

# **2016-2017 Comprehensive District Improvement Plan**

Logan County

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## **Overview**

### **Plan Name**

2016-2017 Comprehensive District Improvement Plan

### **Plan Description**

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Proficiency (reading) - Increase the percent of students scoring proficient in Reading for elementary from 60.9% to 77.2%, middle school reading from 62.8% to 78.2% and high school reading from 58.7% to 79.2%, by 2019, as measured by state assessments.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$0
2	Proficiency (math) - Increase the percent of students scoring proficient in Mathematics for elementary from 57.5% to 78.2%, middle school from 57.0% to 78.6%, high school from 39.9% to 69.8%, by 2019, as measured by state assessments.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
3	Gap(math)-Increase the percentage of students in the non-duplicated gap group scoring proficient in math for elementary from 49.0% to 73.6%, middle school from 44.0% to 73.6%, and high school from 34.4% to 65.2%, by 2019, as measured by state assessments.	Objectives: 1 Strategies: 1 Activities: 5	Organizational	\$1000
4	CCR - Increase the percentage of students who are college and/or career ready from 77.4% to 89.4% by 2020, as measured by state assessments.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$0
5	Graduation Rate - Increase the cohort graduation rate from 89.8% to 98% by 2024, as measured by state assessments.	Objectives: 1 Strategies: 1 Activities: 5	Organizational	\$1000
6	Novice Reduction (rdg) - Reduce the overall number of students scoring novice in Reading for elementary from 17.4% to 8.7%, for middle school from 14.8% to 7.4%, and for high school from 32.0% to 16%, by 2020, as measured by state assessments.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$12000
7	Novice Reduction (math) - Reduce the overall number of students scoring novice in Mathematics for elementary from 11.7% to 5.8%, for middle school from 10.1% to 5.0% and for high school from 20.6% to 10.3%, by 2020, as measured by state assessments.	Objectives: 1 Strategies: 1 Activities: 5	Organizational	\$6200

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8	Gap - Increase the percentage of students in the non-duplicated gap group scoring proficient in Reading for elementary from 51.6% to 72.4%, middle school from 53.7% to 73.1%, and high school from 51.3% to 73.4%, by 2019, as measured by state assessments.	Objectives: 1 Strategies: 1 Activities: 5	Organizational	\$750
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**Goal 1: Proficiency (reading) - Increase the percent of students scoring proficient in Reading for elementary from 60.9% to 77.2%, middle school reading from 62.8% to 78.2% and high school reading from 58.7% to 79.2%, by 2019, as measured by state assessments.**

**Measurable Objective 1:**

collaborate to increase proficiency in Reading for elementary students from 60.9% to 68.1%, for middle school students from 62.8% to 69.5% and for high school students from 58.7% to 70.8% by 05/26/2017 as measured by state assessments.

**Strategy 1:**

PLC work - District PLC will develop a systematic approach to effectively review, analyze and apply data through the district PDSA/PLC protocol by analyzing data from benchmark, formative, screeners, and summative data on a quarterly basis in order to more efficiently progress monitor district student achievement in Reading.

Category: Continuous Improvement

Research Cited: DuFour - Revisiting Professional Learning Communities at Work

Activity - PLC structure	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district administration team will utilize state assessment data and district formative assessment data to determine the work processes that will become the focus of the district and school PLCs.  Schools: All Schools	Professional Learning	01/03/2017	01/31/2017	\$0	No Funding Required	Contessa Orr Kristina Rice David Ward Robbie Davis Josh Matthews Bonnie Watson Caycee Spears
A team of district administrators will determine the district PLC protocol to be used by all schools based upon the selected work processes.  Schools: All Schools	Professional Learning	01/31/2017	02/17/2017	\$0	No Funding Required	Contessa Orr Paul Mullins Barry Goley school administrators
Activity - PLC structure	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Training will be conducted with district administrators on the effective implementation of the selected PLC protocol so that school administrators can begin the implementation of effective PLCs in each building.  Schools: All Schools	Professional Learning	02/17/2017	02/28/2017	\$0	No Funding Required	Contessa Orr
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Activity - PLC Rounds	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will implement the PLC rounds process to improve the implementation of the PLC process for monitoring student achievement in Reading.  Schools: All Schools	Professional Learning	03/01/2017	04/28/2017	\$0	No Funding Required	Contessa Orr Paul Mullins

**Goal 2: Proficiency (math) - Increase the percent of students scoring proficient in Mathematics for elementary from 57.5% to 78.2%, middle school from 57.0% to 78.6%, high school from 39.9% to 69.8%, by 2019, as measured by state assessments.**

**Measurable Objective 1:**

collaborate to increase proficiency in mathematics for elementary students from 57.5% to 69.4%, for middle school students from 57.0% to 70.0%, and for high school students from 39.9% to 57.7% by 05/26/2017 as measured by state assessments.

**Strategy 1:**

Curriculum-Essential Standards - Develop a systematic approach to effectively design and deploy standards through the district and school PDSA/PLC protocol to ensure the mathematics curriculum is aligned to essential standards, that it has components that support the instruction and assessment, and is paced with accuracy as measured by formative and summative student data.

Category: Learning Systems

Research Cited: Mike Mattos

Activity - Curriculum Map and Pacing Guides	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district instructional supervisor will work with the district curriculum specialists to determine the current state and use of the District mathematics curriculum map and pacing guides.  Schools: All Schools	Academic Support Program	01/03/2017	01/27/2017	\$0	No Funding Required	Contessa Orr Amy Clark Kaye Hendricks Marisa Hopkins Melanie Hughes

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Activity - Realignment of curriculum maps	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As a result of data gained from curriculum mapping work, the district instructional team will determine the next steps for realignment of essential standards, district pacing guides and district formative assessments.  Schools: All Schools	Academic Support Program	02/01/2017	02/10/2017	\$0	No Funding Required	Contessa Orr Amy Clark Kay Hendricks Marisa Hopkins Melanie Hughes

**Goal 3: Gap(math)-Increase the percentage of students in the non-duplicated gap group scoring proficient in math for elementary from 49.0% to 73.6%, middle school from 44.0% to 73.6%, and high school from 34.4% to 65.2%, by 2019, as measured by state assessments.**

**Measurable Objective 1:**

collaborate to increase proficiency in mathematics for students in the non-duplicated gap group for elementary students from 49.0% to 63.0%, middle school students from 44.0% to 63.0%, and high school students from 34.4% to 51.3% by 05/26/2017 as measured by state assessments.

**Strategy 1:**

RTI Process - Develop a systematic approach to ensure that Tier 1, Tier 2, and Tier 3 instructional needs are met for students in the gap group for Reading and Mathematics.

Category: Learning Systems

Research Cited: Mike Mattos - RTI at Work

Activity - RTI training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers at all schools will review basic RTI training information provided from Mike Mattos session #1 on RTI to determine the school's current status with RTI processes  Schools: All Schools	Academic Support Program	10/10/2016	12/16/2016	\$0	No Funding Required	Kristina Rice David Ward Robbie Davis Bonnie Watson Joshua Matthews Caycee Spears

Activity - RTI Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers at all schools will receive designated information from the Mike Mattos #2 session on RTI to further their understanding of the RTI process.  Schools: All Schools	Academic Support Program	01/09/2017	02/17/2017	\$1000	Title II Part A	Contessa Orr Kristina Rice David Ward Robbie Davis Joshua Matthews Bonnie Watson Caycee Spears
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Activity - RTI training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based upon learning from RTI training sessions and school staff discussions, the district leadership team and school administrators will revise the district RTI plan to mirror effective RTI processes and documentation.  Schools: All Schools	Academic Support Program	02/17/2017	03/03/2017	\$0	No Funding Required	Paul Mullins Contessa Orr Barry Goley School administrators

Activity - RTI process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based upon learning from RTI training sessions, the district RTI plan and staff discussions, each school will revise their school RTI plans to mirror effective processes and documentation.  Schools: All Schools	Academic Support Program	03/03/2017	03/31/2017	\$0	No Funding Required	Kristina Rice David Ward Robbie Davis Joshua Matthews Bonnie Watson Caycee Spears

Activity - RTI process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Schools will use information learned from RTI Trainings and processes created through district and school RTI plans to identify and implement RTI strategies for GAP students.  Schools: All Schools	Academic Support Program	04/10/2017	04/28/2017	\$0	No Funding Required	Kristina Rice David Ward Robbie Davis Joshua Matthews Bonnie Watson Caycee Spears Contessa Orr

**Goal 4: CCR - Increase the percentage of students who are college and/or career ready from 77.4% to 89.4% by 2020, as measured by state assessments.**

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**Measurable Objective 1:**

collaborate to increase the percentage of students who are college and/or career ready from 77.4% to 83.1% by 05/26/2017 as measured by state assessments.

**Strategy 1:**

PLC Structure - Develop a systematic approach to effectively review, analyze and apply data through the district PDSA/PLC protocol by analyzing data from benchmark, formative, screeners, and summative data on a quarterly basis in order to more efficiently progress monitor district student achievement in Reading.

Category: Learning Systems

Research Cited: KDE Novice Reduction

Activity - PLC Structure	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district administration team will utilize state assessment data and district formative assessment data to determine the work processes that will become the focus of the district and school PLCs.  Schools: All Schools	Professional Learning	01/03/2017	01/31/2017	\$0	No Funding Required	Contessa Orr Paul Mullins Kristina Rice David Ward Robbie Davis Josh Matthews Bonnie Watson Caycee Spears

Activity - PLC Structure	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A team of district administrators will determine the district PLC protocol to be used by all schools based upon the selected work processes.  Schools: All Schools	Professional Learning	01/31/2017	02/17/2017	\$0	No Funding Required	Contessa Orr Paul Mullins Barry Goley school administrators

Activity - PLC Structure	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training will be conducted with district administrators on the effective implementation of the selected protocol so that school administrators can begin the implementation of effective PLCs in each building.  Schools: All Schools	Professional Learning	02/17/2017	02/28/2017	\$0	No Funding Required	Contessa Orr

Activity - PLC Rounds	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The district will implement the PLC rounds process to improve the implementation of the PLC process for monitoring student achievement in Reading.  Schools: All Schools	Professional Learning	03/01/2017	04/28/2017	\$0	No Funding Required	Contessa Orr Paul Mullins
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**Goal 5: Graduation Rate - Increase the cohort graduation rate from 89.8% to 98% by 2024, as measured by state assessments.**

**Measurable Objective 1:**

improve graduation rate from 89.8% in 2016 to 95.7% by 05/26/2017 as measured by state assessments.

**Strategy 1:**

RTI Process - Develop a systematic approach to ensure that Tier 1, Tier 2, and Tier 3 instructional needs are met for students in Reading and Mathematics to prepare them for successful graduation.

Category: Learning Systems

Research Cited: Mike Mattos - RTI at Work

Activity - RTI Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers at all schools will review basic RTI training information provided from Mike Mattos session #1 on RTI to determine the school's current status with RTI processes.  Schools: All Schools	Academic Support Program	10/10/2016	12/16/2016	\$0	No Funding Required	Contessa Orr Kristina Rice David Ward Robbie Davis Bonnie Watson Josh Matthews Caycee Spears

Activity - RTI Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers at all schools will receive designated information from the Mike Mattos #2 session on RTI to further their understanding of the RTI process.  Schools: All Schools	Academic Support Program	01/09/2017	02/10/2017	\$1000	Title II Part A	Contessa Orr School administrators

Activity - RTI Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Based upon learning from RTI training sessions and school staff discussions, the district leadership team and school administrators will revise the district RTI plan to mirror effective RTI processes and documentation.  Schools: All Schools	Academic Support Program	02/17/2017	03/03/2017	\$0	No Funding Required	Paul Mullins Barry Goley Contessa Orr school administrators
<b>Activity - RTI Process</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>
Based upon learning from RTI sessions, the district RTI plan and staff discussions, each school will revise their school RTI plans to mirror effective processes and documentation.  Schools: All Schools	Academic Support Program	03/03/2017	03/31/2017	\$0	No Funding Required	Kristina Rice David Ward Robbie Davis Joshua Matthews Bonnie Watson Caycee Spears
<b>Activity - RTI Process</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>
Schools will use information learned from RTI trainings and processes created through district and school RTI plans to identify and implement RTI strategies for students in order to ensure success toward graduation.  Schools: All Schools	Academic Support Program	03/31/2017	05/26/2017	\$0	No Funding Required	Contessa Orr Barry Goley School Administrators

**Goal 6: Novice Reduction (rdg) - Reduce the overall number of students scoring novice in Reading for elementary from 17.4% to 8.7%, for middle school from 14.8% to 7.4%, and for high school from 32.0% to 16%, by 2020, as measured by state assessments.**

**Measurable Objective 1:**

collaborate to reduce the overall number of students scoring novice in elementary reading from 17.4% to 15.2%, in middle school reading from 14.8% to 13%, and in high school reading from 32% to 28% by 05/26/2017 as measured by state assessments.

**Strategy 1:**

Artisan Leader - District and School leadership will collaborate to implement a continuous improvement model by learning and utilizing Artisan Leader knowledge and Artisan Teacher coaching strategies to increase overall student achievement and reduce the number of students scoring at the novice level as measured by state assessments.

Category: Professional Learning & Support

Research Cited: Mike Rutherford - The Artisan Teacher

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Activity - Artisan Leader	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School and district instructional leaders will attend the Artisan Leader conference #1 focused on Understanding Self and Others, Building Clear and Compelling Direction, and Time and Life Management  Schools: All Schools	Professional Learning	12/01/2016	12/16/2016	\$4000	Title II Part A	Paul Mullins Contessa Orr
School and district instructional leaders will attend the Artisan Leader Conference #2 centered around Reading and Shaping Organizational Culture, Designing and Leading Change, and Leadership Transitions and Succession Planning  Schools: All Schools	Professional Learning	03/01/2017	03/31/2017	\$4000	Title II Part A	Paul Mullins Contessa Orr
School and district instructional leaders will attend the Artisan Leader Conference #3 centered around Communication and Persuasion and Influencing Skills, Leading High-Performing Teams, and Ethics and Moral Decision Making.  Schools: All Schools	Professional Learning	06/30/2017	07/28/2017	\$4000	Title II Part A	Paul Mullins Contessa Orr
School and district instructional leaders will create professional learning plan which identifies how they will utilize the information learned from Artisan Leader conferences, RTI trainings and PLC work to assist with novice reduction. Plans and reflections will be shared during district administrators' meetings.  Schools: All Schools	Professional Learning	07/28/2017	11/30/2017	\$0	No Funding Required	Paul Mullins Contessa Orr

**Goal 7: Novice Reduction (math) - Reduce the overall number of students scoring novice in Mathematics for elementary from 11.7% to 5.8%, for middle school from 10.1% to 5.0% and for high school from 20.6% to 10.3%, by 2020, as measured by state assessments.**

**Measurable Objective 1:**

collaborate to reduce the overall number of students scoring novice in elementary mathematics from 11.7% to 10.3%, in middle school from 10.1% to 8.8%, and high school from 20.6% to 18% by 05/26/2017 as measured by state assessments.

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### Strategy 1:

Artisan Teacher - District and School leadership will collaborate to implement a continuous improvement model by learning and utilizing Artisan Teacher coaching strategies that increase overall student achievement and reduce the number of students scoring at the novice level as measured by state assessments.

Category: Professional Learning & Support

Research Cited: Mike Rutherford - Artisan Teacher

Activity - Artisan Teacher	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School and district administrators will read the Artisan Teacher and be familiar with the Artisan themes identified in the book. Schools: All Schools	Professional Learning	01/16/2017	02/24/2017	\$200	District Funding	Contessa Orr
Activity - Coaching and Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School and district administrators will participate in coaching visit from Mike Rutherford centered around coaching teachers and providing feedback. Schools: All Schools	Professional Learning	03/13/2017	03/24/2017	\$3000	Title II Part A	Mike Rutherford Paul Mullins Contessa Orr
Activity - Coaching and Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School administrators will implement coaching and feedback strategies learned from the coaching visit with at least 10 teachers. Schools: All Schools	Professional Learning	03/31/2017	04/28/2017	\$0	No Funding Required	Contessa Orr School administrators
Activity - Coaching and Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A second coaching visit with Mike Rutherford will take place to provide continued learning and support to school administrators in coaching teachers. Schools: All Schools	Professional Learning	09/11/2017	10/20/2017	\$3000	Title II Part A	Mike Rutherford Paul Mullins Contessa Orr
Activity - Coaching and Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School administrators will implement coaching and feedback strategies learned from coaching visits 1 and 2 with at least 10 additional teachers.  Schools: All Schools	Professional Learning	10/23/2017	11/30/2017	\$0	No Funding Required	Contessa Orr Kristina Rice David Ward Robbie Davis Josh Matthews Bonnie Watson Caycee Spears
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**Goal 8: Gap - Increase the percentage of students in the non-duplicated gap group scoring proficient in Reading for elementary from 51.6% to 72.4%, middle school from 53.7% to 73.1%, and high school from 51.3% to 73.4%, by 2019, as measured by state assessments.**

**Measurable Objective 1:**

collaborate to increase proficiency in reading for students in the non-duplicated gap group for elementary student from 51.6% to 61.4%, middle school students from 53.7% to 62.3%, and high school students from 51.3% to 62.7% by 05/26/2017 as measured by state assessments.

**Strategy 1:**

RTI System - Leadership and teachers will collaborate to develop a systematic approach to design and deliver core instruction for Reading and Mathematics in order to ensure that Tier 1, Tier 2 and Tier 3 instruction and assessments meet the intent of adopted standards and that the achievement of gap group students is improved as measured by quarterly common assessments.

Category: Learning Systems

Research Cited: Mike Mattos - RTI at Work

Activity - Essential Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
One grade/content level team from each school will receive training from GRREC on Essential Standards/Skills identification.  Schools: All Schools	Academic Support Program	01/03/2017	01/13/2017	\$750	Title II Part A	Melissa Biggerstaff Contessa Orr

Activity - Essential Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Grade/content level teams at each school will collaborate to identify essential standards for Reading and Mathematics  Schools: All Schools	Academic Support Program	01/13/2017	02/17/2017	\$0	No Funding Required	Kristina Rice David Ward Robbie Davis Joshua Matthews Bonnie Watson Caycee Spears
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Activity - Essential Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School representatives for each grade level will meet as district teams to agree on district essential standards for each grade level/content area for Reading and Mathematics  Schools: All Schools	Academic Support Program	03/01/2017	03/24/2017	\$0	No Funding Required	Contessa Orr School representatives - to be identified

Activity - Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level/content area teams at each school will create common assessment questions centered around the district essential standards for Reading and Mathematics  Schools: All Schools	Academic Support Program	03/10/2017	03/24/2017	\$0	No Funding Required	Contessa Orr Amy Clark Melanie Hughes Kaye Hendricks Marisa Hopkins

Activity - Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Curriculum team will use submitted questions to create district quarterly common assessments by grade level. These assessments will be reviewed by each school's leadership team.  Schools: All Schools	Academic Support Program	03/24/2017	04/10/2017	\$0	No Funding Required	Contessa Orr Amy Clark Melanie Hughes Kaye Hendricks Marisa Hopkins



## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Coaching and Feedback	School and district administrators will participate in coaching visit from Mike Rutherford centered around coaching teachers and providing feedback.	Professional Learning	03/13/2017	03/24/2017	\$3000	Mike Rutherford Paul Mullins Contessa Orr
Essential Standards	One grade/content level team from each school will receive training from GRREC on Essential Standards/Skills identification.	Academic Support Program	01/03/2017	01/13/2017	\$750	Melissa Biggerstaff Contessa Orr
Coaching and Feedback	A second coaching visit with Mike Rutherford will take place to provide continued learning and support to school administrators in coaching teachers.	Professional Learning	09/11/2017	10/20/2017	\$3000	Mike Rutherford Paul Mullins Contessa Orr
Artisan Leader	School and district instructional leaders will attend the Artisan Leader Conference #3 centered around Communication and Persuasion and Influencing Skills, Leading High-Performing Teams, and Ethics and Moral Decision Making.	Professional Learning	06/30/2017	07/28/2017	\$4000	Paul Mullins Contessa Orr
RTI Training	Teachers at all schools will receive designated information from the Mike Mattos #2 session on RTI to further their understanding of the RTI process.	Academic Support Program	01/09/2017	02/17/2017	\$1000	Contessa Orr Kristina Rice David Ward Robbie Davis Joshua Matthews Bonnie Watson Caycee Spears
Artisan Leader	School and district instructional leaders will attend the Artisan Leader conference #1 focused on Understanding Self and Others, Building Clear and Compelling Direction, and Time and Life Management	Professional Learning	12/01/2016	12/16/2016	\$4000	Paul Mullins Contessa Orr
RTI Training	Teachers at all schools will receive designated information from the Mike Mattos #2 session on RTI to further their understanding of the RTI process.	Academic Support Program	01/09/2017	02/10/2017	\$1000	Contessa Orr School administrators

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Artisan Leader	School and district instructional leaders will attend the Artisan Leader Conference #2 centered around Reading and Shaping Organizational Culture, Designing and Leading Change, and Leadership Transitions and Succession Planning	Professional Learning	03/01/2017	03/31/2017	\$4000	Paul Mullins Contessa Orr
<b>Total</b>					<b>\$20750</b>	

**District Funding**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Artisan Teacher	School and district administrators will read the Artisan Teacher and be familiar with the Artisan themes identified in the book.	Professional Learning	01/16/2017	02/24/2017	\$200	Contessa Orr
<b>Total</b>					<b>\$200</b>	

**No Funding Required**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PLC structure	A team of district administrators will determine the district PLC protocol to be used by all schools based upon the selected work processes.	Professional Learning	01/31/2017	02/17/2017	\$0	Contessa Orr Paul Mullins Barry Goley school administrators
Artisan Leader	School and district instructional leaders will create professional learning plan which identifies how they will utilize the information learned from Artisan Leader conferences, RTI trainings and PLC work to assist with novice reduction. Plans and reflections will be shared during district administrators' meetings.	Professional Learning	07/28/2017	11/30/2017	\$0	Paul Mullins Contessa Orr
PLC structure	The district administration team will utilize state assessment data and district formative assessment data to determine the work processes that will become the focus of the district and school PLCs.	Professional Learning	01/03/2017	01/31/2017	\$0	Contessa Orr Kristina Rice David Ward Robbie Davis Josh Matthews Bonnie Watson Caycee Spears
RTI Training	Based upon learning from RTI training sessions and school staff discussions, the district leadership team and school administrators will revise the district RTI plan to mirror effective RTI processes and documentation.	Academic Support Program	02/17/2017	03/03/2017	\$0	Paul Mullins Barry Goley Contessa Orr school administrators

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RTI Training	Teachers at all schools will review basic RTI training information provided from Mike Mattos session #1 on RTI to determine the school's current status with RTI processes.	Academic Support Program	10/10/2016	12/16/2016	\$0	Contessa Orr Kristina Rice David Ward Robbie Davis Bonnie Watson Josh Matthews Caycee Spears
RTI Process	Based upon learning from RTI sessions, the district RTI plan and staff discussions, each school will revise their school RTI plans to mirror effective processes and documentation.	Academic Support Program	03/03/2017	03/31/2017	\$0	Kristina Rice David Ward Robbie Davis Joshua Matthews Bonnie Watson Caycee Spears
PLC Rounds	The district will implement the PLC rounds process to improve the implementation of the PLC process for monitoring student achievement in Reading.	Professional Learning	03/01/2017	04/28/2017	\$0	Contessa Orr Paul Mullins
Essential Standards	School representatives for each grade level will meet as district teams to agree on district essential standards for each grade level/content area for Reading and Mathematics	Academic Support Program	03/01/2017	03/24/2017	\$0	Contessa Orr School representatives - to be identified
Common Assessments	District Curriculum team will use submitted questions to create district quarterly common assessments by grade level. These assessments will be reviewed by each school's leadership team.	Academic Support Program	03/24/2017	04/10/2017	\$0	Contessa Orr Amy Clark Melanie Hughes Kaye Hendricks Marisa Hopkins
Common Assessments	Grade level/content area teams at each school will create common assessment questions centered around the district essential standards for Reading and Mathematics	Academic Support Program	03/10/2017	03/24/2017	\$0	Contessa Orr Amy Clark Melanie Hughes Kaye Hendricks Marisa Hopkins
PLC Structure	Training will be conducted with district administrators on the effective implementation of the selected protocol so that school administrators can begin the implementation of effective PLCs in each building.	Professional Learning	02/17/2017	02/28/2017	\$0	Contessa Orr

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PLC Structure	The district administration team will utilize state assessment data and district formative assessment data to determine the work processes that will become the focus of the district and school PLCs.	Professional Learning	01/03/2017	01/31/2017	\$0	Contessa Orr Paul Mullins Kristina Rice David Ward Robbie Davis Josh Matthews Bonnie Watson Caycee Spears
RTI training	Teachers at all schools will review basic RTI training information provided from Mike Mattos session #1 on RTI to determine the school's current status with RTI processes	Academic Support Program	10/10/2016	12/16/2016	\$0	Kristina Rice David Ward Robbie Davis Bonnie Watson Joshua Matthews Caycee Spears
PLC Structure	A team of district administrators will determine the district PLC protocol to be used by all schools based upon the selected work processes.	Professional Learning	01/31/2017	02/17/2017	\$0	Contessa Orr Paul Mullins Barry Goley school administrators
Essential Standards	Grade/content level teams at each school will collaborate to identify essential standards for Reading and Mathematics	Academic Support Program	01/13/2017	02/17/2017	\$0	Kristina Rice David Ward Robbie Davis Joshua Matthews Bonnie Watson Caycee Spears
RTI process	Schools will use information learned from RTI Trainings and processes created through district and school RTI plans to identify and implement RTI strategies for GAP students.	Academic Support Program	04/10/2017	04/28/2017	\$0	Kristina Rice David Ward Robbie Davis Joshua Matthews Bonnie Watson Caycee Spears Contessa Orr
Coaching and Feedback	School administrators will implement coaching and feedback strategies learned from the coaching visit with at least 10 teachers.	Professional Learning	03/31/2017	04/28/2017	\$0	Contessa Orr School administrators

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RTI process	Based upon learning from RTI training sessions, the district RTI plan and staff discussions, each school will revise their school RTI plans to mirror effective processes and documentation.	Academic Support Program	03/03/2017	03/31/2017	\$0	Kristina Rice David Ward Robbie Davis Joshua Matthews Bonnie Watson Caycee Spears
PLC structure	Training will be conducted with district administrators on the effective implementation of the selected PLC protocol so that school administrators can begin the implementation of effective PLCs in each building.	Professional Learning	02/17/2017	02/28/2017	\$0	Contessa Orr
Curriculum Map and Pacing Guides	The district instructional supervisor will work with the district curriculum specialists to determine the current state and use of the District mathematics curriculum map and pacing guides.	Academic Support Program	01/03/2017	01/27/2017	\$0	Contessa Orr Amy Clark Kaye Hendricks Marisa Hopkins Melanie Hughes
RTI Process	Schools will use information learned from RTI trainings and processes created through district and school RTI plans to identify and implement RTI strategies for students in order to ensure success toward graduation.	Academic Support Program	03/31/2017	05/26/2017	\$0	Contessa Orr Barry Goley School Administrators
Coaching and Feedback	School administrators will implement coaching and feedback strategies learned from coaching visits 1 and 2 with at least 10 additional teachers.	Professional Learning	10/23/2017	11/30/2017	\$0	Contessa Orr Kristina Rice David Ward Robbie Davis Josh Matthews Bonnie Watson Caycee Spears
Realignment of curriculum maps	As a result of data gained from curriculum mapping work, the district instructional team will determine the next steps for realignment of essential standards, district pacing guides and district formative assessments.	Academic Support Program	02/01/2017	02/10/2017	\$0	Contessa Orr Amy Clark Kay Hendricks Marisa Hopkins Melanie Hughes
PLC Rounds	The district will implement the PLC rounds process to improve the implementation of the PLC process for monitoring student achievement in Reading.	Professional Learning	03/01/2017	04/28/2017	\$0	Contessa Orr Paul Mullins

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RTI training	Based upon learning from RTI training sessions and school staff discussions, the district leadership team and school administrators will revise the district RTi plan to mirror effective RTI processes and documentation.	Academic Support Program	02/17/2017	03/03/2017	\$0	Paul Mullins Contessa Orr Barry Goley School administrators
<b>Total</b>					\$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
PLC structure	The district administration team will utilize state assessment data and district formative assessment data to determine the work processes that will become the focus of the district and school PLCs.	Professional Learning	01/03/2017	01/31/2017	\$0	Contessa Orr Kristina Rice David Ward Robbie Davis Josh Matthews Bonnie Watson Caycee Spears
PLC structure	A team of district administrators will determine the district PLC protocol to be used by all schools based upon the selected work processes.	Professional Learning	01/31/2017	02/17/2017	\$0	Contessa Orr Paul Mullins Barry Goley school administrators
PLC structure	Training will be conducted with district administrators on the effective implementation of the selected PLC protocol so that school administrators can begin the implementation of effective PLCs in each building.	Professional Learning	02/17/2017	02/28/2017	\$0	Contessa Orr
PLC Rounds	The district will implement the PLC rounds process to improve the implementation of the PLC process for monitoring student achievement in Reading.	Professional Learning	03/01/2017	04/28/2017	\$0	Contessa Orr Paul Mullins
Curriculum Map and Pacing Guides	The district instructional supervisor will work with the district curriculum specialists to determine the current state and use of the District mathematics curriculum map and pacing guides.	Academic Support Program	01/03/2017	01/27/2017	\$0	Contessa Orr Amy Clark Kaye Hendricks Marisa Hopkins Melanie Hughes
Realignment of curriculum maps	As a result of data gained from curriculum mapping work, the district instructional team will determine the next steps for realignment of essential standards, district pacing guides and district formative assessments.	Academic Support Program	02/01/2017	02/10/2017	\$0	Contessa Orr Amy Clark Kaye Hendricks Marisa Hopkins Melanie Hughes

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RTI training	Teachers at all schools will review basic RTI training information provided from Mike Mattos session #1 on RTI to determine the school's current status with RTI processes	Academic Support Program	10/10/2016	12/16/2016	\$0	Kristina Rice David Ward Robbie Davis Bonnie Watson Joshua Matthews Caycee Spears
RTI Training	Teachers at all schools will receive designated information from the Mike Mattos #2 session on RTI to further their understanding of the RTI process.	Academic Support Program	01/09/2017	02/17/2017	\$1000	Contessa Orr Kristina Rice David Ward Robbie Davis Joshua Matthews Bonnie Watson Caycee Spears
RTI training	Based upon learning from RTI training sessions and school staff discussions, the district leadership team and school administrators will revise the district RTI plan to mirror effective RTI processes and documentation.	Academic Support Program	02/17/2017	03/03/2017	\$0	Paul Mullins Contessa Orr Barry Goley School administrators
RTI process	Based upon learning from RTI training sessions, the district RTI plan and staff discussions, each school will revise their school RTI plans to mirror effective processes and documentation.	Academic Support Program	03/03/2017	03/31/2017	\$0	Kristina Rice David Ward Robbie Davis Joshua Matthews Bonnie Watson Caycee Spears
RTI process	Schools will use information learned from RTI Trainings and processes created through district and school RTI plans to identify and implement RTI strategies for GAP students.	Academic Support Program	04/10/2017	04/28/2017	\$0	Kristina Rice David Ward Robbie Davis Joshua Matthews Bonnie Watson Caycee Spears Contessa Orr
Essential Standards	One grade/content level team from each school will receive training from GRREC on Essential Standards/Skills identification.	Academic Support Program	01/03/2017	01/13/2017	\$750	Melissa Biggerstaff Contessa Orr



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Essential Standards	Grade/content level teams at each school will collaborate to identify essential standards for Reading and Mathematics	Academic Support Program	01/13/2017	02/17/2017	\$0	Kristina Rice David Ward Robbie Davis Joshua Matthews Bonnie Watson Caycee Spears
Essential Standards	School representatives for each grade level will meet as district teams to agree on district essential standards for each grade level/content area for Reading and Mathematics	Academic Support Program	03/01/2017	03/24/2017	\$0	Contessa Orr School representatives - to be identified
Common Assessments	Grade level/content area teams at each school will create common assessment questions centered around the district essential standards for Reading and Mathematics	Academic Support Program	03/10/2017	03/24/2017	\$0	Contessa Orr Amy Clark Melanie Hughes Kaye Hendricks Marisa Hopkins
Common Assessments	District Curriculum team will use submitted questions to create district quarterly common assessments by grade level. These assessments will be reviewed by each school's leadership team.	Academic Support Program	03/24/2017	04/10/2017	\$0	Contessa Orr Amy Clark Melanie Hughes Kaye Hendricks Marisa Hopkins
PLC Structure	The district administration team will utilize state assessment data and district formative assessment data to determine the work processes that will become the focus of the district and school PLCs.	Professional Learning	01/03/2017	01/31/2017	\$0	Contessa Orr Paul Mullins Kristina Rice David Ward Robbie Davis Josh Matthews Bonnie Watson Caycee Spears
PLC Structure	A team of district administrators will determine the district PLC protocol to be used by all schools based upon the selected work processes.	Professional Learning	01/31/2017	02/17/2017	\$0	Contessa Orr Paul Mullins Barry Goley school administrators
PLC Structure	Training will be conducted with district administrators on the effective implementation of the selected protocol so that school administrators can begin the implementation of effective PLCs in each building.	Professional Learning	02/17/2017	02/28/2017	\$0	Contessa Orr

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PLC Rounds	The district will implement the PLC rounds process to improve the implementation of the PLC process for monitoring student achievement in Reading.	Professional Learning	03/01/2017	04/28/2017	\$0	Contessa Orr Paul Mullins
RTI Training	Teachers at all schools will review basic RTI training information provided from Mike Mattos session #1 on RTI to determine the school's current status with RTI processes.	Academic Support Program	10/10/2016	12/16/2016	\$0	Contessa Orr Kristina Rice David Ward Robbie Davis Bonnie Watson Josh Matthews Caycee Spears
RTI Training	Teachers at all schools will receive designated information from the Mike Mattos #2 session on RTI to further their understanding of the RTI process.	Academic Support Program	01/09/2017	02/10/2017	\$1000	Contessa Orr School administrators
RTI Training	Based upon learning from RTI training sessions and school staff discussions, the district leadership team and school administrators will revise the district RTI plan to mirror effective RTI processes and documentation.	Academic Support Program	02/17/2017	03/03/2017	\$0	Paul Mullins Barry Goley Contessa Orr school administrators
RTI Process	Based upon learning from RTI sessions, the district RTI plan and staff discussions, each school will revise their school RTI plans to mirror effective processes and documentation.	Academic Support Program	03/03/2017	03/31/2017	\$0	Kristina Rice David Ward Robbie Davis Joshua Matthews Bonnie Watson Caycee Spears
RTI Process	Schools will use information learned from RTI trainings and processes created through district and school RTI plans to identify and implement RTI strategies for students in order to ensure success toward graduation.	Academic Support Program	03/31/2017	05/26/2017	\$0	Contessa Orr Barry Goley School Administrators
Artisan Leader	School and district instructional leaders will attend the Artisan Leader conference #1 focused on Understanding Self and Others, Building Clear and Compelling Direction, and Time and Life Management	Professional Learning	12/01/2016	12/16/2016	\$4000	Paul Mullins Contessa Orr
Artisan Leader	School and district instructional leaders will attend the Artisan Leader Conference #2 centered around Reading and Shaping Organizational Culture, Designing and Leading Change, and Leadership Transitions and Succession Planning	Professional Learning	03/01/2017	03/31/2017	\$4000	Paul Mullins Contessa Orr
Artisan Leader	School and district instructional leaders will attend the Artisan Leader Conference #3 centered around Communication and Persuasion and Influencing Skills, Leading High-Performing Teams, and Ethics and Moral Decision Making.	Professional Learning	06/30/2017	07/28/2017	\$4000	Paul Mullins Contessa Orr

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Artisan Leader	School and district instructional leaders will create professional learning plan which identifies how they will utilize the information learned from Artisan Leader conferences, RTI trainings and PLC work to assist with novice reduction. Plans and reflections will be shared during district administrators' meetings.	Professional Learning	07/28/2017	11/30/2017	\$0	Paul Mullins Contessa Orr
Artisan Teacher	School and district administrators will read the Artisan Teacher and be familiar with the Artisan themes identified in the book.	Professional Learning	01/16/2017	02/24/2017	\$200	Contessa Orr
Coaching and Feedback	School and district administrators will participate in coaching visit from Mike Rutherford centered around coaching teachers and providing feedback.	Professional Learning	03/13/2017	03/24/2017	\$3000	Mike Rutherford Paul Mullins Contessa Orr
Coaching and Feedback	School administrators will implement coaching and feedback strategies learned from the coaching visit with at least 10 teachers.	Professional Learning	03/31/2017	04/28/2017	\$0	Contessa Orr School administrators
Coaching and Feedback	A second coaching visit with Mike Rutherford will take place to provide continued learning and support to school administrators in coaching teachers.	Professional Learning	09/11/2017	10/20/2017	\$3000	Mike Rutherford Paul Mullins Contessa Orr
Coaching and Feedback	School administrators will implement coaching and feedback strategies learned from coaching visits 1 and 2 with at least 10 additional teachers.	Professional Learning	10/23/2017	11/30/2017	\$0	Contessa Orr Kristina Rice David Ward Robbie Davis Josh Matthews Bonnie Watson Caycee Spears
<b>Total</b>					<b>\$20950</b>	