KDE Comprehensive Improvement

Plan for Districts

Wayne County

Wayne Roberts
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Introduction

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

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?

Nestled away in the rolling hills of rural South-central Kentucky you will find the Wayne County School's Campus located in Monticello, the county seat of Wayne County. All schools are located in close proximity to each other with an early learning center (P-K), two elementary, a middle school, a high school and an area technology center. Our campus provides learning opportunities for over thirty-three hundred students in a community/family type setting.

While one won't find a shopping mall, movie theater, bookstore, or access to theatrical or musical productions in the community, one will find a creative and innovative group of educators who know the importance of finding various avenues to provide a wide array of experiences and opportunities for students. The socioeconomic status of the students in the Wayne County School System, as well as the community at-large, is a major educational challenge. According to data from the 2010 census, the median household income in Wayne County is $25,993, resulting in 23.4% of all families in the county living at or below the poverty level. When considering only families with children under age 18, 31% of these families live in poverty. Approximately 70% of the students qualify for free/reduced lunch. With poverty levels at an all-time high and jobs scarce, the school system has the weighted burden of filling many voids in our students' lives. Those challenges are embraced with intentional work on cultural issues and academics success to improve, support, and enhance the student population.

A visit to a board meeting, a site based council meeting, or professional learning community will quickly reveal that conversations and decisions are based entirely on what is best for the students of Wayne County. This focus has helped us to grow and expand learning opportunities for the students, teachers, and parents. This concentrated look at what benefits students, both inside and outside of the classroom, helps to decide how resources are utilized across the district.

Support for teachers is and must continue to be intentional and ongoing as they are crucial to the success of our population. The teachers know and understand the cultural and educational needs of our students through a variety of measures and realize the importance of addressing all needs quickly and effectively.

Parents are given multiple and frequent opportunities to be active participants in their child's success. We know and value the importance of helping each parent support their child and understand without their support learning does not occur as quickly or effectively.

It takes everyone in our schools and community working together for student learning to be successful for our population. Our geographical area may not be ideal but we have wonderful people that makes our school system the center of our community at large and the bridge to students as they become positive life-long contributors to society.

System's Purpose

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

The Wayne County School System Board of Education adopted a resolution that describes the intent of their focus.

Resolution of the Wayne County Board of Education Commitment to Student Achievement

The Wayne County Board of Education believes that improvement of student achievement is the most significant task of the school district. We affirm our intent and commitment to the improvement of student learning by:
- openly evaluating data on student achievement indicators;
- discussing processes that affect the instructional program;
- examining the impact of the district's course of study on learning;
- reviewing/revising district goals to focus on student progress, and
- striving to find methods to remove barriers to learning.

Furthermore, this board commits to informing district staff, students, parents, and the community about student achievement in our schools and how our local data compares to common measurements in Kentucky, nationally and with relation to other comparable school districts.

Therefore, the Wayne County Board of Education resolves that:
- each student in our district is expected to participate in school for the ultimate purpose of academic scholarship;
- every employee of our public school shall devote their work toward ensuring and enhancing students' success;
- the superintendent will recommend and implement initiatives and expenditures that clearly support and advance student success;
- the board will devote meeting time to topics that directly support and enhance student success and the interests of our community.

The mission of the Wayne County School District is to teach for learning by all students, in an environment that nurtures that process and assures equity in quality for all. In keeping the Wayne County School Board of Education in focus, the District Comprehensive School Planning Committee developed a vision statement: Every graduate is a "21st Century Learner" that is college, career, and life ready.

The Wayne County School System jointly established a "Universal Culture of Learning" with all stakeholders. This culture embraces all attributes of learning and success for each person including our "21st Century Learners", teachers, parents, and community. You will find banners and posters in each school that reflect the intent for each individual.

With Care and Respect,
Always Safe,
You are Progressing,
Never without Support,
Everyone Matters

This culture affects everyone who attends, works, or visits the schools. Listed below are just a few intentional efforts in sustaining our culture. We plan to continue this effort and strengthen it even more over the next few years.

STUDENT

ASSEMBLY WITH VISION

HOME VISITS- VARIOUS LEVELS THROUGH FAMILY RESOURCE STAFF AND TEACHING STAFF

COUNSELING SERVICES -INDIVIDUAL AND GROUP

GUIDANCE CLASSES

CHARACTER EDUCATION FOCUS

ANTI BULLYING INITIATIVES

PROGRESS MONITORING WITH FEEDBACK AND SUPPORT

COLLEGE AND CAREER READINESS COUNSELING

RTI SUPPORT

INCENTIVES/MOTIVATION EFFORTS

POSITIVE BEHAVIOR

STAFF

OPENING DAY VISION AT DISTRICT AND SCHOOL LEVEL

PRESENTED AT BUS DRIVER TRAINING

PRESENTED AT FOOD SERVICE STAFF ORIENTATION

WEEKLY PLC MEETINGS - FOR TRAINING AND SUPPORT

GRADE/DEPARTMENT LEVEL MEETINGS

CLASSROOM VISITS - STUDENT LEARNING/INSTRUCTION FOCUS

DISTRICT INSTRUCTIONAL FOCUS MEETINGS

SBDM- CDIP PRESENTED - CSIP -REGULARLY REVISITED

INDIVIDUAL PROFESSIONAL GROWTH PLANS DEVELOPED AND SUPPPORTED

VARIOUS - PROFESSIONAL DEVELOPMENT AND OUTSIDE SPECIALIST

EVERYONE

BANNER VISIBILITY

PARENT WORKSHOPS- VARIOUS TOPICS

PARENT CONSULTATION

GRANDPARENT INVITATION

PARENT/TEACHER CONFERENCE

VISION SENT HOME WITH STUDENTS

VISION INCLUDED IN HANDBOOK

READING/ MATH FAMILY NIGHTS

COMMUNICATIONS INCREASED FROM SCHOOLS TO MORE PERSONALIZED INFORMATION

WEBSITE CONTENT INCREASE IN INFORMATION PROVIDED TO PARENTS

COMMUNICATIONS TO COMMUNITY VIA RADIO, NEWSPAPER, WEBSITES & CABLE TV

Notable Achievements and Areas of Improvement

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

The Wayne County School District has a variety of notable achievements and areas of improvement in the last three years, while setting goals for the future, as well.

A concerted effort across the district to push towards Career and College Readiness has put Wayne County among the top districts in the state for their growth in their CCR score, according to the latest Unbridled Learning testing system results. The high school particularly embraced this movement with teachers making sure their students passed college placement tests, while the career and technical education programs exceeded expectations. All of the schools have featured an assortment of speakers related to various careers, emphasized skills needed for different occupations, taken students to manufacturing companies, and held special events like Operation Preparation.

The schools are meeting initiatives required by Senate Bill 1, which revised the standards, assessment and accountability system for Kentucky. They have revised their curriculums, aligning them with the new Common Core Standards. The standards have required the staff to adopt new methods and ideologies, beginning in the elementary level all the way to high school. They are continually adjusting and revising common assessments and instructional practices to be compliant with SB1. Students are offered a technology-rich environment through a host of programs and networks that support learning.

In the spring of 2010, the technology department installed an upgraded wireless system that reaches into every instructional classroom, as well as gyms, and outdoor areas. Additionally, the district made a big investment in technology within the classrooms. All of the classrooms have 21st century tools including interactive SMART-boards, document cameras, projectors, computer tablets, and sound systems. One asset has been an online video library installed three years ago. The V-Brick technology utilizes the network to send the cable TV signals to computers, as well as pre-recorded educational programs. In the area of software many programs have been purchased.

The future of district technology has many items in planning stages. Adding more devices to achieve a 1:1 ratio of internet enabled devices is just one of the many initiatives. These devices will have textbooks and other software on them to enhance the learning experience of students.

Technology has been an asset for other departments including:
- public relations where events can be broadcast live on the school district website or in the food service department where students use new keypads for their point of service as they check through food lines in cafeterias (Wayne County is one of the few districts in the state to benefit from free meals for students, which was based on public assistance where the district qualified)
- safety is always stressed and the transportation department is benefitting from a new GPS Ground Traffic Control system monitoring bus traffic and mileage
- all the transportation parts inventory is now computerized.

School health is another area that has been recognized with a national Bronze Award where the high school exceeded stringent nutrition and fitness guidelines. Perhaps the highest achieving individual program offered to students is the JROTC program which has been designated Honor Unit with Distinction for the past 20 years and is consistently recognized as one of the best programs in Kentucky, as well

as the four states 7th ROTC Brigade and U.S. Army Cadet Command. The program is very well respected in the community because the cadets (over 100 strong) serve the community in all sorts of capacities ranging from the Lake Cumberland Clean Up to roadside litter details to organizing and performing in the Veterans Day Program/Parade. Their program also offers cadets a chance to participate on the award-winning color guard, Raider Team, and drill team outside of their classroom activities.

Students continue to excel at higher levels in athletics with sixteen athletic teams at the high school level, thirteen athletic teams at the middle school level and numerous elementary programs offered by the individual sports. In the area of extra-curricular and student organizations, there are sixteen high school groups, two middle school programs, and five elementary specialties for students. The 21st Century Learning Program has greatly benefitted fifth through eighth graders after school and during the summer months. A new fishing sport has been added to this list, which is a good fit considering Wayne County joins Lake Cumberland.

Additional Information

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

The Monticello Independent School System merged with the Wayne County School System in 2013-2014, creating one unified system - Wayne County School System. The Wayne County Board of Education became a nine person board and will through time transition back to a five member board. Enrollment number increased, creating the need to expand the Wayne County Middle School.

Comprehensive Improvement Plan for Districts

(December 2014)

Overview

Plan Name

Comprehensive Improvement Plan for Districts (December 2014)

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Wayne County Schools Proficiency Plan	Objectives: 2 Strategies: 5 Activities: 8	Organizational	$141000
2	Wayne County Next Generation Principal and Teacher Professional Growth and Effectiveness System	Objectives: 1 Strategies: 2 Activities: 3	Organizational	$11000
3	Wayne County College and Career Readiness Plan	Objectives: 1 Strategies: 2 Activities: 3	Organizational	$2000
4	Wayne County Graduation Rate	Objectives: 1 Strategies: 1 Activities: 2	Organizational	$0
5	Wayne County Closing the Achievement Gap	Objectives: 1 Strategies: 2 Activities: 4	Organizational	$36500

Goal 1: Wayne County Schools Proficiency Plan

Measurable Objective 1:

collaborate to increase the average combined percentage of students scoring Proficient or Distinguished on reading and math (ele., middle, high) from 44.9% in 2014 to 58.9% in 2015 and reach the 5-year delivery target of 70% by 10/01/2017 as measured by results of the yearly KPREP data. .

Strategy 1:

Course and Assessment Alignment - Curriculum, course, and assessment alignment will be fostered through the district curriculum team.

Category: Continuous Improvement

Research Cited: KDE, Danielson

Activity - District Curriculum Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A district curriculum team made up of teachers representing each building/ department will plan, review, and facilitate curriculum alignment between grades and building. Schools: All Schools	Academic Support Program	12/10/2013	06/13/2014	$2000	General Fund	District Instructional Support Team

Strategy 2:

Progress Monitoring and KSI/RTI - All students progress will be monitored in all content and the KSI/RTI framework to provide intense tiered interventions for reading, math, and behavioral. This will occur for students who are significantly above or below benchmark academically and/or behaviorally to increase student achievement and growth. By analyzing assessment data and using evidence based interventions with fidelity student progress should be evident..

Category:

Research Cited: KSI and RTI

Activity - Progress Monitoring All Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students progress will be monitored with support provided to students not reaching academic results. Schools: All Schools	Academic Support Program	01/01/2014	06/01/2015	$2000	Other	District Instructional Support Team, RTI Team, Principals

Strategy 3:

Technology & 21st Century Skills - 21st Century skills and effective technology usage by students, teachers, and administrators will be enhanced through on-going job-embedded training.

Category: Professional Learning & Support

Activity - Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Job-embedded training (PLC's, PD) will provide teachers and administrators support for effective teaching & learning experiences. Schools: All Schools	Professional Learning	12/20/2013	06/30/2016	$24000	Title I Part A	PD Coordinator, Principals

Activity - District Technology Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A district technology team will be formed to develop a unified district technology plan. The central goal will be to ensure students, at all grade levels, are gaining 21st century and technology skills. Schools: All Schools	Policy and Process	12/20/2013	06/30/2016	$1500	Title I Part A	District Technology Team

Strategy 4:

K-3 Reading Initative - A K-3 core group of teachers will continue meeting monthly to align systematic & explicit learning progressions to support early elementary students in learning to read. These teacher representatives from each building will then train the remainder of their staff in order to establish a continuum for Reading instruction (K-3). This continuum is based on the 5 Components of Reading advocated by the National Reading Panel (Phonological Awareness. Phonics, Fluency, Vocabulary, Comprehension).

Category: Continuous Improvement

Research Cited: National Reading Panel, Reading First,

Activity - K-3 Reading Initiative Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Regularly scheduled meetings to establish a uniform process for reading instruction Schools: Monticello Elementary School, Bell Elementary School, Walker Early Learning Center	Policy and Process	10/01/2014	12/31/2015	$35000	District Funding	Curriculum Specialist, Principals, Teacher Leaders

Measurable Objective 2:

collaborate to increase the percentage of children ready for Kindergarten from 48.3% in 2014 to 58.6% in 2015-16 by 10/03/2016 as measured by State Kindergarten Screener Results.

Strategy 1:

School Readiness and Early Learning - Wayne County Schools will continue exisitng support programs that positively impact our students as they enter in preschool.

Category:

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

| The Wayne County Board of Education will continue the on-going support of providing preschool services to all 4-year olds regardless of economic status. (approx. 40 students - 2014) Schools: Walker Early Learning Center | Academic Support Program | 12/20/2013 | 06/30/2016 | $75000 | District Funding | WCBE, Principal |

Activity - Child Find/Imagination Library Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Wayne County will expand Child Find activities during the2015-2016 school year to include ELL students and students under the age of 3 through a program that provides reading support to parents of students that are not school age. The program called Imagination Library will be bridge the gap between home and school with resources provided to students and communication enhanced before entry level age. Schools: Walker Early Learning Center	Academic Support Program	12/20/2013	06/30/2016	$500	Other	Walker Elementary Principal and District ELL Coordinator

Activity - Kindergarten	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent engagement activities will be offered within the community that support school readiness before students enter kindergarten. Schools: Walker Early Learning Center	Community Engagement	08/01/2013	07/01/2017	$1000	Other	Principal and staff

Goal 2: Wayne County Next Generation Principal and Teacher Professional Growth and Effectiveness System

Measurable Objective 1:

collaborate to increase the percentage of teachers receiving domain specific training on the new teacher growth effectiveness system to 100 % by 2015 by 06/30/2015 as measured by implementing a district plan that provides proficiency of the new Professional Growth and Effectiveness System to all Wayne County teachers .

Strategy 1:

Professional Learning and Support - Educators receive specific, personalized feedback through their PGES (Professional Growth Effectiveness System) scores to gain understanding of their current performance to develop and implement an appropriate "Professional Growth Plan" (PGP) to grow professionally and improve student outcomes.

Category:

Research Cited: tpges, danielson framework

Activity - PGES Training (Professional Growth Effectiveness System)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

All teachers will receive training on the PGES process including the Danielson Framework and Student Growth Goals. Schools: All Schools	Professional Learning	07/22/2013	06/01/2015	$5000	General Fund	Principals, District PGES Team,

Activity - PGES Survey (Professional Growth and Effectiveness System)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be surveyed in the Fall to determine training needs and in the Spring to gauge the level of understanding of the PGES process. Additional training and support will be provided in order to meet the objective (100% understanding of the PGES process). Schools: All Schools	Professional Learning	12/20/2013	06/30/2015	$2000	General Fund	Principal, District PGES, Evaluation Team

Strategy 2:

District Evaluation Team - The district evaluation plan that includes all required components of the PGES system will be developed.

Category:

Activity - District Evaluation Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district evaluation team will research and plan a comprehensive evaluation plan for all employees by the 2015-2016 school year. Schools: All Schools	Policy and Process	08/01/2014	06/30/2016	$4000	General Fund	District Evaluation Team

Goal 3: Wayne County College and Career Readiness Plan

Measurable Objective 1:

collaborate to increase the percentage of students who are college and career ready from the current rate of 66.5% in 2014 to 67% in 2015 by 09/30/2015 as measured by annual school report card.

Strategy 1:

CCR Progress Monitoring Data - Data / progress monitoring of student progress toward CCR goals will be collected and used to inform needs-based interventions.

Category:

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

A data collection/ progress monitoring system will be used to track student and school level data related to progress on CCR goals. Data will be communicated regularly to relevant stakeholders (i.e. students, parents, teachers, SBDM). Schools: Wayne County High School	Policy and Process	12/20/2013	06/30/2017	$0	No Funding Required	Principal, Counselor

Strategy 2:

Academic & Career Advising - Beginning in middle school, on-going communication will be provided to students regarding available college/career pathways related to

their goals, interests and skills will lead to intentional (elective and core class) registration choices.

Category:

Research Cited: Assist Guidance Documents

Activity - Career Pathway Orientation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All middle school students will be provided with career pathway information related to their ILP's in order to make good elective choices. This communication will occur annually as students progress through high school. Schools: Wayne County High School, Wayne County Middle School	Career Preparation/O rientation	12/20/2013	06/30/2017	$1000	Other	Middle & High School Counselors

Activity - Public Relations Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase public relations activities with middle school students (i.e. tours, presentations on careers, discussions on Career Technical Education (CTE) opportunities at the high school, and ILP planning). Individual advising/conferencing sessions will continue to occur with high school students at least one time per year. Schools: Wayne County High School, Wayne County Middle School	Career Preparation/O rientation	12/20/2013	06/30/2017	$1000	Other	Principals & CTE Teachers

Goal 4: Wayne County Graduation Rate

Measurable Objective 1:

collaborate to increase the graduation rate (Cohort Model) from 91.1 in 2014 to 92% by 06/30/2015 as measured by the annual school report card.

Strategy 1:

Persistence to Graduation - The Persistence to Graduation Tool (PtGT) will be be used as an early warning indicator system to identify students who are "off-track" for

graduation, and as a resource for needs-based interventions.

Category: Career Readiness Pathways

Research Cited: PtGT (Persistence to Graduation Tool) is a KDE recommended toolkit model.

Activity - Data Collection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The PtGT report will be generated and analyzed to identify students in need of intervention. Schools: All Schools	Other	12/20/2013	06/30/2015	$0	No Funding Required	District Assessment Team, Principals

Activity - PtGT Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified in the PtGT (Persistence to Graduation Tool) report as "off-track" for graduation will be matched with needs-based interventions. These intervention needs will be communicated with the relevant school personnel. Progress Monitoring will occur at least once per semester. Schools: All Schools	Academic Support Program	12/20/2013	06/30/2014	$0	No Funding Required	District Assessment Team

Goal 5: Wayne County Closing the Achievement Gap

Measurable Objective 1:

collaborate to increase achievement for all student groups in the district so that the achievement gap decreases from 9.2% in 2014 to 3% by 09/30/2017 as measured by the annual school report card.

Strategy 1:

Response to Intervention - A unified and vertically aligned RTI plan will be developed, implemented, and monitored to ensure student academic success.

Category:

Activity - RTI Planning and Progress Monitoring Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A district level RTI team made up of members from each building will develop a unified RTI plan, monitor implementation, and update plan to reach maximum effectiveness. Schools: All Schools	Academic Support Program	12/20/2013	06/30/2014	$2500	General Fund	RTI District Team

Strategy 2:

District Assessment Team - A district assessment team will be created to develop an assessment plan, review progress monitoring data, and plan professional learning

activities for teachers to ensure student needs are met.

Category:

Research Cited: Kentucky System of Intervention

Activity - District Assessment Team: Assessment Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district assessment team will create a unified, balanced assessment plan and communicate that plan to staff at each school. Schools: All Schools	Policy and Process	12/20/2013	09/01/2016	$30000	Other	District Assessment Team

Activity - District Assessment Team: Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The disitrct assessment team will review data from each building related to the district assessment plan. This information will be communicated to relevant stakeholders, and will be used to inform professional learning decisions. Schools: All Schools	Other	08/01/2014	06/30/2016	$1000	General Fund	District Assessment Team

Activity - District Assessment Team: Data-Driven Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district assessment team will plan and communicate on-going, data-driven professional learning needs to principals, teachers, and PD coordinator. Schools: All Schools	Professional Learning	08/01/2013	06/30/2016	$3000	General Fund	District Assessment Team, Principals, PD Coordinator

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Training	Job-embedded training (PLC's, PD) will provide teachers and administrators support for effective teaching & learning experiences.	Professional Learning	12/20/2013	06/30/2016	$24000	PD Coordinator, Principals
District Technology Team	A district technology team will be formed to develop a unified district technology plan. The central goal will be to ensure students, at all grade levels, are gaining 21st century and technology skills.	Policy and Process	12/20/2013	06/30/2016	$1500	District Technology Team
				Total	$25500	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
District Curriculum Team	A district curriculum team made up of teachers representing each building/ department will plan, review, and facilitate curriculum alignment between grades and building.	Academic Support Program	12/10/2013	06/13/2014	$2000	District Instructional Support Team
District Evaluation Team	The district evaluation team will research and plan a comprehensive evaluation plan for all employees by the 2015-2016 school year.	Policy and Process	08/01/2014	06/30/2016	$4000	District Evaluation Team
PGES Survey (Professional Growth and Effectiveness System)	All teachers will be surveyed in the Fall to determine training needs and in the Spring to gauge the level of understanding of the PGES process. Additional training and support will be provided in order to meet the objective (100% understanding of the PGES process).	Professional Learning	12/20/2013	06/30/2015	$2000	Principal, District PGES, Evaluation Team
District Assessment Team: Data Analysis	The disitrct assessment team will review data from each building related to the district assessment plan. This information will be communicated to relevant stakeholders, and will be used to inform professional learning decisions.	Other	08/01/2014	06/30/2016	$1000	District Assessment Team
District Assessment Team: Data-Driven Professional Learning	The district assessment team will plan and communicate on-going, data-driven professional learning needs to principals, teachers, and PD coordinator.	Professional Learning	08/01/2013	06/30/2016	$3000	District Assessment Team, Principals, PD Coordinator

RTI Planning and Progress Monitoring Teams	A district level RTI team made up of members from each building will develop a unified RTI plan, monitor implementation, and update plan to reach maximum effectiveness.	Academic Support Program	12/20/2013	06/30/2014	$2500	RTI District Team
PGES Training (Professional Growth Effectiveness System)	All teachers will receive training on the PGES process including the Danielson Framework and Student Growth Goals.	Professional Learning	07/22/2013	06/01/2015	$5000	Principals, District PGES Team,
				Total	$19500	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Preschool Support	The Wayne County Board of Education will continue the on-going support of providing preschool services to all 4-year olds regardless of economic status. (approx. 40 students - 2014)	Academic Support Program	12/20/2013	06/30/2016	$75000	WCBE, Principal
K-3 Reading Initiative Meetings	Regularly scheduled meetings to establish a uniform process for reading instruction	Policy and Process	10/01/2014	12/31/2015	$35000	Curriculum Specialist, Principals, Teacher Leaders
				Total	$110000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Career Pathway Orientation	All middle school students will be provided with career pathway information related to their ILP's in order to make good elective choices. This communication will occur annually as students progress through high school.	Career Preparation/Orientation	12/20/2013	06/30/2017	$1000	Middle & High School Counselors
Public Relations Activities	Increase public relations activities with middle school students (i.e. tours, presentations on careers, discussions on Career Technical Education (CTE) opportunities at the high school, and ILP planning). Individual advising/conferencing sessions will continue to occur with high school students at least one time per year.	Career Preparation/Orientation	12/20/2013	06/30/2017	$1000	Principals & CTE Teachers
Kindergarten	Parent engagement activities will be offered within the community that support school readiness before students enter kindergarten.	Community Engagement	08/01/2013	07/01/2017	$1000	Principal and staff
Progress Monitoring All Students	All students progress will be monitored with support provided to students not reaching academic results.	Academic Support Program	01/01/2014	06/01/2015	$2000	District Instructional Support Team, RTI Team, Principals

Child Find/Imagination Library Initiative	Wayne County will expand Child Find activities during the2015-2016 school year to include ELL students and students under the age of 3 through a program that provides reading support to parents of students that are not school age. The program called Imagination Library will be bridge the gap between home and school with resources provided to students and communication enhanced before entry level age.	Academic Support Program	12/20/2013	06/30/2016	$500	Walker Elementary Principal and District ELL Coordinator
District Assessment Team: Assessment Plan	The district assessment team will create a unified, balanced assessment plan and communicate that plan to staff at each school.	Policy and Process	12/20/2013	09/01/2016	$30000	District Assessment Team
				Total	$35500	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PtGT Interventions	Students identified in the PtGT (Persistence to Graduation Tool) report as "off-track" for graduation will be matched with needs-based interventions. These intervention needs will be communicated with the relevant school personnel. Progress Monitoring will occur at least once per semester.	Academic Support Program	12/20/2013	06/30/2014	$0	District Assessment Team
Data Collection	The PtGT report will be generated and analyzed to identify students in need of intervention.	Other	12/20/2013	06/30/2015	$0	District Assessment Team, Principals
CCR Progress Monitoring	A data collection/ progress monitoring system will be used to track student and school level data related to progress on CCR goals. Data will be communicated regularly to relevant stakeholders (i.e. students, parents, teachers, SBDM).	Policy and Process	12/20/2013	06/30/2017	$0	Principal, Counselor
				Total	$0	

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Progress Monitoring All Students	All students progress will be monitored with support provided to students not reaching academic results.	Academic Support Program	01/01/2014	06/01/2015	$2000	District Instructional Support Team, RTI Team, Principals
PGES Training (Professional Growth Effectiveness System)	All teachers will receive training on the PGES process including the Danielson Framework and Student Growth Goals.	Professional Learning	07/22/2013	06/01/2015	$5000	Principals, District PGES Team,
District Curriculum Team	A district curriculum team made up of teachers representing each building/ department will plan, review, and facilitate curriculum alignment between grades and building.	Academic Support Program	12/10/2013	06/13/2014	$2000	District Instructional Support Team
Data Collection	The PtGT report will be generated and analyzed to identify students in need of intervention.	Other	12/20/2013	06/30/2015	$0	District Assessment Team, Principals
PtGT Interventions	Students identified in the PtGT (Persistence to Graduation Tool) report as "off-track" for graduation will be matched with needs-based interventions. These intervention needs will be communicated with the relevant school personnel. Progress Monitoring will occur at least once per semester.	Academic Support Program	12/20/2013	06/30/2014	$0	District Assessment Team
RTI Planning and Progress Monitoring Teams	A district level RTI team made up of members from each building will develop a unified RTI plan, monitor implementation, and update plan to reach maximum effectiveness.	Academic Support Program	12/20/2013	06/30/2014	$2500	RTI District Team
Training	Job-embedded training (PLC's, PD) will provide teachers and administrators support for effective teaching & learning experiences.	Professional Learning	12/20/2013	06/30/2016	$24000	PD Coordinator, Principals
PGES Survey (Professional Growth and Effectiveness System)	All teachers will be surveyed in the Fall to determine training needs and in the Spring to gauge the level of understanding of the PGES process. Additional training and support will be provided in order to meet the objective (100% understanding of the PGES process).	Professional Learning	12/20/2013	06/30/2015	$2000	Principal, District PGES, Evaluation Team
District Assessment Team: Assessment Plan	The district assessment team will create a unified, balanced assessment plan and communicate that plan to staff at each school.	Policy and Process	12/20/2013	09/01/2016	$30000	District Assessment Team

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
District Assessment Team: Data Analysis	The disitrct assessment team will review data from each building related to the district assessment plan. This information will be communicated to relevant stakeholders, and will be used to inform professional learning decisions.	Other	08/01/2014	06/30/2016	$1000	District Assessment Team
District Assessment Team: Data-Driven Professional Learning	The district assessment team will plan and communicate on-going, data-driven professional learning needs to principals, teachers, and PD coordinator.	Professional Learning	08/01/2013	06/30/2016	$3000	District Assessment Team, Principals, PD Coordinator
District Technology Team	A district technology team will be formed to develop a unified district technology plan. The central goal will be to ensure students, at all grade levels, are gaining 21st century and technology skills.	Policy and Process	12/20/2013	06/30/2016	$1500	District Technology Team
District Evaluation Team	The district evaluation team will research and plan a comprehensive evaluation plan for all employees by the 2015-2016 school year.	Policy and Process	08/01/2014	06/30/2016	$4000	District Evaluation Team
				Total	$77000	

Wayne County Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Career Pathway Orientation	All middle school students will be provided with career pathway information related to their ILP's in order to make good elective choices. This communication will occur annually as students progress through high school.	Career Preparation/Orientation	12/20/2013	06/30/2017	$1000	Middle & High School Counselors
Public Relations Activities	Increase public relations activities with middle school students (i.e. tours, presentations on careers, discussions on Career Technical Education (CTE) opportunities at the high school, and ILP planning). Individual advising/conferencing sessions will continue to occur with high school students at least one time per year.	Career Preparation/Orientation	12/20/2013	06/30/2017	$1000	Principals & CTE Teachers
				Total	$2000	

Wayne County High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Career Pathway Orientation	All middle school students will be provided with career pathway information related to their ILP's in order to make good elective choices. This communication will occur annually as students progress through high school.	Career Preparation/Orientation	12/20/2013	06/30/2017	$1000	Middle & High School Counselors

Public Relations Activities	Increase public relations activities with middle school students (i.e. tours, presentations on careers, discussions on Career Technical Education (CTE) opportunities at the high school, and ILP planning). Individual advising/conferencing sessions will continue to occur with high school students at least one time per year.	Career Preparation/Orientation	12/20/2013	06/30/2017	$1000	Principals & CTE Teachers
CCR Progress Monitoring	A data collection/ progress monitoring system will be used to track student and school level data related to progress on CCR goals. Data will be communicated regularly to relevant stakeholders (i.e. students, parents, teachers, SBDM).	Policy and Process	12/20/2013	06/30/2017	$0	Principal, Counselor
				Total	$2000	

Walker Early Learning Center

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Preschool Support	The Wayne County Board of Education will continue the on-going support of providing preschool services to all 4-year olds regardless of economic status. (approx. 40 students - 2014)	Academic Support Program	12/20/2013	06/30/2016	$75000	WCBE, Principal
Child Find/Imagination Library Initiative	Wayne County will expand Child Find activities during the2015-2016 school year to include ELL students and students under the age of 3 through a program that provides reading support to parents of students that are not school age. The program called Imagination Library will be bridge the gap between home and school with resources provided to students and communication enhanced before entry level age.	Academic Support Program	12/20/2013	06/30/2016	$500	Walker Elementary Principal and District ELL Coordinator
Kindergarten	Parent engagement activities will be offered within the community that support school readiness before students enter kindergarten.	Community Engagement	08/01/2013	07/01/2017	$1000	Principal and staff
K-3 Reading Initiative Meetings	Regularly scheduled meetings to establish a uniform process for reading instruction	Policy and Process	10/01/2014	12/31/2015	$35000	Curriculum Specialist, Principals, Teacher Leaders
				Total	$111500	

Monticello Elementary School

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

K-3 Reading Initiative Meetings	Regularly scheduled meetings to establish a uniform process for reading instruction	Policy and Process	10/01/2014	12/31/2015	$35000	Curriculum Specialist, Principals, Teacher Leaders
				Total	$35000	

Bell Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
K-3 Reading Initiative Meetings	Regularly scheduled meetings to establish a uniform process for reading instruction	Policy and Process	10/01/2014	12/31/2015	$35000	Curriculum Specialist, Principals, Teacher Leaders
				Total	$35000	

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?

The over-arching question in the data anlysis process is:

-What objective observations can be made about our progress as a district from the following information sources?

A) Student Performance Data

How is our district performing relative to the Delivery Targets? (Proficiency, Gap, CCR, Graduation Rate)

1) The Proficiency Target is 70% for schools by the year 2017 and measures the percentage of all students scoring Proficent/ Distinguished in Reading & Math. Results are shown below, and are arranged by grade level/ actual results/ goal.

Elementary/ 44.5%/ 53.7%

Middle/ 42.4%/ 48.9%

High/ 47.8%/ 57%

2) The Gap Target is 67% for schools by the year 2017 and measures the percentage of gap students scoring Proficent/ Distinguished in Reading & Math. Results are shown below, and are arranged by grade level/ actual results/ goal.

Elementary/ 38.3%/ 49%

Middle/ 35.1%/ 42.6%

High/ 38.9/ 48.6

3)The CCR Target is 67% for schools by the year 2017. The Wayne County CCR rate was 66.5%, and exceeds the 60.4% goal.

4) The Wayne County Graduation rate was 89.8% as compared to a goal of 91.8%. The goal for next year is 92.6%.

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5) The overall school scores/ performance ratings/ percentile rank were:

WCME: 62.3/ 38th Percentile / Needs Improvement

WCMS: 63/ 52nd Percentile/ Needs Improvement-Progressing

WCHS: 74.1/ 85th Percentile/ Proficient

District: 66.3/ 60th Percentile/ Needs Improvement

6) Program Reviews: Each of the Grade Levels (Ele., Middle, & High) submitted 3 Program Reviews(Writing, A&H, PLCS) = 9 total reviews (6 of 9 were Proficient & 3 of 9 were Needs Improvement). This results in 67% of the Program Reviews receiving a "Proficient Rating" which is up from 50% in the previous tear.

B) Non-Academic Indicators (2012-2013 School Year)

Attendance: 94.5%

Drop-out Rate: 2.9

Retention Rate: 1.7%

Transition Rate: 97.2%

C) TELL Survey:

1) According to the 2013 TELL Survey (Working Condition Perception Survey), the Wayne County School District obtained a "Composite Rate of Agreement" increase of .8% from the previous reporting cycle. This information tells us that overall, teachers are generally in agreement with the direction the district is going. The need to develop a process of involving teachers more in decision making (building capacity) is evident by responses on questions related to teacher leadership (-4%), teacher support (-9.1%), and participation (-8.8%) which all refelct a decline from the previous survey at multiple schools.

D) Parent Engagement Information:

Each school compiles parent engagement data.

E) Other Data (Safe Schools)

The Safe Schools Diagnostic was submitted within ASSIST by November 1, 2014 with all items recieving a "Yes." This indicates that all safe school requirements were submitted and approved by SBDM within the time limits.

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?

All schools in the district improved their overall score, performance rating, and percentile rank. Wayne County High School exceeded their annual goals on 1 delivery target (CCR). These delivery targets are 5-year goals with annual benchmarks. While the elementary and middle school did not meet their 2 annual Delivery Targets (Proficiency & Gap), the Middle School increased their score toward both targets. The Tell Survey reflected progress on the Composite Rate of Agreement, which indicates teacher perception of their working conditions.

The CDIP for this year contains several processes designed to sustain/improve current levels of progress, with goals and measurable objectives designed to progress monitor each of the 4 Delivery Targets (Achievement, Gap, CCR, & Graduation).

Additionally, another goal centers on developing teachers understanding of effective teaching practices- Wayne County Next Generation Principal and Teacher Effectiveness System. PPGES/TPGES becomes part of the Next Generation Accountability System this year, so continued professional learning experiences and support around this priority are essential. These systems are grounded in instructional best practices and processes that will support academic progress within the other goals.

Opportunities for Improvement

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

1) While some progress was made toward annual delivery targets (Proficiency, Gap, & Graduation) neither the Elementary, Middle, or High School met their annual goal. These annual targets ensure schools are on the trajectory to meet the 5-year delivery targets set by the state. Not meeting an annual goal results in a larger gain need for the subsquent year(s). The CDIP includes strategies and activities to ensure onging progress monitoring, communication, and improvement activities to address this need.

2) The current component being phased into accountability is the full implementation of the PPGES and TPGES systems and will account for 10% of the overall accountability in 2015-16. This will be under the Next Generation Professionals category. Teachers in various buildings have received intense levels of information and training on this process and the Danielson Framework. The CDIP includes a goal that ensures all teachers will receive domain specific training to enhance understanding of the PGES framework by June 30, 2015. This also promotes growth in the other academic goals as the PGES process is grounded in best practices.

Oversight and Monitoring

Describe your processes and interventions for monitoring continuous improvement.

Communication, feedback, and progress monitoring through a district team approach underpins each of the goals in the CDIP. Unified plans and process will be collaboratively developed, shared, implemented, and progress monitored in priority areas: (i.e. RTI, assessment, program reviews, evaluation, and curriculum).

Conclusion

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

A challenge inherent in school or district improvement is communication so that all stakeholders see how each of the individual initiatives fit together as opposed to an urelated checklist of things with which to comply. The CDIP goals will frequently be communicated with the board, principals, teachers, and community in order to have a unified vision. Additionally, an on-going system of communication will ensure continuous and sustained progress to this vision.

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:

Wayne County Schools Proficiency Plan

Measurable Objective 1:

collaborate to ensure each of the CIITS/ Kentucky RtTT Measures are met (100% LEAs create and publish aligned curriculum maps, 100% of teachers create and publish lesson plans, 100% of teachers create assessments, 100% use data module, 100% have PD on CIITS,100% use EDS by 06/30/2015 as measured by CIITS usage statistics.

Strategy1:

CIITS Training & Support - On-going, job-embedded training and support for CIITS will be planned and facilitated by the CIITS specialist and/or CIITS Team Leaders.

Category:

Research Cited: Acronyms; RttT - Race to the Top, CIITS - Continuous Instructional Improvement Technology System, LEA- Local Education Agency, EDS - Educators Development Suite, PLCs - Professional Learning Communities, PD-Professional Development

Activity - CIITS Team Leader Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each building will designate a CIITS Specialist to receive training updates and provide in-building support for CIITS initiatives.	Professional Learning	12/20/2013	06/30/2016	$500 - General Fund	CIITS Coordinator, Principal

Activity - Job-embedded Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Needs-based, on-going, job-embedded training (PLCs) will be provided for teachers and facilitated by the CIITS coordinator, CIITS specialist, and regional support office (SESC-South East South Central).	Professional Learning	12/20/2013	06/30/2016	$0 - No Funding Required	CIITS Coordinator, Principals,

Measurable Objective 2:

collaborate to increase the percentage of children ready for Kindergarten from 48.3% in 2014 to 58.6% in 2015-16 by 10/03/2016 as measured by State Kindergarten Screener Results.

Strategy1:

School Readiness and Early Learning - Wayne County Schools will continue exisitng support programs that positively impact our students as they enter in preschool.

Category:

Research Cited:

Activity - Preschool Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Wayne County Board of Education will continue on-going support of providing preschool services to all 4-year olds regardless of economic status. (approx. 40 students - 2014)	Academic Support Program	12/20/2013	06/30/2016	$75000 - District Funding	WCBE, Principal

Activity - Kindergarten	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent engagement activities will be offered within the community that support school readiness before students enter kindergarten.	Community Engagement	08/01/2013	07/01/2017	$1000 - Other	Principal and staff

Activity - Child Find/Imagination Library Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Wayne County will expand Child Find activities during the2015-2016 school year to include ELL students and students under the age of 3 through a program that provides reading support to parents of students that are not school age. The program called Imagination Library will bridge the gap between home and school with resources provided to students/parents in the community before entry level age.	Academic Support Program	12/20/2013	06/30/2016	$500 - Other	Walker Early Learning Center Principal and District ELL Coordinator

Measurable Objective 3:

collaborate to increase the average combined percentage of students scoring Proficient or Distinguished on reading and math (ele., middle, high) from 44.9% in 2014 to 58.9% in 2015 and reach the 5-year delivery target of 70% by 10/01/2017 as measured by results of the yearly KPREP data. .

Strategy1:

K-3 Reading Initative - A K-3 core group of teachers will continue meeting monthly to align systematic & explicit learning progressions to support early elementary students in learning to read. These teacher representatives from each building will then train the remainder of their staff in order to establish a continuum for Reading instruction (K-3). This continuum is based on the 5 Components of Reading advocated by the National Reading Panel (Phonological Awareness. Phonics, Fluency, Vocabulary, Comprehension).

Category: Continuous Improvement

Research Cited: National Reading Panel, Reading First,

Activity - K-3 Reading Initiative Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Regularly scheduled meetings to establish a uniform process for reading instruction	Policy and Process	10/01/2014	12/31/2015	$35000 - District Funding	Curriculum Specialist, Principals, Teacher Leaders

Strategy2:

Progress Monitoring and KSI/RTI - All students progress will be monitored in all content and the KSI/RTI framework to provide intense tiered

interventions for reading, math, and behavioral. This will occur for students who are significantly above or below benchmark academically

and/or behaviorally to increase student achievement and growth. By analyzing assessment data and using evidence based interventions

with fidelity student progress should be evident..

Category:

Research Cited: KSI and RTI

Activity - Progress Monitoring All Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students progress will be monitored with support provided to students not reaching academic results.	Academic Support Program	01/01/2014	06/01/2015	$2000 - Other	District Instructional Support Team, RTI Team, Principals

Strategy3:

Technology & 21st Century Skills - 21st Century skills and effective technology usage by students, teachers, and administrators will be

enhanced through

on-going job-embedded training.

Category: Professional Learning & Support

Research Cited:

Activity - Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Job-embedded training (PLC's, PD) will provide teachers and administrators support for effective teaching & learning experiences.	Professional Learning	12/20/2013	06/30/2016	$24000 - Title I Part A	PD Coordinator, Principals

Activity - District Technology Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A district technology team will be formed to develop a unified district technology plan. The central goal will be to ensure students, at all grade levels, are gaining 21st century and technology skills.	Policy and Process	12/20/2013	06/30/2016	$1500 - Title I Part A	District Technology Team

Strategy4:

Course and Assessment Alignment - Curriculum, course, and assessment alignment will be fostered through the district curriculum team.

Category: Continuous Improvement

Research Cited: KDE, Danielson

Activity - District Curriculum Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A district curriculum team made up of teachers representing each building/ department will plan, review, and facilitate curriculum alignment between grades and building.	Academic Support Program	12/10/2013	06/13/2014	$2000 - General Fund	District Instructional Support Team

Measurable Objective 4:

collaborate to increase the percentage of proficient and distinquished programs in the arts, practical living/career studies and writing from 67% in 2014 to 100% by 10/01/2017 as measured by Program Review Scores.

Strategy1:

Teacher Support - Provide ongoing teacher support based on formative data from the internal & external program review process.

Category:

Research Cited:

Activity - Step by Step Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program Reviews will focus on development, alignment, and collaboration in each program area (Practical Living/Career Studies, Arts and Humanities, Writing, and K-3), to ensure students receive a unified program district-wide.	Other	01/01/2014	01/01/2016	$2500 - Other	Principals, Instructional Support Team

Goal 2:

Wayne County College and Career Readiness Plan

Measurable Objective 1:

collaborate to increase the percentage of students who are college and career ready from the current rate of 66.5% in 2014 to 67% in 2015 by 09/30/2015 as measured by annual school report card.

Strategy1:

CCR Progress Monitoring Data - Data / progress monitoring of student progress toward CCR goals will be collected and used to inform needs-based interventions.

Category:

Research Cited:

Activity - CCR Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A data collection/ progress monitoring system will be used to track student and school level data related to progress on CCR goals. Data will be communicated regularly to relevant stakeholders (i.e. students, parents, teachers, SBDM).	Policy and Process	12/20/2013	06/30/2017	$0 - No Funding Required	Principal, Counselor

Strategy2:

Academic & Career Advising - Beginning in middle school, on-going communication will be provided to students regarding available

college/career pathways related to their goals, interests and skills will lead to intentional (elective and core class) registration choices.

Category:

Research Cited: Assist Guidance Documents

Activity - Career Pathway Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All middle school students will be provided with career pathway information related to their ILP's in order to make good elective choices. This communication will occur annually as students progress through high school.	Career Preparation/ Orientation	12/20/2013	06/30/2017	$1000 - Other	Middle & High School Counselors

Activity - Public Relations Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase public relations activities with middle school students (i.e. tours, presentations on careers, discussions on Career Technical Education (CTE) opportunities at the high school, and ILP planning). Individual advising/conferencing sessions will continue to occur with high school students at least one time per year.	Career Preparation/ Orientation	12/20/2013	06/30/2017	$1000 - Other	Principals & CTE Teachers

Goal 3:

Wayne County Graduation Rate

Measurable Objective 1:

collaborate to increase the graduation rate (Cohort Model) from 91.1 in 2014 to 92% by 06/30/2015 as measured by the annual school report card.

Strategy1:

Persistence to Graduation - The Persistence to Graduation Tool (PtGT) will be be used as an early warning indicator system to identify

students who are "off-track" for graduation, and as a resource for needs-based interventions.

Category: Career Readiness Pathways

Research Cited: PtGT (Persistence to Graduation Tool) is a KDE recommended toolkit model.

Activity - PtGT Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified in the PtGT (Persistence to Graduation Tool) report as "off-track" for graduation will be matched with needs-based interventions. These intervention needs will be communicated with the relevant school personnel. Progress Monitoring will occur at least once per semester.	Academic Support Program	12/20/2013	06/30/2014	$0 - No Funding Required	District Assessment Team

Activity - Data Collection	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PtGT report will be generated and analyzed to identify students in need of intervention.	Other	12/20/2013	06/30/2015	$0 - No Funding Required	District Assessment Team, Principals

Narrative:

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

Goal 1:

Wayne County Schools Proficiency Plan

Measurable Objective 1:

collaborate to increase the percentage of children ready for Kindergarten from 48.3% in 2014 to 58.6% in 2015-16 by 10/03/2016 as measured by State Kindergarten Screener Results.

Strategy1:

School Readiness and Early Learning - Wayne County Schools will continue exisitng support programs that positively impact our students as they enter in preschool.

Category:

Research Cited:

Activity - Kindergarten	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent engagement activities will be offered within the community that support school readiness before students enter kindergarten.	Community Engagement	08/01/2013	07/01/2017	$1000 - Other	Principal and staff

Activity - Child Find/Imagination Library Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Wayne County will expand Child Find activities during the2015-2016 school year to include ELL students and students under the age of 3 through a program that provides reading support to parents of students that are not school age. The program called Imagination Library will bridge the gap between home and school with resources provided to students/parents in the community before entry level age.	Academic Support Program	12/20/2013	06/30/2016	$500 - Other	Walker Early Learning Center Principal and District ELL Coordinator

Activity - Preschool Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Wayne County Board of Education will continue on-going support of providing preschool services to all 4-year olds regardless of economic status. (approx. 40 students - 2014)	Academic Support Program	12/20/2013	06/30/2016	$75000 - District Funding	WCBE, Principal

Measurable Objective 2:

collaborate to ensure each of the CIITS/ Kentucky RtTT Measures are met (100% LEAs create and publish aligned curriculum maps, 100% of teachers create and publish lesson plans, 100% of teachers create assessments, 100% use data module, 100% have PD on CIITS,100% use EDS by 06/30/2015 as measured by CIITS usage statistics.

Strategy1:

CIITS Training & Support - On-going, job-embedded training and support for CIITS will be planned and facilitated by the CIITS specialist and/or CIITS Team Leaders.

Category:

Research Cited: Acronyms; RttT - Race to the Top, CIITS - Continuous Instructional Improvement Technology System, LEA- Local Education Agency, EDS - Educators Development Suite, PLCs - Professional Learning Communities, PD-Professional Development

Activity - CIITS Team Leader Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each building will designate a CIITS Specialist to receive training updates and provide in-building support for CIITS initiatives.	Professional Learning	12/20/2013	06/30/2016	$500 - General Fund	CIITS Coordinator, Principal

Activity - Job-embedded Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Needs-based, on-going, job-embedded training (PLCs) will be provided for teachers and facilitated by the CIITS coordinator, CIITS specialist, and regional support office (SESC-South East South Central).	Professional Learning	12/20/2013	06/30/2016	$0 - No Funding Required	CIITS Coordinator, Principals,

Measurable Objective 3:

collaborate to increase the average combined percentage of students scoring Proficient or Distinguished on reading and math (ele., middle, high) from 44.9% in 2014 to 58.9% in 2015 and reach the 5-year delivery target of 70% by 10/01/2017 as measured by results of the yearly KPREP data. .

Strategy1:

Course and Assessment Alignment - Curriculum, course, and assessment alignment will be fostered through the district curriculum team.

Category: Continuous Improvement

Research Cited: KDE, Danielson

Activity - District Curriculum Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A district curriculum team made up of teachers representing each building/ department will plan, review, and facilitate curriculum alignment between grades and building.	Academic Support Program	12/10/2013	06/13/2014	$2000 - General Fund	District Instructional Support Team

Strategy2:

K-3 Reading Initative - A K-3 core group of teachers will continue meeting monthly to align systematic & explicit learning progressions to support early elementary students in learning to read. These teacher representatives from each building will then train the remainder of their staff in order to establish a continuum for Reading instruction (K-3). This continuum is based on the 5 Components of Reading advocated by the National Reading Panel (Phonological Awareness. Phonics, Fluency, Vocabulary, Comprehension).

Category: Continuous Improvement

Research Cited: National Reading Panel, Reading First,

Activity - K-3 Reading Initiative Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Regularly scheduled meetings to establish a uniform process for reading instruction	Policy and Process	10/01/2014	12/31/2015	$35000 - District Funding	Curriculum Specialist, Principals, Teacher Leaders

Strategy3:

Progress Monitoring and KSI/RTI - All students progress will be monitored in all content and the KSI/RTI framework to provide intense tiered interventions for reading, math, and behavioral. This will occur for students who are significantly above or below benchmark academically and/or behaviorally to increase student achievement and growth. By analyzing assessment data and using evidence based interventions with fidelity student progress should be evident..

Category:

Research Cited: KSI and RTI

Activity - Progress Monitoring All Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students progress will be monitored with support provided to students not reaching academic results.	Academic Support Program	01/01/2014	06/01/2015	$2000 - Other	District Instructional Support Team, RTI Team, Principals

Strategy4:

Technology & 21st Century Skills - 21st Century skills and effective technology usage by students, teachers, and administrators will be enhanced through

on-going job-embedded training.

Category: Professional Learning & Support

Research Cited:

Activity - Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Job-embedded training (PLC's, PD) will provide teachers and administrators support for effective teaching & learning experiences.	Professional Learning	12/20/2013	06/30/2016	$24000 - Title I Part A	PD Coordinator, Principals

Activity - District Technology Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A district technology team will be formed to develop a unified district technology plan. The central goal will be to ensure students, at all grade levels, are gaining 21st century and technology skills.	Policy and Process	12/20/2013	06/30/2016	$1500 - Title I Part A	District Technology Team

Measurable Objective 4:

collaborate to increase the percentage of proficient and distinquished programs in the arts, practical living/career studies and writing from 67% in 2014 to 100% by 10/01/2017 as measured by Program Review Scores.

Strategy1:

Teacher Support - Provide ongoing teacher support based on formative data from the internal & external program review process.

Category:

Research Cited:

Activity - Step by Step Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program Reviews will focus on development, alignment, and collaboration in each program area (Practical Living/Career Studies, Arts and Humanities, Writing, and K-3), to ensure students receive a unified program district-wide.	Other	01/01/2014	01/01/2016	$2500 - Other	Principals, Instructional Support Team

Narrative:

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
1. Proficiency:	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
2. Proficiency:	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
3. Proficiency:	Increase the averaged combined reading and math EOC scores for high schools.	Has Not Met District Targets	N/A

	Statement or Question	Response	Rating
4. Graduation Rate:	Increase the cohort graduation rate.	Has Not Met District Targets	N/A

	Statement or Question	Response	Rating
5. College and Career Readiness:	Increase the percentage of students who graduate college and career ready.	Has Met District Targets	N/A

	Statement or Question	Response	Rating
6. Closing Achievement Gap:	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.	Fully implemented 2014-2015 school year. See board minutes.	TPGES/PPGES Board MTG

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.	We are implementing the full system this year. See board minutes	TPGES/PPGES Board Minutes

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	Delivery Targets discussed at October Board Meeting (Instructional Issues) with the School Report Card. PGES is ongoing throughout the entire school year with full implementation of CEP.	CEP and Delivery Target School Report Card/Delivery Target

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		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	See November Minutes	Audit

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	See August work session on budget.	Budget Worksession

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	Addressed at each meeting.	

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.	Strongly Agree	N/A

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

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

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

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

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

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

Label	Assurance	Response	Comment	Attachment
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	TELL Survey indicates a 84% or better rating on all items listed as strongly agree. Reliability of internet and speed of internet connections rated at 62 % reflecting the mark of disagree.	

KDE Assurances - District

Introduction

KDE Assurances for Districts

District Assurances

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

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

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

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

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

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

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

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 complied 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		

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		

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		

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		District Assurrance in June Board Meeting