

Carroll County Public Schools District

Improvement Plan 2013-14

Carroll County Public Schools

Ms. Lisa James, Superintendent
813 Hawkins St.
Carrollton, KY 41008

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Overview

Plan Name

Carroll County Public Schools District Improvement Plan 2013-14

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the combined reading and math K-Prep / QC scores for elementary, middle school, and high school students from (Elementary 40.6% in 12-2013 to 47.2% by 2013-14) , (Middle- 46.7% in 2012-13 to 52.5% 2013-14) (High - 38.9% 2012-13 to 45.7%).	Objectives: 2 Strategies: 5 Activities: 6	Academic	\$6000
2	Carroll County Public Schools will increase the College and Career Readiness students to 68% by 2015	Objectives: 1 Strategies: 3 Activities: 5	Organizational	\$6400
3	Increase the average freshman graduate rate from 74.2% to 91% by 2014.	Objectives: 1 Strategies: 3 Activities: 3	Organizational	\$65500
4	Increase the combined reading and math scores for GAP students' K-Prep / QC, for elementary, middle school, and high school students to (Elementary 39.7% in 2014) , (Middle- 45.4% in 2014) and (High - 45.7% in 2014)	Objectives: 2 Strategies: 3 Activities: 4	Academic	\$4500
5	100% of certified teachers and principals will participate in the Professional Growth and Evaluation System	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$1000

Goal 1: Increase the combined reading and math K-Prep / QC scores for elementary, middle school, and high school students from (Elementary 40.6% in 12-2013 to 47.2% by 2013-14) , (Middle- 46.7% in 2012-13 to 52.5%% 2013-14) (High - 38.9% 2012-13 to 45.7%).

Measurable Objective 1:

25% of All Students will demonstrate a proficiency move at each level of NAPD in English Language Arts by 04/30/2014 as measured by MAP..

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.

This close reading practice will be modeled using Denver Thinking Strategies in classrooms.

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.

Research Cited: Close Reading:

Gewertz 2012,

Richards 1929,

Alder and Van doren 1940/1972,

Douglas Fisher/ Nancy Frey 2012.

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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. Staff will be trained to use close reading practices to read, reread, and focus on the common core.</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.</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>By answering these questions, the student is required to paraphrase, think about vocabulary, make appropriate inferences, and analyze the writers craft.</p> <p>Schools: All Schools</p>	Academic Support Program	12/02/2013	05/30/2014	\$0	Title I Part A	Instructional Coaches

Strategy 2:

Program Reviews/ Non-Fiction Reading and Writing - The district Lead to Learn and District Leadership committees will work collaboratively to develop the district plan and purpose for non-fiction writing and reading determining the needs in each school.

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

Activity - Writing program improvements and non- fiction reading.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Each school will review: their program reviews for writing, their writing plans for their school, and their ongoing monitoring data of writing. They will then update their systemic plan for curriculum, instruction, and assessment. These will be approved by the policy councils. A second component will include non-fiction reading. Each school will define the extent of non-fiction reading and the interconnected writing to learn and writing to demonstrate learning techniques, time commitment, and monitoring of this work to ensure student learning is impacted by the focus.</p> <p>Each school will review their plans for non-fiction reading, independent reading requirements, and framework for reading materials in each classroom. Common expectations will be established for all classrooms.</p> <p>Collaborative grade level work will define the amount of time and tasks required to impact students achievement. Student tasks will be developed with work analyzed. Instructional plans will be developed to move students to mastery of the standards.</p> <p>Schools: All Schools</p>	<p>Academic Support Program</p>	<p>12/02/2013</p>	<p>06/30/2014</p>	<p>\$0</p>	<p>Title I Part A</p>	<p>Instructional Coaches and District instructional staff</p>
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Strategy 3:

Curriculum and Assessment Alignment -

Staff in each school will:

Revise curriculum maps to include updated priority standards identified at each grade level.

Continue to improve the pacing guides to ensure content pacing is spread efficiently throughout the school year and that all grade level staff is aware.

PLC groups will analyze common grade level assessments to determine congruence with standards.

Activity - curriculum, pacing, assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Teachers will continue to revise curriculum maps to include the priority standards and the standard placement for each unit. Teachers will continue to develop pacing guides to ensure adequate pacing of curricular units for the year. PLC groups will analyze assessments for congruence with standards and revise to match. This group will work to use data to determine next steps in instruction and to track learning over time.</p> <p>PLC groups will use data to monitor student learning.</p> <p>PLC groups will use goal calculator to set assessment goals.</p> <p>Individual teachers will use data to drive instructional planning.</p> <p>Teachers will assist students with developing personal goals and use individual student goals in their instructional planning..</p> <p>Teachers will use data to differentiate instruction based on individual student needs.</p> <p>Teachers will incorporate personalized learning technology into classroom assessment and instruction.</p> <p>Aligned assessments will be placed in CIITS.</p> <p>Schools: All Schools</p>	<p>Academic Support Program</p>	<p>12/02/2013</p>	<p>06/30/2014</p>	<p>\$0</p>	<p>Title I Part A</p>	<p>Principals/ Instructional Coaches/ District curriculum personnel</p>
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Strategy 4:

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 mutiple 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.

Activity - Leader in Me	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Students and parents will be provided opportunities to grow in their daily lives and commitment to success, based on participation with the Steven Covey 7 Habits program.</p> <p>Schools: All Schools</p>	<p>Other</p>	<p>08/01/2013</p>	<p>05/29/2015</p>	<p>\$0</p>	<p>Race to the Top</p>	<p>Principals Central Office Administrators</p>

Activity - Parent Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>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.</p> <p>Schools: All Schools</p>	<p>Parent Involvement</p>	<p>08/01/2013</p>	<p>06/30/2014</p>	<p>\$6000</p>	<p>Title I Part A</p>	<p>Pam Williams</p>
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Measurable Objective 2:

A 25% increase of All Students will demonstrate a proficiency move in NAPD in Mathematics by 04/30/2014 as measured by MAP..

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.

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>Schools: All Schools</p>	<p>Academic Support Program</p>	<p>12/02/2013</p>	<p>04/30/2014</p>	<p>\$0</p>	<p>Grant Funds</p>	<p>Bill Hogan Doug Oak Gerda Wise Dana Oak Tom Stephens</p>

Goal 2: Carroll County Public Schools will increase the College and Career Readiness students to 68% by 2015

Measurable Objective 1:

collaborate to increase students who are CCR from 58% to 64.6% by 06/30/2014 as measured by various CCR measures (KOSSA, ASVAB, ACT, KYOTE...).

Strategy 1:

Curriculum Mapping - All teachers of core subjects will realign their curriculum maps with the ACT standards provided by score range to ensure our curriculum is aligned with the ACT standards.

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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: Carroll County High School	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	05/31/2013	\$5000	Title I Part A	Curriculum Coaches with support from district curriculum personnel

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.

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	06/30/2014	\$400	School Council Funds	Tom Stephens, CCHS Principal Sheree Richter, CCHS Guidance Counselor

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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. All schools will develop a process to monitor individual student data notebooks. Schools: All Schools	Academic Support Program	12/02/2013	06/30/2014	\$0	No Funding Required	Bill Hogan, 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.

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 3: Increase the average freshman graduate rate from 74.2% to 91% by 2014.

Measurable Objective 1:

collaborate to increase the average freshman graduate rate to 91% by 2014. 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.

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.

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Activity - Individualized Learning Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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	06/30/2014	\$500	Perkins	Beth Wallace Sheree Richter Tammy Welch

Strategy 2:

College/Career Counseling - A college/career counselor will be hired to work individually and in groups with students in the middle school and high school. The career counselor will work with students in completing and understanding their ILP/WIN. They will also complete a career interest inventory and identify a path to work towards. The ILP/WIN will move from compliance to utilization by the students and parents in selecting electives at the high school. Counseling will provide the necessary academic work and/or industrial certification needed to be competitive in the field. The counselor will also provide information on how to be globally competitive in the field.

Research Cited: Hattie's effect size of .38 for career education.

Activity - Career Counselor	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have access to a full time counselor who will be dedicated to preparing students to enter a career pathway upon entrance to High School. Schools: Carroll County Middle School, Carroll County High School, Carroll County Alt Learning Center	Career Preparation/Orientation	08/19/2013	05/30/2014	\$65000	Other	Career Counselor Sheree Richter Tammy Welch Beth Wallace

Strategy 3:

Test Preparation - Tests will be made ACT like for Core Classes to prepare students to be successful on taking the exams. Test prep will also prepare students for ACT, KYOTE, Compass, KOSSA, ASVAB, work Keys, and Work Certification. Coaching or feedback on the results from the assessments will allow students to be more comfortable in the testing situation.

Research Cited: Hattie .22 effect size.

Activity - Test Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Test in core subjects will be KOSSA, KYOTE, Work Keys, Compass, ASVAB, and certification like to prepare students for the type of assessments they will see at the end of year for accountability reasons. This will include College and career pathway folders. Student mentoring by staff with name and claim aspect and with curriculum necessary to prepare students to graduate. Schools: Carroll County Middle School, Carroll County High School, Carroll County Alt Learning Center	Academic Support Program	12/02/2013	06/30/2014	\$0	No Funding Required	Instructional Coaches

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 39.7% in 2014) , (Middle- 45.4% in 2014) and (High - 45.7% in 2014)

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 05/15/2014 as measured by Map..

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.

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, Achieve 3000, math facts in a flash... Schools: All Schools	Academic Support Program	12/02/2013	06/30/2014	\$500	District Funding	District Support Staff, Ad Hoc Committee at each school in district
Activity - Teacher Training on Differentiation of Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will continue training on Co- taeching strategies to support learning in each classroom with high quality teaching and learning. The PLC meetins will be used to increase knowledge of how learners learn and strategies to meet the needs of learners. Flexible groups within the classrooms will be encourages, supported and monitored based on assessment data and needs of various groups of students. Schools: All Schools	Academic Support Program	12/02/2013	06/30/2014	\$2000	General Fund	District Office Staff(DoSe, Title Director), Principals, Teachers Leaders implementing co-teaching

Strategy 2:

Co-teaching Training - School teams will assist schools to have continual training available from year to year. Training within will help to sustain the effort. Middle, Cartmell, & Winn are working on grant applications for either Spring or Fall trainings with KDE. This will assist in providing our GAP students with regular education curriculum and remain in their regular education more time during the day.

Research Cited: Research shows that collaboration between general and special educators benefits the quality of instruction and supports for students with disabilities. Students without disabilities benefit, too. These are among the findings of co-teaching research conducted by Scruggs, Mastropieri, & McDuffie

Activity - Differentiation of Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Districtwide co-teaching models that are exemplary for other teachers to observe throughout the year will be used as embedded PD. Determine the assignment of staff (strengths) to best serve the GAP identified students Schools: All Schools	Academic Support Program	12/02/2013	06/30/2014	\$2000	District Funding	Special & Regular Teachers, District Office Administrators

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 04/30/2014 as measured by Map data..

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.

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	05/15/2014	\$0	No Funding Required	Principals, Literacy Coaches, District Office Personnel

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.

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

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

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
Leader in Me	Students and parents will be provided opportunities to grow in their daily lives and commitment to success, based on participation with the Steven Covey 7 Habits program.	Other	08/01/2013	05/29/2015	\$0	Principals Central Office Administrators
Total					\$1000	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Differentiation of Instruction	Districtwide co-teaching models that are exemplary for other teachers to observe throughout the year will be used as embedded PD. Determine the assignment of staff (strengths) to best serve the GAP identified students	Academic Support Program	12/02/2013	06/30/2014	\$2000	Special & Regular Teachers, District Office Administrators
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, Achieve 3000, math facts in a flash...	Academic Support Program	12/02/2013	06/30/2014	\$500	District Support Staff, Ad Hoc Committee at each school in district
Total					\$2500	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Parent Academy	<p>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.</p>	Parent Involvement	08/01/2013	06/30/2014	\$6000	Pam Williams
Goal Setting	<p>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.</p>	Policy and Process	06/03/2013	12/20/2013	\$1000	Bill Hogan, Principals, Instructional Coaches
Pacing Guides	<p>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.</p>	Academic Support Program	03/04/2013	05/31/2013	\$5000	Curriculum Coaches with support from district curriculum personnel
Writing program improvements and non-fiction reading.	<p>Each school will review: their program reviews for writing, their writing plans for their school, and their ongoing monitoring data of writing. They will then update their systemic plan for curriculum, instruction, and assessment. These will be approved by the policy councils. A second component will include non-fiction reading. Each school will define the extent of non-fiction reading and the interconnected writing to learn and writing to demonstrate learning techniques, time commitment, and monitoring of this work to ensure student learning is impacted by the focus.</p> <p>Each school will review their plans for non-fiction reading, independent reading requirements, and framework for reading materials in each classroom. Common expectations will be established for all classrooms.</p> <p>Collaborative grade level work will define the amount of time and tasks required to impact students achievement. Student tasks will be developed with work analyzed. Instructional plans will be developed to move students to mastery of the standards.</p>	Academic Support Program	12/02/2013	06/30/2014	\$0	Instructional Coaches and District instructional staff

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<p>curriculum, pacing, assessment</p>	<p>Teachers will continue to revise curriculum maps to include the priority standards and the standard placement for each unit. Teachers will continue to develop pacing guides to ensure adequate pacing of curricular units for the year. PLC groups will analyze assessments for congruence with standards and revise to match. This group will work to use data to determine next steps in instruction and to track learning over time.</p> <p>PLC groups will use data to monitor student learning.</p> <p>PLC groups will use goal calculator to set assessment goals.</p> <p>Individual teachers will use data to drive instructional planning.</p> <p>Teachers will assist students with developing personal goals and use individual student goals in their instructional planning..</p> <p>Teachers will use data to differentiate instruction based on individual student needs.</p> <p>Teachers will incorporate personalized learning technology into classroom assessment and instruction.</p> <p>Aligned assessments will be placed in CIITS.</p>	<p>Academic Support Program</p>	<p>12/02/2013</p>	<p>06/30/2014</p>	<p>\$0</p>	<p>Principals/ Instructional Coaches/ District curriculum personnel</p>
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Close reading	<p>1. Staff will continue to receive professional learning on the Thinking Strategies.</p> <p>2. Staff will be trained to use close reading practices to read, reread, and focus on the common core.</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.</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>By answering these questions, the student is required to paraphrase, think about vocabulary, make appropriate inferences, and analyze the writers craft.</p>	Academic Support Program	12/02/2013	05/30/2014	\$0	Instructional Coaches
Total					\$12000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Name and Claim	<p>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.</p> <p>All schools will develop a process to monitor individual student data notebooks.</p>	Academic Support Program	12/02/2013	06/30/2014	\$0	Bill Hogan, Larry Curell, Principals, Assistant Principals

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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
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	05/15/2014	\$0	Principals, Literacy Coaches, District Office Personnel
Test Preparation	Test in core subjects will be KOSSA, KYOTE, Work Keys, Compass, ASVAB, and certification like to prepare students for the type of assessments they will see at the end of year for accountability reasons. This will include College and career pathway folders. Student mentoring by staff with name and claim aspect and with curriculum necessary to prepare students to graduate.	Academic Support Program	12/02/2013	06/30/2014	\$0	Instructional Coaches
Total					\$0	

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	06/30/2014	\$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
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Teacher Training on Differentiation of Instruction	Staff will continue training on Co- teaching strategies to support learning in each classroom with high quality teaching and learning. The PLC meetins will be used to increase knowledge of how learners learn and strategies to meet the needs of learners. Flexible groups within the classrooms will be encourages, supported and monitored based on assessment data and needs of various groups of students.	Academic Support Program	12/02/2013	06/30/2014	\$2000	District Office Staff(DoSe, Title Director), Principals, Teachers Leaders implementing co-teaching
Total					\$2000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Career Counselor	Students will have access to a full time counselor who will be dedicated to preparing students to enter a career pathway upon entrance to High School.	Career Preparation/Orientation	08/19/2013	05/30/2014	\$65000	Career Counselor Sheree Richter Tammy Welch Beth Wallace
Total					\$65000	

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	06/30/2014	\$500	Beth Wallace Sheree Richter Tammy Welch
Total					\$500	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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	04/30/2014	\$0	Bill Hogan Doug Oak GERda Wise Dana Oak Tom Stephens
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
Close reading	<p>1. Staff will continue to receive professional learning on the Thinking Strategies.</p> <p>2. Staff will be trained to use close reading practices to read, reread, and focus on the common core.</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.</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>By answering these questions, the student is required to paraphrase, think about vocabulary, make appropriate inferences, and analyze the writers craft.</p>	Academic Support Program	12/02/2013	05/30/2014	\$0	Instructional Coaches

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<p>curriculum, pacing, assessment</p>	<p>Teachers will continue to revise curriculum maps to include the priority standards and the standard placement for each unit. Teachers will continue to develop pacing guides to ensure adequate pacing of curricular units for the year. PLC groups will analyze assessments for congruence with standards and revise to match. This group will work to use data to determine next steps in instruction and to track learning over time.</p> <p>PLC groups will use data to monitor student learning.</p> <p>PLC groups will use goal calculator to set assessment goals.</p> <p>Individual teachers will use data to drive instructional planning.</p> <p>Teachers will assist students with developing personal goals and use individual student goals in their instructional planning..</p> <p>Teachers will use data to differentiate instruction based on individual student needs.</p> <p>Teachers will incorporate personalized learning technology into classroom assessment and instruction.</p> <p>Aligned assessments will be placed in CIITS.</p>	<p>Academic Support Program</p>	<p>12/02/2013</p>	<p>06/30/2014</p>	<p>\$0</p>	<p>Principals/ Instructional Coaches/ District curriculum personnel</p>
<p>Goal Setting</p>	<p>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.</p>	<p>Policy and Process</p>	<p>06/03/2013</p>	<p>12/20/2013</p>	<p>\$1000</p>	<p>Bill Hogan, Principals, Instructional Coaches</p>
<p>Name and Claim</p>	<p>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. All schools will develop a process to monitor individual student data notebooks.</p>	<p>Academic Support Program</p>	<p>12/02/2013</p>	<p>06/30/2014</p>	<p>\$0</p>	<p>Bill Hogan, Larry Curell, Principals, Assistant Principals</p>
<p>Pacing Guides</p>	<p>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.</p>	<p>Academic Support Program</p>	<p>03/04/2013</p>	<p>05/31/2013</p>	<p>\$5000</p>	<p>Curriculum Coaches with support from district curriculum personnel</p>

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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, Achieve 3000, math facts in a flash...	Academic Support Program	12/02/2013	06/30/2014	\$500	District Support Staff, Ad Hoc Committee at each school in district
Teacher Training on Differentiation of Instruction	Staff will continue training on Co- teaching strategies to support learning in each classroom with high quality teaching and learning. The PLC meetins will be used to increase knowledge of how learners learn and strategies to meet the needs of learners. Flexible groups within the classrooms will be encourages, supported and monitored based on assessment data and needs of various groups of students.	Academic Support Program	12/02/2013	06/30/2014	\$2000	District Office Staff(DoSe, Title Director), Principals, Teachers Leaders implementing co-teaching
Differentiation of Instruction	Districtwide co-teaching models that are exemplary for other teachers to observe throughout the year will be used as embedded PD. Determine the assignment of staff (strengths) to best serve the GAP identified students	Academic Support Program	12/02/2013	06/30/2014	\$2000	Special & Regular Teachers, District Office Administrators
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, pictoral, 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	05/15/2014	\$0	Principals, Literacy Coaches, District Office Personnel

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<p>Writing program improvements and non-fiction reading.</p>	<p>Each school will review: their program reviews for writing, their writing plans for their school, and their ongoing monitoring data of writing. They will then update their systemic plan for curriculum, instruction, and assessment. These will be approved by the policy councils. A second component will include non-fiction reading. Each school will define the extent of non-fiction reading and the interconnected writing to learn and writing to demonstrate learning techniques, time commitment, and monitoring of this work to ensure student learning is impacted by the focus.</p> <p>Each school will review their plans for non-fiction reading, independent reading requirements, and framework for reading materials in each classroom. Common expectations will be established for all classrooms.</p> <p>Collaborative grade level work will define the amount of time and tasks required to impact students achievement. Student tasks will be developed with work analyzed. Instructional plans will be developed to move students to mastery of the standards.</p>	<p>Academic Support Program</p>	<p>12/02/2013</p>	<p>06/30/2014</p>	<p>\$0</p>	<p>Instructional Coaches and District instructional staff</p>
<p>Developing conceptual understanding</p>	<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>Academic Support Program</p>	<p>12/02/2013</p>	<p>04/30/2014</p>	<p>\$0</p>	<p>Bill Hogan Doug Oak GERda Wise Dana Oak Tom Stephens</p>
<p>Leader in Me</p>	<p>Students and parents will be provided opportunities to grow in their daily lives and commitment to success, based on participation with the Steven Covey 7 Habits program.</p>	<p>Other</p>	<p>08/01/2013</p>	<p>05/29/2015</p>	<p>\$0</p>	<p>Principals Central Office Administrators</p>

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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
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
Total					\$17500	

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	06/30/2014	\$500	Beth Wallace Sheree Richter Tammy Welch
Career Counselor	Students will have access to a full time counselor who will be dedicated to preparing students to enter a career pathway upon entrance to High School.	Career Preparation/Orientation	08/19/2013	05/30/2014	\$65000	Career Counselor Sheree Richter Tammy Welch Beth Wallace
Test Preparation	Test in core subjects will be KOSSA, KYOTE, Work Keys, Compass, ASVAB, and certification like to prepare students for the type of assessments they will see at the end of year for accountability reasons. This will include College and career pathway folders. Student mentoring by staff with name and claim aspect and with curriculum necessary to prepare students to graduate.	Academic Support Program	12/02/2013	06/30/2014	\$0	Instructional Coaches
Total					\$65500	

Carroll County High School

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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
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	06/30/2014	\$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	06/30/2014	\$500	Beth Wallace Sheree Richter Tammy Welch
Career Counselor	Students will have access to a full time counselor who will be dedicated to preparing students to enter a career pathway upon entrance to High School.	Career Preparation/Orientation	08/19/2013	05/30/2014	\$65000	Career Counselor Sheree Richter Tammy Welch Beth Wallace
Test Preparation	Test in core subjects will be KOSSA, KYOTE, Work Keys, Compass, ASVAB, and certification like to prepare students for the type of assessments they will see at the end of year for accountability reasons. This will include College and career pathway folders. Student mentoring by staff with name and claim aspect and with curriculum necessary to prepare students to graduate.	Academic Support Program	12/02/2013	06/30/2014	\$0	Instructional Coaches
Total					\$65900	

Carroll County Alt Learning Center

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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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	06/30/2014	\$500	Beth Wallace Sheree Richter Tammy Welch
Career Counselor	Students will have access to a full time counselor who will be dedicated to preparing students to enter a career pathway upon entrance to High School.	Career Preparation/Orientation	08/19/2013	05/30/2014	\$65000	Career Counselor Sheree Richter Tammy Welch Beth Wallace
Test Preparation	Test in core subjects will be KOSSA, KYOTE, Work Keys, Compass, ASVAB, and certification like to prepare students for the type of assessments they will see at the end of year for accountability reasons. This will include College and career pathway folders. Student mentoring by staff with name and claim aspect and with curriculum necessary to prepare students to graduate.	Academic Support Program	12/02/2013	06/30/2014	\$0	Instructional Coaches
Total					\$65500	