



Comprehensive District Improvement Plan

Allen County

570 Oliver St
Scottsville, KY 42164

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Introduction

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

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

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

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

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

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

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

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

Phase I - Equitable Access to Effective Educators District Diagnostic

Introduction

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

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

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

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

Equitable Access to Effective Educators - District

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

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

After reviewing our data, it is clear that we have been able to offer ongoing training to many teachers across all grade levels on developing student ownership and independence and use of the thinking strategies for comprehension. However, there is still much work to be done. The addition of an instructional coach, who can facilitate the work, along with the continued expertise from the PEBC will allow us to continue to support current teachers and offer additional training for those with less than two years of experience with the work. This year we also created a PILOT group of teachers who are taking this work to a much deeper level. They will be the "masters" and will help others through use of Lab Classrooms where they will model effective strategies and processes.

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

What are the barriers?

New teachers come into the district without the knowledge of our primary instructional practices.

What are the root causes of those identified barriers?

Some teachers come from the university and need extra support as first year teachers.

Others come from another state and must be brought up to speed on the curriculum and expectations.

There is variability in teacher effectiveness from classroom to classroom.

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

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

OR

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

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

Goal 1:

Every student has equal access to an effective teacher.

Measurable Objective 1:

collaborate to develop teacher capacity to improve instructional practice and refine collaborative processes to increase student achievement by 05/01/2019 as measured by completion of teacher self assessments and student feedback, completion professional growth plans, monitoring for a standard of quality, including effect size, by administrators.

Strategy1:

Framework Orientation - Provide PD for teachers to develop an awareness of Kentucky's Framework for teaching and how it connects to their current practice and affects future practice.

Category:

Research Cited:

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Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<ul style="list-style-type: none"> Teachers conduct an initial self-reflection of their current practice using the new framework. Teachers will participate in domain specific activities that help them make connections to the new framework domains. Teachers will receive an orientation training by GRREC staff on all domains to help develop an understanding of the purpose and scope of the new framework. Teachers involved in student centered classroom and conceptual mathematics trainings will make connections to practices in the new framework. Teachers will focus on two components every three weeks and principals will visit classrooms and provide feedback on evidence of component practices. 	Professional Learning	01/06/2014	08/29/2014	\$0 - No Funding Required	District Staff Principal PEBC partners GRREC

Strategy2:

Growth Plan - Teachers will develop a professional growth plan derived from critical components from the windows of common practice and Danielson Framework..

Category: Continuous Improvement

Research Cited: Focus improvement and capacity building around critical needs that will increase student achievement.

Activity - Goal Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive update appropriate S.M.A.R.T goals and will work with the principal to develop professional growth goals.	Professional Learning	03/03/2014	10/28/2016	\$0 - No Funding Required	District Staff Principal

Goal 2:

All students will improve their achievement level by assuming more ownership for learning while developing the capacity for individual problem solving.

Measurable Objective 1:

collaborate to refine the plan to teach students the rubric which defines what successful learners do. by 05/01/2019 as measured by student and teacher self assessments .

Strategy1:

Stakeholder Involvement - Promote the good learner qualities to the local community.

Category: Continuous Improvement

Research Cited: Community Relations - Dufour

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Activity - Certified for Life Campaign	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In consultation with SKYPAC, arts and humanities teachers, and local business representatives a series of professional advertisements will be developed using Allen County Students.	Community Engagement	01/01/2015	05/01/2019	\$0 - No Funding Required	District Administrators Building Administrators District Committee Arts and humanities Teachers SKYPAC

Measurable Objective 2:

demonstrate a proficiency in using the gradual release of responsibility through the workshop cycle in classrooms. by 05/01/2019 as measured by self assessment surveys and classroom observations by administrators..

Strategy1:

Lesson Study/Lab Class - Schools will provide monthly opportunities for teachers to collaboratively develop ideas, try them out in collaborative observations, and debrief on the results and next steps. District will budget money and provide support.

Category: Continuous Improvement

Research Cited:

Activity - Lab Facilitator	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional coaches, assigned to each school, will be trained in coaching techniques and strategies. They will facilitate the protocols for the lab classrooms, work with Pilot teachers, and support all staff in continuous improvement.	Professional Learning	02/16/2015	05/01/2019	\$0 - No Funding Required	PEBC Coaches

Activity - Lab Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers use protocol to pre brief, observe, and debrief peer observations.	Professional Learning	01/05/2015	05/01/2019	\$4000 - District Funding	Building Administrators Building Facilitator District Administrators

Measurable Objective 3:

collaborate to develop units of study for all students which are high in cognitive demand by 05/01/2019 as measured by teacher self assessment of tasks using a district rubric..

Strategy1:

Unit Design - Teachers will meet regularly to redesign/refine units to ensure they are congruent with the standards, local and state assessments, are prioritized to focus on the main ideas of the content and align with the teachers overall purpose for the unit.

Category: Continuous Improvement

Research Cited: The district will follow the backwards design model established by Wiggins and McTighe.

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Activity - Unit Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers collaborate in grade level and department teams to use district developed protocols/organizers to analyze units and assessments then use the information gathered to make refinements to units of study.	Professional Learning	12/18/2014	05/01/2019	\$2000 - District Funding	District Administrators Building Administrators Network Leaders

Strategy2:

Lesson Design - Teachers will have opportunities to plan collaboratively to develop individual lessons which are supported by relevant, high cognitive demanding tasks that utilize the literacy strategies, engage students, allow for discourse and promote productive struggle.

District will provide funds and materials as needed to support the work.

Category: Continuous Improvement

Research Cited: Promotion of metacognitive strategies, growth mindset, discourse, and problem solving as supported by Hattie, Dwek, and 21st century learning skills report.

Activity - Task Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers work collaboratively to use a district developed planning protocol to design a lesson which contains elements of gradual release, student discourse and literacy strategies and is supported by a cognitively demanding task. A task resource bank will be established to assist in locating strong activities. Resources will be provided to assist in upgrading existing activities to meet the necessary level of rigor.	Professional Learning	12/18/2014	05/01/2019	\$2000 - District Funding	District Administrators Building Administrators Network Leaders

Phase I - GAP Target Assurance

Introduction

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

Gap Target Assurance

Label	Assurance	Response	Comment	Attachment
	As superintendent of the district, I hereby certify that:	The following school(s) have failed to meet their gap target for two (2) consecutive years and are listed in the text box provided below	Combined Reading & Math - James E. Bazzell Middle Combined Reading & Math - Allen County- Scottsville High Combined Reading & Math - Allen County Primary Center	

Phase I - Needs Assessment

Introduction

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

Data Analysis

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

What does the data/information not tell you?

How did students in the special education group perform relative to the other populations?

How did students in the free and reduced lunch group perform relative to other populations?

Elementary schools did not make the novice reduction goal for reading for student with free/reduced lunch or disability

Free and reduced lunch population underperformed at the high school in reading and math.

Data shows that our achievement points are higher than the state average in reading and math.

Data shows that our Gap points are higher than the state average in reading and math.

We are above state average in middle and high school for students college and career ready.

Our math and reading benchmark scores indicate that our students are achieving. The number of students meeting benchmark has increased and the number of students needing urgent intervention is decreasing.

Areas of Strengths

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

The percent of student scoring proficient/distinguished is up an average of 7%.

Graduation rate is up 4%.

The percent of students scoring proficient/distinguished in math increased an average of 5% in the intermediate, middle, and high school.

Free/reduced lunch population is at its highest levels of proficient/distinguished in reading between 2013 and 2016.

Students meeting College/career ready benchmarks increased significantly.

Opportunities for Improvement

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

The percent of students with disabilities scoring proficient/distinguished has dropped three consecutive years in math at all district levels. The percent of students with disabilities scoring proficient/distinguished has dropped in reading at Primary level.

Plan:

Instructional coaches, along with district support staff will provide specific training to help new ECE staff balance accommodations and expectations.

Review student work to check for rigor and congruence to standard.

Use data teams to monitor student growth.

Provide training to ECE teachers on the use of thinking strategies.

Our goal is to increase student achievement.

We will continue to invest in capacity building by way of professional development. To continue our goal of increasing student centered activities and developing literacy skills, training will be provided to teachers of various content areas in every grade. PEBC coaches will be here a total of four more days between January and May. During this year, we plan to increase the opportunities for collaborative planning and lesson study by allowing teachers time to conduct internal labs which focus on best teaching practices. Labs will include a pre brief, lesson observation, and a debrief session to discuss the lesson. New instructional coaches will support and facilitate the work.

In addition, teachers will collaboratively plan and develop high cognitively demanding tasks that are congruent with the level of rigor of the standard.

Oversight and Monitoring

Describe your processes and interventions for monitoring continuous improvement.

We have developed rubrics for each initiative to facilitate continuous improvement and allow schools to monitor their progress. The district will conduct reviews using these rubrics and will then meet with the schools to compare data. We have established a district leadership team who will work with building leadership teams to conduct instructional rounds. The purpose of this project is to monitor implementation and provide helpful feedback to schools based on their self selected problem of practice.

Each school developed target goals for each area that will provide for continuous growth. Each school will administer benchmark assessments three times per year and will administer quarterly assessments of the content in each grade. Results, broken down by performance area, (novice, apprentice, proficient, and distinguished) and compared against these targets. Results will be reported to the central office and this data will be tracked and displayed on data walls. Results will also be presented to the superintendent and board of education.

Conclusion

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

Focus is the key to our improvement. We have established four areas to spend all time, energy and resources. These areas have been and will be our focus until we feel we have reached a maximum level of potential. We are pleased with our school improvement action plans. We feel they are very meaningful to the schools and are specific enough to drive improvement. Our focus on attacking each problem from an instructional level, supported by the development of collaborative learning communities, including interventions, assessment for learning, and effective monitoring practices will help ensure we are supporting our students as our district rises to the ranks of the best in the state. Our district is committed to the five themes of our Windows of Common Practice. It serves as our filter and drives our professional development plan. Our monitoring plan will allow us to build a database of our improvement and create the capacity to analyze trends, make predictions about our progress and set realistic, aggressive goals for continuous improvement.

2016-2017 Comprehensive District Improvement Plan

Overview

Plan Name

2016-2017 Comprehensive District Improvement Plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Each school in the Allen County School District will transition its classroom instruction to a more student centered approach.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$66000
2	Implement a collaborative process to analyze student work, summative and formative assessments, and develop effective instructional practices and intervention supports.	Objectives: 3 Strategies: 3 Activities: 3	Organizational	\$0
3	Establish a district and school level multidimensional system for monitoring and evaluating student achievement.	Objectives: 2 Strategies: 3 Activities: 3	Organizational	\$0
4	Students will develop meta-cognitive thinking including use of the literacy and critical thinking strategies. Soft skills, including discourse, collaboration, and problem solving will be practiced by students to improve comprehension in all subjects.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
5	All students will improve their achievement level by taking more ownership for their learning and thinking.	Objectives: 3 Strategies: 4 Activities: 5	Organizational	\$8000
6	Students scoring at the novice level will be reduced by 50% by 2021.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$80000

Goal 1: Each school in the Allen County School District will transition its classroom instruction to a more student centered approach.

Measurable Objective 1:

collaborate to establish a structure of gradual release of responsibility including the use of the workshop model by 05/31/2016 as measured by an implementation continuum along with classroom observations conducted by PEBC coaches, district team, and building level teams.

Strategy 1:

PEBC Coaching - Each school will select teachers to receive training from the PEBC coaches each year. The coaches will work with their assigned teachers to implement the use of the gradual release of responsibility within the workshop model. PEBC coaches will also train select members in each school as facilitators/coaches in order to develop capacity for sustainability.

Category:

Research Cited: Scaffolded instruction, or the gradual release model, is broadly recognized as a successful approach for moving classroom instruction from teacher-centered, wholgroup delivery to student-centered collaboration and independent practice. This gradual release of responsibility model of instruction has been documented as an effective approach for improving writing achievement (Fisher & Frey, 2003), reading comprehension (Lloyd, 2004), and literacy outcomes for English language learners (Kong & Pearson, 2003).

William and Black remind us that we must determine if our inputs produce effective outputs.

Workshop helps teachers answer the question "How do I know they know?" and devevelops structures, routines, and rituals that help students become better readers, writers, thinkers and problem solvers. (Bennett, 2007)

Activity - Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Primary Center will receive training by a PEBC elementary school specialist. All other grades will be grouped by content. Math and science, language arts and social studies, and other. Teams will meet in between coaching visits to do book studies, study video, visit classrooms, and share ideas and experiences. Schools: All Schools	Professional Learning	09/30/2012	05/31/2016	\$66000	Title I Part A	Director of Instruction Building Administrator

Goal 2: Implement a collaborative process to analyze student work, summative and formative assessments, and develop effective instructional practices and intervention supports.

Measurable Objective 1:

collaborate to establish a data team process by 11/30/2016 as measured by a data team rubric..

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Strategy 1:

Data Team Development - Teachers in each school will receive training on how data teams work.

Category:

Research Cited: When teachers collaborate to pose and answer questions informed by data from their own students, their knowledge grows and practices change. (David, 2008/2009) When teachers form a PLC, achievement increases in math, reading, science, and history. (Darling-Hammond, 2009) Teachers operating in grade level teams that meet regularly allows schools to develop structures for examining student progress: create a more coherent curriculum; let teachers learn from one another. (Darling-Hammond, 2010)

Activity - Data Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each school will continue to expand the number of teacher teams who learn and implement the data team strategy. These teams will follow the protocol but may modify forms to fit needs of their particular grade level. Individual coaching from an outside source all be provided. Schools: All Schools	Professional Learning	09/30/2012	11/30/2016	\$0	No Funding Required	Director of Instruction Building Administrator

Measurable Objective 2:

collaborate to design/refine rigorous units of study aligned with the common core standards. by 11/30/2016 as measured by Unit design rubric.

Strategy 1:

Unit Development - Teachers in grade level and content teams work together to refine math and reading/language arts units of study. Science teachers will begin the process of deconstruction of new science standards.

Category:

Research Cited: Teachers who work together regularly in grade level teams create a more coherent curriculum. (Darling-Hammond, 2010) Standards should be deconstructed and placed into student friendly learning targets. (Stiggins, 2006)

Activity - Use LTF, Quality Core, LDC, MDC, and Van de Walle materials.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the appropriate materials for their grade level to help increase rigor of units. In addition, teachers will receive coaching on increasing the cognitive demand of unit tasks. Schools: All Schools	Professional Learning	08/01/2012	11/30/2016	\$0	No Funding Required	Director of Instruction Building Administrator s

Measurable Objective 3:

collaborate to establish a system of interventions to assist struggling learners to get them on track to proficiency. by 11/30/2016 as measured by Benchmark assessments and progress monitoring.

Strategy 1:

Intervention Plan - Each school will develop/refine an intervention plan which provides additional time and support as soon as possible, is systematic across the school, is timely in that it quickly identifies students who need additional support, and is directive in that students are not invited to receive additional help but are required to

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devote time to mastering concepts.

Category:

Research Cited: Schools that improve the most insist students get extra help when there is evidence that they are having difficulty. (Bottoms, 1998; Dufour, 2004)

Activity - Leadership Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal works with teacher leaders to determine needs and make improvements in instruction. Schools: All Schools	Academic Support Program	01/05/2015	11/30/2016	\$0	No Funding Required	Director of Instruction Building Administrators

Goal 3: Establish a district and school level multidimensional system for monitoring and evaluating student achievement.

Measurable Objective 1:

collaborate to measure student achievement using short, medium and long term assessment practices. by 11/01/2016 as measured by use of common unit and quarterly assessments along with benchmark tests and regular progress monitoring..

Strategy 1:

Common Assessments - Teachers will develop/refine common end of unit, during unit, and quarterly comprehensive assessments which measure concepts and skills at the level of the state standards. Teachers will review assessments to ensure they measure the rigor of the standard.

Category:

Research Cited: Research supported by Marzano, Reeves, Schmoker, Stiggins, William/Black, and others suggest that assessments used to drive instruction creates the largest gains in achievement. Research also suggests that frequent assessments within a unit along with medium and long range assessments is the most efficient structure.

Activity - Rigorous Assessment Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers receive training and support to develop/refine common assessments to ensure they are assessing the level of the state standard. Schools: All Schools	Professional Learning	01/31/2013	11/01/2016	\$0	No Funding Required	Director of Instruction

Strategy 2:

Common Benchmark Assessments - Elementary and middle school will administer a benchmark assessment three times per year.

Central office staff will review these assessments and report results to the board.

Category:

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Activity - STAR Assessment Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Star reports will be used to assess student achievement and teacher effectiveness by converting the scale scores in reading and math to effect size. Schools: All Schools	Professional Learning	12/01/2014	11/30/2016	\$0	No Funding Required	Director of Instruction Building level coaches and or media specialists.

Measurable Objective 2:

collaborate to monitor student achievement and implementation of initiatives in each school by 11/30/2016 as measured by Rubrics and data collection.

Strategy 1:

Student Data - Principals will forward copies of results from quarterly assessments to director of instruction. Director will review online data reports from STAR benchmark assessments and will report these to the board three times per year.

Category:

Activity - Data Wall	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Update a data wall for each school to monitor and compare achievement data. Schools: All Schools	Other	12/17/2013	11/30/2016	\$0	No Funding Required	Director of instruction

Goal 4: Students will develop meta-cognitive thinking including use of the literacy and critical thinking strategies. Soft skills, including discourse, collaboration, and problem solving will be practiced by students to improve comprehension in all subjects.

Measurable Objective 1:

90% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in comprehension in Reading by 12/19/2016 as measured by STAR scores..

Strategy 1:

PEBC Coaching - PEBC coaches will train teachers to use the strategies in their classrooms.

Category:

Activity - Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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PEBC staff will attend the schools for a total of nine days to conduct observations and work with teachers in groups and in one on one situations. Schools: Allen County Intermediate Center, James E Bazzell Middle School, Allen County Primary Center	Professional Learning	09/01/2012	12/19/2016	\$0	No Funding Required	Director of Instruction Building Administrators
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Goal 5: All students will improve their achievement level by taking more ownership for their learning and thinking.

Measurable Objective 1:

demonstrate a proficiency in using the gradual release of responsibility through the workshop cycle in classrooms. by 12/20/2016 as measured by self assessment surveys and classroom observations by administrators..

Strategy 1:

Lesson Study/Lab Class - Schools will provide monthly opportunities for teachers to collaboratively develop ideas, try them out in collaborative observations, and debrief on the results and next steps. District will budget money and provide support.

Category: Continuous Improvement

Activity - Lab Class	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers use protocol to pre brief, observe, and debrief peer observations. Schools: All Schools	Professional Learning	01/05/2015	12/20/2016	\$4000	District Funding	Building Administrators Building Facilitator District Administrators

Activity - Lab Facilitator	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Facilitators will be selected and trained in the protocols in order to be able to facilitate the lab classrooms. Schools: All Schools	Professional Learning	02/16/2015	12/20/2016	\$0	No Funding Required	PEBC Coaches

Measurable Objective 2:

collaborate to develop units of study for all students which are high in cognitive demand by 12/20/2016 as measured by teacher self assessment of tasks using a district rubric..

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Strategy 1:

Unit Design - Teachers will meet regularly to redesign/refine units to ensure they are congruent with the standards, local and state assessments, are prioritized to focus on the main ideas of the content and align with the teachers overall purpose for the unit.

Category: Continuous Improvement

Research Cited: The district will follow the backwards design model established by Wiggins and McTighe.

Activity - Unit Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers collaborate in grade level and department teams to use district developed protocols/organizers to analyze units and assessments then use the information gathered to make refinements to units of study. Schools: All Schools	Professional Learning	12/18/2014	12/20/2016	\$2000	District Funding	District Administrator s Building Administrator s Network Leaders

Strategy 2:

Lesson Design - Teachers will have opportunities to plan collaboratively to develop individual lessons which are supported by relevant, high cognitive demanding tasks that utilize the literacy strategies, engage students, allow for discourse and promote productive struggle.

District will provide funds and materials as needed to support the work.

Category: Continuous Improvement

Research Cited: Promotion of metacognitive strategies, growth mindset, discourse, and problem solving as supported by Hattie, Dwek, and 21st century learning skills report.

Activity - Task Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers work collaboratively to use a district developed planning protocol to design a lesson which contains elements of gradual release, student discourse and literacy strategies and is supported by a cognitively demanding task. A task resource bank will be established to assist in locating strong activities. Resources will be provided to assist in upgrading existing activities to meet the necessary level of rigor. Schools: All Schools	Professional Learning	12/18/2014	12/20/2016	\$2000	District Funding	District Administrator s Building Administrator s Network Leaders

Measurable Objective 3:

collaborate to make a plan to teach students the rubric which defines what successful learners do. by 12/20/2016 as measured by student and teacher self assessments .

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Strategy 1:

Stakeholder Involvement - Promote the good learner qualities to the local community.

Category: Continuous Improvement

Research Cited: Community Relations - Dufour

Activity - Certified for Life Campaign	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In consultation with SKYPAC, arts and humanities teachers, and local business representatives a series of professional advertisements will be developed using Allen County Students. Schools: All Schools	Community Engagement	01/01/2015	12/20/2016	\$0	No Funding Required	District Administrator S Building Administrator S District Committee Arts and humanities Teachers SKYPAC

Goal 6: Students scoring at the novice level will be reduced by 50% by 2021.

Measurable Objective 1:

90% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult, Ungraded and All grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency by scoring above the novice category in Reading by 06/03/2016 as measured by the KPREP novice score.

Strategy 1:

PEBC Coaching - PEBC coaches will train teachers to use the strategies in their classrooms.

Category:

Activity - Literacy Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop a strategies to implement during reading instruction. Schools: All Schools	Professional Learning	08/28/2015	12/16/2016	\$80000	Title I Part A	Principals Director of Instruction

Strategy 2:

Intervention Plan - Each school will develop/refine an intervention plan which provides additional time and support as soon as possible, is systematic across the school, is timely in that it quickly identifies students who need additional support, and is directive in that students are not invited to receive additional help but are required to

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devote time to mastering concepts.

Category:

Research Cited: Schools that improve the most insist students get extra help when there is evidence that they are having difficulty. (Bottoms, 1998; Dufour, 2004)

Activity - Leadership Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal works with teacher leaders to determine who needs help and creates structures to meet the four criteria. Schools: All Schools	Academic Support Program	11/30/2012	05/31/2013	\$0	No Funding Required	Director of Instruction Building Administrators

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Leadership Team	Principal works with teacher leaders to determine who needs help and creates structures to meet the four criteria.	Academic Support Program	11/30/2012	05/31/2013	\$0	Director of Instruction Building Administrators
Certified for Life Campaign	In consultation with SKYPAC, arts and humanities teachers, and local business representatives a series of professional advertisements will be developed using Allen County Students.	Community Engagement	01/01/2015	12/20/2016	\$0	District Administrators Building Administrators District Committee Arts and humanities Teachers SKYPAC
Rigorous Assessment Review	Teachers receive training and support to develop/refine common assessments to ensure they are assessing the level of the state standard.	Professional Learning	01/31/2013	11/01/2016	\$0	Director of Instruction
Lab Facilitator	Facilitators will be selected and trained in the protocols in order to be able to facilitate the lab classrooms.	Professional Learning	02/16/2015	12/20/2016	\$0	PEBC Coaches
Leadership Team	Principal works with teacher leaders to determine needs and make improvements in instruction.	Academic Support Program	01/05/2015	11/30/2016	\$0	Director of Instruction Building Administrators
Data Teams	Each school will continue to expand the number of teacher teams who learn and implement the data team strategy. These teams will follow the protocol but may modify forms to fit needs of their particular grade level. Individual coaching from an outside source all be provided.	Professional Learning	09/30/2012	11/30/2016	\$0	Director of Instruction Building Administrator
Data Wall	Update a data wall for each school to monitor and compare achievement data.	Other	12/17/2013	11/30/2016	\$0	Director of instruction

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STAR Aseessment Analysis	Star reports will be used to assess student achievement and teacher effectiveness by converting the scale scores in readin and math to effect size.	Professional Learning	12/01/2014	11/30/2016	\$0	Director of Instruction Building level coaches and or media specialists.
Coaching	PEBC staff will attend the schools for a total of nine days to conduct observations and work with teachers in groups and in one on one situations.	Professional Learning	09/01/2012	12/19/2016	\$0	Director of Instruction Building Administrator s
Use LTF, Quality Core, LDC, MDC, and Van de Walle materials.	Teachers will use the appropriate materials for their grade level to help increase rigor of units. In addition, teachers will receive coaching on increasing the cognitive demand of unit tasks.	Professional Learning	08/01/2012	11/30/2016	\$0	Director of Instruction Building Administrator s
Total					\$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Coaching	The Primary Center will receive training by a PEBC elementary school specialist. All other grades will be grouped by content. Math and science, language arts and social studies, and other. Teams will meet in between coaching visits to do book studies, study video, visit classrooms, and share ideas and experiences.	Professional Learning	09/30/2012	05/31/2016	\$66000	Director of Instruction Building Administrator
Literacy Strategies	Teachers will develop a strategies to implement during reading instruction.	Professional Learning	08/28/2015	12/16/2016	\$80000	Principals Director of Instruction
Total					\$146000	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Unit Analysis	Teachers collaborate in grade level and department teams to use district developed protocols/organizers to analyze units and assessments then use the information gathered to make refinements to units of study.	Professional Learning	12/18/2014	12/20/2016	\$2000	District Administrator s Building Administrator s Network Leaders

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Lab Class	Teachers use protocol to pre brief, observe, and debrief peer observations.	Professional Learning	01/05/2015	12/20/2016	\$4000	Building Administrator s Building Facilitator District Administrator s
Task Development	Teachers work collaboratively to use a district developed planning protocol to design a lesson which contains elements of gradual release, student discourse and literacy strategies and is supported by a cognitively demanding task. A task resource bank will be established to assist in locating strong activities. Resources will be provided to assist in upgrading existing activities to meet the necessary level of rigor.	Professional Learning	12/18/2014	12/20/2016	\$2000	District Administrator s Building Administrator s Network Leaders
Total					\$8000	

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
Coaching	The Primary Center will receive training by a PEBC elementary school specialist. All other grades will be grouped by content. Math and science, language arts and social studies, and other. Teams will meet in between coaching visits to do book studies, study video, visit classrooms, and share ideas and experiences.	Professional Learning	09/30/2012	05/31/2016	\$66000	Director of Instruction Building Administrator
Data Teams	Each school will continue to expand the number of teacher teams who learn and implement the data team strategy. These teams will follow the protocol but may modify forms to fit needs of their particular grade level. Individual coaching from an outside source all be provided.	Professional Learning	09/30/2012	11/30/2016	\$0	Director of Instruction Building Administrator
Use LTF, Quality Core, LDC, MDC, and Van de Walle materials.	Teachers will use the appropriate materials for their grade level to help increase rigor of units. In addition, teachers will receive coaching on increasing the cognitive demand of unit tasks.	Professional Learning	08/01/2012	11/30/2016	\$0	Director of Instruction Building Administrators
Leadership Team	Principal works with teacher leaders to determine needs and make improvements in instruction.	Academic Support Program	01/05/2015	11/30/2016	\$0	Director of Instruction Building Administrators
Rigorous Assessment Review	Teachers receive training and support to develop/refine common assessments to ensure they are assessing the level of the state standard.	Professional Learning	01/31/2013	11/01/2016	\$0	Director of Instruction
STAR Assessment Analysis	Star reports will be used to assess student achievement and teacher effectiveness by converting the scale scores in readin and math to effect size.	Professional Learning	12/01/2014	11/30/2016	\$0	Director of Instruction Building level coaches and or media specialists.
Data Wall	Update a data wall for each school to monitor and compare achievement data.	Other	12/17/2013	11/30/2016	\$0	Director of instruction
Leadership Team	Principal works with teacher leaders to determine who needs help and creates structures to meet the four criteria.	Academic Support Program	11/30/2012	05/31/2013	\$0	Director of Instruction Building Administrators

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Unit Analysis	Teachers collaborate in grade level and department teams to use district developed protocols/organizers to analyze units and assessments then use the information gathered to make refinements to units of study.	Professional Learning	12/18/2014	12/20/2016	\$2000	District Administrators Building Administrators Network Leaders
Task Development	Teachers work collaboratively to use a district developed planning protocol to design a lesson which contains elements of gradual release, student discourse and literacy strategies and is supported by a cognitively demanding task. A task resource bank will be established to assist in locating strong activities. Resources will be provided to assist in upgrading existing activities to meet the necessary level of rigor.	Professional Learning	12/18/2014	12/20/2016	\$2000	District Administrators Building Administrators Network Leaders
Lab Class	Teachers use protocol to pre brief, observe, and debrief peer observations.	Professional Learning	01/05/2015	12/20/2016	\$4000	Building Administrators Building Facilitator District Administrators
Lab Facilitator	Facilitators will be selected and trained in the protocols in order to be able to facilitate the lab classrooms.	Professional Learning	02/16/2015	12/20/2016	\$0	PEBC Coaches
Certified for Life Campaign	In consultation with SKYPAC, arts and humanities teachers, and local business representatives a series of professional advertisements will be developed using Allen County Students.	Community Engagement	01/01/2015	12/20/2016	\$0	District Administrators Building Administrators District Committee Arts and humanities Teachers SKYPAC
Literacy Strategies	Teachers will develop a strategies to implement during reading instruction.	Professional Learning	08/28/2015	12/16/2016	\$80000	Principals Director of Instruction
Total					\$154000	

James E Bazzell Middle School

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

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Coaching	PEBC staff will attend the schools for a total of nine days to conduct observations and work with teachers in groups and in one on one situations.	Professional Learning	09/01/2012	12/19/2016	\$0	Director of Instruction Building Administrators
Total					\$0	

Allen County Primary Center

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Coaching	PEBC staff will attend the schools for a total of nine days to conduct observations and work with teachers in groups and in one on one situations.	Professional Learning	09/01/2012	12/19/2016	\$0	Director of Instruction Building Administrators
Total					\$0	

Allen County Intermediate Center

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Coaching	PEBC staff will attend the schools for a total of nine days to conduct observations and work with teachers in groups and in one on one situations.	Professional Learning	09/01/2012	12/19/2016	\$0	Director of Instruction Building Administrators
Total					\$0	

Phase II - Assurances - District

Introduction

KDE Assurances for Districts

District Assurances

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

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

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

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

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

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

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

Comprehensive District Improvement Plan

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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.	N/A		

Comprehensive District Improvement Plan

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

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

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

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

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

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

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

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

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

Comprehensive District Improvement Plan

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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.	N/A		

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

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

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

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

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

Comprehensive District Improvement Plan

Allen 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.	No	We did not apply.	

Comprehensive District Improvement Plan

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

Phase II - Compliance and Accountability - Districts

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

Each school in the Allen County School District will transition its classroom instruction to a more student centered approach.

Measurable Objective 1:

collaborate to establish a structure of gradual release of responsibility including the use of the workshop model by 05/31/2016 as measured by an implementation continuum along with classroom observations conducted by PEBC coaches, district team, and building level teams.

Strategy1:

PEBC Coaching - Each school will select teachers to receive training from the PEBC coaches each year. The coaches will work with their assigned teachers to implement the use of the gradual release of responsibility within the workshop model. PEBC coaches will also train select members in each school as facilitators/coaches in order to develop capacity for sustainability.

Category:

Research Cited: Scaffolded instruction, or the gradual release model, is broadly recognized as a successful approach for moving classroom instruction from teacher-centered, wholgroup delivery to student-centered collaboration and independent practice. This gradual release of responsibility model of instruction has been documented as an effective approach for improving writing achievement (Fisher & Frey, 2003), reading comprehension (Lloyd, 2004), and literacy outcomes for English language learners (Kong & Pearson, 2003).

William and Black remind us that we must determine if our inputs produce effective outputs.

Workshop helps teachers answer the question "How do I know they know?" and devevelops structures, routines, and rituals that help students become better readers, writiers, thinkers and problem solvers. (Bennett, 2007)

Activity - Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Primary Center will receive training by a PEBC elementary school specialist. All other grades will be grouped by content. Math and science, language arts and social studies, and other. Teams will meet in between coaching visits to do book studies, study video, visit classrooms, and share ideas and experiences.	Professional Learning	09/30/2012	05/31/2016	\$66000 - Title I Part A	Director of Instruction Building Administrator

Goal 2:

Implement a collaborative process to analyze student work, summative and formative assessments, and develop effective instructional practices and intervention supports.

Measurable Objective 1:

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collaborate to establish a system of interventions to assist struggling learners to get them on track to proficiency. by 11/30/2016 as measured by Benchmark assessments and progress monitoring.

Strategy1:

Intervention Plan - Each school will develop/refine an intervention plan which provides additional time and support as soon as possible, is systematic across the school, is timely in that it quickly identifies students who need additional support, and is directive in that students are not invited to receive additional help but are required to devote time to mastering concepts.

Category:

Research Cited: Schools that improve the most insist students get extra help when there is evidence that they are having difficulty. (Bottoms, 1998; Dufour, 2004)

Activity - Leadership Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal works with teacher leaders to determine needs and make improvements in instruction.	Academic Support Program	01/05/2015	11/30/2016	\$0 - No Funding Required	Director of Instruction Building Administrators

Measurable Objective 2:

collaborate to establish a data team process by 11/30/2016 as measured by a data team rubric..

Strategy1:

Data Team Development - Teachers in each school will receive training on how data teams work.

Category:

Research Cited: When teachers collaborate to pose and answer questions informed by data from their own students, their knowledge grows and practices change. (David, 2008/2009) When teachers form a PLC, achievement increases in math, reading, science, and history.

(Darling-Hammond, 2009) Teachers operating in grade level teams that meet regularly allows schools to develop structures for examining student progress: create a more coherent curriculum; let teachers learn from one another. (Darling-Hammond, 2010)

Activity - Data Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each school will continue to expand the number of teacher teams who learn and implement the data team strategy. These teams will follow the protocol but may modify forms to fit needs of their particular grade level. Individual coaching from an outside source all be provided.	Professional Learning	09/30/2012	11/30/2016	\$0 - No Funding Required	Director of Instruction Building Administrator

Measurable Objective 3:

collaborate to design/refine rigorous units of study aligned with the common core standards. by 11/30/2016 as measured by Unit design rubric.

Strategy1:

Unit Development - Teachers in grade level and content teams work together to refine math and reading/language arts units of study.

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Science teachers will begin the process of deconstruction of new science standards.

Category:

Research Cited: Teachers who work together regularly in grade level teams create a more coherent curriculum. (Darling-Hammond, 2010)

Standards should be deconstructed and placed into student friendly learning targets. (Stiggins, 2006)

Activity - Use LTF, Quality Core, LDC, MDC, and Van de Walle materials.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the appropriate materials for their grade level to help increase rigor of units. In addition, teachers will receive coaching on increasing the cognitive demand of unit tasks.	Professional Learning	08/01/2012	11/30/2016	\$0 - No Funding Required	Director of Instruction Building Administrators

Goal 3:

Establish a district and school level multidimensional system for monitoring and evaluating student achievement.

Measurable Objective 1:

collaborate to measure student achievement using short, medium and long term assessment practices. by 11/01/2016 as measured by use of common unit and quarterly assessments along with benchmark tests and regular progress monitoring..

Strategy1:

Common Assessments - Teachers will develop/refine common end of unit, during unit, and quarterly comprehensive assessments which measure concepts and skills at the level of the state standards. Teachers will review assessments to ensure they measure the rigor of the standard.

Category:

Research Cited: Research supported by Marzano, Reeves, Schmoker, Stiggins, William/Black, and others suggest that assessments used to drive instruction creates the largest gains in achievement. Research also suggests that frequent assessments within a unit along with medium and long range assessments is the most efficient structure.

Activity - Rigorous Assessment Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers receive training and support to develop/refine common assessments to ensure they are assessing the level of the state standard.	Professional Learning	01/31/2013	11/01/2016	\$0 - No Funding Required	Director of Instruction

Strategy2:

Common Benchmark Assessments - Elementary and middle school will administer a benchmark assessment three times per year.

Central office staff will review these assessments and report results to the board.

Category:

Research Cited:

Comprehensive District Improvement Plan

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Activity - STAR Assessment Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Star reports will be used to assess student achievement and teacher effectiveness by converting the scale scores in reading and math to effect size.	Professional Learning	12/01/2014	11/30/2016	\$0 - No Funding Required	Director of Instruction Building level coaches and or media specialists.

Measurable Objective 2:

collaborate to monitor student achievement and implementation of initiatives in each school by 11/30/2016 as measured by Rubrics and data collection.

Strategy1:

Student Data - Principals will forward copies of results from quarterly assessments to director of instruction. Director will review online data reports from STAR benchmark assessments and will report these to the board three times per year.

Category:

Research Cited:

Activity - Data Wall	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Update a data wall for each school to monitor and compare achievement data.	Other	12/17/2013	11/30/2016	\$0 - No Funding Required	Director of instruction

Goal 4:

Students will develop meta-cognitive thinking including use of the literacy and critical thinking strategies. Soft skills, including discourse, collaboration, and problem solving will be practiced by students to improve comprehension in all subjects.

Measurable Objective 1:

90% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in comprehension in Reading by 12/19/2016 as measured by STAR scores..

Strategy1:

PEBC Coaching - PEBC coaches will train teachers to use the strategies in their classrooms.

Category:

Research Cited:

Activity - Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PEBC staff will attend the schools for a total of nine days to conduct observations and work with teachers in groups and in one on one situations.	Professional Learning	09/01/2012	12/19/2016	\$0 - No Funding Required	Director of Instruction Building Administrators

Comprehensive District Improvement Plan

Allen County

Goal 5:

Every school is led by an effective leader.

Measurable Objective 1:

demonstrate a proficiency in conducting teacher evaluations using the new framework by 12/20/2016 as measured by Teachescape.

Strategy1:

Teachescape Certification - Principals and assistant principals will update their observation credentials by completing Teachescape benchmark scoring three times per year.

Category: Teacher PGES

Research Cited:

Activity - Principal Re-Certification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Module updates in December, April, July	Professional Learning	03/11/2013	12/20/2016	\$349 - Other \$4537 - Race to the Top	Director of Instruction, Superintendent, Principals

Goal 6:

Every student is taught by an effective teacher.

Measurable Objective 1:

collaborate to develop teacher capacity to improve instructional practice and develop collaborative processes to increase student achievement by 12/20/2016 as measured by completion of teacher self assessments, completion of student and professional growth plans, monitoring for a standard of quality by administrators.

Strategy1:

Growth Plan - Teachers will develop a professional growth plan derived from critical components from the windows of common practice and Danielson Framework..

Category: Continuous Improvement

Research Cited: Focus improvement and capacity building around critical needs that will increase student achievement.

Activity - Goal Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive update appropriate S.M.A.R.T goals and will work with the principal to develop professional growth goals.	Professional Learning	03/03/2014	10/28/2016	\$0 - No Funding Required	District Staff Principal

Strategy2:

Framework Orientation - Provide PD for teachers to develop an awareness of Kentucky's Framework for teaching and how it connects to

Comprehensive District Improvement Plan

Allen County

their current practice and affects future practice.

Category:

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<ul style="list-style-type: none"> Teachers conduct an initial self-reflection of their current practice using the new framework. Teachers will participate in domain specific activities that help them make connections to the new framework domains. Teachers will receive an orientation training by GRREC staff on all domains to help develop an understanding of the purpose and scope of the new framework. Teachers involved in student centered classroom and conceptual mathematics trainings will make connections to practices in the new framework. Teachers will focus on two components every three weeks and principals will visit classrooms and provide feedback on evidence of component practices. 	Professional Learning	01/06/2014	08/29/2014	\$0 - No Funding Required	District Staff Principal PEBC partners GRREC

Strategy3:

Plan Development - District leadership team will develop a plan to implement TPGES beginning in January 2014..

Category:

Research Cited: Immersion of teachers into the new teaching framework.

Activity - District staff orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District will provide documents that connect the Danielson Framework to initiatives based on best practices which the district is involved in.	Professional Learning	01/06/2014	12/20/2016	\$0 - No Funding Required	District Administrators

Goal 7:

All students and parents understand the characteristics of a good learner and the importance of quality learning experiences.

Measurable Objective 1:

collaborate to Establish and teach students the qualities and actions that are common among good learners by 12/20/2016 as measured by visible learning surveys.

Strategy1:

List Creation - Assemble members from each school along with business leaders to develop the list of skills and actions.

Category:

Research Cited:

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Activity - Publish Document	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teams at each school will discuss ways to embed into daily practice through their daily learning targets.	Professional Learning	08/01/2014	12/20/2016	\$0 - No Funding Required	District Staff

Goal 8:

All stakeholders will become more aware of our mission to prepare every student to be college and career ready upon graduation.

Measurable Objective 1:

collaborate to increase stakeholder interest and involvement by promoting the economic and social value gained from our school district and its learning systems by 12/20/2016 as measured by the TELL survey.

Strategy1:

Promotional Campaign - We will develop an advertising campaign to show and explain to parents, students, and business, that we are preparing students for careers in the 21st century. Our theme will be: Allen County Schools - See what we can do for you - Welcome to your future!

Category:

Research Cited:

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professionals from various fields will meet with students interested in particular fields. An additional focus this year will be to connect skills and abilities needed for a particular career and the importance of mastering these while in k-12. In addition, community members will volunteer to teach the Real Jobs curriculum developed by Junior Achievement.	Career Preparation/ Orientation	03/01/2014	12/18/2015	\$0 - No Funding Required	District Staff, Principals

Activity - Video Partnership	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will partner with SKYPAC along with other business partners to create a series of videos and other materials that promote the connection between content and skills learned in school and particular careers.	Community Engagement	08/04/2014	12/18/2015	\$1000 - General Fund	District Office Staff

Activity - Community Forums	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will host open forums in various community locations to promote our learning systems and potential outcomes.	Community Engagement	05/01/2014	12/18/2015	\$0 - No Funding Required	District Office Staff

Goal 9:

All students will improve their achievement level by taking more ownership for their learning and thinking.

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Measurable Objective 1:

collaborate to develop units of study for all students which are high in cognitive demand by 12/20/2016 as measured by teacher self assessment of tasks using a district rubric..

Strategy1:

Lesson Design - Teachers will have opportunities to plan collaboratively to develop individual lessons which are supported by relevant, high cognitive demanding tasks that utilize the literacy strategies, engage students, allow for discourse and promote productive struggle.

District will provide funds and materials as needed to support the work.

Category: Continuous Improvement

Research Cited: Promotion of metacognitive strategies, growth mindset, discourse, and problem solving as supported by Hattie, Dwek, and 21st century learning skills report.

Activity - Task Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers work collaboratively to use a district developed planning protocol to design a lesson which contains elements of gradual release, student discourse and literacy strategies and is supported by a cognitively demanding task.</p> <p>A task resource bank will be established to assist in locating strong activities. Resources will be provided to assist in upgrading existing activities to meet the necessary level of rigor.</p>	Professional Learning	12/18/2014	12/20/2016	\$2000 - District Funding	District Administrators Building Administrators Network Leaders

Strategy2:

Unit Design - Teachers will meet regularly to redesign/refine units to ensure they are congruent with the standards, local and state assessments, are prioritized to focus on the main ideas of the content and align with the teachers overall purpose for the unit.

Category: Continuous Improvement

Research Cited: The district will follow the backwards design model established by Wiggins and McTighe.

Activity - Unit Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers collaborate in grade level and department teams to use district developed protocols/organizers to analyze units and assessments then use the information gathered to make refinements to units of study.</p>	Professional Learning	12/18/2014	12/20/2016	\$2000 - District Funding	District Administrators Building Administrators Network Leaders

Measurable Objective 2:

collaborate to make a plan to teach students the rubric which defines what successful learners do. by 12/20/2016 as measured by student and teacher self assessments .

Strategy1:

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Stakeholder Involvement - Promote the good learner qualities to the local community.

Category: Continuous Improvement

Research Cited: Community Relations - Dufour

Activity - Certified for Life Campaign	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In consultation with SKYPAC, arts and humanities teachers, and local business representatives a series of professional advertisements will be developed using Allen County Students.	Community Engagement	01/01/2015	12/20/2016	\$0 - No Funding Required	District Administrators Building Administrators District Committee Arts and humanities Teachers SKYPAC

Measurable Objective 3:

demonstrate a proficiency in using the gradual release of responsibility through the workshop cycle in classrooms. by 12/20/2016 as measured by self assessment surveys and classroom observations by administrators..

Strategy1:

Lesson Study/Lab Class - Schools will provide monthly opportunities for teachers to collaboratively develop ideas, try them out in collaborative observations, and debrief on the results and next steps. District will budget money and provide support.

Category: Continuous Improvement

Research Cited:

Activity - Lab Facilitator	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Facilitators will be selected and trained in the protocols in order to be able to facilitate the lab classrooms.	Professional Learning	02/16/2015	12/20/2016	\$0 - No Funding Required	PEBC Coaches

Activity - Lab Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers use protocol to pre brief, observe, and debrief peer observations.	Professional Learning	01/05/2015	12/20/2016	\$4000 - District Funding	Building Administrators Building Facilitator District Administrators

Goal 10:

Students scoring at the novice level will be reduced by 50% by 2021.

Measurable Objective 1:

90% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult, Ungraded and All grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency by scoring above the novice category in Reading by 06/03/2016 as measured by the KPREP novice score.

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Strategy1:

Intervention Plan - Each school will develop/refine an intervention plan which provides additional time and support as soon as possible, is systematic across the school, is timely in that it quickly identifies students who need additional support, and is directive in that students are not invited to receive additional help but are required to devote time to mastering concepts.

Category:

Research Cited: Schools that improve the most insist students get extra help when there is evidence that they are having difficulty. (Bottoms, 1998; Dufour, 2004)

Activity - Leadership Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal works with teacher leaders to determine who needs help and creates structures to meet the four criteria.	Academic Support Program	11/30/2012	05/31/2013	\$0 - No Funding Required	Director of Instruction Building Administrators

Strategy2:

PEBC Coaching - PEBC coaches will train teachers to use the strategies in their classrooms.

Category:

Research Cited:

Activity - Literacy Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop a strategies to implement during reading instruction.	Professional Learning	08/28/2015	12/16/2016	\$80000 - Title I Part A	Principals Director of Instruction

Goal 11:

Professional learning sessions will be evaluated by staff and results will be communicated to teachers.

Measurable Objective 1:

increase student growth through the development of quality professional learning that increases teacher efficacy. by 02/24/2017 as measured by session effectiveness feedback.

Strategy1:

Professional Learning Evaluation - Teachers involved in professional learning will provide feedback as to the effectiveness of the training and its differentiation to specific teacher needs.

Category: Continuous Improvement

Research Cited:

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Activity - Literacy strategies Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A form will be created to gather feedback.	Professional Learning	09/05/2016	02/28/2017	\$0 - No Funding Required	Rick Fisher

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

Goal 1:

Professional learning sessions will be evaluated by staff and results will be communicated to teachers.

Measurable Objective 1:

increase student growth through the development of quality professional learning that increases teacher efficacy. by 02/24/2017 as measured by session effectiveness feedback.

Strategy1:

Professional Learning Evaluation - Teachers involved in professional learning will provide feedback as to the effectiveness of the training and its differentiation to specific teacher needs.

Category: Continuous Improvement

Research Cited:

Activity - Literacy strategies Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A form will be created to gather feedback.	Professional Learning	09/05/2016	02/28/2017	\$0 - No Funding Required	Rick Fisher

Executive Summary

Introduction

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

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

Description of the School System

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

Allen County is nestled in the south central portion of Kentucky and shares a border with the state of Tennessee is bordered in the northeast by Barren River. The county seat is Scottsville. Allen is primarily a rural farming community and has a population of about 20,000 people. Manufacturing includes, the Halton Corporation, Smuckers, Dollar General Warehouse, and Sumitomo Wiring. However, most residents must find work outside the county in neighboring cities. The average poverty rate is 20% with an unemployment rate of about 11%. The Allen County School District sits on a beautiful rolling campus where all five schools including our brand new state of the art career and technical center are located. Our facilities are second to none with two of our schools built within the last twelve years. The Allen County Scottsville High School underwent an entire remodel and plans are for the renovation of the middle school within the next three years.. Current student enrollment is about 2900 with a free and reduced lunch rate of 64%. The community is very supportive of the school district and take great pride in our children, staff, and schools.

System's Purpose

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

The mission of the Allen County School District is to provide for the development of all students so that each may take a meaningful place in society and be prepared to become citizens who function productively, successfully, responsibly and independently through discipline and direction with respect for themselves and others. The Allen County School System will provide every student with the opportunity and necessary support to benefit from a high quality educational experience based on student needs addressed with research-based strategies. It is our vision to keep our students in school and hold each to a standard of proficiency. Literacy strategy development with an emphasis on student centered practices beginning in the Primary grades and extending into the high school is a priority for our students. In addition we are committed to increasing the number of AP courses taken by our high school students through the AdvanckKy initiative.

Students who struggle are granted intervention services during class as part of the formative assessment process as well as extra learning time in a stand alone intervention class.

Our goal is to increase student thinking and help them develop true understanding of the most enduring concepts in each content area. For students who find a need for an alternative style education, we have developed our online virtual classroom which provides a high quality education in an independent working environment. It is supported by our own classroom teachers and managed by a new coordinator.

Notable Achievements and Areas of Improvement

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

The number of AP courses at the high school and have remained steady.

Each of our schools have developed a data team process for continuous improvement. In addition, our district has developed a collaborative framework centered on shared thinking within and between schools. This includes monthly science and social studies planning days where teachers from all schools attend to develop the new curriculum. In addition, teachers from grades three -eighth meet together for a full day to plan instructional units.

Teachers are visiting the classrooms of their colleagues and offering feedback and support. The district leadership team along with members from the other school leadership teams participate in instructional rounds for each school to provide feedback for identified areas of improvement.

Our goals for students are that they attain literacy skills and develop a proficient ability to read and comprehend a variety of complex texts. We are focusing on student understanding and not just coverage of material. To this end, we are narrowing our curriculum and determining the big ideas in our content. We are also focused on our student learning culture. We are teaching students to develop persistence with difficult tasks and to learn to stay engaged with their learning and in tune with their own thinking.

Last, we are helping students develop the ability to communicate with others through discourse, to communicate ideas and solve problems. Our hope is to flip the community perception of the importance of learning in the 21st century. We continue to focus on our "Certified for Life" mantra by developing cards for mass distribution and hope this will be a catalyst for parent support to encourage these expectations. The addition of instructional coaches to each of our schools with the intentional purpose to facilitate teacher collaboration around our goals has been implemented in 2016-2017. Coaches have helped us keep pace with training sessions and their support is reflected in teacher implementation of initiatives and strategies.

Additional Information

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

Our focus continues to be centered around five key points for continuous improvement: Establishing high expectations for students, and developing teacher efficacy, student ownership and independence, using data to drive improvement, collaboration through learning communities, and development of relevant and rigorous instructional opportunities with an emphasis on thinking strategies. Details of each of these focus areas is located on the district web page under the instruction tab. Click Windows of Common Practice.

<http://www.allen.kyschools.us/windowsofcommonpractice.aspx>.