

KDE Comprehensive Improvement Plan for Districts 2015-2016

Carroll County

813 Hawkins St
Carrollton, KY 41008

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Overview

Plan Name

KDE Comprehensive Improvement Plan for Districts 2015-2016

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	Carroll County Public Schools will increase the College and Career Readiness students to 80% by 2016	Objectives: 1 Strategies: 3 Activities: 6	Organizational	\$8400
2	Increase the combined reading and math K-Prep / QC scores for elementary, middle school, and high school students from (Elementary 38.4 in 14-2015 to 50.9 by 2015-16) , (Middle- 39.9 in 2014-15 to 52.5 2015-16) (High - 29.1 2014-15 to 45).	Objectives: 2 Strategies: 9 Activities: 17	Academic	\$49500
3	Increase the average freshman graduate rate from 95.2% to 96% by 2016.	Objectives: 1 Strategies: 3 Activities: 3	Organizational	\$2500
4	Increase the combined reading and math scores for GAP students' K-Prep / QC, for elementary, middle school, and high school students to (Elementary 50.9% in 2016) , (Middle- 52.5% in 2016) and (High - 45% in 2016)	Objectives: 2 Strategies: 4 Activities: 7	Academic	\$43500
5	100% of certified teachers and principals will participate in the Professional Growth and Evaluation System	Objectives: 2 Strategies: 2 Activities: 2	Organizational	\$4000
6	Carroll County Schools will retain high quality staff.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$13000
7	Students in Carroll County Schools will demonstrate increased physical wellness throughout their day.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: Carroll County Public Schools will increase the College and Career Readiness students to 80% by 2016

Measurable Objective 1:

collaborate to increase students who are CCR from 70.5% to 80% by 06/30/2016 as measured by various CCR measures (KOSSA, ASVAB, ACT, KYOTE....).

Strategy 1:

Curriculum Mapping / Pacing Guides / Learning Continuum - All teachers in PLC or grade level teams will review and revise curriculum maps to ensure alignment with Kentucky Common Core Standards. Teachers will also review pacing guides and develop a K-12 learning continuum of skills for mastery and learning activities for students.

Category: Continuous Improvement

Research Cited: Standards and Indicators for School Improvement has this as one of the main indicators for successful schools.

Activity - Curriculum Mapping	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers of core subjects at CCHS will be given guidance in realignment of their curriculum documents to include the standards from the ACT document that shows each standard by score range. Schools: All Schools	Professional Learning	01/15/2013	05/31/2013	\$0	No Funding Required	Bill Hogan, CCPS Secondary Supervisor Tom Stephens, CCHS Principal Valerie Washburn, CCHS Instructional Coach

Activity - Pacing Guides	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each school will devise a pacing guide to support cross curricular integration of content in units designed to implement the common core. The pacing will be reviewed as the year progresses to determine needs of individual students per grade level and the school systems overall needs to address content during the allotted time frame. The guides will be adapted yearly. Schools: All Schools	Academic Support Program	03/04/2013	05/29/2015	\$5000	Title I Part A	Curriculum Coaches with support from district curriculum personnel

Activity - K-12 Continuum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School level staff, along with district support, will develop a K-12 continuum of skills that students will master at each level. This continuum will also include other activities in which students will participate such as community service, STEM based learning and formal / informal presentations. The continuum should be in place by the beginning of the 2015 / 2016 school year. Schools: All Schools	Academic Support Program	01/05/2015	08/03/2015	\$2000	District Funding	Chief Academic Officer, Elementary Instructional Supervisor, Principals, Instructional Coaches
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Strategy 2:

Advisor Program - Students will be assigned an advisor from the CCHS staff to monitor the students scores on standardized tests, report cards. The advisor will also give guidance to the students on how to achieve CCR.

Category:

Research Cited: Hattie shows an effect size of .38 on career education programs and .72 on teacher/student relationships

Activity - Advisor/Advisee program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be assigned to an advisor who will provide guidance and support in reaching the college and career readiness standards. Students will work with advisors through rotational basis at CCHS weekly. Schools: Carroll County High School	Academic Support Program	12/02/2013	05/29/2015	\$400	School Council Funds	Tom Stephens, CCHS Principal Sheree Richter, CCHS Guidance Counselor

Activity - Name and Claim	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will select a student(s) to support in their studies and behavior. Students will be identified by the Persistence to Graduation Tool and Assistant Principal input on students who would benefit from this service. Staff will meet weekly with the student to check grades, monitor behavior and to communicate with parents. This will be done through the development of a formal process for each school developed by school leadership teams and submitted to the Chief Operations Officer / DPP> Schools: All Schools	Academic Support Program	01/05/2015	05/29/2015	\$0	No Funding Required	Larry Curell, Principals, Assistant Principals

Strategy 3:

Goal Setting - All students will be taught how to goal set for their own learning. Each school will devise a system to teach students how to goal set prior to units. Staff will be explicit in their teaching of strategies to help students understand where they are in the learning process, the end result of the learning, and the steps needed to arrive at the target.

Students will track their data using data notebooks.

Category: Continuous Improvement

Research Cited: In John Hattie's meta-analysis of research goal setting had a .49 effect size on student learning.

Activity - Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff from each school will teach students how to goal set for their learning. Each school has the autonomy what strategies and processes it uses to have students carry the strategy out. Schools: All Schools	Policy and Process	06/03/2013	12/20/2013	\$1000	Title I Part A	Bill Hogan, Principals, Instructional Coaches

Goal 2: Increase the combined reading and math K-Prep / QC scores for elementary, middle school, and high school students from (Elementary 38.4 in 14-2015 to 50.9 by 2015-16) , (Middle-39.9 in 2014-15 to 52.5 2015-16) (High - 29.1 2014-15 to 45).

Measurable Objective 1:

25% 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, 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 move at each level of NAPD in English Language Arts by 06/30/2016 as measured by STAR and Learning Checks..

Strategy 1:

Denver Thinking Strategies - Teaching is about transfer. The goal is for students in any content area to take what they learn from the study of one text and apply it to the next text they read while developing critical comprehension skills in all content areas. We will implement close reading techniques in all content areas, that include the use of Denver Thinking Strategies and common core standards.

Staff will be trained to use close reading practices, developing understanding through PLC discussions, readings, and release day work with the techniques.

Grade level staff will observe in classrooms and discuss strategy, student learning and develop methods for implementing.

Collaborative discussions will continue to identify best techniques that demonstrate impact on student learning.

Tasks will be developed at grade level meetings to implement with close reading practices.

Work of students will be analyzed as a team to gather data on what is working.

The practice will become part of the systemic reading practice in place in all classrooms to embed; practice, with content, effective tasks, and proficient student outcomes.

Category: Professional Learning & Support

Research Cited: Close Reading:

Gewertz 2012,

Richards 1929,

Alder and Van doren 1940/1972,

Douglas Fisher/ Nancy Frey 2012.

Activity - Close reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>1. Staff will continue to receive professional learning on the Thinking Strategies.</p> <p>2. Close Reading will be used as a strategy across all buildings with all students using grade level text in addition to text at the student's independent reading level. Each building will determine and monitor the appropriate frequency of the strategy.</p> <p>3. Grade level staff will observe thinking strategies in use in classrooms and have collaborative discussions on implementation and impact to increase student achievement. Model lab classrooms will be established in each building and an observation schedule and protocol will be used in each building.</p> <p>4. All teachers will coach students to focus on these four basic questions as they read, reread, and focus on a text in multiple readings for multiple purposes: a. What is the author telling me here? b. Are there any hard or important words? c. What does the author want me to understand? d. How does the author play with language to add to meaning?</p> <p>5. Staff will analyze tasks to ensure the depth and alignment meets Common Core expectations.</p> <p>6. Staff will analyze student work and determine next instructional needs.</p> <p>Schools: All Schools</p>	Academic Support Program	12/02/2013	05/29/2015	\$0	Title I Part A	Building Level Administrative Staff, Instructional Coaches

Activity - Vocabulary Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Each school will determine a school-wide process for vocabulary instruction based on best practice research.</p> <p>Schools: All Schools</p>	Direct Instruction	01/05/2015	05/29/2015	\$500	District Funding	School Level Administrative Team

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Activity - Thinking Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will observe classrooms for use of the Denver Thinking Strategies through video or live visits. The protocol for classroom observation will be followed based on training provided by PEBC Schools: All Schools	Professional Learning	01/04/2016	12/16/2016	\$3000	General Fund	Gerda Wise, Elementary Supervisor Jonica Ray, Principal, Cartmell Elementary Donna Monroe, Principal, Kathryn Winn Primary

Strategy 2:

Literacy Plan - The district literacy committee with representatives from each school's literacy team will review our current practices in literacy and create a detailed process for literacy instruction across all content areas in the whole district.

Category: Integrated Methods for Learning

Research Cited: 90/90/90 Inside the Black Box

Activity - Literacy Plan Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each school will review their individual school literacy plan and take a literacy practices survey based on the National Institute for School Leadership literacy training component. They will then update their systemic plan for curriculum, instruction, and assessment in literacy. These will be approved by the policy councils. These best practice plans will be developed into a systematic plan for literacy instruction across all content in the district as a whole. Schools: All Schools	Academic Support Program	11/03/2014	12/16/2016	\$0	Title I Part A	Chief Academic Officer, Principals, School Literacy Team

Strategy 3:

Parent Involvement - All parents will be a part of the ILP goal setting process for their student.

They will be aware of the learning needs of their student based on multiple contacts with teachers and administrative staff.

Open lines of communication will take place to ensure understanding, commitment, and focus on the needs of the student.

Parents will participate in parent academy programs as needed to increase their knowledge of programs, learning needs, and the urgency of providing just right opportunities to get each child to become CCR.

Category:

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Activity - Leader in Me	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Schools will pursue certification as a Lighthouse School through the Leader in Me program. Continued support from the District will be provided to individual schools as needed. Schools: All Schools	Other	01/04/2016	06/30/2017	\$0	Race to the Top	Principals Central Office Administrators

Activity - Parent Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A parent academy will be established to provide parent involvement opportunities to grow understanding of: How students learn, How to assist students in becoming proficient students, What CCR means and how to help the child to reach this goal, Child development, District initiatives provided to support learning for all students. ... The parent learning opportunities will be posted on our website and parents can choose any or all of the programs to attend based on their need to know. The Family Ties Resource personnel will also provide monthly opportunities to chat with parents based on less formal discussions for parents to ask and answer questions. Schools: All Schools	Parent Involvement	08/01/2013	06/30/2014	\$6000	Title I Part A	Pam Williams

Activity - Parent Involvement Policy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each school's SBDM council will review its current Parent Involvement Policy for effectiveness. Schools will then survey parents on strategies / activities that would increase their involvement. School level policies and procedures will be updated and a 30,60,90 day plan will be created reflecting information received. Each school will report progress in its plan during the school level review meetings with district office staff. Schools: All Schools	Community Engagement	12/01/2014	05/29/2015	\$1500	Title II Part A	Principals, SBDM councils, District Office Administration

Activity - District Parent Videos	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be surveyed to determine what information they need about schools. Using this information, the district will create informational videos to be placed on the district website. Schools: All Schools	Parent Involvement	01/05/2015	08/03/2015	\$2000	Title I Part A	District Administration , Principals, District Public Relations Director

Activity - Town Hall Meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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A town hall meeting will be held out in the community to provide opportunities for parents to gain information on the school district. Schools: All Schools	Parent Involvement	01/05/2015	02/27/2015	\$500	District Funding	Superintendent
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Activity - Educational Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Schools will provide information around school programs, CCR and other important information at school performances. Schools: All Schools	Parent Involvement	01/04/2016	12/16/2016	\$0	No Funding Required	School level leadership

Strategy 4:

Fluency - Fluency is one of the five components of foundational reading. Each school will develop a system to increase the fluency rate for each student K-8. The system will include many opportunities for students to read passages aloud repeatedly. The components of fluency are automaticity, prosody, accuracy and speed, expression, intonation and phrasing. Fluency will be monitored through repeated readings of passages.

Category: Continuous Improvement

Research Cited: National Reading Panel

Reading First

Activity - Fluency	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kathryn Winn Primary, Cartmell Elementary and Carroll County Middle School will determine the best system to teach and monitor fluency for all students. Each school will create, based on research and visits, the instructional model they will use to teach fluency, and the process to monitor its effectiveness. Schools: All Schools	Direct Instruction	01/04/2016	05/20/2016	\$10000	Title I Part A	Gerda Wise, Elementary Supervisor Donna Monroe, KW Principal Jonica Ray, Cartmell Principal Dana Oak, CCMS Principal

Strategy 5:

Vocabulary - Vocabulary Instruction is paramount for student comprehension of text. Schools will determine important words that all students must know within content and grade level. Teaching vocabulary should be an explicit practice across grade levels/discipline areas. Staff members will determine the best way to teach vocabulary, and monitor its use within grade level teams.

Category: Continuous Improvement

Research Cited: Atwell, Marzano

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Activity - Explicit Vocabulary Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will determine their method of teaching vocabulary explicitly within the classroom from K thru 12. Staff will be trained on the method and administration will monitor the effectiveness of the implementation for its impact on student learning. Schools: All Schools	Direct Instruction	01/04/2016	06/30/2016	\$0	Title I Part A	Gerda Wise, Elementary Supervisor; Robin Smith, KW Instructional Coach; Krista Chatham, Cartmell Instructional Coach; Jeff Fremin, CCMS Instructional Coach; Tom Stephens, CCHS Principal;

Strategy 6:

Successful Test Taking - Students success on test many times will determine their entry level into college. Test taking even determines ability to be interviewed for positions. Staff will determine effective test taking strategies for students at their grade level. Staff will teach students how to use these strategies to be successful on assessments, whether it is grade level formative or ACT.

Category: Continuous Improvement

Research Cited: Berliner

Activity - Test Taking Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will develop a system to instruct students on effective test taking strategies. After the system is developed, staff will implement the strategies and monitor their effectiveness. Schools: All Schools	Direct Instruction	01/04/2016	12/16/2016	\$1000	Title I Part A	Kathy Bieger, SPED; Principals

Strategy 7:

Visible Learning District - Students who understand and can articulate their current level of knowledge and skill, will be able to move towards their goals quicker and more effectively. Staff who give appropriate feedback, which feeds forward learning towards the learning goals for the lesson and unit will enable students to obtain mastery. Staff and student relationships have a large effect size in Hattie's research.

Category: Continuous Improvement

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Research Cited: Hattie

Activity - Visible Learning District	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be trained by Corwin Publishing during the summer and fall of 2016/17. The professional development will give the staff the knowledge and skills to become visible learners. After training the staff, the administration will develop a monitoring system for their developed next steps. Schools: All Schools	Professional Learning	01/04/2016	06/30/2017	\$20000	General Fund	Bill Hogan, Superintendent; Doug Oak, Asst. Superintendent; Principals; Instructional Coaches

Strategy 8:

PLC - Professional Learning Communities are the engine of improvement. Staff will work through a PLC process that we have worked through with Pulaski County and East Carter High School. Staff will be asked to present effective strategies to their peers through the PLC process.

Category: Continuous Improvement

Research Cited: DuFour

Activity - PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be trained on how to use a PLC process that we have adapted from Pulaski and Carter Counties. The PLC process will require staff in 6-12 to present data and strategies monthly to their peers. In grades K-5 the process will be refined to adjust to the needs of staff. Schools: All Schools	Academic Support Program	01/04/2016	06/30/2016	\$5000	Title I Part A	Doug Oak, CAO; Principals

Measurable Objective 2:

A 25% increase 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, 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 move in NAPD in Mathematics by 06/30/2016 as measured by STAR and / or Learning Checks..

Strategy 1:

Conceptual Math Instruction - Teachers will continue to develop their knowledge of and use of the strategies/activities/practices that have proven effective in working with all students in developing conceptual understanding in math. This will support improved instruction for all teachers and improved outcomes for students in all demographic areas. We will develop productive struggle with teachers and students increasing stamina for doing the work that leads to solving problems.

Category: Professional Learning & Support

Research Cited: KCAS

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Activity - Developing conceptual understanding	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Staff training will be provided to increase skills in developing conceptual understanding of math core standards and implementing the practices to support the building blocks of math. Opportunities to develop best practice in use of materials to take math from the concrete, pictorial, to the abstract level will be provided, modeled, discussed, and implemented. The use of practices will be monitored with continued discourse.</p> <p>On-going training will be provided at each school for new staff or identified staff.</p> <p>Schools: All Schools</p>	Academic Support Program	12/02/2013	05/29/2015	\$0	Grant Funds	District Level Curriculum Staff, Principals, Instructional Coaches, District Math Consultant

Activity - Monitoring of Concrete - Abstract	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>District and school level walkthroughs will monitor the impact of the on-going training by identifying strengths and opportunities in the instructional program for mathematics in all buildings. Additional training for staff on Conceptual math instruction will be provided on as needed basis.</p> <p>Schools: All Schools</p>	Academic Support Program	01/04/2016	12/16/2016	\$0	No Funding Required	CAO, Elementary Instructional Supervisor, Principals, Instructional Coaches

Goal 3: Increase the average freshman graduate rate from 95.2% to 96% by 2016.

Measurable Objective 1:

collaborate to increase the average freshman graduate rate to 91% by 2015. by 05/30/2014 as measured by students who graduate on time..

Strategy 1:

Individualized Learning Plan - More emphasis will be placed on the work of the ILP and WIN learning. Students will be made more aware of the ILP and intentions of the ILP in high school. The work in the ILP will move from compliance to use. Students will be assigned to a career cluster upon entering High School. While in 8th grade, the students during career awareness will give a preliminary indication of which career cluster they would like to belong to when entering high school. Students may move from that cluster upon consultation with their advisor.

Category: Career Readiness Pathways

Research Cited: Hattie's meta-analysis gives career education programs a .38 effect size. This is a multi-step process to help students understand and choose the appropriate career path.

Activity - Individualized Learning Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Assign all 8th grade students a career pathway based on the ILP, Explore results and Interest Inventories Schools: Carroll County Middle School, Carroll County High School, Carroll County Alt Learning Center	Career Preparation/Orientation	12/02/2013	05/29/2015	\$500	Perkins	Beth Wallace Sheree Richter Tammy Welch
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Strategy 2:

Transition Team - Incoming freshman who are at risk based upon 8th grade feedback, will be assigned a mentor to monitor their transition to High School. Those same freshman will have P-Kom's who monitor their work on a weekly basis. P-Koms will be matched with freshman who share similar career pathways and interest.

Category: Persistence to Graduation

Research Cited: Hattie

Activity - Transition Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who have displayed attributes of at-risk behavior in middle school will be identified and shared with High School administration. Those students will be assigned a staff member to mentor them during their transition year. These same students will be assigned a P-Kom who will work with the student weekly to keep up with grades and support their transition. The P-Kom will be matched up based upon career cluster and interests. Schools: All Schools	Academic Support Program	01/04/2016	06/30/2017	\$2000	Title I Part A	Doug Oak, CAO; Tom Stephens, CCHS Principal; Sheree Richter, CCHS Guidance Counselor; Rachel Mefford, CCHS Career Coach

Strategy 3:

PEEL - The current system for monitoring students identified through the Persistence to Graduation Tool will be modified to include students who appear on the ICU list.

Category: Persistence to Graduation

Research Cited: Hattie

Activity - PEEL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students who are identified through the PEEL process will be modified to include students on the ICU list.	Academic Support Program	01/04/2016	06/30/2016	\$0	No Funding Required	Larry Curell, COO; Mark Willhoite, Asst. Principal CCHS; Tracey Reynolds, YSC Coordinator;
Schools: Carroll County Middle School, Carroll County High School, Carroll County Alt Learning Center						

Goal 4: Increase the combined reading and math scores for GAP students' K-Prep / QC, for elementary, middle school, and high school students to (Elementary 50.9% in 2016) , (Middle- 52.5% in 2016) and (High - 45% in 2016)

Measurable Objective 1:

A 25% increase of Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency move at each level of NAP in English Language Arts by 06/30/2016 as measured by STAR and / or school learning checks.

Strategy 1:

Response to Intervention Teams: data system to keep up with the Gap students and systematic checks during year on progress monitoring. - Using multiple sources of data to determine specific learning issues for individual students. Analyze student achievement by gap groups, relative to state (KPREP, etc.) district and school assessment systems. Determine intervention needs of each student and needs of intervention programs as a school, based on student outcomes.

Category: Continuous Improvement

Research Cited: Response to Interventions using research based strategies and matched to individual needs to determine effectiveness. Evidence-Based Practice, Response to Intervention, and the Prevention of Reading Difficulties

Laura M. Justice

University of Virginia, Charlottesville

Activity - Design a monitoring system	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analysis student achievement by gap groups. Design a monitoring system that will give support for making ongoing modifications to instruction or student placement in intervention programs, relative to the data. Tools to use include: Dibels, STAR- reading and math, Compass, math facts in a flash...	Academic Support Program	01/04/2016	12/16/2016	\$500	District Funding	Kathy Bieger, SPED; Guidance Counselor from each school
Schools: All Schools						

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Activity - Use of Effective Instructional Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will continue to discuss and train each other on effective strategies per content team feedback. PLC process will help guide effective instructional practices throughout the district. Teachers will be asked to share effective strategies and demonstrate those strategies during PLC meeting times. Schools: All Schools	Academic Support Program	01/04/2016	06/30/2017	\$2000	General Fund	Doug Oak, CAO; Principals

Activity - Monitoring of RTI Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Level RTI process will be monitored throughout the course of the year. Schools: All Schools	Academic Support Program	01/04/2016	06/30/2017	\$0	No Funding Required	Kathy Bieger, SPED Guidance Counselors

Strategy 2:

Quality Teacher Review - Each school will review how GAP students are assigned to teachers in their building to ensure equitable access to experienced teachers.

Category: Human Capital Management

Research Cited: The Impact of Teacher Experience Examining the Evidence and Policy Implications, Jennifer King Rice 2010

Activity - Student Placement Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each school will review the policy and procedure for placing students in classrooms to ensure that GAP students are not provided with the least effective or experienced teachers on consistent basis. Schools: All Schools	Policy and Process	01/05/2015	08/03/2015	\$0	No Funding Required	Principals, SBDM councils

Strategy 3:

Student Academic Support - Below mastery level work is not an option in Carroll County Schools. Schools will develop a process / procedure to address students who do not meet proficiency on priority standards. Grades should reflect academic mastery, so systems of intervention should be clearly outlined and monitored for students who are struggling to prevent failure.

Category: Learning Systems

Research Cited: "Whatever It Takes" Dufour, Dufour, Eaker, Karhanek 2004

Activity - Literature Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School level administrative staff ,with the support of district level administration, will present book / article studies to certified staff to deepen understanding of the research around student academic and behavioral support systems. This should happen at least once a month. Schools: All Schools	Professional Learning	01/04/2016	12/01/2016	\$1000	District Funding	School level administration , instructional coaches, district administration
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Measurable Objective 2:

A 25% increase of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency move at each level of NAP in Mathematics by 06/01/2016 as measured by STAR and / or school learning checks.

Strategy 1:

Math Practices - Teachers will learn and share knowledge of use of the practices that have proven effective in working with all students in developing conceptual understanding in math. This will support improved instruction for all teachers and improved outcomes for students in all demographic areas. We will develop productive struggle with teachers and students increasing stamina for doing the work that leads to solving problems.

Category: Continuous Improvement

Research Cited: In a search of evidence-based materials from research organizations, we found several resources that are written for teachers and other practitioners. These resources have the following strategies in common: providing systematic and explicit instruction; teaching visual representation of functions and relationships, such as manipulatives, pictures, and graphs; providing peer-assisted instruction; and using ongoing, formative assessment. Education Northwest Publications

Activity - Developing conceptual understanding	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff training will be provided to increase skills in developing conceptual understanding of math core standards and implementing the practices to support the building blocks of math. Opportunities to develop best practice in use of materials to take math from the concrete, pictorial, to the abstract level will be provided, modeled, discussed, and implemented. The use of practices will be monitored with continued discourse. Schools: All Schools	Academic Support Program	12/02/2013	05/29/2015	\$0	No Funding Required	Principals, Literacy Coaches, District Office Personnel

Activity - ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Schools shall identify students who have or are not demonstrating mastery of essential math content standards (fluency and identified priority standards). The schools will use ESS money (preferably certified staff) to arrange a system of times for students to be given extra support in obtaining mastery of essential knowledge and skills. Schools: All Schools	Academic Support Program	01/04/2016	06/30/2016	\$40000	Grant Funds	Gerda Wise, Elementary Supervisor; Principals

Goal 5: 100% of certified teachers and principals will participate in the Professional Growth and Evaluation System

Measurable Objective 1:

collaborate to develop a system for all teachers and principals to participate in the PGES by 04/30/2014 as measured by completion of all mandatory portions of the PGES in the EDS system.

Strategy 1:

Plan Development - A committee will be formed during the spring of 2014. This committee will develop a plan to implement the Professional Growth and Effectiveness System for the 2014-15 school year. The committee will present the plan and its implications to the staff in the Spring of 2013 and new staff in the summer of 2014.

Category:

Research Cited: Charlotte Danielson research on teacher evaluation and also the Widget Effect describes the shortcomings of current practices in teacher evaluation.

With the new system in place to rate teachers based on a performance rubric developed by Danielson, the impact on student learning will increase.

Activity - Committee Formation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Evaluation Committee will be formed to prepare a plan to implement the PGES for all certified staff in Carroll County Schools: All Schools	Other	03/03/2014	10/31/2014	\$1000	Race to the Top	Human Resource Director

Measurable Objective 2:

collaborate to have all certified teachers participate fully in TPGES during the 2014 / 2015 school year. by 05/29/2015 as measured by completion of all mandatory portions of the PGES in EDS system..

Strategy 1:

PGES Implementation - All required certified staff will participate fully in the PGES during the 2014 / 2015 school year.

Category: Human Capital Management

Research Cited: Danielson Framework

Activity - PGES Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All required staff will be trained and participate fully in the PGES system during the 2014 / 2015 school year. Schools: All Schools	Professional Learning	08/01/2014	05/29/2015	\$3000	District Funding	Chief Academic Officer, Principals, Teachers

Goal 6: Carroll County Schools will retain high quality staff.

Measurable Objective 1:

collaborate to increase the retention of high quality teachers to 75% for the 2016/2017 school year by 07/21/2017 as measured by certified staff signed under contract.

Strategy 1:

New Teacher Mentoring Program - All new teachers will be assigned a mentor staff in addition to a KTIP Resource teacher. Teachers in the mentoring program will meet monthly with district and school level staff to identify areas of concern and to address needs of the new teachers.

Category: Human Capital Management

Research Cited: Professional Development, Hattie .62

Activity - Mentor Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New Teachers will be matched with a mentor to work with them throughout the school year. This mentor will work with the mentor and KTIP committee to develop the weaknesses identified through the KTIP observations and mentor visits. Administration will work with local universities to develop master level classes for staff. Schools: All Schools	Professional Learning	08/01/2016	07/28/2017	\$12000	District Funding	Bill Hogan, Superintendent; Gerda Wise, Elementary Instructional Supervisor

Strategy 2:

Leadership Academy - A leadership academy will be created for staff who desire to further leadership responsibilities within the district.

Category: Human Capital Management

Research Cited: Professional Development, Hattie .62

Activity - Leadership Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A leadership academy will be created and taught by district leadership team to improve leadership skills of aspiring leaders in the district. Schools: All Schools	Professional Learning	01/04/2016	12/22/2017	\$1000	District Funding	Bill Hogan, Superintendent

Goal 7: Students in Carroll County Schools will demonstrate increased physical wellness throughout their day.

Measurable Objective 1:

collaborate to create a plan to increase student movement to a minimum of 60 minutes per day by 06/30/2017 as measured by annual reports to each school's SBDM Council.

Strategy 1:

Communication - Various forms of communication will be used to promote a healthy lifestyle for students.

Category: Integrated Methods for Learning

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Research Cited: Activity increases brain connections and academic achievement

Activity - Community Wellness Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff from the district will meet with community partners to increase the health and wellness of all students and families in our community. Schools: All Schools	Community Engagement	07/06/2015	06/30/2017	\$0	Grant Funds	Physical education teachers; Gerda Wise, Instructional Supervisor

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Advisor/Advisee program	Students will be assigned to an advisor who will provide guidance and support in reaching the college and career readiness standards. Students will work with advisors through rotational basis at CCHS weekly.	Academic Support Program	12/02/2013	05/29/2015	\$400	Tom Stephens, CCHS Principal Sheree Richter, CCHS Guidance Counselor
Total					\$400	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Thinking Strategies	Staff will observe classrooms for use of the Denver Thinking Strategies through video or live visits. The protocol for classroom observation will be followed based on training provided by PEBC	Professional Learning	01/04/2016	12/16/2016	\$3000	Gerda Wise, Elementary Supervisor Jonica Ray, Principal, Cartmell Elementary Donna Monroe, Principal, Kathryn Winn Primary
Use of Effective Instructional Strategies	Staff will continue to discuss and train each other on effective strategies per content team feedback. PLC process will help guide effective instructional practices throughout the district. Teachers will be asked to share effective strategies and demonstrate those strategies during PLC meeting times.	Academic Support Program	01/04/2016	06/30/2017	\$2000	Doug Oak, CAO; Principals

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Visible Learning District	Staff will be trained by Corwin Publishing during the summer and fall of 2016/17. The professional development will give the staff the knowledge and skills to become visible learners. After training the staff, the administration will develop a monitoring system for their developed next steps.	Professional Learning	01/04/2016	06/30/2017	\$20000	Bill Hogan, Superintendent; Doug Oak, Asst. Superintendent; Principals; Instructional Coaches
Total					\$25000	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PGES Implementation	All required staff will be trained and participate fully in the PGES system during the 2014 / 2015 school year.	Professional Learning	08/01/2014	05/29/2015	\$3000	Chief Academic Officer, Principals, Teachers
Literature Study	School level administrative staff ,with the support of district level administration, will present book / article studies to certified staff to deepen understanding of the research around student academic and behavioral support systems. This should happen at least once a month.	Professional Learning	01/04/2016	12/01/2016	\$1000	School level administration , instructional coaches, district administration
Design a monitoring system	Analysis student achievement by gap groups. Design a monitoring system that will give support for making ongoing modifications to instruction or student placement in intervention programs, relative to the data. Tools to use include: Dibels, STAR- reading and math, Compass, math facts in a flash...	Academic Support Program	01/04/2016	12/16/2016	\$500	Kathy Bieger, SPED; Guidance Counselor from each school
Mentor Program	New Teachers will be matched with a mentor to work with them throughout the school year. This mentor will work with the mentor and KTIP committee to develop the weaknesses identified through the KTIP observations and mentor visits. Administration will work with local universities to develop master level classes for staff.	Professional Learning	08/01/2016	07/28/2017	\$12000	Bill Hogan, Superintendent; Gerda Wise, Elementary Instructional Supervisor
K-12 Continuum	School level staff, along with district support, will develop a K-12 continuum of skills that students will master at each level. This continuum will also include other activities in which students will participate such as community service, STEM based learning and formal / informal presentations. The continuum should be in place by the beginning of the 2015 / 2016 school year.	Academic Support Program	01/05/2015	08/03/2015	\$2000	Chief Academic Officer, Elementary Instructional Supervisor, Principals, Instructional Coaches

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Vocabulary Program	Each school will determine a school-wide process for vocabulary instruction based on best practice research.	Direct Instruction	01/05/2015	05/29/2015	\$500	School Level Administrative Team
Leadership Academy	A leadership academy will be created and taught by district leadership team to improve leadership skills of aspiring leaders in the district.	Professional Learning	01/04/2016	12/22/2017	\$1000	Bill Hogan, Superintendent
Town Hall Meeting	A town hall meeting will be held out in the community to provide opportunities for parents to gain information on the school district.	Parent Involvement	01/05/2015	02/27/2015	\$500	Superintendent
Total					\$20500	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Community Wellness Committee	Staff from the district will meet with community partners to increase the health and wellness of all students and families in our community.	Community Engagement	07/06/2015	06/30/2017	\$0	Physical education teachers; Gerda Wise, Instructional Supervisor
Developing conceptual understanding	Staff training will be provided to increase skills in developing conceptual understanding of math core standards and implementing the practices to support the building blocks of math. Opportunities to develop best practice in use of materials to take math from the concrete, pictorial, to the abstract level will be provided, modeled, discussed, and implemented. The use of practices will be monitored with continued discourse. On-going training will be provided at each school for new staff or identified staff.	Academic Support Program	12/02/2013	05/29/2015	\$0	District Level Curriculum Staff, Principals, Instructional Coaches, District Math Consultant
ESS	Schools shall identify students who have or are not demonstrating mastery of essential math content standards (fluency and identified priority standards). The schools will use ESS money (preferably certified staff) to arrange a system of times for students to be given extra support in obtaining mastery of essential knowledge and skills.	Academic Support Program	01/04/2016	06/30/2016	\$40000	Gerda Wise, Elementary Supervisor; Principals
Total					\$40000	

Race to the Top

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Committee Formation	Evaluation Committee will be formed to prepare a plan to implement the PGES for all certified staff in Carroll County	Other	03/03/2014	10/31/2014	\$1000	Human Resource Director

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Leader in Me	Schools will pursue certification as a Lighthouse School through the Leader in Me program. Continued support from the District will be provided to individual schools as needed.	Other	01/04/2016	06/30/2017	\$0	Principals Central Office Administrators
Total					\$1000	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Involvement Policy	Each school's SBDM council will review its current Parent Involvement Policy for effectiveness. Schools will then survey parents on strategies / activities that would increase their involvement. School level policies and procedures will be updated and a 30,60,90 day plan will be created reflecting information received. Each school will report progress in its plan during the school level review meetings with district office staff.	Community Engagement	12/01/2014	05/29/2015	\$1500	Principals, SBDM councils, District Office Administration
Total					\$1500	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Transition Team	Students who have displayed attributes of at-risk behavior in middle school will be identified and shared with High School administration. Those students will be assigned a staff member to mentor them during their transition year. These same students will be assigned a P-Kom who will work with the student weekly to keep up with grades and support their transition. The P-Kom will be matched up based upon career cluster and interests.	Academic Support Program	01/04/2016	06/30/2017	\$2000	Doug Oak, CAO; Tom Stephens, CCHS Principal; Sheree Richter, CCHS Guidance Counselor; Rachel Mefford, CCHS Career Coach

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Close reading	<p>1. Staff will continue to receive professional learning on the Thinking Strategies.</p> <p>2. Close Reading will be used as a strategy across all buildings with all students using grade level text in addition to text at the student's independent reading level. Each building will determine and monitor the appropriate frequency of the strategy.</p> <p>3. Grade level staff will observe thinking strategies in use in classrooms and have collaborative discussions on implementation and impact to increase student achievement. Model lab classrooms will be established in each building and an observation schedule and protocol will be used in each building.</p> <p>4. All teachers will coach students to focus on these four basic questions as they read, reread, and focus on a text in multiple readings for multiple purposes: a. What is the author telling me here? b. Are there any hard or important words? c. What does the author want me to understand? d. How does the author play with language to add to meaning?</p> <p>5. Staff will analyze tasks to ensure the depth and alignment meets Common Core expectations.</p> <p>6. Staff will analyze student work and determine next instructional needs.</p>	Academic Support Program	12/02/2013	05/29/2015	\$0	Building Level Administrative Staff, Instructional Coaches
District Parent Videos	Parents will be surveyed to determine what information they need about schools. Using this information, the district will create informational videos to be placed on the district website.	Parent Involvement	01/05/2015	08/03/2015	\$2000	District Administration, Principals, District Public Relations Director
Literacy Plan Development	Each school will review their individual school literacy plan and take a literacy practices survey based on the National Institute for School Leadership literacy training component. They will then update their systemic plan for curriculum, instruction, and assessment in literacy. These will be approved by the policy councils. These best practice plans will be developed into a systematic plan for literacy instruction across all content in the district as a whole.	Academic Support Program	11/03/2014	12/16/2016	\$0	Chief Academic Officer, Principals, School Literacy Team
Test Taking Strategies	Staff will develop a system to instruct students on effective test taking strategies. After the system is developed, staff will implement the strategies and monitor their effectiveness.	Direct Instruction	01/04/2016	12/16/2016	\$1000	Kathy Bieger, SPED; Principals
Goal Setting	Staff from each school will teach students how to goal set for their learning. Each school has the autonomy what strategies and processes it uses to have students carry the strategy out.	Policy and Process	06/03/2013	12/20/2013	\$1000	Bill Hogan, Principals, Instructional Coaches

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Fluency	Kathryn Winn Primary, Cartmell Elementary and Carroll County Middle School will determine the best system to teach and monitor fluency for all students. Each school will create, based on research and visits, the instructional model they will use to teach fluency, and the process to monitor its effectiveness.	Direct Instruction	01/04/2016	05/20/2016	\$10000	Gerda Wise, Elementary Supervisor Donna Monroe, KW Principal Jonica Ray, Cartmell Principal Dana Oak, CCMS Principal
PLC	Staff will be trained on how to use a PLC process that we have adapted from Pulaski and Carter Counties. The PLC process will require staff in 6-12 to present data and strategies monthly to their peers. In grades K-5 the process will be refined to adjust to the needs of staff.	Academic Support Program	01/04/2016	06/30/2016	\$5000	Doug Oak, CAO; Principals
Explicit Vocabulary Instruction	Staff will determine their method of teaching vocabulary explicitly within the classroom from K thru 12. Staff will be trained on the method and administration will monitor the effectiveness of the implementation for its impact on student learning.	Direct Instruction	01/04/2016	06/30/2016	\$0	Gerda Wise, Elementary Supervisor; Robin Smith, KW Instructional Coach; Krista Chatham, Cartmell Instructional Coach; Jeff Fremin, CCMS Instructional Coach; Tom Stephens, CCHS Principal;

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Parent Academy	A parent academy will be established to provide parent involvement opportunities to grow understanding of: How students learn, How to assist students in becoming proficient students, What CCR means and how to help the child to reach this goal, Child development, District initiatives provided to support learning for all students. ... The parent learning opportunities will be posted on our website and parents can choose any or all of the programs to attend based on their need to know. The Family Ties Resource personnel will also provide monthly opportunities to chat with parents based on less formal discussions for parents to ask and answer questions.	Parent Involvement	08/01/2013	06/30/2014	\$6000	Pam Williams
Pacing Guides	Each school will devise a pacing guide to support cross curricular integration of content in units designed to implement the common core. The pacing will be reviewed as the year progresses to determine needs of individual students per grade level and the school systems overall needs to address content during the allotted time frame. The guides will be adapted yearly.	Academic Support Program	03/04/2013	05/29/2015	\$5000	Curriculum Coaches with support from district curriculum personnel
Total					\$32000	

Perkins

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Individualized Learning Plan	Assign all 8th grade students a career pathway based on the ILP, Explore results and Interest Inventories	Career Preparation/Orientation	12/02/2013	05/29/2015	\$500	Beth Wallace Sheree Richter Tammy Welch
Total					\$500	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitoring of RTI Process	School Level RTI process will be monitored throughout the course of the year.	Academic Support Program	01/04/2016	06/30/2017	\$0	Kathy Bieger, SPED Guidance Counselors
Student Placement Review	Each school will review the policy and procedure for placing students in classrooms to ensure that GAP students are not provided with the least effective or experienced teachers on consistent basis.	Policy and Process	01/05/2015	08/03/2015	\$0	Principals, SBDM councils

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Name and Claim	All staff will select a student(s) to support in their studies and behavior. Students will be identified by the Persistence to Graduation Tool and Assistant Principal input on students who would benefit from this service. Staff will meet weekly with the student to check grades, monitor behavior and to communicate with parents. This will be done through the development of a formal process for each school developed by school leadership teams and submitted to the Chief Operations Officer / DPP>	Academic Support Program	01/05/2015	05/29/2015	\$0	Larry Curell, Principals, Assistant Principals
Developing conceptual understanding	Staff training will be provided to increase skills in developing conceptual understanding of math core standards and implementing the practices to support the building blocks of math. Opportunities to develop best practice in use of materials to take math from the concrete, pictorial, to the abstract level will be provided, modeled, discussed, and implemented. The use of practices will be monitored with continued discourse.	Academic Support Program	12/02/2013	05/29/2015	\$0	Principals, Literacy Coaches, District Office Personnel
PEEL	Students who are identified through the PEEL process will be modified to include students on the ICU list.	Academic Support Program	01/04/2016	06/30/2016	\$0	Larry Curell, COO; Mark Willhoite, Asst. Principal CCHS; Tracey Reynolds, YSC Coordinator;
Monitoring of Concrete - Abstract	District and school level walkthroughs will monitor the impact of the on-going training by identifying strengths and opportunities in the instructional program for mathematics in all buildings. Additional training for staff on Conceptual math instruction will be provided on as needed basis.	Academic Support Program	01/04/2016	12/16/2016	\$0	CAO, Elementary Instructional Supervisor, Principals, Instructional Coaches
Educational Opportunities	Schools will provide information around school programs, CCR and other important information at school performances.	Parent Involvement	01/04/2016	12/16/2016	\$0	School level leadership
Curriculum Mapping	Teachers of core subjects at CCHS will be given guidance in realignment of their curriculum documents to include the standards from the ACT document that shows each standard by score range.	Professional Learning	01/15/2013	05/31/2013	\$0	Bill Hogan, CCPS Secondary Supervisor Tom Stephens, CCHS Principal Valerie Washburn, CCHS Instructional Coach

Total

\$0

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Curriculum Mapping	Teachers of core subjects at CCHS will be given guidance in realignment of their curriculum documents to include the standards from the ACT document that shows each standard by score range.	Professional Learning	01/15/2013	05/31/2013	\$0	Bill Hogan, CCPS Secondary Supervisor Tom Stephens, CCHS Principal Valerie Washburn, CCHS Instructional Coach
Close reading	<ol style="list-style-type: none"> Staff will continue to receive professional learning on the Thinking Strategies. Close Reading will be used as a strategy across all buildings with all students using grade level text in addition to text at the student's independent reading level. Each building will determine and monitor the appropriate frequency of the strategy. Grade level staff will observe thinking strategies in use in classrooms and have collaborative discussions on implementation and impact to increase student achievement. Model lab classrooms will be established in each building and an observation schedule and protocol will be used in each building. All teachers will coach students to focus on these four basic questions as they read, reread, and focus on a text in multiple readings for multiple purposes: a. What is the author telling me here? b. Are there any hard or important words? c. What does the author want me to understand? d. How does the author play with language to add to meaning? Staff will analyze tasks to ensure the depth and alignment meets Common Core expectations. Staff will analyze student work and determine next instructional needs. 	Academic Support Program	12/02/2013	05/29/2015	\$0	Building Level Administrative Staff, Instructional Coaches

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Goal Setting	Staff from each school will teach students how to goal set for their learning. Each school has the autonomy what strategies and processes it uses to have students carry the strategy out.	Policy and Process	06/03/2013	12/20/2013	\$1000	Bill Hogan, Principals, Instructional Coaches
Name and Claim	All staff will select a student(s) to support in their studies and behavior. Students will be identified by the Persistence to Graduation Tool and Assistant Principal input on students who would benefit from this service. Staff will meet weekly with the student to check grades, monitor behavior and to communicate with parents. This will be done through the development of a formal process for each school developed by school leadership teams and submitted to the Chief Operations Officer / DPP>	Academic Support Program	01/05/2015	05/29/2015	\$0	Larry Curell, Principals, Assistant Principals
Pacing Guides	Each school will devise a pacing guide to support cross curricular integration of content in units designed to implement the common core. The pacing will be reviewed as the year progresses to determine needs of individual students per grade level and the school systems overall needs to address content during the allotted time frame. The guides will be adapted yearly.	Academic Support Program	03/04/2013	05/29/2015	\$5000	Curriculum Coaches with support from district curriculum personnel
Design a monitoring system	Analysis student achievement by gap groups. Design a monitoring system that will give support for making ongoing modifications to instruction or student placement in intervention programs, relative to the data. Tools to use include: Dibels, STAR- reading and math, Compass, math facts in a flash...	Academic Support Program	01/04/2016	12/16/2016	\$500	Kathy Bieger, SPED; Guidance Counselor from each school
Use of Effective Instructional Strategies	Staff will continue to discuss and train each other on effective strategies per content team feedback. PLC process will help guide effective instructional practices throughout the district. Teachers will be asked to share effective strategies and demonstrate those strategies during PLC meeting times.	Academic Support Program	01/04/2016	06/30/2017	\$2000	Doug Oak, CAO; Principals
Developing conceptual understanding	Staff training will be provided to increase skills in developing conceptual understanding of math core standards and implementing the practices to support the building blocks of math. Opportunities to develop best practice in use of materials to take math from the concrete, pictorial, to the abstract level will be provided, modeled, discussed, and implemented. The use of practices will be monitored with continued discourse.	Academic Support Program	12/02/2013	05/29/2015	\$0	Principals, Literacy Coaches, District Office Personnel
Literacy Plan Development	Each school will review their individual school literacy plan and take a literacy practices survey based on the National Institute for School Leadership literacy training component. They will then update their systemic plan for curriculum, instruction, and assessment in literacy. These will be approved by the policy councils. These best practice plans will be developed into a systematic plan for literacy instruction across all content in the district as a whole.	Academic Support Program	11/03/2014	12/16/2016	\$0	Chief Academic Officer, Principals, School Literacy Team

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Developing conceptual understanding	Staff training will be provided to increase skills in developing conceptual understanding of math core standards and implementing the practices to support the building blocks of math. Opportunities to develop best practice in use of materials to take math from the concrete, pictorial, to the abstract level will be provided, modeled, discussed, and implemented. The use of practices will be monitored with continued discourse. On-going training will be provided at each school for new staff or identified staff.	Academic Support Program	12/02/2013	05/29/2015	\$0	District Level Curriculum Staff, Principals, Instructional Coaches, District Math Consultant
Leader in Me	Schools will pursue certification as a Lighthouse School through the Leader in Me program. Continued support from the District will be provided to individual schools as needed.	Other	01/04/2016	06/30/2017	\$0	Principals Central Office Administrators
Parent Academy	A parent academy will be established to provide parent involvement opportunities to grow understanding of: How students learn, How to assist students in becoming proficient students, What CCR means and how to help the child to reach this goal, Child development, District initiatives provided to support learning for all students. ... The parent learning opportunities will be posted on our website and parents can choose any or all of the programs to attend based on their need to know. The Family Ties Resource personnel will also provide monthly opportunities to chat with parents based on less formal discussions for parents to ask and answer questions.	Parent Involvement	08/01/2013	06/30/2014	\$6000	Pam Williams
Committee Formation	Evaluation Committee will be formed to prepare a plan to implement the PGES for all certified staff in Carroll County	Other	03/03/2014	10/31/2014	\$1000	Human Resource Director
Vocabulary Program	Each school will determine a school-wide process for vocabulary instruction based on best practice research.	Direct Instruction	01/05/2015	05/29/2015	\$500	School Level Administrative Team
Parent Involvement Policy	Each school's SBDM council will review its current Parent Involvement Policy for effectiveness. Schools will then survey parents on strategies / activities that would increase their involvement. School level policies and procedures will be updated and a 30,60,90 day plan will be created reflecting information received. Each school will report progress in its plan during the school level review meetings with district office staff.	Community Engagement	12/01/2014	05/29/2015	\$1500	Principals, SBDM councils, District Office Administration

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Monitoring of Concrete - Abstract	District and school level walkthroughs will monitor the impact of the on-going training by identifying strengths and opportunities in the instructional program for mathematics in all buildings. Additional training for staff on Conceptual math instruction will be provided on as needed basis.	Academic Support Program	01/04/2016	12/16/2016	\$0	CAO, Elementary Instructional Supervisor, Principals, Instructional Coaches
K-12 Continuum	School level staff, along with district support, will develop a K-12 continuum of skills that students will master at each level. This continuum will also include other activities in which students will participate such as community service, STEM based learning and formal / informal presentations. The continuum should be in place by the beginning of the 2015 / 2016 school year.	Academic Support Program	01/05/2015	08/03/2015	\$2000	Chief Academic Officer, Elementary Instructional Supervisor, Principals, Instructional Coaches
Monitoring of RTI Process	School Level RTI process will be monitored throughout the course of the year.	Academic Support Program	01/04/2016	06/30/2017	\$0	Kathy Bieger, SPED Guidance Counselors
PGES Implementation	All required staff will be trained and participate fully in the PGES system during the 2014 / 2015 school year.	Professional Learning	08/01/2014	05/29/2015	\$3000	Chief Academic Officer, Principals, Teachers
Mentor Program	New Teachers will be matched with a mentor to work with them throughout the school year. This mentor will work with the mentor and KTIP committee to develop the weaknesses identified through the KTIP observations and mentor visits. Administration will work with local universities to develop master level classes for staff.	Professional Learning	08/01/2016	07/28/2017	\$12000	Bill Hogan, Superintendent; Gerda Wise, Elementary Instructional Supervisor
Leadership Academy	A leadership academy will be created and taught by district leadership team to improve leadership skills of aspiring leaders in the district.	Professional Learning	01/04/2016	12/22/2017	\$1000	Bill Hogan, Superintendent
District Parent Videos	Parents will be surveyed to determine what information they need about schools. Using this information, the district will create informational videos to be placed on the district website.	Parent Involvement	01/05/2015	08/03/2015	\$2000	District Administration, Principals, District Public Relations Director
Town Hall Meeting	A town hall meeting will be held out in the community to provide opportunities for parents to gain information on the school district.	Parent Involvement	01/05/2015	02/27/2015	\$500	Superintendent
Educational Opportunities	Schools will provide information around school programs, CCR and other important information at school performances.	Parent Involvement	01/04/2016	12/16/2016	\$0	School level leadership

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Student Placement Review	Each school will review the policy and procedure for placing students in classrooms to ensure that GAP students are not provided with the least effective or experienced teachers on consistent basis.	Policy and Process	01/05/2015	08/03/2015	\$0	Principals, SBDM councils
Literature Study	School level administrative staff ,with the support of district level administration, will present book / article studies to certified staff to deepen understanding of the research around student academic and behavioral support systems. This should happen at least once a month.	Professional Learning	01/04/2016	12/01/2016	\$1000	School level administration , instructional coaches, district administration
Thinking Strategies	Staff will observe classrooms for use of the Denver Thinking Strategies through video or live visits. The protocol for classroom observation will be followed based on training provided by PEBC	Professional Learning	01/04/2016	12/16/2016	\$3000	Gerda Wise, Elementary Supervisor Jonica Ray, Principal, Cartmell Elementary Donna Monroe, Principal, Kathryn Winn Primary
Fluency	Kathryn Winn Primary, Cartmell Elementary and Carroll County Middle School will determine the best system to teach and monitor fluency for all students. Each school will create, based on research and visits, the instructional model they will use to teach fluency, and the process to monitor its effectiveness.	Direct Instruction	01/04/2016	05/20/2016	\$10000	Gerda Wise, Elementary Supervisor Donna Monroe, KW Principal Jonica Ray, Cartmell Principal Dana Oak, CCMS Principal

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Explicit Vocabulary Instruction	Staff will determine their method of teaching vocabulary explicitly within the classroom from K thru 12. Staff will be trained on the method and administration will monitor the effectiveness of the implementation for its impact on student learning.	Direct Instruction	01/04/2016	06/30/2016	\$0	Gerda Wise, Elementary Supervisor; Robin Smith, KW Instructional Coach; Krista Chatham, Cartmell Instructional Coach; Jeff Fremin, CCMS Instructional Coach; Tom Stephens, CCHS Principal;
Test Taking Strategies	Staff will develop a system to instruct students on effective test taking strategies. After the system is developed, staff will implement the strategies and monitor their effectiveness.	Direct Instruction	01/04/2016	12/16/2016	\$1000	Kathy Bieger, SPED; Principals
Transition Team	Students who have displayed attributes of at-risk behavior in middle school will be identified and shared with High School administration. Those students will be assigned a staff member to mentor them during their transition year. These same students will be assigned a P-Kom who will work with the student weekly to keep up with grades and support their transition. The P-Kom will be matched up based upon career cluster and interests.	Academic Support Program	01/04/2016	06/30/2017	\$2000	Doug Oak, CAO; Tom Stephens, CCHS Principal; Sheree Richter, CCHS Guidance Counselor; Rachel Mefford, CCHS Career Coach
ESS	Schools shall identify students who have or are not demonstrating mastery of essential math content standards (fluency and identified priority standards). The schools will use ESS money (preferably certified staff) to arrange a system of times for students to be given extra support in obtaining mastery of essential knowledge and skills.	Academic Support Program	01/04/2016	06/30/2016	\$40000	Gerda Wise, Elementary Supervisor; Principals
Community Wellness Committee	Staff from the district will meet with community partners to increase the health and wellness of all students and families in our community.	Community Engagement	07/06/2015	06/30/2017	\$0	Physical education teachers; Gerda Wise, Instructional Supervisor

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Visible Learning District	Staff will be trained by Corwin Publishing during the summer and fall of 2016/17. The professional development will give the staff the knowledge and skills to become visible learners. After training the staff, the administration will develop a monitoring system for their developed next steps.	Professional Learning	01/04/2016	06/30/2017	\$20000	Bill Hogan, Superintendent; Doug Oak, Asst. Superintendent; Principals; Instructional Coaches
PLC	Staff will be trained on how to use a PLC process that we have adapted from Pulaski and Carter Counties. The PLC process will require staff in 6-12 to present data and strategies monthly to their peers. In grades K-5 the process will be refined to adjust to the needs of staff.	Academic Support Program	01/04/2016	06/30/2016	\$5000	Doug Oak, CAO; Principals
Total					\$120000	

Carroll County Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Individualized Learning Plan	Assign all 8th grade students a career pathway based on the ILP, Explore results and Interest Inventories	Career Preparation/Orientation	12/02/2013	05/29/2015	\$500	Beth Wallace Sheree Richter Tammy Welch
PEEL	Students who are identified through the PEEL process will be modified to include students on the ICU list.	Academic Support Program	01/04/2016	06/30/2016	\$0	Larry Curell, COO; Mark Willhoite, Asst. Principal CCHS; Tracey Reynolds, YSC Coordinator;
Total					\$500	

Carroll County High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Advisor/Advisee program	Students will be assigned to an advisor who will provide guidance and support in reaching the college and career readiness standards. Students will work with advisors through rotational basis at CCHS weekly.	Academic Support Program	12/02/2013	05/29/2015	\$400	Tom Stephens, CCHS Principal Sheree Richter, CCHS Guidance Counselor
Individualized Learning Plan	Assign all 8th grade students a career pathway based on the ILP, Explore results and Interest Inventories	Career Preparation/Orientation	12/02/2013	05/29/2015	\$500	Beth Wallace Sheree Richter Tammy Welch
PEEL	Students who are identified through the PEEL process will be modified to include students on the ICU list.	Academic Support Program	01/04/2016	06/30/2016	\$0	Larry Curell, COO; Mark Willhoite, Asst. Principal CCHS; Tracey Reynolds, YSC Coordinator;
Total					\$900	

Carroll County Alt Learning Center

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Individualized Learning Plan	Assign all 8th grade students a career pathway based on the ILP, Explore results and Interest Inventories	Career Preparation/Orientation	12/02/2013	05/29/2015	\$500	Beth Wallace Sheree Richter Tammy Welch
PEEL	Students who are identified through the PEEL process will be modified to include students on the ICU list.	Academic Support Program	01/04/2016	06/30/2016	\$0	Larry Curell, COO; Mark Willhoite, Asst. Principal CCHS; Tracey Reynolds, YSC Coordinator;
Total					\$500	