	06/30/2017	\$6000000	Superintendent
Total					\$6175000	

Barren County High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
At-Risk Interventions	Provide academic alternatives for at-risk students, including ECE students, through alternative curriculum so at-risk students can obtain a high school diploma.	Academic Support Program	08/10/2012	06/30/2016	\$5000	District Instructional Staff, District Support Personnel, School Level Administration 21st CCLC Guidance Counselors Teachers Instructional Assistants McKinney Vento Coordinator
Mentoring	Staff will identify at-risk students, including ECE students, according to the Persistence to Graduation Tool. The DPP will release the data from the Tool twice a year in meetings with the Counselors & Principals. Additional awareness will be developed with the staff.	Behavioral Support Program	01/05/2015	06/30/2017	\$0	DPP DoSE ECE guidance counselor ECE teachers Consultants Teachers

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CCR assessments	Ensure that all students are enrolled and prepared for CCR assessments by using WIN time to prep for upcoming CCR assessments. Determine that appropriate accommodations are provided for all CCR assessments. Training for school staff will be provided as needed.	Career Preparation/Orientation	08/07/2013	06/30/2017	\$0	District and School Level administration, CRT and ECE staff
CCR counseling	Continue to employ special education counselors (BCHS & BCMS) and vocational liaison (BCHS & ATC) to work with teachers and students in developing individualized plans to ensure that students obtain credits to graduate and achieve College & Career ready status. Monthly meetings with all senior ECE students will be conducted to better transition students to college and/or careers.	Career Preparation/Orientation	08/08/2013	06/30/2017	\$100000	District and school level administration
Dual Credit Offerings/Capstone Programs	District administration and College and Career Development Coordinator, working with building principals, will pursue expanded dual credit agreements leading to Capstone Programs, new dual credit areas, industry-recognized training programs, as additional post-secondary offerings for students to earn articulated credit.	Academic Support Program	10/01/2014	06/30/2017	\$5000	District Administration School Administration College & Career Development Coordinator
College & Career Development Coordinator	College and Career Development Coordinator position is being implemented to direct district initiatives for CCR. Focus includes CCR tracks and pathways, meeting individual student needs, enhancing community partnerships and serving as a liaison with industry and higher education, and coordinating curricular offerings in CTE areas.	Career Preparation/Orientation	06/01/2015	06/30/2017	\$60000	Superintendent District Administration
Career Readiness Activities	Facilitate activities and discussion between BCHS, College Street, BAVEL, and Barren County ATC to improve the number of students graduating as "Career Ready". Specific dialogue and plans to focus on course offerings, CCR testing, scheduling, early career path identification, and refining the current system of interventions. Monitor will be installed at BCHS to promote CCR achievements. Events such as a College and Career Fair will be implemented to promote identification of career pathways.	Career Preparation/Orientation	08/08/2013	06/30/2017	\$5000	District Directors College & Career Development Coordinator School Administration 21st CCLC
College & Career Center	Barren County Board of Education has allocated funds to build a new College and Career Center to expand and showcase innovative STEM-related and CTE areas for expanded curricular offerings. The Center will allow for expanded opportunities in engineering and robotics, culinary arts, technology, business and biomedical science. The Center will also allow for flex-space for partnerships and offerings with industry and higher education, along with job-coaching opportunities.	Other	12/16/2014	06/30/2017	\$6000000	Superintendent

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ACT Improvement	District staff will meet with high school leadership to monitor progress in improving ACT scores. Regular reports and status updates will be provided. In addition refinement and monitoring of during school (WIN period) and out of school support plans will be given. Edgenuity, WIN courseware and CRT developed ACT prep materials will be utilized for assisting students in meeting ACT benchmarks.	Academic Support Program	01/01/2015	07/01/2017	\$0	Superintendent, Assistant Superintendent, Directors, BCHS Principal, 21st CCLC, CCR Coordinator, CRT
Win Time for ECE	During the daily block of time at the High School known as WIN, ECE students will be grouped according to identified CCR needs with ECE teachers in order to focus on individual needs in the area of CCR.	Career Preparation/Orientation	08/10/2015	06/01/2017	\$500	ECE guidance counselor, ECE teachers
1:1 Scheduling	All students will receive 1:1 advisement for planning their schedules for the upcoming year utilizing the students overall graduation plan (ILP, career pathway, interests, current courses, academic needs, etc.) A district team will be developed to study and implement the process over the next three years.	Behavioral Support Program	01/04/2016	06/30/2019	\$2000	CCDC Guidance Counselors District Instructional Staff District Directors
Total					\$6177500	

BAVEL

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
At-Risk Interventions	Provide academic alternatives for at-risk students, including ECE students, through alternative curriculum so at-risk students can obtain a high school diploma.	Academic Support Program	08/10/2012	06/30/2016	\$5000	District Instructional Staff, District Support Personnel, School Level Administration 21st CCLC Guidance Counselors Teachers Instructional Assistants McKinney Vento Coordinator

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Mentoring	Staff will identify at-risk students, including ECE students, according to the Persistence to Graduation Tool. The DPP will release the data from the Tool twice a year in meetings with the Counselors & Principals. Additional awareness will be developed with the staff.	Behavioral Support Program	01/05/2015	06/30/2017	\$0	DPP DoSE ECE guidance counselor ECE teachers Consultants Teachers
CCR assessments	Ensure that all students are enrolled and prepared for CCR assessments by using WIN time to prep for upcoming CCR assessments. Determine that appropriate accommodations are provided for all CCR assessments. Training for school staff will be provided as needed.	Career Preparation/Orientation	08/07/2013	06/30/2017	\$0	District and School Level administration, CRT and ECE staff
Dual Credit Offerings/Capstone Programs	District administration and College and Career Development Coordinator, working with building principals, will pursue expanded dual credit agreements leading to Capstone Programs, new dual credit areas, industry-recognized training programs, as additional post-secondary offerings for students to earn articulated credit.	Academic Support Program	10/01/2014	06/30/2017	\$5000	District Administration School Administration College & Career Development Coordinator
Career Readiness Activities	Facilitate activities and discussion between BCHS, College Street, BAVEL, and Barren County ATC to improve the number of students graduating as "Career Ready". Specific dialogue and plans to focus on course offerings, CCR testing, scheduling, early career path identification, and refining the current system of interventions. Monitor will be installed at BCHS to promote CCR achievements. Events such as a College and Career Fair will be implemented to promote identification of career pathways.	Career Preparation/Orientation	08/08/2013	06/30/2017	\$5000	District Directors College & Career Development Coordinator School Administration 21st CCLC
College & Career Center	Barren County Board of Education has allocated funds to build a new College and Career Center to expand and showcase innovative STEM-related and CTE areas for expanded curricular offerings. The Center will allow for expanded opportunities in engineering and robotics, culinary arts, technology, business and biomedical science. The Center will also allow for flex-space for partnerships and offerings with industry and higher education, along with job-coaching opportunities.	Other	12/16/2014	06/30/2017	\$6000000	Superintendent
1:1 Scheduling	All students will receive 1:1 advisement for planning their schedules for the upcoming year utilizing the students overall graduation plan (ILP, career pathway, interests, current courses, academic needs, etc.) A district team will be developed to study and implement the process over the next three years.	Behavioral Support Program	01/04/2016	06/30/2019	\$2000	CCDC Guidance Counselors District Instructional Staff District Directors
Total					\$6017000	

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Barren County

Austin Tracy Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Kindergarten Readiness	Awareness activities and data analysis events will be planned to better inform community and school staff of kindergarten readiness expectations.	Academic Support Program	10/01/2015	06/30/2017	\$500	Associate Superintendent, Directors, Early Childhood Council, Principals, Preschool teachers, Kindergarten Teachers, Curriculum Resource Teachers, FRC Coordinators
K-Ready Summer Camp	Preschool staff will coordinate with 21st CCLC and other school personnel will develop summer camp opportunities for identified at-risk preschools to target readiness skills for successful transition to kindergarten. In addition schools will share readiness information for families will be developed and shared.	Academic Support Program	07/06/2015	07/28/2017	\$3000	21st CCLC Director Preschool Director FRC Counselors Principals 21st CCLC site coordinators
Primary Reading Program	District leadership will form planning team to apply for participation in Campaign for Grade-Level Reading Network in order to seek community partnerships, grants, programs to ensure that all students in the primary program have strong foundation in reading. The Reading focus will be to prepare for all students to be on-grade-level by exit of primary.	Academic Support Program	01/04/2016	06/30/2017	\$500	Directors, Curriculum Resource Teachers, Teacher Consultants
Total					\$4000	

KDE Needs Assessment

DRAFT

Introduction

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

DRAFT

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?

As a district, attention and resources are spent analyzing assessment results using a variety of sources and classroom data to fulfill the mission of educating our students for the 21st century.

Barren County has a comprehensive assessment program utilizing local, state and national assessments. In addition to the classroom assessments, the district provides access to the NWEA MAP assessment at the elementary, middle, and high school level. These assessments allow us to measure progress throughout the year to inform and adjust instruction to best meet the needs of our students on an ongoing basis. Students at risk of falling behind (those who score below the 20th percentile on MAP) become part of our Response to Intervention program, and staff meet on a regular basis to monitor progress using AIMSweb and/or STAR data. Annual reports from school councils to the Board of Education have become a norm of our district.

Unbridled Learning Results - Percentage of Students Performing at Proficient/Distinguished Levels

Reading

Year	Elementary	Middle	High
2013	47.2	54.3	53.1
2014	53.5	56.9	56.5
2015	69.1	68.8	52.6

Mathematics

Year	Elementary	Middle	High
2013	44.3	50.9	26.9
2014	48.7	53.9	29.8
2015	69.3	67.7	48.7

Science

Year	Elementary	Middle	High
2013	76.8	66.7	37.5
2014	74.5	70.5	45.7
2015	--	--	59.0

Social Studies

Year	Elementary	Middle	High
2013	62.6	64.6	53.6
2014	65.9	64.6	61.9
2015	87.6	79.5	76.0

Writing On-Demand

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Barren County

Year	Elementary	Middle	High
2013	33.2	40.5	42.1
2014	44.7	42.2	41.1
2015	68.6	66.3	65.0

Language Mechanics

Year	Elementary	Middle	High
2013	57.3	57.8	59.6
2014	49.5	43.8	54.9
2015	70.3	71.9	74.5

From looking at the data above, gains have been made in all achievement areas and in all levels.

In the area of CCR, our percentage of middle school students meeting Explore benchmarks is higher than the state average in all areas.

Novice Reduction is a priority in our district. Each school has examined novice reduction goals set by the state and goals were added to each school's CSIP to support this focus.

At the high school level, our percent of college and career ready students increased to from 40.48% to 66.2%.

ECE departments maintain student data notebooks making it easier to analyze assessment results (MAP, KPREP, EOC, Progress Monitoring) as they become available. District and school ECE staff meet monthly to focus on the performance of special education students and make instructional changes as needed.

Based on an analysis of recent KPREP data in the area of ECE, the following items were noted:

1. Achievement:

- Reading proficiency scores have improved at the elementary level and High School level, but not at the MS level.
- Math gains were noted at the elementary level, but not at the MS or HS levels. . However, ECE students are still performing below their same age peers across the district.
- Writing scores have improved at the MS level, but not at the elementary and HS levels.

2. GAP-

- Reading- ECE elementary scores went down (31.1 in 2014 to 29.8 in 2015); Middle school scores went down (15.3 to 10.5); High School scores went up (15.0 to 15.2)
- Math- Math ECE scores went down (22.3 in 2014 to 16.1 in 2015); Middle school scores went down (15.3 to 10.5); High school scores have gradually gone down since 2012 (12.5 to 0% proficient and distinguished)
- For 2015, GAP group scores were better than state scores in most areas; ECE scores were below that of state scores.

3. CCR:

- Since 2012, the percentage of SWD who are college ready has decreased from 18.2% to 0%
- The percentage of ECE who are career ready total has dropped from 4.3% to 0.

4. Graduation rate:

- In 2015, graduation rate for SWD was lower than that of gen. ed. students within the district (88.4% compared to 96%). Even though, ECE graduation rate was slightly higher than state averages.

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?

ECE: Student placement is considered very carefully at annual review meetings, with the regular education class always being the first consideration. This will continue to be a priority in the district as placement decisions are made, along with an emphasis on co-teaching. Even though the district saw a slight increase in graduation rates for ECE compared to last, we are still below that of the general population. We also still need to improve CCR standings for ECE students. Academically, even though we saw gains in the area of reading at the MS and HS, we still have room to grow in all academic areas at all levels, as we are still falling behind the general ed. population.

EPAS: An area of continued growth and academic strength is through our EPAS® (Educational Planning and Assessment System) which consists of three comprehensive assessments (Explore, PLAN, and ACT). The Explore exam is given in the fall of 8th grade, PLAN is given in the fall of 10th grade and ACT is given in the spring of a student's Junior year in high school. Our Explore results continue to indicate performance above the state and national average while our PLAN and ACT scores continue to be above or near the state average on both exams and for both the junior and senior scores for the ACT.

Magnet Programs: Barren County Middle School's Middle Magnet program has been up and running since the 2012-2013 school year. This program is designed to offer students a rigorous curriculum including many classes that allow students to earn high school credit. It is also designed to offer students enrichment activities such as summer camps, field trips, and college and career readiness opportunities. Students who participate in the Middle Magnet also complete community service hours. Barren County proudly boasts about our High School Magnet Program which began five years ago with the vision of accelerating students through Advanced Placement and dual credit course offerings. The magnet programs have filtered down to the elementary level--the Intermediate Magnet program is meeting the individual needs of fifth and sixth graders through unique programming, preparing them to be successful in the 21st century.

21st Century Grants: Barren County Schools were selected for the 21st Century Learning Grants which will provide over \$2 million in funding to sustain our current after school programs at Eastern, North Jackson, Park City, Temple Hill, Red Cross, Austin Tracy, Hiseville, BCMS and BCHS. These centers are designed to offer students a broad array of enrichment activities that can complement their regular academic programs. The 21st Century Grant has three major components that schools will focus on: family involvement, academic assistance, and enrichment.

Governor's Cup Academic Team Participants: Currently, all of our elementary schools, middle school, and high school compete in our district, region, and state competitions with great success. Our elementary schools have formed a consortium with surrounding school districts to create an elementary league which we titled BAGEL (Barren and Glasgow Elementary League) and now includes Caverna Independent as well. Our elementary students compete bimonthly in league play beginning in early October and running through December. Our FPS teams at the middle and high school level have both been recognized at the state level.

BAVEL: The Barren Academy of Virtual and Expanded Learning (BAVEL) created in 2005, is a fully accredited, diploma-granting public high school recognized by the Kentucky Department of Education. Students may enroll in BAVEL to take core courses, Advanced Placement courses, dual credit courses, study foreign languages, accelerate their learning or to make up credits. BAVEL serves a diverse population of students including gifted and talented, home schooled, as well as at-risk students. Our main focus is to provide an alternate environment to students who cannot, or choose not, to attend the traditional high school but still want to earn a Kentucky high school diploma. Currently, 268
SY 2015-2016

students have graduated from our virtual learning program. Recently, Mr. Phillip Napier, BAVEL Director received the Virtual Facilitator of the Year Award for his outstanding dedication and initiative to increase participation and expand the course offerings to students.

Student Opportunities: We are fortunate in the Barren County School District to have various clubs and organizations representing the interests and unique talents and abilities of our students. In addition to the ones listed above, other offerings include JROTC, orchestra, Science Fair, Spelling Bee, STLP, etc. JROTC (Army Junior ROTC Cadet) is a Leadership and Character Development program. The Program of Instruction is taught using the latest instructional technologies and focuses on student centered learning in a structured environment. Through participation in the learning process cadets are able to get a deeper understanding of the subjects and how they may apply what they have learned. Our middle school now has an orchestra which has performed at various events. Our district hosts our local science fair for grades 5-12 with local winners advancing to the regional and state level.

Our district also hosts the District Kentucky Derby Spelling Bee which includes Barren, Glasgow Independent, Caverna Independent and the Glasgow Christian Academy Schools. The district winner advances to the state level spelling bee.

STLP: Our Student Technology Leadership Program has been recognized at the state and national level several times and continues to grow and serve our district well. Students within this program become technicians who are able to go out into the district to fix or correct issues with our technology. This program also offers insight into career opportunities in the area of technology.

PLTW: Project Lead the Way is now offered in Barren County from K-12. The elementary level "Launch" Curriculum is available to elementary teachers across the district who are trained via our 21st Century Program. The middle school "Gateway" program is offered to 7th and 8th graders. And the high school currently offers the "Biomedical" pathway as well as the "Engineering" pathway. Students completing coursework are recognized each year in white coat ceremonies.

Opportunities for Improvement

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

The district had one school, BCMS, with Focus School designation in 2014-15. School and district initiatives continue to ensure growth in the areas of need at the Middle School and across the district.

ECE areas of need include improved CCR opportunities and academic achievement of students in all content areas. Administrators and ECE staff are being creative with scheduling of ECE students when it comes to extra time to work on weak reading, math and writing skills (similar to RTI model). Progress monitoring is being analyzed monthly to ensure growth is taking place. If not, instructional strategies are being reviewed and modified as needed. At the High School, a 30 minute block of time is being dedicated each day to work on CCR needs of ECE students.

As mentioned previously, on-demand writing and language mechanics scores have decreased over the last few assessment cycles. While continuing to focus on reading and math needs, the district will have a renewed focus on writing. This will be done through direct instruction as well as through reading and writing in the content areas at all grade levels.

CCR is also an area of concern. The High School will continue to implement a WIN (What I Need) time 30 minutes daily to focus on the differentiated needs of all students. Some students engage in Current Events, Sustained Silent Reading, and ACT Prep sessions. Other groups participate in ongoing sessions related to meeting the various College Career Ready benchmark scores in addition to skills remediation and intervention supports.

Activities to be continued:

1. Instructional Rounds will provide monitoring and feedback to schools on their identified "Problem of Practice."
2. Response to Intervention and Progress Monitoring will be supported and monitored K-12.
3. Professional Development (PLCs, Power Sessions, PD Academies, new teacher orientation etc.) will be utilized to increase teacher proficiency.
4. As a district we will continue to find ways to actively involve students and look for innovative ways to met the diverse needs of all (i.e., The "Outside the Margins" program at BCMS utilizes Edgenuity for core classes.)
5. 21st Century program opportunities and after school clubs will focus resources and offerings around STEM areas and other school/district areas of need.
6. We will closely monitor individual student progress to ensure ECE students are making adequate gains. Progress of each student will be discussed at ECE Monthly Meetings at each school with alternative options/strategies being discussed when a student is not advancing at an acceptable rate of growth.
7. We will continue using the Persistence to Graduation tool on IC to identify students at-risk of dropping out and then provide additional mentoring/counseling services to those students.

Oversight and Monitoring

Describe your processes and interventions for monitoring continuous improvement.

The oversight and monitoring of our Comprehensive Improving Planning will be completed by the district steering committee (Special Programs, Instructional Departments, 21st Century).

As a district we will:

- Develop a timeline for school & district to implement and monitor student performance
- Review CSIP Program notes (Implementation and Impact checks twice a year, monthly reporting at SBDM)
- SBDM councils will report annually to the board on CSIP plans, data analysis, on-going progress. etc.
- ECE department will continue Monthly Meetings with each school's principal, counselor, and ECE staff to monitor student progress & goals.
- District RTI Support Team will meet throughout the year at each school to monitor student interventions (quarterly)
- Conduct Instructional Rounds
- Conduct District Instructional Planning Meetings to address common needs and planning
- Communication will be increased through monthly meetings, regular communications, web page additions/updates, and on-going dialogue within the district

Conclusion

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

Our goal as a district is to implement a meaningful comprehensive planning process, including stakeholder input, in order to develop aligned goals with supporting objectives, strategies and activities. On-going monitoring of the plan will occur to ensure the district is going to meet the goals that are established.

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Compliance and Accountability - Districts

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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.

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Planning and Accountability Requirements

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

Goal 1:
 LEARNING ENVIRONMENT GOAL- increase the percentage of respondents who feel connected, safe, and a part of the Barren Co. Schools as measured on staff, student, and parent surveys by 2018 (ADVANC-ED, ValEd, Student Voice, Migrant services, Title I, etc).

Measurable Objective 1:
 collaborate to have 85 % of teachers & students indicate higher levels of school involvement, wellness and safety by 06/30/2016 as measured by teacher and student surveys. .

Strategy1:
 Funding & Equity - School staff must have a reasonable expectation of adequate funding for materials and supplies to complete the instructional process. This will help ensure equity and diversity throughout the district.

Category:

Research Cited:

Activity - Equitable Access	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A review of the pertinent data will be conducted to determine barriers to achieve equitable access to effective educators in Barren County School District. Utilizing student data, teacher retention/recruitment data, TELL working conditions data, etc., targeted recruitment/retention and professional learning plans will be made annually to focus on effective and diverse teachers and leaders.	Recruitment and Retention Policy and Process Academic Support Program Class Size Reduction	11/02/2015	06/30/2017	\$0 - No Funding Required	Superintendent, Associate Superintendent, HR staff, Directors, Principals, Finance staff

Activity - Funding Discussions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On-going discussions will occur with district leadership, school leadership, and Board of Education about funding, priorities for funding, and resources. All resources will be reviewed to determine adequacy and appropriateness.	Academic Support Program	02/04/2013	06/30/2017	\$0 - No Funding Required	Superintendent, Director of Finance, Principals

KDE Comprehensive Improvement Plan for Districts

Barren County

Activity - Evaluating for Equity/Diversity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Equity and diversity shall be constantly evaluated as it applies to all students and programs.	Academic Support Program	07/04/2012	06/30/2017	\$0 - No Funding Required	Superintendent, District Directors, Principals

Goal 2:

NEXT GENERATION PROFESSIONALS - Barren County schools will implement PGES according to the district CEP.

Measurable Objective 1:

collaborate to increase the overall effectiveness of our teachers by 06/30/2017 as measured by baseline established by the 14-15 school year on new state-wide Professional Growth and Evaluation System (PGES).

Strategy1:

Professional Development - On-going training and support for principals and teachers for implementation of PGES system. Additional support for staff in OPGES pilot with additional director to lead the support.

Category: Professional Learning & Support

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On-going support and training for teachers, principals and peer observers will be conducted. New teacher systems will be developed for orientation and support.	Professional Learning	06/02/2014	06/30/2016	\$500 - Other	District Administrators CRTs Principals

Activity - District Support for Teacher Growth Goals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will initiate a needs assessment with teachers to identify professional learning needs of teachers to include in the district PD Plan and plan professional development activities accordingly.	Professional Learning	02/03/2016	06/30/2017	\$3000 - Other	Director of Instruction or designee

Activity - School Level Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District administration and staff will monitor the implementation and support PGES process. District resource teachers will work with principals and teachers to support the various pieces of PGES (roster verification, self-reflections, PGG, SGG and Student Voice.	Professional Learning	08/01/2014	07/29/2016	\$0 - No Funding Required	PGES Implementation team and district administration

Measurable Objective 2:

collaborate to increase the overall effectiveness of our principals by 06/30/2017 as measured by baseline established during 14-15 school year on new state-wide Professional Growth and Evaluation System (PGES).

KDE Comprehensive Improvement Plan for Districts

Barren County

Strategy1:

PPGES Professional Development - Principals will increase their professional practice by completing EDS/Teachscape module and follow-up calibration sessions. Additional support will be accomplished by PLC network with district administration.

Category: Professional Learning & Support

Research Cited:

Activity - Leadership Grant	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration and aspiring administrators will participate in the new GRREC Leadership Grant in order to further develop their individual leadership skills as well as enhance the district mission and vision.	Recruitment and Retention	01/06/2014	06/30/2017	\$0 - Grant Funds	Assistant Superintendent, Principal, Aspiring administrators

Activity - Networking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will participate in district, regional, and state networking to gain insight and knowledge in PGES requirements (ISLN, KLA, GRREC, in-district, etc).	Professional Learning	07/01/2013	06/30/2016	\$0 - Other	District and School Administration

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

Goal 1:

NEXT GENERATION PROFESSIONALS - Barren County schools will implement PGES according to the district CEP.

Measurable Objective 1:

collaborate to increase the overall effectiveness of our teachers by 06/30/2017 as measured by baseline established by the 14-15 school year on new state-wide Professional Growth and Evaluation System (PGES).

Strategy1:

PGES Effective Monitoring - Instructional focus meetings will allow for work sessions to fully implement PGES.

Category: Management Systems

Research Cited:

Activity - Staff Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each school will review all new survey data (TELL, ValEd, student voice, FRC, 21st CCLC, Title I, Preschool, etc) and other survey data. This information will be used for needs assessment and planning process for the SBDM Council, its committees, and other work.	Other - Perception Data	01/01/2015	06/30/2017	\$5000 - General Fund	Associate Superintendent, Directors, Principals

KDE Comprehensive Improvement Plan for Districts

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Goal 2:

NOVICE REDUCTION GOAL - the district will use the data to expose gaps to identify processes for continuous improvement and to reduce the numbers of novice performing students by 5% (25% over 5 years = 5% annually) in the district annually.

Measurable Objective 1:

collaborate to use data to expose gaps to identify processes for continuous improvement and reduce the number of novice performing students in all schools by 5 %. by 10/31/2016 as measured by Spring KPREP data.

Strategy1:

Development of District Systems - The district will establish a culture of collaborative work with schools to understand relevant state and local data points and how data applies to novice reduction goals.

Category: Management Systems

Research Cited:

Activity - Identification of Data Sources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The District Data Team will identify and agree upon appropriate state and local data sources for each student level of data (e.g., pre-K, K-2, 3-5, 6-8, 9-12) and create a calendar of data availability for each student level to include assessment , measure and grade level.	Policy and Process	11/09/2015	05/31/2016	\$0 - No Funding Required	DAC or designee

Activity - District Develop Novice Reduction Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The DAC or designee will develop training and exercises that will focus leaders on aligning district and school improvement goals with local and state data to reduce novice. District Data Team, and in collaboration with school leadership (a selection of principals) will design and schedule training fro schools on the data analysis protocol established by the District Data Team.	Professional Learning Policy and Process	11/09/2015	11/09/2015	\$0 - No Funding Required	DAC or designee

Activity - District Data Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District administration will identify appropriate staff to form District Data Team who understands and can effectively communicate to stakeholders local and state data. (e.g. DAC, DoSE, CAO, CIO, supervisor of instruction, curriculum coaches, and ECE staff). From this team, the district will appoint a data liaison to each school for support and guidance in assessment literacy.	Policy and Process	11/01/2015	01/01/2018	\$0 - No Funding Required	Superintendent or designee

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Activity - District Developed Data Analysis Protocol	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will develop a data analysis protocol. The protocol is a system that will be used consistently for district and school data analysis. The protocol will ensure the opportunity for schools to self-assess using the Self-Assessment Diagnostic Tool. The protocol will also include use of quality tools (root cause analysis, circle of influences, data questions) for school teams to use when prioritizing the work for novice reduction.	Policy and Process	11/09/2015	12/31/2016	\$0 - No Funding Required	DAC or designee

Activity - Establish Timeline for Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The District Data Team will establish dates and locations for future training of school leadership and additional district personnel.	Policy and Process Professional Learning	11/09/2015	05/01/2016	\$0 - No Funding Required	DAC or designee

Activity - Review, Analyze and Apply Data Self-Assessment Diagnostic Tool	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The District Data Team will use the Review, Analyze and Apply Data Self-Assessment Diagnostic Tool in order to analyze current practices and devise next steps in the development of a systematic process for analyzing data.	Policy and Process	11/09/2015	05/31/2016	\$0 - No Funding Required	DAC or designee

Strategy2:

Development of School Level Teams - School level administrators, with support for the district data liaison, will identify appropriate staff to form School Data Leadership Team who understand and communicate local and state data (e.g. BAC, Principal, Teacher Leaders, Interventionist or Instructional Coaches).

Category: Professional Learning & Support

Research Cited:

Activity - School Data Team Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The District Data Team will train School Data Leadership Teams and other district personnel on the use of the district data analysis protocol.	Professional Learning	08/01/2016	12/23/2016	\$0 - No Funding Required	Supervisor of Instruction/DAC or designee, Administrators

Activity - Quarterly District Data Team Reviews	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To ensure novice reduction the District Data Team will evaluate district practice using the Diagnostic Tool to analyze current practices and devise next steps. We will continue to review and analyze data points quarterly focusing on novice reduction, and use of student data, formative and summative assessments. Team will determine next steps to support implementation of novice reduction strategies.	Policy and Process	11/09/2015	11/09/2015	\$0 - No Funding Required	DAC or designee

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KDE Assurances - District

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Introduction

KDE Assurances for Districts

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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	http://www.barren.kyschools.us/Content/csip and http://www.barren.kyschools.us/District/Links-Forms	

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

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

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

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

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

KDE Comprehensive Improvement Plan for Districts

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

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

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

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

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

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

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

KDE Comprehensive Improvement Plan for Districts

Barren County

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

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

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

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

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

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

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

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

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

KDE Comprehensive Improvement Plan for Districts

Barren County

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.	Yes		

Label	Assurance	Response	Comment	Attachment
25.	Our district ensures that set-aside funds for neglected institutions in the district are expended on identified student needs.	Yes		

Label	Assurance	Response	Comment	Attachment
26.	Our district ensures that neglected student needs were identified through consultation with staff at all neglected institutions in the district.	Yes		

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

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

Label	Assurance	Response	Comment	Attachment
29.	Our district ensures that parents are involved in deciding ways in which parent involvement funds are used.	Yes		

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

KDE Comprehensive Improvement Plan for Districts

Barren County

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

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

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

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

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

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

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

KDE Comprehensive Improvement Plan for Districts

Barren County

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

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Equitable Access Diagnostic

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Introduction

Description

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

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Needs Assessment

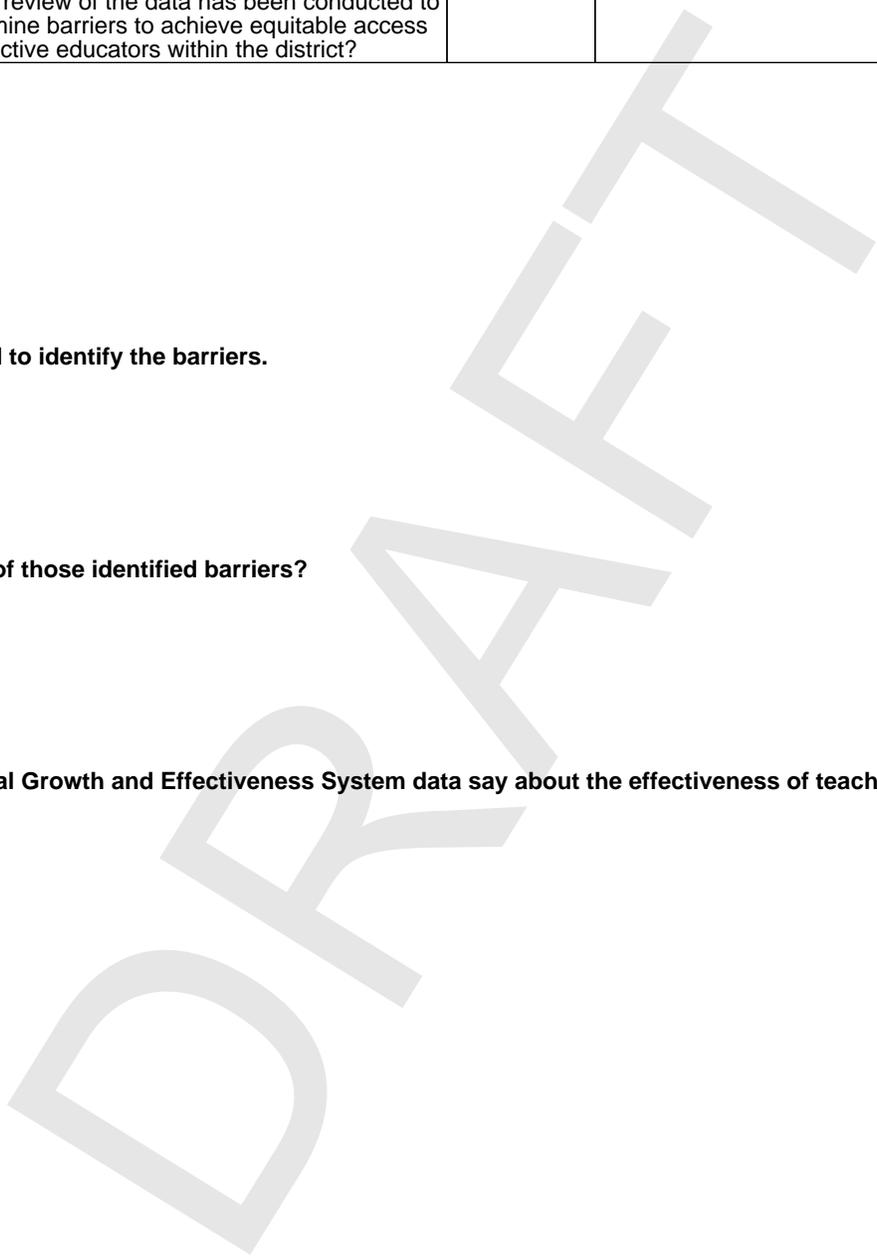
Label	Assurance	Response	Comment	Attachment
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the district?			

What are the barriers?

List the data sources used to identify the barriers.

What are the root causes of those identified barriers?

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



Equitable Access Strategies

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

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

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

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

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

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

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

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

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

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Questions

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

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