



# **KDE Comprehensive Improvement Plan for Districts**

## **Cloverport Independent**

214 West Main Street  
Cloverport, KY 40111

# TABLE OF CONTENTS

Introduction ..... 1

## **Executive Summary**

Introduction ..... 3

Description of the School System ..... 4

System's Purpose ..... 5

Notable Achievements and Areas of Improvement ..... 7

Additional Information ..... 8

## **Cloverport Independent CDIP 2014.2015**

Overview ..... 10

Goals Summary ..... 11

Goal 1: The percentage of students meeting the benchmark for career and college readiness will increase at a rate which meets or exceeds state delivery targets. .... 12

Goal 2: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group to 65% in 2015. .... 13

Goal 3: All students in the district will demonstrate proficiency in reading and math. .... 15

Goal 4: Ensure that all staff are effective and are provided support and guidance of the Professional Growth and Effectiveness System (PGES). .... 16

Goal 5: All students will be engaged and ready to learn. .... 18

Goal 6: Leadership across the district has the capacity to implement systemic change, including adapting and innovating; modeling optimism and fairness; overseeing school transformation and student success. .... 22

Goal 7: Robust internal and external communications effectively marshal school and community resources behind goals. .... 24

Activity Summary by Funding Source ..... 26

Activity Summary by School ..... 33

**KDE Needs Assessment**

Introduction ..... 41

Data Analysis ..... 42

Areas of Strengths ..... 43

Opportunities for Improvement ..... 44

Oversight and Monitoring ..... 45

Conclusion ..... 46

**Compliance and Accountability - Districts**

Introduction ..... 48

Planning and Accountability Requirements ..... 49

**KDE Superintendent Assurances**

Introduction ..... 52

Delivery Targets ..... 53

Resources and Support Systems ..... 55

Facilities/Support Systems ..... 56

**KDE Assurances - District**

Introduction ..... 59

District Assurances ..... 60

## **Introduction**

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

# **Executive Summary**

## **Introduction**

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

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

## Description of the School System

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

Cloverport Independent is a place where high-quality, effective teachers and leaders work together to maximize achievement through student-driven, personalized learning to successfully complete a rigorous academic program, preparing them as life ready, meeting the demands of twenty-first century learners for post-secondary study and gainful employment in the competitive, global marketplace.

Our district is a small, independent district located in the northern part of Breckinridge County. Scenically located on the banks of the Ohio River, Cloverport is a geographically isolated area, more than 15 miles away from the nearest town. Established as a booming shipping town, the local school district was formed in 1872 to meet the educational needs of the community. Small, locally owned businesses are the backbone of the local economy. Our system contains three schools sharing one campus--William H. Natcher Elementary, Frederick Fraize Middle and Frederick Fraize High. The community is rural, however, it is not a primarily agricultural area. Most residents live within the city boundaries. Our system is unique in that it contains a high percentage of low-income families, with few prospects for work or financial improvement in the immediate area, however, the heartbeat of the community is the local school system, which serves as a community resource for not only schooling, but also childcare, community education, early learning resources and community events.

Over the past year, our school population has increased significantly in size--from around 350 total students in 2011-2012 to well over 430 in 2014-2015. This distribution has been well distributed over the elementary, middle and high schools. Consequently, our district is in the process of pursuing a building a project to provide additional classroom space and a new media center for the district. We have also increased the opportunities available to our students utilizing a 21st Century Community Learning Centers grant to provide a vibrant after-school program, the addition of a dramatic arts and choral music program, and the addition of new athletic activities including golf, track and field and volleyball.

Cloverport Independent is unique because of its small size, which has both drawbacks and advantages. The small staff has to work together and think creatively to provide students with a rigorous academic program that challenges students and meets their educational demands. Individual attention and quality relationships between students, staff and the community drive our success, with small groups being assessed in each area. Limited resources at home and a community where less than 25% of the residents have a post-secondary degree pose significant obstacles for our school and our students to overcome.

## System's Purpose

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

No Bar Too High: What does the 21st century student need to know and be able to do? In Cloverport and across the state, we are in the midst of an enormous transformation. In the past, the rate of change was much slower from generation to generation; today, in the 21st century, the rate of change is driven by constantly evolving technology, the rapid creation and proliferation of information, new social and environmental challenges; and, a new, knowledge-based economy.

By 2020, Cloverport will rank in the top 10% of academically performing districts in the state. Students need an entirely new level of academic skills and a strong sense of self and connection to their community to succeed and contribute to a better society. Moreover, Cloverport students know this: 89% of students plan to go to college. Educators and leaders need support, training and new approaches to teaching to guide students successfully toward their goals. We need to work together with families, communities and partners in new ways as well. Fortunately, while the world around us is requiring such rapid change, in Cloverport, we have enduring values, traditions and relationships that can help us--and our students--chart the right course and truly be college, career and life ready.

Our Future, Our Promise: Building a Bright Future for Our Students and Our Community. Ultimately, Cloverport Independent will measure its success by the success of its students. Our goals for staff and system develop an important foundation for our primary goal of student's first. This plan proposes to take advantage of a unique window of opportunity to build on what we have, to change what we must and to work together in new ways to support students. Our plan sets bold and clear student-centered strategies and targets through 2020. It sharpens our collective focus on implementing a rigorous curriculum, and providing educators the tools to identify and address students' needs in real time through graduation.

Student achievement is at the core of our plan. To promote academic achievement, the plan sets clear expectations, while also aligning resources and strengthening educator development and support to achieve our goals. Through technology, we have more information than ever before about what every individual student needs in order to reach his or her full potential--and how we can help them. We have the opportunity to ensure ALL students, as never before, can achieve and that different learning styles and educational approaches are understood, honored and addressed.

We must support teachers, leaders and staff with the adaptive leadership needed to work hand-in-hand with the community to build 21st Century schools, classrooms and learning opportunities. In Cloverport, the way forward is through working together--students, families, teachers, leaders, staff and community partners. We have an opportunity to model the skills of collaboration, complex and creative thinking and effective communication for our students. We are building the future, and how we assemble together today will determine the options and opportunities available for young people for generations to come.

Our vision is: All students life ready and 21st century prepared.

Our mission is to engage all learners and educators by building communities of learning, and utilizing effective 21st century strategies with personalized learning.



## **Notable Achievements and Areas of Improvement**

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

Our district has been recognized for leading the way in the digital era through the Apples for Aces program, placing an individual learning device in the hands of each student in the district and boosting our wireless capacity so students can access learning resources easily throughout the campus. In addition, we have layered on digital instruction options to provide additional learning opportunities for our students.

Our district also serves as a model site for the Confucius Institute for our Chinese language program. We have an on-site Chinese instructional center and provide two instructors from abroad each year to support learning across the district, weaving language knowledge in with cultural understanding to provide our students with increased global awareness.

Finally, our district continues to strive for academic excellence and we have been recognized for achievement in that area. William H. Natcher Elementary School was designated as a National Blue Ribbon School in 2010; and, Frederick Fraize High School is routinely designated as one of "America's Best High Schools" by US News & World Report.

## **Additional Information**

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

Cloverport Independent is uniquely qualified to succeed due to the following reasons:

--We believe that healthy relationships among students, staff, parents and community foster trust, open communication, respect and concern for the learning of students, and greater partnership for all involved in the individual child's educational success.

--We affirm that a positive atmosphere must be cultivated in order to meet all the needs of each student and their safety; this positive atmosphere lends itself to an attitude that embraces a "student first" mentality and helps students reach their potential.

--We believe that teachers who are committed to excellence in teaching and learning, in collaboration with one another and all staff, the parents, and the community, will equip students to take ownership in their learning in order to become successful both in and outside the classroom.

--We attest to the advantages that up-to-date technology, and strategies such as differentiated instruction, intervention and extended learning opportunities outside the regular school hours, in its ability to help students achieve greater academic and personal success.

--We believe that the quality of educational administration is the result of compassionate and supportive leaders who seek to help every student, staff member and parent to become successful in the educational process; this leadership always calls for putting students first, shows no partiality to components of education, such as subject matter and grade level, and seeks to hold accountable every employee involved in the child's education.

--We believe that a successful school environment will properly, appropriately and efficiently utilize its resources to help students learn.

# **Cloverport Independent CDIP 2014.2015**

## **Overview**

### **Plan Name**

Cloverport Independent CDIP 2014.2015

### **Plan Description**

Comprehensive District Improvement Plan

## 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	The percentage of students meeting the benchmark for career and college readiness will increase at a rate which meets or exceeds state delivery targets.	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$1500
2	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group to 65% in 2015.	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$1500
3	All students in the district will demonstrate proficiency in reading and math.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$4000
4	Ensure that all staff are effective and are provided support and guidance of the Professional Growth and Effectiveness System (PGES)	Objectives: 1 Strategies: 2 Activities: 9	Organizational	\$2200
5	All students will be engaged and ready to learn.	Objectives: 5 Strategies: 4 Activities: 9	Organizational	\$65600
6	Leadership across the district has the capacity to implement systemic change, including adapting and innovating; modeling optimism and fairness; overseeing school transformation and student success.	Objectives: 1 Strategies: 2 Activities: 6	Organizational	\$1000
7	Robust internal and external communications effectively marshal school and community resources behind goals.	Objectives: 1 Strategies: 1 Activities: 5	Organizational	\$4000

## Goal 1: The percentage of students meeting the benchmark for career and college readiness will increase at a rate which meets or exceeds state delivery targets.

### Measurable Objective 1:

64% of Eighth and Twelfth grade students will demonstrate a proficiency in meeting the college and career readiness benchmarks in Mathematics and in English Language Arts by 10/31/2015 as measured by performance on the EXPLORE, ACT, KYOTE or Compass exam.

### Strategy 1:

Focused Instruction - Teachers will provide focused, concise instruction to identified students who have not yet met the college readiness benchmarks in English or Reading. Instructional tasks will mirror the rigorous tasks presented to students on readiness exams. Individual interventions and differentiated instruction will be used to assist students in achieving success.

#### Category:

Research Cited: Garner, Betty. Getting to Got It. 1st ed. Alexandria: Association for Supervision and Curriculum Development, 2007. Print.

Schmoker, Mike. Results Now. 1st . Alexandria: Association for Supervision and Curriculum Development, 2006. Print.

Activity - EPAS Practice and Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will implement the use of materials available through ACT, Triumph Learning and WIN Learning to allow additional opportunities for students to practice and prepare for the EPAS exams, as well as enable teachers to measure ongoing progress toward meeting benchmarks.  Schools: Frederick Fraize High School, Frederick Fraize Middle School	Academic Support Program	01/07/2013	10/31/2015	\$500	General Fund	Principal CCR Coach

Activity - Readiness Exams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will implement the use of the KYOTE, ASVAB and Compass to allow additional opportunities for students to meet the English, Math and Reading readiness benchmarks.  Schools: Frederick Fraize High School	Academic Support Program	01/07/2013	05/31/2015	\$0	No Funding Required	Principal Guidance Counselor CCR Coach District Assessment Coordinator

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

# KDE Comprehensive Improvement Plan for Districts

Cloverport Independent

Increase the total enrollment in AP or Dual Credit Courses through the expansion of online instruction, as well as on-campus and offsite dual credit classes.  Schools: Frederick Fraize High School	Academic Support Program	05/31/2014	05/31/2016	\$1000	District Funding	Guidance Counselor CCR Coach
--	--------------------------	------------	------------	--------	------------------	---------------------------------

## Strategy 2:

Targeted Interventions - Targeted interventions will be used to meet identified needs of individual students and targeted populations and break down barriers to college and career readiness. Students and parents will receive academic and career advising when selecting classes for next year as well as individual review of current state assessment and college readiness data.

Category:

Research Cited: Kentucky Department of Education and Kentucky Council on Postsecondary Education. Unified Strategy for College and Career Readiness: Senate Bill 1 (2009). Available at [www.education.ky.gov/education/ccr/documents/ccrunifiedplan\\_draft.pdf](http://www.education.ky.gov/education/ccr/documents/ccrunifiedplan_draft.pdf)

Kentucky Department of Education. KDE College and Career Readiness Delivery Plan: November 2012. Available at: [www.education.ky.gov/commofed/cdu/documents%20delivery%20plan.pdf](http://www.education.ky.gov/commofed/cdu/documents%20delivery%20plan.pdf)

Activity - Individual Learning Plans "6 Year Plan"	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through ongoing collaboration with the GRREC Kid-Friendly grant, develop and implement a six-year individualized learning plan for each student in the middle and high school that will assist students with identifying and selecting a college/career pathway, establish and track progress in meeting college career readiness goals/other academic goals and provide continuous access to plan information for parents and students through use of a 6 year plan app. This will encompass and exceed state required ILP components. In addition, plan development will specify a community of support to guide students through achieving their plan, as well as an adult mentor to routinely consult with students about plan status.  Schools: Frederick Fraize High School, Frederick Fraize Middle School	Policy and Process	01/07/2013	05/15/2015	\$0	No Funding Required	CCR Coach

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop, promote and implement Operation Preparation, including individual scheduling conferences and assessment result conferences.  Schools: Frederick Fraize High School, Frederick Fraize Middle School	Career Preparation/Orientation	01/09/2012	05/15/2015	\$0	No Funding Required	Guidance Counselor Principal Director of Student Support Services

## Goal 2: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group to 65% in 2015.

### Measurable Objective 1:

65% of Economically Disadvantaged students will demonstrate a proficiency in mathematics and in English Language Arts by 10/25/2016 as measured by state assessment results.

### Strategy 1:

Progress Monitoring - Individual students will be assessed at a minimum of once per quarter to determine progress toward reaching established goals and recommendations for improvement.

Category:

Research Cited: Kentucky Department of Education and Kentucky Council on Postsecondary Education. Unified Strategy for College and Career Readiness: Senate Bill 1 (2009). Available at [www.education.ky.gov/educational/ccr/documents/ccrunifiedplan\\_draft.pdf](http://www.education.ky.gov/educational/ccr/documents/ccrunifiedplan_draft.pdf)

Kentucky Department of Education. KDE College and Career Readiness Delivery Plan: November 2012. Available at [www.education.ky.gov/commofed/cdu/documents/ccr%20delivery%20plan.pdf](http://www.education.ky.gov/commofed/cdu/documents/ccr%20delivery%20plan.pdf)

Activity - Benchmark Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will develop and administer beginning of course and end of course benchmark assessments to track student performance toward demonstrating proficiency. These assessments will support the development and monitoring of student growth goals for PGES. In addition, they will provide teachers with the data critical to identifying instructional gaps and meeting the needs of all learners.  Schools: All Schools	Academic Support Program	08/01/2014	05/31/2016	\$500	District Funding	Principal

Activity - Wraparound Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Work with agencies and families to coordinate wraparound services that address non-school factors that impede student success. This will include partnering with community organizations, libraries and businesses that provide learning and service opportunities that utilize community resources.  Schools: All Schools	Academic Support Program	08/01/2014	05/31/2016	\$1000	FRYSC	FRYSC Director Guidance Counselor Community Education Director

## KDE Comprehensive Improvement Plan for Districts

Cloverport Independent

Activity - Student Led Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Initiate student led conferences where students assume responsibility for describing their academic goals and their progress toward achieving those goals. Students maintain leadership notebooks to house all data related to their goals and progress.  Schools: All Schools	Academic Support Program	11/01/2014	05/31/2016	\$0	No Funding Required	Lighthouse Teams Teachers

Activity - Standards Based Grading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement proficiency-based advancement of students based on applicable standards of academic achievement, character development and socio-emotional progress.  Schools: All Schools	Academic Support Program	08/01/2015	05/31/2016	\$0	No Funding Required	Principal Teachers

### Goal 3: All students in the district will demonstrate proficiency in reading and math.

#### Measurable Objective 1:

65% of All Students will demonstrate a proficiency in Mathematics and in Reading by 10/01/2015 as measured by state assessment and district MAP results..

#### Strategy 1:

Personalized Learning - Teachers will develop individual intervention plans for students who have not met the benchmark on the MAP, KPREP, EOC or other state assessment. Teachers will provide a variety of supports and practice opportunities for these students with the goal of moving them toward on-level, independent mastery of standards. This will employ a variety of innovative instructional strategies, as well, including problem-based learning, self-paced learning, blended learning, flipped learning environments and standards based grading.

Category: Continuous Improvement

Research Cited: Good to Great to Innovate: Recalculating the Route to Career Readiness, K-12+ by Lyn Sharratt and Gale Harild, Corwin Press, 2015.

Ferguson, Dianne, Gievrá Ralph et al. Personalized Learning for Every Student. 1st ed. Alexandria: Association for Supervision and Curriculum Development, 2001. Print.

Garner, Betty. Getting to Got It. 1st ed. Alexandria: Association for Supervision and Curriculum Development, 2007. Print.

Schmoker, Mike. Results Now. 1st ed. Alexandria: Association for Supervision and Curriculum Development, 2006. Print.

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

## KDE Comprehensive Improvement Plan for Districts

Cloverport Independent

All students in grades K-11 will take the MAP assessment three times per year--fall, winter and spring. Results will be analyzed by teachers to assist in making informed instructional decisions, establishing goals and monitoring for improvement.  Schools: All Schools	Academic Support Program	08/03/2009	05/31/2016	\$4000	District Funding	Principal District Technology Coordinator
---	--------------------------	------------	------------	--------	------------------	---

### Goal 4: Ensure that all staff are effective and are provided support and guidance of the Professional Growth and Effectiveness System (PGES)

#### Measurable Objective 1:

collaborate to increase the percentage of teachers designated as highly qualified to 100% and increase the percentage of teachers designated as highly effective by 20% by 05/31/2015 as measured by local highly-qualified report and teacher PGES ratings.

#### Strategy 1:

Evaluating Teachers Using PGES - Administrative staff will receive training through the regional educational coop as well as online training throughout TeachScape on the multiple measure for PGES.

Category: Teacher PGES

Research Cited: Charlotte Danielson, "A Framework for Teaching Proficiency"

Teacher Professional Growth and Effectiveness System

Activity - Reward System	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a reward program for all staff labeled Highly Effective/Level Three, as determined by PGES ratings.  Schools: All Schools	Recruitment and Retention	05/31/2015	05/31/2016	\$500	District Funding	Superintendent Principal

Activity - Performance Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide all teachers and administrators with evaluation and feedback based on student growth and teaching practice that guide professional development opportunities designed to support student achievement and learning.  Schools: All Schools	Professional Learning	08/01/2014	05/31/2016	\$0	No Funding Required	Principal

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

## KDE Comprehensive Improvement Plan for Districts

Cloverport Independent

Develop walk-through tools that will be implemented by district leadership with results shared globally, as well as specifically.  Schools: All Schools	Professional Learning	08/01/2013	05/31/2016	\$0	No Funding Required	District Leadership
---	-----------------------	------------	------------	-----	---------------------	---------------------

Activity - Ongoing Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use PD360 to provide ongoing professional development, learning and support for teachers in areas identified for improvement using the TPGES tool. Course selections will be aligned to support student achievement and school effectiveness as reported in "My Learning Plan" and PD360. Additional professional development on the Charlotte Danielson framework, PGES tool and Characteristics of Highly Effective Teaching and Learning will be provided as needed.  Schools: All Schools	Professional Learning	08/01/2014	05/31/2016	\$0	No Funding Required	Principal

### Strategy 2:

Staff Recruitment and Retention - The school will benefit from having highly-qualified staff members employed in all roles.

Category:

Research Cited: No Child Left Behind Act

Activity - Job Fairs/Postsecondary Partners	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will attend college job fairs as needed to solicit highly-qualified applicants for open job listings; and, will maintain communication with nearby postsecondary institutions to recruit strongly recommended, highly-qualified candidates for open positions.  Schools: All Schools	Recruitment and Retention	08/06/2012	05/29/2015	\$200	District Funding	Principal

Activity - Professional Learning and Growth	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Any staff failing to meet highly-qualified requirements will be provided with additional professional learning/professional development activities to assist in the process of achieving highly-qualified status.  Schools: All Schools	Professional Learning	08/06/2012	06/30/2015	\$1000	Title I Part A	Title I Coordinator Professional Development Coordinator

Activity - Recruitment Policy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Revise recruiting policies, practices and procedures to improve the quantity and quality of job applicants.  Schools: All Schools	Policy and Process	05/31/2014	05/31/2016	\$0	No Funding Required	Superintendent

## KDE Comprehensive Improvement Plan for Districts

Cloverport Independent

Activity - Staff Recognition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop programs that recognize and reward deserving employees based on their contribution to student achievement.  Schools: All Schools	Recruitment and Retention	05/31/2014	05/31/2016	\$500	District Funding	Superintendent
Activity - Induction Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide effective orientation programs for all classified personnel, certified personnel and supervisory training for all new administrators with the goal being that 100% of new teachers and non-certified employees receive induction and mentoring support. In addition, use the Para-Educator training program for all non-certified staff, the Charlotte Danielson framework for all certified staff and the Robert Strong framework for all administrators.  Schools: All Schools	Recruitment and Retention	05/31/2014	05/31/2017	\$0	No Funding Required	Superintendent

## Goal 5: All students will be engaged and ready to learn.

### Measurable Objective 1:

collaborate to improve academic achievement by 10/01/2015 as measured by increasing the percentage of distinguished students by 5% and proficient students by 10% in all content areas.

### Strategy 1:

Instructional Rigor - Incorporate rigorous curriculum based on the Common Core State Standards and the Quality Core Standards into routine classroom instruction. Evidence of instructional rigor will be found in formative assessments submitted each week and lesson plans submitted each week in CIITS. Evidence will also be found in both formal and informal classroom observations, as well as examining student work in professional learning communities.

Category: Learning Systems

Research Cited: Langer, Georgea, Amy Colton, and Loretta Goff. Collaborative Analysis of Student Work. 1st ed. Alexandria: Association for Supervision and Curriculum Development, 2003. 11-24. Print.

DuFour, Richard, Rebecca DuFour and Robert Eaker. Revisiting Professional Learning Communities at Work: New Insights for Improving Schools. 1st ed. Bloomington: Solution Tree, 2008. 15-18. Print.

Activity - CIITS Lesson Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will submit lesson plans through CIITS on a weekly basis. Lessons will be reviewed for the level of instructional rigor and feedback will be provided to teachers.  Schools: All Schools	Academic Support Program	08/04/2014	05/29/2015	\$0	No Funding Required	Teachers Principal

# KDE Comprehensive Improvement Plan for Districts

Cloverport Independent

Activity - CIITS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and leaders will share effective uses of CIITS for improving instructional practices and student engagement for continuous improvement.  Schools: All Schools	Academic Support Program	01/07/2013	05/29/2015	\$0	No Funding Required	CIITS/RTTT Coordinator Principal

Activity - Common Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will administer weekly common formative assessments that mirror state assessments, reteach and reassess as needed and provide high-quality, focused feedback to students regarding their performance. Assessment results will be discussed/analyzed in teacher PLC meetings.  Schools: All Schools	Academic Support Program	08/01/2007	05/29/2015	\$0	No Funding Required	Teachers Principal Director of Student Services

## Measurable Objective 2:

collaborate to increase the percentage of students who are at or above grade level by 05/31/2015 as measured by decreasing the number of Special Education referrals by 2%, decreasing the number of students in Tier 3 RTI by 5% and decreasing the number of students in Tier 2 RTI by 2%.

## Strategy 1:

Individualized Instruction - Tailor instruction to students by assessing and responding to individual needs (including working collaboratively along the education continuum (P-20) to assess kindergarten readiness and college readiness) as demonstrated by Rtl data.

Category: Learning Systems

Research Cited: Garner, Betty. Getting to Got It. 1st ed. Alexandria: Association for Supervision and Curriculum Development, 2007. Print.

Schmoker, Mike. Results Now. 1st ed. Alexandria: Association for Supervision and Curriculum Development, 2006. Print.

Activity - Rtl	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be identified for intervention services through the use of district benchmark assessments, as well as other instructional data to receive intervention services. Services will be provided on a routine basis and ongoing monitoring will ensure that students are making adequate progress or that services are changed to allow students to make academic progress.  Schools: All Schools	Academic Support Program	08/04/2014	05/29/2015	\$0	General Fund	Intervention Teachers Director of Special Education

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

# KDE Comprehensive Improvement Plan for Districts

Cloverport Independent

Individual interventions, including use of Triumph Learning ACT Prep Materials, WIN Learning Software, Transitional Courses and other teacher/CCR coach developed activities will be used in an ongoing fashion to assist students in achieving college and career ready status.  Schools: Frederick Fraize High School	Academic Support Program	10/20/2014	05/15/2015	\$0	GRECC Race to the Top	CCR Coach High School Teachers FRYSC Director Director of Student Services
---	--------------------------	------------	------------	-----	-----------------------	---

Activity - BornLearning Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will provide parent education services through BornLearning Academy to assist parents with developing understanding of school readiness and how to prepare/improve their student's school readiness.  Schools: William H Natcher Elementary School	Parent Involvement	10/01/2014	05/01/2016	\$5600	Grant Funds	FRYSC Director Director of Student Services

### Measurable Objective 3:

collaborate to increase student safety on the school campus by 05/31/2015 as measured by decreasing the number of student misconduct occurrences (Levels 1, 2 & 3) by 5%.

### (shared) Strategy 1:

Positive Learning Environments - Provide school-led programs that develop the character and values needed for ethical behavior, student safety and positive learning environments as demonstrated through documentation/presentation to the board of education.

Category: Other - Campus Environment

Research Cited: Kentucky Center for School Safety (KCSS) Online Resources

Kentucky Department of Education Online Resources

Activity - Administrative Staff	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An assistant principal position will be added to focus on campus environment, discipline and school safety. This administrator will monitor ongoing behavior data and work on developing and implementing strategies that reduce the number of student misconduct occurrences.  Schools: All Schools	Behavioral Support Program	06/01/2014	05/20/2016	\$60000	General Fund	Superintendent Principal

Activity - Seven Habits Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive instruction in the Seven Habits through The Leader In Me program. Tools and materials disseminated through ongoing instruction will assist students in setting and working toward their own goals for school success.  Schools: All Schools	Behavioral Support Program	05/01/2013	05/31/2016	\$0	GRECC Race to the Top	Lighthouse Team Teachers

# KDE Comprehensive Improvement Plan for Districts

Cloverport Independent

## Measurable Objective 4:

collaborate to increase the percentage of students who feel safe in school and believe that the school environment is nurturing, orderly and conducive to learning and utilize The Leader In Me and Employability Skills Measures by 05/31/2015 as measured by increasing the percentage of students whose composite rating on "School Safety and Well-Being" on the School Quality Survey (SQS) is positive.

### (shared) Strategy 1:

Positive Learning Environments - Provide school-led programs that develop the character and values needed for ethical behavior, student safety and positive learning environments as demonstrated through documentation/presentation to the board of education.

Category: Other - Campus Environment

Research Cited: Kentucky Center for School Safety (KCSS) Online Resources

Kentucky Department of Education Online Resources

Activity - Administrative Staff	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An assistant principal position will be added to focus on campus environment, discipline and school safety. This administrator will monitor ongoing behavior data and work on developing and implementing strategies that reduce the number of student misconduct occurrences.  Schools: All Schools	Behavioral Support Program	06/01/2014	05/20/2016	\$60000	General Fund	Superintendent Principal

Activity - Seven Habits Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive instruction in the Seven Habits through The Leader In Me program. Tools and materials disseminated through ongoing instruction will assist students in setting and working toward their own goals for school success.  Schools: All Schools	Behavioral Support Program	05/01/2013	05/31/2016	\$0	GRECC Race to the Top	Lighthouse Team Teachers

## Measurable Objective 5:

collaborate to improve participation in co-curricular and extracurricular activities by 05/31/2015 as measured by increasing student participation by 2%.

### Strategy 1:

Increased Student Involvement - Students will become more significantly invested in the local school system, as well as their own educational through ongoing participation in extracurricular/cocurricular activities. Cocurricular activities serve as an extension of the instructional program and support the academic goals of the school. Increased participation leads to higher grade point averages, improved attendance, fewer discipline issues and increased school completion rates.

Category: Other - Cocurricular/Extracurricular Activities

Research Cited: The National Federation of State High School Associations (NFHS). 1999. The case for high school activities. Indianapolis, Ind.: NFHS.

NASSP. 1996. Breaking ranks: Changing an American institution. Reston, Va.: NASSP.

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

## KDE Comprehensive Improvement Plan for Districts

Cloverport Independent

The district will employ both an athletic director and an assistant athletic director to support the implementation and success of the athletic program, as well as the ongoing success of additional cocurricular activities/programs. Promoting awareness of cocurricular activities and participation in cocurricular activities, as well as increased publicity for cocurricular activities will be essential components of this activity.  Schools: All Schools	Extra Curricular	08/01/2014	05/31/2016	\$0	General Fund	Superintendent Principal Athletic Director/Assistant
--	------------------	------------	------------	-----	--------------	--

### Goal 6: Leadership across the district has the capacity to implement systemic change, including adapting and innovating; modeling optimism and fairness; overseeing school transformation and student success.

#### Measurable Objective 1:

collaborate to employ innovative learning strategies that will increase the quality of education and engagement of students across the district by 02/14/2015 as measured by developing and implementing a plan for innovative learning.

#### Strategy 1:

Innovative Learning - The district leadership team will collaborate to develop a plan and structure for innovative learning that will benefit all students in the district. The staff superintendent council and student superintendent council will provide additional insight/assistance in plan development. After the basic plan is developed, all instructional staff will be involved in professional learning and preparing to implement innovative learning strategies during the 2015-16 school year.

Category: Learning Systems

Research Cited: Good to Great to Innovate: Recalculating the Route to Career Readiness, K-12+ by Lyn Sharratt and Gale Harild, Corwin Press, 2015.

Activity - Leadership Book Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district leadership team will conduct a book study of "Good to Great to Innovate: Recalculating the Route to Career Readiness, K-12+" as a part of monthly leadership meetings. Knowledge gained will be used to assist in developing an innovative learning plan that will become a part of a District of Innovation grant application, as well in developing a plan for innovative learning that will be deployed in the 2015-16 school year.  Schools: All Schools	Professional Learning	10/01/2014	02/14/2015	\$0	No Funding Required	Superintendent District Leadership Team

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

# KDE Comprehensive Improvement Plan for Districts

Cloverport Independent

District leadership will allocate staff and funding resources equitably based on school population and capacity size requirements. All students will have equal access to highly qualified, experienced staff and the resources needed to support their learning.  Schools: All Schools	Policy and Process	01/07/2013	05/31/2015	\$0	No Funding Required	District Leadership Team
---	--------------------	------------	------------	-----	---------------------	--------------------------

## Strategy 2:

Leadership Development - Existing school leadership will recruit and cultivate school staff that demonstrate an aptitude for and interest in pursuing educational leadership as a field of study. Ongoing professional learning, relevant work experience and administrative support will be provided.

Category: Professional Learning & Support

Research Cited: School Leadership that Works: From Research to Results by Robert J. Marzano, Timothy Waters and Brian A. McNulty. Association for Supervision and Curriculum Development: Alexandria, Virginia. 2005.

Activity - Career Ladder Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop and implement a "grow your own" career ladder program for future leaders that identifies, prepares and place leaders in positions to support student success at an organizational level. This will include providing targeted professional development, including change management training.  Schools: All Schools	Professional Learning	05/31/2014	05/31/2016	\$500	District Funding	Superintendent

Activity - Academic Review Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Fully implement and support school-based teams of teachers and leaders that guide instructional development strategies at the school level.  Schools: All Schools	Academic Support Program	05/31/2014	01/01/2015	\$0	No Funding Required	Superintendent Principal

Activity - The Leader In Me: Advancing Cloverport Schools	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a plan for "The Leader in Me: Advancing Cloverport Schools", an initiative for developing leadership potential onsite, increasing enrollment/completion of graduate study programs and cultivating our own staff to be school and district leaders. Enlist participants for the initiative annually and provide participants with targeted professional development on leadership skills, change management training and instructional leadership; as well as provide ongoing support for participants enrolled in graduate study programs.  Schools: All Schools	Academic Support Program	05/31/2014	05/31/2016	\$500	District Funding	Superintendent TLIM Advancing Participants

# KDE Comprehensive Improvement Plan for Districts

Cloverport Independent

Activity - Superintendent Councils	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The students and staff from each building will elect representatives to serve on the Student Superintendent Council and the Staff Superintendent Council. These councils will meet monthly for the purpose of providing feedback on the learning program and cultivating support for district initiatives, as well as to gain insight on program needs and awareness of ideas to improve the educational program.  Schools: All Schools	Community Engagement	10/01/2013	05/31/2016	\$0	No Funding Required	Superintendent Council Members

## Goal 7: Robust internal and external communications effectively marshal school and community resources behind goals.

### Measurable Objective 1:

collaborate to align all district resources toward accomplishing organizational goals with effective, robust communications about strategies for achieving goals and progress toward achieving goals. by 05/31/2016 as measured by a 5% increase of parents and stakeholders reporting that they are satisfied with the school system.

### Strategy 1:

Aligned Focus - All decisions will be based on improving student achievement and accomplishing established goals--that includes decisions related to fiscal and human resources, technology purchases, innovative learning practices and communications.

Category: Management Systems

Research Cited: Good to Great to Innovate, by Lynn Sharratt and Gale Harild. Corwin Press, 2015.

Activity - ACES Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide efficient, effective technology support to our classrooms, schools and support office and ensure implementation by students and employees of ACES Technology that supports 21st century learning. Increase the percentage of students and schools that use ACES technology resources to support and sustain a rigorous curriculum by 15%; and, increase the percentage of employees reporting satisfaction with technology support as reflected in the TELL Kentucky survey.  Schools: All Schools	Technology	08/01/2014	05/31/2015	\$4000	KETS	District Technology Coordinator Superintendent

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

# KDE Comprehensive Improvement Plan for Districts

Cloverport Independent

Develop the criteria for 21st century school facilities and a rubric for evaluating each criterion. Increase the percentage of schools meeting 21st century school facility standards (schools score 90% or better on 21st century school facilities standards rubric). Engage the Local Planning Committee to ensure that the local facilities plan includes strategies for meeting 21st century school facilities standards.  Schools: All Schools	Other	06/01/2014	05/01/2016	\$0	No Funding Required	Superintendent Local Planning Committee
<b>Activity - Organizational Efficiency</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Take advantage of the statewide school system to leverage economies of scale and improve efficiency through centralization, technology, standardization, innovation and use of best practices. Financial reporting, payment processing and procurements are timely, accurate and transparent. Decrease the administrative burden at the school level via use of technology and centralization.  Schools: All Schools	Other	05/31/2014	05/31/2016	\$0	No Funding Required	Superintendent District Leadership Team
<b>Activity - AdvancEd Tools</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Expand AdvancEd accreditation process as a tool to confirm achievements of school success and to address problems of practice.  Schools: All Schools	Academic Support Program	05/31/2014	05/31/2016	\$0	No Funding Required	Superintendent District Leadership Team
<b>Activity - Communications</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Consistently develop effective communication plans for all major projects that include provision of robust and user-friendly website information for both internal and external stakeholders. Commit resources to develop a communications office to include a stakeholder stewardship function and incorporate communications into the CIO position.  Schools: All Schools	Community Engagement	05/31/2014	05/31/2016	\$0	No Funding Required	Superintendent CIO

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### GRECC Race to the Top

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Seven Habits Instruction	Students will receive instruction in the Seven Habits through The Leader In Me program. Tools and materials disseminated through ongoing instruction will assist students in setting and working toward their own goals for school success.	Behavioral Support Program	05/01/2013	05/31/2016	\$0	Lighthouse Team Teachers
CCR Interventions	Individual interventions, including use of Triumph Learning ACT Prep Materials, WIN Learning Software, Transitional Courses and other teacher/CCR coach developed activities will be used in an ongoing fashion to assist students in achieving college and career ready status.	Academic Support Program	10/20/2014	05/15/2015	\$0	CCR Coach High School Teachers FRYSC Director Director of Student Services
<b>Total</b>					\$0	

### Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
BornLearning Academy	The district will provide parent education services through BornLearning Academy to assist parents with developing understanding of school readiness and how to prepare/improve their student's school readiness.	Parent Involvement	10/01/2014	05/01/2016	\$5600	FRYSC Director of Student Services
<b>Total</b>					\$5600	

### Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning and Growth	Any staff failing to meet highly-qualified requirements will be provided with additional professional learning/professional development activities to assist in the process of achieving highly-qualified status.	Professional Learning	08/06/2012	06/30/2015	\$1000	Title I Coordinator Professional Development Coordinator

# KDE Comprehensive Improvement Plan for Districts

Cloverport Independent

**Total**

**\$1000**

## District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
The Leader In Me: Advancing Cloverport Schools	Develop a plan for "The Leader in Me: Advancing Cloverport Schools", an initiative for developing leadership potential onsite, increasing enrollment/completion of graduate study programs and cultivating our own staff to be school and district leaders. Enlist participants for the initiative annually and provide participants with targeted professional development on leadership skills, change management training and instructional leadership; as well as provide ongoing support for participants enrolled in graduate study programs.	Academic Support Program	05/31/2014	05/31/2016	\$500	Superintendent TLIM Advancing Participants
Benchmark Assessments	The district will develop and administer beginning of course and end of course benchmark assessments to track student performance toward demonstrating proficiency. These assessments will support the development and monitoring of student growth goals for PGES. In addition, they will provide teachers with the data critical to identifying instructional gaps and meeting the needs of all learners.	Academic Support Program	08/01/2014	05/31/2016	\$500	Principal
Career Ladder Program	Develop and implement a "grow your own" career ladder program for future leaders that identifies, prepares and place leaders in positions to support student success at an organizational level. This will include providing targeted professional development, including change management training.	Professional Learning	05/31/2014	05/31/2016	\$500	Superintendent
MAP Assessment	All students in grades K-11 will take the MAP assessment three times per year--fall, winter and spring. Results will be analyzed by teachers to assist in making informed instructional decisions, establishing goals and monitoring for improvement.	Academic Support Program	08/03/2009	05/31/2016	\$4000	Principal District Technology Coordinator
Advanced Education	Increase the total enrollment in AP or Dual Credit Courses through the expansion of online instruction, as well as on-campus and offsite dual credit classes.	Academic Support Program	05/31/2014	05/31/2016	\$1000	Guidance Counselor CCR Coach
Staff Recognition	Develop programs that recognize and reward deserving employees based on their contribution to student achievement.	Recruitment and Retention	05/31/2014	05/31/2016	\$500	Superintendent
Job Fairs/Postsecondary Partners	Principal will attend college job fairs as needed to solicit highly-qualified applicants for open job listings; and, will maintain communication with nearby postsecondary institutions to recruit strongly recommended, highly-qualified candidates for open positions.	Recruitment and Retention	08/06/2012	05/29/2015	\$200	Principal
Reward System	Develop a reward program for all staff labeled Highly Effective/Level Three, as determined by PGES ratings.	Recruitment and Retention	05/31/2015	05/31/2016	\$500	Superintendent Principal

**KDE Comprehensive Improvement Plan for Districts**

Cloverport Independent

**Total** \$7700

**No Funding Required**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
CIITS Lesson Plans	Teachers will submit lesson plans through CIITS on a weekly basis. Lessons will be reviewed for the level of instructional rigor and feedback will be provided to teachers.	Academic Support Program	08/04/2014	05/29/2015	\$0	Teachers Principal
Facilities	Develop the criteria for 21st century school facilities and a rubric for evaluating each criterion. Increase the percentage of schools meeting 21st century school facility standards (schools score 90% or better on 21st century school facilities standards rubric). Engage the Local Planning Committee to ensure that the local facilities plan includes strategies for meeting 21st century school facilities standards.	Other	06/01/2014	05/01/2016	\$0	Superintendent Local Planning Committee
Induction Program	Provide effective orientation programs for all classified personnel, certified personnel and supervisory training for all new administrators with the goal being that 100% of new teachers and non-certified employees receive induction and mentoring support. In addition, use the Para-Educator training program for all non-certified staff, the Charlotte Danielson framework for all certified staff and the Robert Strong framework for all administrators.	Recruitment and Retention	05/31/2014	05/31/2017	\$0	Superintendent
Performance Feedback	Provide all teachers and administrators with evaluation and feedback based on student growth and teaching practice that guide professional development opportunities designed to support student achievement and learning.	Professional Learning	08/01/2014	05/31/2016	\$0	Principal
Communications	Consistently develop effective communication plans for all major projects that include provision of robust and user-friendly website information for both internal and external stakeholders. Commit resources to develop a communications office to include a stakeholder stewardship function and incorporate communications into the CIO position.	Community Engagement	05/31/2014	05/31/2016	\$0	Superintendent CIO
Operation Preparation	Develop, promote and implement Operation Preparation, including individual scheduling conferences and assessment result conferences.	Career Preparation/Orientation	01/09/2012	05/15/2015	\$0	Guidance Counselor Principal Director of Student Support Services
Academic Review Teams	Fully implement and support school-based teams of teachers and leaders that guide instructional development strategies at the school level.	Academic Support Program	05/31/2014	01/01/2015	\$0	Superintendent Principal

# KDE Comprehensive Improvement Plan for Districts

Cloverport Independent

AdvancEd Tools	Expand AdvancEd accreditation process as a tool to confirm achievements of school success and to address problems of practice.	Academic Support Program	05/31/2014	05/31/2016	\$0	Superintendent District Leadership Team
Ongoing Support	Use PD360 to provide ongoing professional development, learning and support for teachers in areas identified for improvement using the TPGES tool. Course selections will be aligned to support student achievement and school effectiveness as reported in "My Learning Plan" and PD360. Additional professional development on the Charlotte Danielson framework, PGES tool and Characteristics of Highly Effective Teaching and Learning will be provided as needed.	Professional Learning	08/01/2014	05/31/2016	\$0	Principal
CIITS	Teachers and leaders will share effective uses of CIITS for improving instructional practices and student engagement for continuous improvement.	Academic Support Program	01/07/2013	05/29/2015	\$0	CIITS/RTTT Coordinator Principal
Equitable Distribution	District leadership will allocate staff and funding resources equitably based on school population and capacity size requirements. All students will have equal access to highly qualified, experienced staff and the resources needed to support their learning.	Policy and Process	01/07/2013	05/31/2015	\$0	District Leadership Team
Recruitment Policy	Revise recruiting policies, practices and procedures to improve the quantity and quality of job applicants.	Policy and Process	05/31/2014	05/31/2016	\$0	Superintendent
Student Led Conferences	Initiate student led conferences where students assume responsibility for describing their academic goals and their progress toward achieving those goals. Students maintain leadership notebooks to house all data related to their goals and progress.	Academic Support Program	11/01/2014	05/31/2016	\$0	Lighthouse Teams Teachers
Leadership Book Study	The district leadership team will conduct a book study of "Good to Great to Innovate: Recalculating the Route to Career Readiness, K-12+" as a part of monthly leadership meetings. Knowledge gained will be used to assist in developing an innovative learning plan that will become a part of a District of Innovation grant application, as well in developing a plan for innovative learning that will be deployed in the 2015-16 school year.	Professional Learning	10/01/2014	02/14/2015	\$0	Superintendent District Leadership Team
Common Formative Assessments	Teachers will administer weekly common formative assessments that mirror state assessments, reteach and reassess as needed and provide high-quality, focused feedback to students regarding their performance. Assessment results will be discussed/analyzed in teacher PLC meetings.	Academic Support Program	08/01/2007	05/29/2015	\$0	Teachers Principal Director of Student Services

# KDE Comprehensive Improvement Plan for Districts

Cloverport Independent

Readiness Exams	The school will implement the use of the KYOTE, ASVAB and Compass to allow additional opportunities for students to meet the English, Math and Reading readiness benchmarks.	Academic Support Program	01/07/2013	05/31/2015	\$0	Principal Guidance Counselor CCR Coach District Assessment Coordinator
Walk-Throughs	Develop walk-through tools that will be implemented by district leadership with results shared globally, as well as specifically.	Professional Learning	08/01/2013	05/31/2016	\$0	District Leadership
Organizational Efficiency	Take advantage of the statewide school system to leverage economies of scale and improve efficiency through centralization, technology, standardization, innovation and use of best practices. Financial reporting, payment processing and procurements are timely, accurate and transparent. Decrease the administrative burden at the school level via use of technology and centralization.	Other	05/31/2014	05/31/2016	\$0	Superintende nt District Leadership Team
Standards Based Grading	Implement proficiency-based advancement of students based on applicable standards of academic achievement, character development and socio-emotional progress.	Academic Support Program	08/01/2015	05/31/2016	\$0	Principal Teachers
Individual Learning Plans "6 Year Plan"	Through ongoing collaboration with the GRREC Kid-Friendly grant, develop and implement a six-year individualized learning plan for each student in the middle and high school that will assist students with identifying and selecting a college/career pathway, establish and track progress in meeting college career readiness goals/other academic goals and provide continuous access to plan information for parents and students through use of a 6 year plan app. This will encompass and exceed state required ILP components. In addition, plan development will specify a community of support to guide students through achieving their plan, as well as an adult mentor to routinely consult with students about plan status.	Policy and Process	01/07/2013	05/15/2015	\$0	CCR Coach
Superintendent Councils	The students and staff from each building will elect representatives to serve on the Student Superintendent Council and the Staff Superintendent Council. These councils will meet monthly for the purpose of providing feedback on the learning program and cultivating support for district initiatives, as well as to gain insight on program needs and awareness of ideas to improve the educational program.	Community Engagement	10/01/2013	05/31/2016	\$0	Superintende nt Council Members
<b>Total</b>					<b>\$0</b>	

## KETS

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
---------------	----------------------	---------------	------------	----------	-------------------	-------------------

# KDE Comprehensive Improvement Plan for Districts

Cloverport Independent

ACES Technology	Provide efficient, effective technology support to our classrooms, schools and support office and ensure implementation by students and employees of ACES Technology that supports 21st century learning. Increase the percentage of students and schools that use ACES technology resources to support and sustain a rigorous curriculum by 15%; and, increase the percentage of employees reporting satisfaction with technology support as reflected in the TELL Kentucky survey.	Technology	08/01/2014	05/31/2015	\$4000	District Technology Coordinator Superintendent
<b>Total</b>					\$4000	

## FRYSC

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Wraparound Services	Work with agencies and families to coordinate wraparound services that address non-school factors that impede student success. This will include partnering with community organizations, libraries and businesses that provide learning and service opportunities that utilize community resources.	Academic Support Program	08/01/2014	05/31/2016	\$1000	FRYSC Director Guidance Counselor Community Education Director
<b>Total</b>					\$1000	

## General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Rtl	Students will be identified for intervention services through the use of district benchmark assessments, as well as other instructional data to receive intervention services. Services will be provided on a routine basis and ongoing monitoring will ensure that students are making adequate progress or that services are changed to allow students to make academic progress.	Academic Support Program	08/04/2014	05/29/2015	\$0	Intervention Teachers Director of Special Education
EPAS Practice and Preparation	The school will implement the use of materials available through ACT, Triumph Learning and WIN Learning to allow additional opportunities for students to practice and prepare for the EPAS exams, as well as enable teachers to measure ongoing progress toward meeting benchmarks.	Academic Support Program	01/07/2013	10/31/2015	\$500	Principal CCR Coach
Support Staff	The district will employ both an athletic director and an assistant athletic director to support the implementation and success of the athletic program, as well as the ongoing success of additional cocurricular activities/programs. Promoting awareness of cocurricular activities and participation in cocurricular activities, as well as increased publicity for cocurricular activities will be essential components of this activity.	Extra Curricular	08/01/2014	05/31/2016	\$0	Superintendent Principal Athletic Director/Assistant

**KDE Comprehensive Improvement Plan for Districts**

Cloverport Independent

Administrative Staff	An assistant principal position will be added to focus on campus environment, discipline and school safety. This administrator will monitor ongoing behavior data and work on developing and implementing strategies that reduce the number of student misconduct occurrences.	Behavioral Support Program	06/01/2014	05/20/2016	\$60000	Superintendent Principal
<b>Total</b>					\$60500	

## 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
Job Fairs/Postsecondary Partners	Principal will attend college job fairs as needed to solicit highly-qualified applicants for open job listings; and, will maintain communication with nearby postsecondary institutions to recruit strongly recommended, highly-qualified candidates for open positions.	Recruitment and Retention	08/06/2012	05/29/2015	\$200	Principal
Professional Learning and Growth	Any staff failing to meet highly-qualified requirements will be provided with additional professional learning/professional development activities to assist in the process of achieving highly-qualified status.	Professional Learning	08/06/2012	06/30/2015	\$1000	Title I Coordinator Professional Development Coordinator
CIITS Lesson Plans	Teachers will submit lesson plans through CIITS on a weekly basis. Lessons will be reviewed for the level of instructional rigor and feedback will be provided to teachers.	Academic Support Program	08/04/2014	05/29/2015	\$0	Teachers Principal
CIITS	Teachers and leaders will share effective uses of CIITS for improving instructional practices and student engagement for continuous improvement.	Academic Support Program	01/07/2013	05/29/2015	\$0	CIITS/RTTT Coordinator Principal
Common Formative Assessments	Teachers will administer weekly common formative assessments that mirror state assessments, reteach and reassess as needed and provide high-quality, focused feedback to students regarding their performance. Assessment results will be discussed/analyzed in teacher PLC meetings.	Academic Support Program	08/01/2007	05/29/2015	\$0	Teachers Principal Director of Student Services
Rtl	Students will be identified for intervention services through the use of district benchmark assessments, as well as other instructional data to receive intervention services. Services will be provided on a routine basis and ongoing monitoring will ensure that students are making adequate progress or that services are changed to allow students to make academic progress.	Academic Support Program	08/04/2014	05/29/2015	\$0	Intervention Teachers Director of Special Education
Administrative Staff	An assistant principal position will be added to focus on campus environment, discipline and school safety. This administrator will monitor ongoing behavior data and work on developing and implementing strategies that reduce the number of student misconduct occurrences.	Behavioral Support Program	06/01/2014	05/20/2016	\$60000	Superintendent Principal

# KDE Comprehensive Improvement Plan for Districts

Cloverport Independent

Seven Habits Instruction	Students will receive instruction in the Seven Habits through The Leader In Me program. Tools and materials disseminated through ongoing instruction will assist students in setting and working toward their own goals for school success.	Behavioral Support Program	05/01/2013	05/31/2016	\$0	Lighthouse Team Teachers
Support Staff	The district will employ both an athletic director and an assistant athletic director to support the implementation and success of the athletic program, as well as the ongoing success of additional cocurricular activities/programs. Promoting awareness of cocurricular activities and participation in cocurricular activities, as well as increased publicity for cocurricular activities will be essential components of this activity.	Extra Curricular	08/01/2014	05/31/2016	\$0	Superintendent Principal Athletic Director/Assistant
Leadership Book Study	The district leadership team will conduct a book study of "Good to Great to Innovate: Recalculating the Route to Career Readiness, K-12+" as a part of monthly leadership meetings. Knowledge gained will be used to assist in developing an innovative learning plan that will become a part of a District of Innovation grant application, as well in developing a plan for innovative learning that will be deployed in the 2015-16 school year.	Professional Learning	10/01/2014	02/14/2015	\$0	Superintendent District Leadership Team
Career Ladder Program	Develop and implement a "grow your own" career ladder program for future leaders that identifies, prepares and place leaders in positions to support student success at an organizational level. This will include providing targeted professional development, including change management training.	Professional Learning	05/31/2014	05/31/2016	\$500	Superintendent
Academic Review Teams	Fully implement and support school-based teams of teachers and leaders that guide instructional development strategies at the school level.	Academic Support Program	05/31/2014	01/01/2015	\$0	Superintendent Principal
The Leader In Me: Advancing Cloverport Schools	Develop a plan for "The Leader in Me: Advancing Cloverport Schools", an initiative for developing leadership potential onsite, increasing enrollment/completion of graduate study programs and cultivating our own staff to be school and district leaders. Enlist participants for the initiative annually and provide participants with targeted professional development on leadership skills, change management training and instructional leadership; as well as provide ongoing support for participants enrolled in graduate study programs.	Academic Support Program	05/31/2014	05/31/2016	\$500	Superintendent TLIM Advancing Participants
Equitable Distribution	District leadership will allocate staff and funding resources equitably based on school population and capacity size requirements. All students will have equal access to highly qualified, experienced staff and the resources needed to support their learning.	Policy and Process	01/07/2013	05/31/2015	\$0	District Leadership Team

# KDE Comprehensive Improvement Plan for Districts

Cloverport Independent

Superintendent Councils	The students and staff from each building will elect representatives to serve on the Student Superintendent Council and the Staff Superintendent Council. These councils will meet monthly for the purpose of providing feedback on the learning program and cultivating support for district initiatives, as well as to gain insight on program needs and awareness of ideas to improve the educational program.	Community Engagement	10/01/2013	05/31/2016	\$0	Superintendent Council Members
Benchmark Assessments	The district will develop and administer beginning of course and end of course benchmark assessments to track student performance toward demonstrating proficiency. These assessments will support the development and monitoring of student growth goals for PGES. In addition, they will provide teachers with the data critical to identifying instructional gaps and meeting the needs of all learners.	Academic Support Program	08/01/2014	05/31/2016	\$500	Principal
Wraparound Services	Work with agencies and families to coordinate wraparound services that address non-school factors that impede student success. This will include partnering with community organizations, libraries and businesses that provide learning and service opportunities that utilize community resources.	Academic Support Program	08/01/2014	05/31/2016	\$1000	FRYSC Director Guidance Counselor Community Education Director
Student Led Conferences	Initiate student led conferences where students assume responsibility for describing their academic goals and their progress toward achieving those goals. Students maintain leadership notebooks to house all data related to their goals and progress.	Academic Support Program	11/01/2014	05/31/2016	\$0	Lighthouse Teams Teachers
Standards Based Grading	Implement proficiency-based advancement of students based on applicable standards of academic achievement, character development and socio-emotional progress.	Academic Support Program	08/01/2015	05/31/2016	\$0	Principal Teachers
Reward System	Develop a reward program for all staff labeled Highly Effective/Level Three, as determined by PGES ratings.	Recruitment and Retention	05/31/2015	05/31/2016	\$500	Superintendent Principal
Performance Feedback	Provide all teachers and administrators with evaluation and feedback based on student growth and teaching practice that guide professional development opportunities designed to support student achievement and learning.	Professional Learning	08/01/2014	05/31/2016	\$0	Principal
Walk-Throughs	Develop walk-through tools that will be implemented by district leadership with results shared globally, as well as specifically.	Professional Learning	08/01/2013	05/31/2016	\$0	District Leadership
Recruitment Policy	Revise recruiting policies, practices and procedures to improve the quantity and quality of job applicants.	Policy and Process	05/31/2014	05/31/2016	\$0	Superintendent
Staff Recognition	Develop programs that recognize and reward deserving employees based on their contribution to student achievement.	Recruitment and Retention	05/31/2014	05/31/2016	\$500	Superintendent

# KDE Comprehensive Improvement Plan for Districts

Cloverport Independent

Induction Program	Provide effective orientation programs for all classified personnel, certified personnel and supervisory training for all new administrators with the goal being that 100% of new teachers and non-certified employees receive induction and mentoring support. In addition, use the Para-Educator training program for all non-certified staff, the Charlotte Danielson framework for all certified staff and the Robert Strong framework for all administrators.	Recruitment and Retention	05/31/2014	05/31/2017	\$0	Superintendent
Ongoing Support	Use PD360 to provide ongoing professional development, learning and support for teachers in areas identified for improvement using the TPGES tool. Course selections will be aligned to support student achievement and school effectiveness as reported in "My Learning Plan" and PD360. Additional professional development on the Charlotte Danielson framework, PGES tool and Characteristics of Highly Effective Teaching and Learning will be provided as needed.	Professional Learning	08/01/2014	05/31/2016	\$0	Principal
MAP Assessment	All students in grades K-11 will take the MAP assessment three times per year--fall, winter and spring. Results will be analyzed by teachers to assist in making informed instructional decisions, establishing goals and monitoring for improvement.	Academic Support Program	08/03/2009	05/31/2016	\$4000	Principal District Technology Coordinator
ACES Technology	Provide efficient, effective technology support to our classrooms, schools and support office and ensure implementation by students and employees of ACES Technology that supports 21st century learning. Increase the percentage of students and schools that use ACES technology resources to support and sustain a rigorous curriculum by 15%; and, increase the percentage of employees reporting satisfaction with technology support as reflected in the TELL Kentucky survey.	Technology	08/01/2014	05/31/2015	\$4000	District Technology Coordinator Superintendent
Facilities	Develop the criteria for 21st century school facilities and a rubric for evaluating each criterion. Increase the percentage of schools meeting 21st century school facility standards (schools score 90% or better on 21st century school facilities standards rubric). Engage the Local Planning Committee to ensure that the local facilities plan includes strategies for meeting 21st century school facilities standards.	Other	06/01/2014	05/01/2016	\$0	Superintendent Local Planning Committee
Organizational Efficiency	Take advantage of the statewide school system to leverage economies of scale and improve efficiency through centralization, technology, standardization, innovation and use of best practices. Financial reporting, payment processing and procurements are timely, accurate and transparent. Decrease the administrative burden at the school level via use of technology and centralization.	Other	05/31/2014	05/31/2016	\$0	Superintendent District Leadership Team

## KDE Comprehensive Improvement Plan for Districts

Cloverport Independent

AdvancEd Tools	Expand AdvancEd accreditation process as a tool to confirm achievements of school success and to address problems of practice.	Academic Support Program	05/31/2014	05/31/2016	\$0	Superintendent District Leadership Team
Communications	Consistently develop effective communication plans for all major projects that include provision of robust and user-friendly website information for both internal and external stakeholders. Commit resources to develop a communications office to include a stakeholder stewardship function and incorporate communications into the CIO position.	Community Engagement	05/31/2014	05/31/2016	\$0	Superintendent CIO
<b>Total</b>					<b>\$72700</b>	

### William H Natcher Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
BornLearning Academy	The district will provide parent education services through BornLearning Academy to assist parents with developing understanding of school readiness and how to prepare/improve their student's school readiness.	Parent Involvement	10/01/2014	05/01/2016	\$5600	FRYSC Director Director of Student Services
<b>Total</b>					<b>\$5600</b>	

### Frederick Fraize Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
EPAS Practice and Preparation	The school will implement the use of materials available through ACT, Triumph Learning and WIN Learning to allow additional opportunities for students to practice and prepare for the EPAS exams, as well as enable teachers to measure ongoing progress toward meeting benchmarks.	Academic Support Program	01/07/2013	10/31/2015	\$500	Principal CCR Coach
Individual Learning Plans "6 Year Plan"	Through ongoing collaboration with the GRREC Kid-Friendly grant, develop and implement a six-year individualized learning plan for each student in the middle and high school that will assist students with identifying and selecting a college/career pathway, establish and track progress in meeting college career readiness goals/other academic goals and provide continuous access to plan information for parents and students through use of a 6 year plan app. This will encompass and exceed state required ILP components. In addition, plan development will specify a community of support to guide students through achieving their plan, as well as an adult mentor to routinely consult with students about plan status.	Policy and Process	01/07/2013	05/15/2015	\$0	CCR Coach

## KDE Comprehensive Improvement Plan for Districts

Cloverport Independent

Operation Preparation	Develop, promote and implement Operation Preparation, including individual scheduling conferences and assessment result conferences.	Career Preparation/Orientation	01/09/2012	05/15/2015	\$0	Guidance Counselor Principal Director of Student Support Services
<b>Total</b>					\$500	

### Frederick Fraize High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
EPAS Practice and Preparation	The school will implement the use of materials available through ACT, Triumph Learning and WIN Learning to allow additional opportunities for students to practice and prepare for the EPAS exams, as well as enable teachers to measure ongoing progress toward meeting benchmarks.	Academic Support Program	01/07/2013	10/31/2015	\$500	Principal CCR Coach
Readiness Exams	The school will implement the use of the KYOTE, ASVAB and Compass to allow additional opportunities for students to meet the English, Math and Reading readiness benchmarks.	Academic Support Program	01/07/2013	05/31/2015	\$0	Principal Guidance Counselor CCR Coach District Assessment Coordinator
Individual Learning Plans "6 Year Plan"	Through ongoing collaboration with the GRREC Kid-Friendly grant, develop and implement a six-year individualized learning plan for each student in the middle and high school that will assist students with identifying and selecting a college/career pathway, establish and track progress in meeting college career readiness goals/other academic goals and provide continuous access to plan information for parents and students through use of a 6 year plan app. This will encompass and exceed state required ILP components. In addition, plan development will specify a community of support to guide students through achieving their plan, as well as an adult mentor to routinely consult with students about plan status.	Policy and Process	01/07/2013	05/15/2015	\$0	CCR Coach
Operation Preparation	Develop, promote and implement Operation Preparation, including individual scheduling conferences and assessment result conferences.	Career Preparation/Orientation	01/09/2012	05/15/2015	\$0	Guidance Counselor Principal Director of Student Support Services

# KDE Comprehensive Improvement Plan for Districts

Cloverport Independent

CCR Interventions	Individual interventions, including use of Triumph Learning ACT Prep Materials, WIN Learning Software, Transitional Courses and other teacher/CCR coach developed activities will be used in an ongoing fashion to assist students in achieving college and career ready status.	Academic Support Program	10/20/2014	05/15/2015	\$0	CCR Coach High School Teachers FRYSC Director Director of Student Services
Advanced Education	Increase the total enrollment in AP or Dual Credit Courses through the expansion of online instruction, as well as on-campus and offsite dual credit classes.	Academic Support Program	05/31/2014	05/31/2016	\$1000	Guidance Counselor CCR Coach
<b>Total</b>					\$1500	

# **KDE Needs Assessment**

## **Introduction**

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

## Data Analysis

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

**What does the data/information not tell you?**

Reviewing our student performance data demands a clear focus on areas of strength and areas in need of improvement. In the end, we must make wise choices with limited resources. Consequently, the data must be reviewed carefully so our leadership can move forward only with the strategies, materials and activities that are having a significant positive impact on student achievement. These decisions have a significant impact on resource allocation and management, both human and fiscal.

This year, our data told us that we need to improve--and there are many areas to work on. Our overall score fell from 65.3 in 2012-13 to 62.4 in 2013-14. While this is not a tremendous drop in total points, it moved us from the 53rd to the 35th percentile in the state. Our status also changed from High Progress to Needs Improvement. Not only did we move in the wrong direction, our delivery targets continue to increase--creating a wider gap between our actual and expected performance, and an even larger gap between where we would like to be.

Our data also tells us that our degree of success/failure is somewhat disjoint across the district. The elementary school had a large decrease, falling from 66 to 48.8, with the consequence being that the district as a whole regressed. However, the middle and high school showed slight improvements overall with the high school moving from 50.4 to 50.8 and the middle school moving from 55.6 to 57.7. No schools, though, met their delivery targets for proficiency. While the district did meet our graduation rate target, we also failed to meet our college and career readiness target.

After careful review of the data, we have determined that proficiency and college/career readiness are the two components that need the greatest attention. If the total number of students achieving proficiency or higher increases, we will also see an increase in our gap group performance and, in the long term, an increase in college and career readiness. So, rigorous, high quality instruction for all students in our foremost goal. In the short term, however, we must also increase the number of students achievement a college and career ready designation. This will require careful attention to individual students and timely, effective interventions.

## Areas of Strengths

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

At the high school level, the overall score improved from 59.9 to 60.6--a small difference, but a move in the right direction. The reason for the forward movement can be mainly attributed to an increase in the graduation rate from 76.2 to 100. This increase offset regression in other areas. This increase demonstrates that our commitment to working with students to provide accommodations and interventions needed is having a positive impact on both retaining students and in helping them complete their high-school program of study on time. Smaller areas of improvement include an increase in the proficiency percentage in both social studies and writing from 11.8% in 2012-13 to 48.9% in 2013-14. While this is tremendous growth in one year, it represents only small growth over a biennium, improving from 47.1% in 2011-12 to 48.9% in 2013-14.

At the middle school level, the overall score improved from 63.8 to 66.4--a larger move in the right direction. In addition, the middle school added the progressing designation to their status. Of greatest note at the middle school, overall proficiency increased from 40.6% to 53.7% in reading, from 46.9% to 48.4% in math, from 44% to 59.4% in social studies and from 56.9% to 69.6% in writing. This increase in proficiency is the main reason for the forward progress at the middle school.

## **Opportunities for Improvement**

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

Overall, our greatest opportunities for improvement lie in proficiency and college/career readiness. These were the two areas that left the greatest room for improvement. At the high school level, the overall combined reading and mathematics proficiency percentage was 26.1%, while the target was 68%. With only 11.4% of students deemed proficient or distinguished in math, there is a great deal of room for growth. The high school college and career readiness percentage was 40% while the delivery target was 56.2%. These two areas are specifically addressed in both the school and district improvement plans. In particular, we have a very systematic plan for improving our college and career readiness rate, and meeting our new delivery target. At the middle school level, the overall combined reading and mathematics proficiency percentage was 51.1%, while the target was 61.6%. The gap between the actual score and delivery target was smaller at the middle school level, but still leaves a great deal of room for growth. At the elementary school level, the overall combined reading and mathematics proficiency percentage was 50%, while the target was 50.2%. The school almost achieved the delivery target, however, there is still a great deal of room for improvement in proficiency. In addition, increasing the proficiency rate will have a positive impact on both growth and gap scores as well.

## **Oversight and Monitoring**

**Describe your processes and interventions for monitoring continuous improvement.**

The district leadership team meets on a monthly basis. This team serves as a steering committee for guiding implementation of improvement initiatives and evaluating the impact of improvement initiatives. In addition, regular reports on achievement and improvement efforts are shared at board of education meetings.

## **Conclusion**

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

As mentioned earlier, our improvement plan outlines clear steps for improving proficiency and accountability scores--specifically gap scores, proficiency levels and college/career readiness rates. Ongoing implementation and impact of improvement efforts will be monitored by the district leadership team; and, the board of education.

# **Compliance and Accountability - Districts**

## **Introduction**

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

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

## Planning and Accountability Requirements

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

**Goal 1:**

All administrative staff will serve as active members of the district leadership team.

**Measurable Objective 1:**

collaborate to monitor ongoing school progress toward successfully meeting academic goals by 10/31/2014 as measured by minutes submitted following each professional learning community meeting.

**Strategy1:**

Professional Learning Community - District leadership will meet together on a weekly basis to monitor school progress toward meeting educational goals, monitor success of initiatives undertaken to promote student achievement, discuss innovations and technology that have had a positive impact on instruction and plan next steps to achieve organizational goals.

Category:

Research Cited: DuFour, Richard, Robert Eaker, and Rebecca DuFour. On Common Ground: The Power of Professional Learning Communities. 1st ed. Bloomington: National Educational Service, 2005. 177-192. Print.

Langer, Georgea, Amy Colton, and Loretta Goff. Collaborative Analysis of Student Work. 1st ed. Aleandria: Association for Supervision and Curriculum Development, 2003. 11-24. Print.

DuFour, Richard, Rebecca DuFour, and Robert Eaker. Revisiting Professional Learning Communities at Work: New Insights for Improving Schools. 1st ed. Bloomington: Solution Tree, 2008. 15-17

Activity - Equitable Distribution	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District leadership will allocate staff resources equitably based on school population and capacity size requirements. All students will have equal access to highly qualified, experienced staff.	Policy and Process			01/07/2013	05/22/2015	\$0 - No Funding Required	Superintendent Principal Director of Student Support Services

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

**Goal 1:**

All administrative staff will serve as active members of the district leadership team.

**Measurable Objective 1:**

collaborate to monitor ongoing school progress toward successfully meeting academic goals by 10/31/2014 as measured by minutes submitted following each professional learning community meeting.

**Strategy1:**

Professional Learning Community - District leadership will meet together on a weekly basis to monitor school progress toward meeting educational goals, monitor success of initiatives undertaken to promote student achievement, discuss innovations and technology that have had a positive impact on instruction and plan next steps to achieve organizational goals.

Category:

Research Cited: DuFour, Richard, Robert Eaker, and Rebecca DuFour. On Common Ground: The Power of Professional Learning Communities. 1st ed. Bloomington: National Educational Service, 2005. 177-192. Print.

Langer, Georgea, Amy Colton, and Loretta Goff. Collaborative Analysis of Student Work. 1st ed. Alexandria: Association for Supervision and Curriculum Development, 2003. 11-24. Print.

DuFour, Richard, Rebecca DuFour, and Robert Eaker. Revisiting Professional Learning Communities at Work: New Insights for Improving Schools. 1st ed. Bloomington: Solution Tree, 2008. 15-17

Activity - TELL Survey	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An analysis of needs identified in the TELL Survey will be compiled and shared with the Board of Education at a regular monthly meeting. Results will also be disseminated to all staff. Goals for improvement will be developed from careful analysis of the TELL survey and those goals will become board initiatives.	Policy and Process			08/05/2013	12/01/2013	\$0 - No Funding Required	Superintendent District Leadership Team

# **KDE Superintendent Assurances**

## **Introduction**

Assurances are intended to provide evidence that the Superintendent has shared and discussed in open board meetings the progress and performance in the areas of goals and targets for student achievement that have/have not been met as well as the operational requirements for the district and the operational needs for schools and support staff.

Evidence of these discussions is required to support all responses through the upload of Board Meeting Minutes that includes each of the areas and feedback received in conjunction with a Comprehensive District Improvement Plan that outlines “the plan” to address, monitor, track progress and sustainability in student achievement, and operational needs for both the district and schools.

## Delivery Targets

Five year delivery goals are set for schools and districts to ensure that students are college and career-ready. Within the school and district goals Delivery Targets are set to identify the annual incremental growth needed to achieve the five year goal in the areas of Proficiency, College and Career Readiness, Achievement Gap, and Graduation Rate. These targets shall be used to set goals and monitor progress in student achievement throughout the instructional year.

Next Generation Professionals will be addressed through identifying the district’s plan for implementation of the Professional Growth and Effectiveness System for Teachers and Principals in the 2014-2015 school year. Supporting documentation for these responses can be provided by additional narrative responses, the district Certified Evaluation Plan and an APPROVED Waiver if applicable.

The Superintendent has communicated in open board meetings the progress of the goals and targets throughout the instructional year and has communicated the vision and strategy for moving the work forward through the Comprehensive District Improvement Plan (CDIP).

The CDIP discussions include updates on student achievement through the use of student performance data, goals and plans created to achieve and monitor student success and areas for improvement, sustainability of growth and resources used for student achievement, and measuring the effectiveness of teachers and principals.

	Statement or Question	Response	Rating
<b>1. Proficiency:</b>	Increase the averaged combined reading and math K-Prep scores for elementary students.	Has Not Met District Targets	N/A

	Statement or Question	Response	Rating
<b>2. Proficiency:</b>	Increase the averaged combined reading and math K-Prep scores for middle students.	Has Not Met District Targets	N/A

	Statement or Question	Response	Rating
<b>3. Proficiency:</b>	Increase the averaged combined reading and math EOC scores for high schools.	Has Not Met District Targets	N/A

	Statement or Question	Response	Rating
<b>4. Graduation Rate:</b>	Increase the cohort graduation rate.	Has Met District Targets	N/A

	Statement or Question	Response	Rating
<b>5. College and Career Readiness:</b>	Increase the percentage of students who graduate college and career ready.	Has Not Met District Targets	N/A

# KDE Comprehensive Improvement Plan for Districts

Cloverport Independent

	Statement or Question	Response	Rating
<b>6. Closing Achievement Gap:</b>	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group.	Has Not Met District Targets	N/A

Label	Assurance	Response	Comment	Attachment
7. Next Generation Professionals for Teachers:	The district will:	Fully implement the Kentucky Professional Growth and Effectiveness System for Teachers in 2014-2015 as set forth in the district's Certified Evaluation Plan.		

Label	Assurance	Response	Comment	Attachment
8. Next Generation Professionals for Principals:	The district will:	Fully Implement the Kentucky Professional Growth and Effectiveness System for Principals in 2014-2015 as set forth in the District's Certified Evaluation Plan.		

Label	Assurance	Response	Comment	Attachment
9.	Delivery Targets and PGES implementation artifacts have been documented in The LOCAL BOARD MINUTES (UPLOAD OF BOARD MINUTES TO SUPPORT ALL RESPONSES IS REQUIRED).	Yes		

## Resources and Support Systems

Resources and Support Systems identify the district’s operational areas and their status and progress. In open board meetings the Superintendent must have communicated the health and status of the operational budget for the district and ensures that the district is operating in compliance of all ethical, legal and policy standards of the district, state and federal government.

Label	Assurance	Response	Comment	Attachment
1. Operational Budget:	Establishes a balanced operational budget for school programs and activities which include correct prior year audit findings and submit a balanced working budget and tentative budget that includes the required 2% contingency.	Has developed a balanced Operational Budget		

Label	Assurance	Response	Comment	Attachment
2. Compliance:	Maintains compliance with legal, ethical and policy standards. External audit for 2014-2015 school year will indicate 0 violations of ethics and policy standards.	Is in compliance		

Label	Assurance	Response	Comment	Attachment
3. Direct Communication:	Effectively communicates the district's budget and resource allocation to the local board. Provides budget updates to the board at every regularly scheduled meeting.	Superintendent has provided budget and resource allocation updates		

Label	Assurance	Response	Comment	Attachment
4.	Delivery artifacts have been incorporated into the Superintendent assurances and documented in the artifacts in the areas of budget and resources of LOCAL BOARD MINUTES (UPLOAD OF BOARD MINUTES TO SUPPORT ALL RESPONSES IS REQUIRED).	Yes		

## Facilities/Support Systems

Facilities and Support Systems identify the operational needs and environment for district schools. In open board meetings the Superintendent must have communicated progress, actions taken and updates in the areas of instruction, materials, technology, educational materials and resources and overall environment from the KY TELL Survey. In non-KY TELL Survey years the Superintendent may explain progress and updates to the prior year targets.

	Statement or Question	Response	Rating
a)	Teachers have sufficient access to appropriate instructional materials.	Agree	N/A

	Statement or Question	Response	Rating
b)	Teachers have sufficient access to instructional technology, including computers, printers, software and internet access.	Agree	N/A

	Statement or Question	Response	Rating
c)	Teachers have access to reliable communication technology, including phones, faxes and email.	Strongly Agree	N/A

	Statement or Question	Response	Rating
d)	Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	Agree	N/A

	Statement or Question	Response	Rating
e)	Teachers have sufficient access to a broad range of professional support personnel.	Agree	N/A

	Statement or Question	Response	Rating
f)	The school environment is clean and well maintained.	Agree	N/A

	Statement or Question	Response	Rating
g)	Teachers have adequate space to work productively.	Agree	N/A

	Statement or Question	Response	Rating
h)	The physical environment of classrooms in the school supports teaching and learning.	Agree	N/A

# KDE Comprehensive Improvement Plan for Districts

Cloverport Independent

---

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
i)	The reliability and speed of internet connections in the school are sufficient to support instructional practices.	Agree	N/A

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
j)	Delivery artifacts have been incorporated into the Superintendent assurances and have been documented in the artifacts of LOCAL BOARD MINUTES (UPLOAD OF BOARD MINUTES TO SUPPORT ALL RESPONSES IS REQUIRED).	Yes		

## **KDE Assurances - District**

## **Introduction**

KDE Assurances for Districts

**District Assurances**

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

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

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

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

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

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

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

# KDE Comprehensive Improvement Plan for Districts

Cloverport Independent

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

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

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

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

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

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

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

# KDE Comprehensive Improvement Plan for Districts

Cloverport Independent

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

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

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

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

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

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

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

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

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

# KDE Comprehensive Improvement Plan for Districts

Cloverport Independent

Label	Assurance	Response	Comment	Attachment
24.	Our district ensures that there is documentation to support the child count for local institutions for neglected children that was submitted to KDE.	Yes		

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

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

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

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

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

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

# KDE Comprehensive Improvement Plan for Districts

Cloverport Independent

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

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

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

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

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

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