KDE Comprehensive Improvement

Plan for Districts

Owen County

1600 Hwy 22 E
Owenton, KY 40359

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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?

Owen County is a rural community filled with rich tradition with a population of approximately 10,481 residents. It is located in the heart of the "Golden Triangle" formed by Lexington, Louisville, and Cincinnati. It offers a quiet, rural atmosphere while being within an hour of three major cities, cultural attractions, international airports, and interstate highways. In addition, the county has a wealth of natural beauty with numerous lakes, streams and rolling ridges providing top quality fishing and hunting opportunities in the Commonwealth.

Renown for its Southern Hospitality and majestic surroundings, you will find Owen County rich in history and culture with something to offer for everyone. Owen County has a rich heritage of quilters throughout the many communities and are very proud of their Agricultural Heritage Trail and Owen County Quilt Trail. They are also extremely proud of their Farmer's Market and local Artists.

Owen County Schools follows the same rich tradition as the community. It is home to three schools: Owen County Elementary School (PreK-4), Maurice Bowling Middle School (5-8), and Owen County High School (9-12). The district employs approximately 260 people, including certified staff, paraprofessionals and professional/administrative support personnel. The student population is approximately 1,888 students K-12.

Over the last three years, Owen County Schools has worked on strengthening the instructional programming in the district. There has been a focus on data analysis and standards alignment. Currently, the district is working towards effective instructional strategies that are evidence-based and will meet the academic needs of the students. In addition to the focus on teaching and learning, the district has received energy awards, the transportation department has been recognized for its efficiency, and progress has been made towards building systems and processes throughout the district.

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.

Mission Statement:

At Owen County Schools, our purpose, our passion, and our work are focused every day on preparing 100% of our students to become college and career ready.

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 Owen County School District is proud of several accomplishments and would like to note the following achievements within each school:

Owen County Elementary School

The Spring 2015 K-PREP results showed that third grade students scoring novice in reading were 3.4% below the state average. In addition, OCES third grade students scored 1.4% higher than the state average in the proficient/distinguished category in reading.
In math, third grade students scored 3.1% lower than the state average in the novice category, while the same students scored 1.7% higher than the state average in the proficient/distinguished category. Lastly, fourth grade students scored 1.7% lower than the state average in the novice category in language mechanics. Thus, the focus is on reading and mathematics performance. Through intentional data analysis, curriculum alignment, and focusing on effective teaching strategies over the next three years, the goal is for OCES to be a proficient school.

Maurice Bowling Middle School

The school saw improvements in their Spring 2015 K-PREP scores in the area of writing. They experienced a 17-point gain in 6th grade writing. MBMS did not see a significant increase or decrease in reading and mathematics performance. Thus, these two areas are the targeted focus for improvement over the next three years. Just like Owen County Elementary School, they are focused on reworking curriculum aligning all curriculum to Common Core Standards. The next phase will be to focus on instructional strategies to engage students in meaningful learning.

In addition to the focus on teaching and learning, MBMS has revived their Academic Team and Future Problem Solving Team bringing home district wins during the first year. They have an excellent STLP Program which received two state champion categories in both elementary and middle school categories in 2014-15. They also have a strong Student Lighthouse team that
conducted the first MBMS leadership Day in 2014-15. Lastly, they have approximately twenty functioning student clubs in the building that conduct service projects throughout the year.

Owen County High School

The OCHS technology education program has excelled in the area of robotics and has sent multiple teams to the state championships, and recently sent a team to the VEX robotics World Championships. In addition, the band program
has grown sufficiently in size and quality to begin a marching band after a 6 year absence. Also, the visual arts program has developed where they offer an Advanced Placement Studio Art class. Lastly, OCHS was recognized as a Proficient, High Growth school for the first time based on their 2014-2015 K-PREP data.

District Accomplishments and Focus

The Owen County School District has served as a pilot for several state initiatives over the last couple of years, including the
Professional Growth and Effectiveness System, the Gates Integration Grant, and the Regional Systemic Improvement Planning efforts. In

addition, as a participant in the Ohio Valley and Green River Regional Educational Cooperatives' RTTT-D grant, the district is operating under 3 key guiding principles:

1. Students As Leaders
2. Competency-Based Instruction in Reading and Mathematics
3. Leaders Developing Leadership

Over the last three years, the district continues to make progress. According to the Spring 2015 K-PREP Assessment results, the district is no longer a Focus District, and Owen County High School is no longer a Focus School. In fact, the district has moved from the 18th percentile to the 61st percentile in terms of accountability performance. More specifically, Owen County Schools is a High Progress District that is in the Needs Improvement/Progressing classification. While progress has been made, there must be an intentional focus on providing guidance, resources, and support to all schools to improve reading and mathematics and to assist in our novice reduction efforts. In order to meet the goal of becoming a proficient school district, the district must continue to focus on data, standards alignment, and instructional effectiveness. Therefore, Owen County Schools' broad goals for the next three years are as follows:

1. Increase the percentage of students proficient in Reading and Mathematics.
2. Reduce the percentage of students novice in Reading and Mathematics.
3. Increase the percentage of students proficient in Writing.
4. Reduce the percentage of students novice in Writing.
5. Increase the percentage of students that are college and career ready.
6. Focus on data to drive instructional decisions and to measure implementation and impact of various activities.
7. Align the curriculum both vertically and horizontally to ensure a cohesive learning continuum is available to all students K-12.
8. Identify, train, and implement effective instructional strategies to meet the individual learning needs of students.
9. Create a competency-based, Kid-FRIENDly learning environment K-12.
10. Create a system and culture of leaders for both students and staff.

Lastly, there has been a huge focus on standards. This will continue to be a focus over the next couple of years. There is a systemic issue with mathematics districtwide. Thus, each school adopted the Engage New York Math Program to improve the rigor of math instruction and to to build a learning continuum K-12. In addition, teachers at all grade levels are in the process of aligning the ELA curriculum to the KCAS as well.

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 Owen County School District wants to ensure educational equity for all students by providing a curriculum that is intentional, robust, and accessible to all students. The School Based Decision Making Council at each school reviews data from multiple sources concerning student equity in an effort to define and close gaps in student achievement. In addition, the Owen County Board of Education is committed to continuous school improvement and is constantly reviewing data and monitoring progress being made to increase student achievement across the district. In order to ensure that all stakeholders communicate and progress is being monitored consistently, a district instructional leadership team will meet monthly to monitor school improvement plans, analyze data, and evaluate instructional programming. The ultimate goal is to build a system around continuous school improvement centered on timely data that will drive the work to meet the individual academic needs of our students and provide a safe learning environment for all.

2015-2016 Comprehensive District Improvement Plan

Overview

Plan Name

2015-2016 Comprehensive District Improvement Plan

Plan Description

This is the 2015-2016 Comprehensive District Improvement Plan that was completed on Thursday, December 17, 2015.

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	All students will be taught by effective teachers as measured by the Professional Growth and Effectiveness System by 2020.	Objectives: 1 Strategies: 3 Activities: 9	Organizational	$44000
2	Increase the percentage of students college and/or career ready from 70.5% to 80% by Spring 2016.	Objectives: 2 Strategies: 1 Activities: 2	Organizational	$10000
3	All schools in the Owen County School District will develop a Kid-FRIENDly culture of student and staff leaders that embraces and provides a competency-based learning envinroment.	Objectives: 1 Strategies: 1 Activities: 5	Organizational	$31000
4	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 35.2% to 45.6% by Spring 2016.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	$2500
5	Increase the average cohort graduation rate from 89.8% to 95% by Spring 2016.	Objectives: 2 Strategies: 3 Activities: 3	Academic	$5000
6	All schools will be led by effective instructional leaders as measured by the Professional Growth and Effectiveness System by 2020.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	$0
7	Increase the averaged combined reading and math K-PREP scores for Owen County Elementary, Maurice Bowling Middle School, and Owen County High School students from 41.7% to 50.5% by Spring 2016.	Objectives: 2 Strategies: 5 Activities: 9	Academic	$39000
8	Decrease the number of students scoring novice in reading and math from 25% to 22% (Novice Reduction of 10%) by Spring 2016.	Objectives: 1 Strategies: 1 Activities: 2	Academic	$9000

Goal 1: All students will be taught by effective teachers as measured by the Professional Growth and Effectiveness System by 2020.

Measurable Objective 1:

demonstrate a proficiency of all teachers in the Professional Growth and Effectiveness System by 05/30/2016 as measured by PGES Framework and Instructional Rounds.

Strategy 1:

Professional Learning - All teachers and instructional leaders will be trained in the new Professional Growth and Effectiveness System. Everyone will complete student growth goals and professional growth goals based on student level data. In addition, all staff and instructional leaders will participate in instructional rounds and walkthroughs.

Category: Teacher PGES

Activity - TPGES Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will be trained in the TPGES Domains during PLCs and staff meetings. Schools: All Schools	Professional Learning	01/04/2016	12/30/2016	$5000	Other	Instructional Supervisor, Principal, Classroom Teachers

Activity - Instructional Rounds	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All school and district instructional leaders will be trained in the Instructional Round Protocol. Schools: All Schools	Professional Learning	01/04/2016	12/30/2016	$1000	Race to the Top	Superintendent, Instructional Supervisor, School Principals, and Cognitive Coach

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

| All staff will be trained in the Kid-FRIENDly process of personalized learning. This will include the development of personalized learning plans by each school and the submission of funding request forms to support personalized learning within each school.

Schools: All Schools | Professional Learning | 01/04/2016 | 12/30/2016 | $21000 | Race to the Top | Superintendent, Instructional Supervisor, School Principals, School Personalized Learning Teams, and Cognitive Coach |

Activity - PGES Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All administrators will be trained in the Principal Professional Growth and Effectiveness System. Principals will recalibrate as we incorporate PPGES and TPGES in our district evaluation system. Schools: All Schools	Professional Learning	01/04/2016	12/30/2016	$0	No Funding Required	Superintendent, Instructional Supervisor, DPP, Special Education Director, District Technology Coordinator, and School Principals

Strategy 2:

Dispositional Hiring - District leadership will explore dispositional hiring by reviewing research and obtaining information from experts in the field. The goal is for new hires to be matched with the skills, traits, and characteristics identified for the open positions within the district. By filling positions with applicants who match the position, there will be a greater chance of success and retainment of staff.

Category: Human Capital Management

Activity - Dispositional Hiring Research	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will explore the tenants of dispositional hiring and how to incorporate it into the hiring process within in Owen County Schools. This exploration will include book study, research in the field, and collaboration with other districts and organizations who employ dispositional hiring practices. Schools: All Schools	Policy and Process	01/04/2016	12/30/2016	$500	General Fund	Superintendent, Instructional Supervisor, District Leadership Team

Activity - Assessing Educator Dispositions Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

All principals and directors will study and complete the Assessing Educator Dispositions assessment to be certified as a professional perceptual rater. Schools: All Schools	Policy and Process	12/23/2015	02/29/2016	$0	No Funding Required	Superintendent, Director of Instructional Support Services, Director of Pupil Personnel, Director of Special Education, Principals

Activity - Hiring Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district leadership team will develop a new hiring process that will promote new recruitment and retention efforts. Schools: All Schools	Policy and Process	01/04/2016	05/30/2016	$10000	Other	Superintendent, Director of Instructional Support Services, Director of Pupil Personnel, Director of Special Education, Director of Finance, Payroll Clerk, Principals

Strategy 3:

New Teacher Induction Program - All new teachers to Owen County Schools will complete the New Teacher Induction Program.

Category: Professional Learning & Support

Research Cited: Ganser, Rockoff, Ingersoll and Merrill

Activity - Monthly Meetings for New Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Every new teacher to the district will attend regular monthly meetings to share and collaborate, learn instructional strategies, identify needs, and develop a support system. This activity should also help with district retention efforts. Schools: All Schools	Professional Learning	01/04/2016	12/30/2016	$1500	Title II Part A	Superintendent, Director of Instructional Support Services, Principals, New Teachers

Activity - Post-Secondary Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The superintendent and district/school administration will identify and partner with universities to develop a recruitment plan and create partnerships to recruit the best candidates for positions determined through needs assessments and other qualitative data mining. Schools: All Schools	Recruitment and Retention	01/04/2016	12/30/2016	$5000	Other	Superintendent, Director of Instructional Support Services, Director of Pupil Personnel, Director of Special Education, and Principals

Goal 2: Increase the percentage of students college and/or career ready from 70.5% to 80% by Spring 2016.

Measurable Objective 1:

collaborate to increase the percentage of students who are College and Career Ready at Owen County High School by 12/30/2016 as measured by College and Career Readiness data.

(shared) Strategy 1:

College and Career Readiness Focus - Schools will focus on college and career readiness by identifying curriculum gaps and modifying instruction to meet the academic needs of students through data analysis. Data analysis will consist of examining the amount of students who meet benchmark on K-PREP, NWEA MAP, KYOTE, Compass, and ACT to determine the needed interventions to prepare students to meet the identified benchmarks in reading and mathematics. Also, the use of GEAR-UP, Operation Preparation, ILP, and college field trips will be used to increase exposure to college and career planning.

Category: Integrated Methods for Learning

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

| All students grades 7-12 will utilize WIN Learning as an intervention and college and career planning tool to prepare them for life after graduation. This tool will be embedded within intervention and will be used as a data tool to monitor progress for CCR.

Schools: All Schools | Academic Support Program | 01/06/2014 | 05/31/2016 | $0 | No Funding Required | Superintendent, Instructional Supervisor, Director of Pupil Personnel, Director of Technology, Special Education Director, District Data Coordinator, College and Career Counselor, School Principals, and Teachers |

Activity - Operation Preparation, GEAR-UP, ILP, and College Field Trips	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Operation Preparation, GEAR-UP, ILP, and College Field Trips will be used to support the focus on college and career readiness at Maurice Bowling Middle and Owen County High Schools. Schools: All Schools	Academic Support Program	01/04/2016	12/30/2016	$10000	Other	Superintendent, Instructional Supervisor, Director of Pupil Personnel, District Technology Coordinator, Special Education Director, School Principals, and College and Career Counselor, and GEAR-UP Coordinator

Measurable Objective 2:

demonstrate a proficiency 50% of students in Grade 11 will be meeting the ACT benchmarks by 05/30/2016 as measured by ACT.

(shared) Strategy 1:

College and Career Readiness Focus - Schools will focus on college and career readiness by identifying curriculum gaps and modifying instruction to meet the

academic needs of students through data analysis. Data analysis will consist of examining the amount of students who meet benchmark on K-PREP, NWEA MAP, KYOTE, Compass, and ACT to determine the needed interventions to prepare students to meet the identified benchmarks in reading and mathematics. Also, the use of GEAR-UP, Operation Preparation, ILP, and college field trips will be used to increase exposure to college and career planning.

Category: Integrated Methods for Learning

Activity - WIN Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students grades 7-12 will utilize WIN Learning as an intervention and college and career planning tool to prepare them for life after graduation. This tool will be embedded within intervention and will be used as a data tool to monitor progress for CCR. Schools: All Schools	Academic Support Program	01/06/2014	05/31/2016	$0	No Funding Required	Superintendent, Instructional Supervisor, Director of Pupil Personnel, Director of Technology, Special Education Director, District Data Coordinator, College and Career Counselor, School Principals, and Teachers

Activity - Operation Preparation, GEAR-UP, ILP, and College Field Trips	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Operation Preparation, GEAR-UP, ILP, and College Field Trips will be used to support the focus on college and career readiness at Maurice Bowling Middle and Owen County High Schools. Schools: All Schools	Academic Support Program	01/04/2016	12/30/2016	$10000	Other	Superintendent, Instructional Supervisor, Director of Pupil Personnel, District Technology Coordinator, Special Education Director, School Principals, and College and Career Counselor, and GEAR-UP Coordinator

Goal 3: All schools in the Owen County School District will develop a Kid-FRIENDly culture of student and staff leaders that embraces and provides a competency-based learning envinroment.

Measurable Objective 1:

collaborate to create responsible, imaginative, engaged, civic-minded students as leaders by 12/30/2016 as measured by instructional rounds data.

Strategy 1:

Students and Staff as Leaders - The "7 Habits of Highly Effective People" will be built into the core curriculum.

Category: Integrated Methods for Learning

Activity - Leader in Me and 7 Habits of Highly Effective People Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| All staff will continue to be trained on Leader in Me and the 7 Habits of Highly Effective People through additional Franklin Covey trainings in June 2016.

Schools: All Schools | Professional Learning | 01/04/2016 | 12/30/2016 | $10000 | Race to the Top | Superintendent, Instructional Supervisor, Director of Pupil Personnel, District Technology Coordinator, Special Education Director, School Principals, and Classroom Teachers |

Activity - Leading at the Speed of Trust Workshop	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff who are new, existing, or are developing leaders will be trained in the Great Leaders Workshop. Schools: All Schools	Professional Learning	01/04/2016	12/30/2016	$5000	Race to the Top	Superintendent, Instructional Supervisor, Director of Pupil Personnel, District Technology Coordinator, Special Education Director, School Principals, and Identified Staff

Activity - Continued Lighthouse Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Student teams at the middle level and staff teams identified at the elementary and middle levels will be trained as a "Lighthouse" team.

Schools: All Schools | Professional Learning | 01/04/2016 | 12/30/2016 | $5000 | Race to the Top | Superintendent, Instructional Supervisor, Director of Pupil Personnel, District Technology Coordinator, Special Education Director, School Principals, Identified Teachers, and Identified Students |

Activity - Data Notebooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students K-12 will set goals and track progress towards the goals they set in their personal data notebooks. Schools: All Schools	Academic Support Program	01/04/2016	12/30/2016	$6000	Race to the Top	Superintendent, Instructional Supervisor, Director of Pupil Personnel, District Technology Coordinator, Special Education Director, School Principals, and Classroom Teachers

Activity - School Visits and Leader Symposium	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Staff will visit various schools and conferences to participate in Leadership Days where students will showcase their leadership skills. Schools: All Schools	Professional Learning	01/04/2016	12/30/2016	$5000	GRECC Race to the Top	Superintendent, Instructional Supervisor, Director of Pupil Personnel, District Technology Coordinator, Special Education Director, School Principals, and Identified Classroom Teachers

Goal 4: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 35.2% to 45.6% by Spring 2016.

Measurable Objective 1:

demonstrate a proficiency 55% of all students will be proficient in reading and mathematics by 05/30/2016 as measured by Spring 2016 NWEA MAP and K-PREP scores.

Strategy 1:

Differentiated Instruction - All teachers will examine student progress monitoring data and differentiate instruction based on student need.

Category: Integrated Methods for Learning

Research Cited: Kentucky System of Interventions

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

Special education teachers will review selected achievement results with differentiated instruction follow-up. Schools: All Schools	Academic Support Program	01/04/2016	12/30/2016	$1000	Title I Part A	Special Education Director, District Data Coordinator, School Principals, Special Education Teachers, Classroom Teachers

Activity - Co-Teaching Strategy Refinement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained, review, and implement professional learning in co-teaching based on instructional rounds data. Schools: All Schools	Academic Support Program	01/04/2016	12/30/2016	$1500	Title VI, Title II Part A, Title I Part A	Instructional Supervisor, Special Education Director, District Data Coordinator, School Principals, and Classroom Teachers

Strategy 2:

Monthly Team Meetings for Special Education - Special education staff will meet monthly, by building, to review specific instructional strategies, monitor student level progress, and discuss/implement ongoing progress monitoring strategies.

Category: Continuous Improvement

Research Cited: Kentucky System of Interventions

Activity - Monthly Team Meetings for Special Education	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education staff will meet monthly, by building, to review specific instructional strategies, monitor student level progress, discuss/implement ongoing progress monitoring strategies, and review/refine the IEP development process. Schools: All Schools	Professional Learning	01/04/2016	12/30/2016	$0	No Funding Required	Special Education Director, Principal, and Special Education Team Leaders

Goal 5: Increase the average cohort graduation rate from 89.8% to 95% by Spring 2016.

Measurable Objective 1:

95% of All Students will demonstrate a proficiency where they meet all graduation requirements in Reading by 05/30/2016 as measured by meeting all graduation requirements set forth by the Owen County Board of Education..

(shared) Strategy 1:

Credit Recovery - Credit Recovery - Students who fail or lose a credit opportunity will have the opportunity to recover that credit within the school day.

Category: Learning Systems

Activity - Credit Recovery - Odysseyware	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who have fallen behind in earning their credits toward graduation will be given the opportunity to use one of their elective schedule slots to enroll in a credit recovery course. The course will be managed by staff, though the curriculum and content will be provided online through Odysseyware. Upon satisfactory completion of the online content, credit will be awarded for the course in question. Schools: Owen County High School	Academic Support Program	01/04/2016	05/30/2016	$5000	Other	High School Principal, High School Guidance Counselor, Credit Recovery Lab Coordinator

(shared) Strategy 2:

Advisor Advisee program - OCHS - Advisor Advisee Program - OCHS will add elements of the advisor-advisee model to its seminar program, in addition to intervention and enrichment activities.

Category: Management Systems

Activity - Student Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Advisors will meet with students regularly (at least once a month) to review current grades, attendance and behavior referrals. At the beginning of each semester, advisors will review the transcript of each student for accuracy and guidance. Schools: Owen County High School	Academic Support Program	08/13/2014	05/31/2015	$0	No Funding Required	Duane Kline, Doug Wainscott, Anne Kline, and Seminar Teachers

(shared) Strategy 3:

Success Checker - Special educators and school/district leadership meet monthly to review and analyze grades and progress towards graduation for students with special needs.

Category: Persistance to Graduation

Activity - Monthly Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education teachers, along with school and district leadership, will meet monthly to review and analyze progress monitoring of grades and progress towards graduation (e.g. credits) for students with special needs. Schools: Owen County High School	Behavioral Support Program, Academic Support Program	01/04/2016	12/30/2016	$0	No Funding Required	Director of Special Education, Principals, and Special Education Teachers

Measurable Objective 2:

95% of All Students will demonstrate a proficiency where they meet all graduation requirements in Mathematics by 05/30/2016 as measured by all graduation requirements set forth by the Owen County Board of Education.

(shared) Strategy 1:

Credit Recovery - Credit Recovery - Students who fail or lose a credit opportunity will have the opportunity to recover that credit within the school day.

Category: Learning Systems

Activity - Credit Recovery - Odysseyware	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who have fallen behind in earning their credits toward graduation will be given the opportunity to use one of their elective schedule slots to enroll in a credit recovery course. The course will be managed by staff, though the curriculum and content will be provided online through Odysseyware. Upon satisfactory completion of the online content, credit will be awarded for the course in question. Schools: Owen County High School	Academic Support Program	01/04/2016	05/30/2016	$5000	Other	High School Principal, High School Guidance Counselor, Credit Recovery Lab Coordinator

(shared) Strategy 2:

Advisor Advisee program - OCHS - Advisor Advisee Program - OCHS will add elements of the advisor-advisee model to its seminar program, in addition to intervention and enrichment activities.

Category: Management Systems

Activity - Student Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Advisors will meet with students regularly (at least once a month) to review current grades, attendance and behavior referrals. At the beginning of each semester, advisors will review the transcript of each student for accuracy and guidance. Schools: Owen County High School	Academic Support Program	08/13/2014	05/31/2015	$0	No Funding Required	Duane Kline, Doug Wainscott, Anne Kline, and Seminar Teachers

(shared) Strategy 3:

Success Checker - Special educators and school/district leadership meet monthly to review and analyze grades and progress towards graduation for students with

special needs.

Category: Persistance to Graduation

Activity - Monthly Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education teachers, along with school and district leadership, will meet monthly to review and analyze progress monitoring of grades and progress towards graduation (e.g. credits) for students with special needs. Schools: Owen County High School	Behavioral Support Program, Academic Support Program	01/04/2016	12/30/2016	$0	No Funding Required	Director of Special Education, Principals, and Special Education Teachers

Goal 6: All schools will be led by effective instructional leaders as measured by the Professional Growth and Effectiveness System by 2020.

Measurable Objective 1:

demonstrate a proficiency of all instructional leaders in the Professional Growth and Effectiveness System by 05/30/2016 as measured by PGES Framework and Instructional Rounds.

Strategy 1:

Professional Training - Teachers and Instructional leaders will be trained in the new Effectiveness Model - Teachers and Instructional leaders will continue to be trained in the Charlotte Danielsen Framework for Effective Teaching.

Category: Teacher PGES

Research Cited: Charlotte Danielsen

Activity - TPGES Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff, especially new teachers to the field, will be trained in the Domains of the new TPGES Framework at PLCs and staff meetings as evidenced by staff agendas and meeting documentation. Schools: All Schools	Professional Learning	01/04/2016	12/30/2016	$0	No Funding Required	School Principal, Instructional Supervisor, and Other School/District Administration

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

All instructional leaders will be trained in the conducting of Instructional Rounds and rubrics will be adopted and used bi-weekly to conduct instructional rounds in the areas of engagement, relevance, and rigor as evidenced by feedback forms. Schools: All Schools	Professional Learning	01/04/2016	12/30/2016	$0	No Funding Required	School Principal, School Assistant Principal, Director of Instructional Support Services, Special Education Director, and Superintendent

Activity - Development of Growth Goals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers and instructional leaders will use data to develop both a students and professional growth goal which will be periodically monitored and revised as evidenced in CIITS. Schools: All Schools	Policy and Process	01/04/2016	12/30/2016	$0	No Funding Required	School Principal, School Assistant Principal, Instructional Supervisor, Director of Special Education, and Superintendent

Goal 7: Increase the averaged combined reading and math K-PREP scores for Owen County Elementary, Maurice Bowling Middle School, and Owen County High School students from 41.7% to 50.5% by Spring 2016.

Measurable Objective 1:

57% of All Students will demonstrate a proficiency in comprehension, vocabulary, and foundational skills in Reading by 05/31/2016 as measured by K-PREP, NWEA MAP, End-of-Course Assessment, and ACT data.

Strategy 1:

Curriculum Mapping and Alignment in ELA - Grade and content level teams will develop common pacing guides and units of study incorporating the selected strategies/activities and identify the type of student work each teacher will use to demonstrate learning. In addition, teachers will determine strategies/activities for enrichment and intervention within the classroom.

Category: Continuous Improvement

Research Cited: Marzano, Hattie, McTighe and Wiggins

Activity - Curriculum Days	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-12 staff will use curriculum days to develop and revise ELA curriculum to vertically and horizontally align the curriculum to create a continuum of learning for all students. Schools: All Schools	Professional Learning	01/04/2016	12/30/2016	$5000	Title II Part A	Director of Instructional Support Services, Director of Special Education, Data Manager, Principals, and Teachers

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-12 staff will use PLCs to develop and revise ELA curriculum to vertically and horizontally align the curriculum to create a continuum of learning for all students. In addition to curriculum alignment, principals will structure PLCs to discuss athe following questions: (1) What do students need to know and be able to do?, (2) How will we know when they have learned it?, (3) What will we do when they haven't learned it?, and (4) What will we do when they already know it? K-12 PLCs will also analyze multiple data sources at the grade, classroom, and individual student level to make informed instructional decisions and measure effective of various instructional programs and materials. Schools: All Schools	Professional Learning	01/04/2016	12/30/2016	$5000	Title I Part A	Director of Instructional Support Services, Director of Special Education, Data Manager, Principals, and Teachers

Activity - Review and Reflect on Student Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade and content level teams will review and reflect on student work, discuss student understanding of the standards, and make needed modifications to instruction. The goal is to provide growth-evoking feedback to students. Schools: All Schools	Professional Learning	01/04/2016	12/30/2016	$5000	Title I Part A	Director of Instructional Support Services, Director of Special Education, Data Manager, Principals, and Teachers

Strategy 2:

ELA Professional Learning - All K-12 teachers will receive additional professional learning in designing and teaching ELA curriculum. We will enlist the assistance of

Lynn Schwallie from OVEC to work with teachers K-12.

Category: Continuous Improvement

Research Cited: Florida Center for Reading Research

Activity - Cognitive Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional learning will be offered in the area of mathematics through cognitive coaching to better understand the Kentucky Core Academic Standards. Schools: All Schools	Professional Learning	01/04/2016	12/30/2016	$3000	GRECC Race to the Top	Director of Instructional Support Services, Special Education Director, School Principals, District Data Coordinator, Cognitive Coach, and Classroom Teachers

(shared) Strategy 3:

Data Analysis - K-12 teachers will analyze multiple data sources at the grade, classroom, and individual student level to make informed instructional decisions and

measure effective of various instructional programs and materials.

Category: Continuous Improvement

Research Cited: Data Wise

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

Data teams (teacher leaders) at each school, along with school and district leadership, will participate in district data retreat by Winter 2016 to analyze multiple data sources (i.e. NWEA MAP, common assessments, K-PREP, EOC, progress monitoring, and nonacademic) to develop school improvement plans to meet the academic and nonacademic needs of students. Schools: All Schools	Academic Support Program	01/04/2016	12/30/2016	$3000	Title II Part A	Superintendent, Instructional Supervisor, Director of Pupil Personnel, Director of Technology, Special Education Director, School Principals, District Data Coordinator, and Data Teams

Measurable Objective 2:

50% of All Students will demonstrate a proficiency in computation, numbers and operations, and algebraic thinking in Mathematics by 05/31/2016 as measured by by NWEA MAP, K-PREP, End-of-Course Assessment, and ACT data.

Strategy 1:

Curriculum Mapping and Alignment in Math - Grade and content level teams will develop common pacing guides and units of study incorporating the selected

strategies/activities and identify the type of student work each teacher will use to demonstrate learning. In addition, teachers will determine strategies/activities for

enrichment and intervention within the classroom.

Category: Professional Learning & Support

Research Cited: Marzano, Hattie, McTighe and Wiggins

Activity - Curriculum Days	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-12 staff will use curriculum days to develop and revise Math curriculum to vertically and horizontally align the curriculum to create a continuum of learning for all students. Schools: All Schools	Professional Learning	01/04/2016	12/30/2016	$5000	Title II Part A	Director of Instructional Support Services, Director of Special Education, Data Manager, Principals, and Teachers

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-12 staff will use PLCs to develop and revise Math curriculum to vertically and horizontally align the curriculum to create a continuum of learning for all students. In addition to curriculum alignment, principals will structure PLCs to discuss athe following questions: (1) What do students need to know and be able to do?, (2) How will we know when they have learned it?, (3) What will we do when they haven't learned it?, and (4) What will we do when they already know it? K-12 PLCs will also analyze multiple data sources at the grade, classroom, and individual student level to make informed instructional decisions and measure effective of various instructional programs and materials. Schools: All Schools	Professional Learning	01/04/2016	12/30/2016	$5000	Title I Part A	Director of Instructional Support Services, Director of Special Education, Data Manager, Principals, and Teachers

Activity - Review and Reflect on Student Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade and content level teams will review and reflect on student work, discuss student understanding of the standards, and make needed modifications to instruction. The goal is to provide growth-evoking feedback to students. Schools: All Schools	Professional Learning	01/04/2016	12/30/2016	$5000	Title I Part A	Director of Instructional Support Services, Director of Special Education, Data Manager, Principals, and Teachers

Strategy 2:

Math Professional Learning - All K-12 teachers will receive additional professional learning in teaching mathematics, especially the Engage NY curriculum. We will enlist the assistance of Dr. Debbie Thompson from OVEC to work with teachers K-8 and Dr. Hodgson and Dr. Waters from NKU to work with 5-12 teachers.

Category: Professional Learning & Support

Research Cited: Odell Education Research to Deepen Understanding Units, Striping Model of Inquiry, Information Fluency Continuum

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

| Professional learning will be offered in the area of mathematics through cognitive coaching to better understand the Kentucky Core Academic Standards.

Schools: All Schools | Professional Learning | 01/04/2016 | 12/30/2016 | $3000 | GRECC Race to the Top | Director of Instructional Support Services, Director of Special Education, School Principals, District Data Coordinator, Cognitive Coach, and Classroom Teachers |

(shared) Strategy 3:

Data Analysis - K-12 teachers will analyze multiple data sources at the grade, classroom, and individual student level to make informed instructional decisions and

measure effective of various instructional programs and materials.

Category: Continuous Improvement

Research Cited: Data Wise

Activity - Data Retreat	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data teams (teacher leaders) at each school, along with school and district leadership, will participate in district data retreat by Winter 2016 to analyze multiple data sources (i.e. NWEA MAP, common assessments, K-PREP, EOC, progress monitoring, and nonacademic) to develop school improvement plans to meet the academic and nonacademic needs of students. Schools: All Schools	Academic Support Program	01/04/2016	12/30/2016	$3000	Title II Part A	Superintendent, Instructional Supervisor, Director of Pupil Personnel, Director of Technology, Special Education Director, School Principals, District Data Coordinator, and Data Teams

Goal 8: Decrease the number of students scoring novice in reading and math from 25% to 22% (Novice Reduction of 10%) by Spring 2016.

Measurable Objective 1:

A 10% decrease of All Students will collaborate to reducing the percent of students scoring novice in Reading by 05/30/2016 as measured by Spring 2016 NWEA MAP and K-PREP scores.

Strategy 1:

Differentiated Instruction - All teachers will examine student progress monitoring data and differentiate instruction based on student need.

Category: Integrated Methods for Learning

Research Cited: Kentucky System of Interventions

Activity - On-Going Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
General and special education teachers will review achievement results (i.e. NWEA MAP, K-PREP, ACT, Compass, KYOTE, classroom formative assessments, etc.) with differentiated instruction follow-up. Schools: All Schools	Behavioral Support Program, Academic Support Program	01/04/2016	12/30/2016	$6000	Title II Part A, Title VI, Title I Part A, IDEA	Special Education Director,Director of Instructional Suport Services, District Data Coordinator, School Principals, Special Education Teachers, Classroom Teachers

Activity - Co-Teaching Strategy Refinement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
General and special education teachers will be trained, review, and implement professional learning in co-teaching based on instructional rounds data and other classroom performance data. Schools: All Schools	Behavioral Support Program, Academic Support Program, Class Size Reduction	01/04/2016	12/30/2016	$3000	IDEA	Director of Instructional Support Services, Special Education Director, District Data Coordinator, School Principals, and Classroom Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title VI

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
On-Going Progress Monitoring	General and special education teachers will review achievement results (i.e. NWEA MAP, K-PREP, ACT, Compass, KYOTE, classroom formative assessments, etc.) with differentiated instruction follow-up.	Behavioral Support Program, Academic Support Program	01/04/2016	12/30/2016	$1000	Special Education Director,Director of Instructional Suport Services, District Data Coordinator, School Principals, Special Education Teachers, Classroom Teachers
Co-Teaching Strategy Refinement	Teachers will be trained, review, and implement professional learning in co-teaching based on instructional rounds data.	Academic Support Program	01/04/2016	12/30/2016	$500	Instructional Supervisor, Special Education Director, District Data Coordinator, School Principals, and Classroom Teachers
				Total	$1500	

Other

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

Credit Recovery - Odysseyware	Students who have fallen behind in earning their credits toward graduation will be given the opportunity to use one of their elective schedule slots to enroll in a credit recovery course. The course will be managed by staff, though the curriculum and content will be provided online through Odysseyware. Upon satisfactory completion of the online content, credit will be awarded for the course in question.	Academic Support Program	01/04/2016	05/30/2016	$5000	High School Principal, High School Guidance Counselor, Credit Recovery Lab Coordinator
TPGES Training	All staff will be trained in the TPGES Domains during PLCs and staff meetings.	Professional Learning	01/04/2016	12/30/2016	$5000	Instructional Supervisor, Principal, Classroom Teachers
Post-Secondary Collaboration	The superintendent and district/school administration will identify and partner with universities to develop a recruitment plan and create partnerships to recruit the best candidates for positions determined through needs assessments and other qualitative data mining.	Recruitment and Retention	01/04/2016	12/30/2016	$5000	Superintendent, Director of Instructional Support Services, Director of Pupil Personnel, Director of Special Education, and Principals
Operation Preparation, GEAR-UP, ILP, and College Field Trips	Operation Preparation, GEAR-UP, ILP, and College Field Trips will be used to support the focus on college and career readiness at Maurice Bowling Middle and Owen County High Schools.	Academic Support Program	01/04/2016	12/30/2016	$10000	Superintendent, Instructional Supervisor, Director of Pupil Personnel, District Technology Coordinator, Special Education Director, School Principals, and College and Career Counselor, and GEAR-UP Coordinator

Hiring Process	The district leadership team will develop a new hiring process that will promote new recruitment and retention efforts.	Policy and Process	01/04/2016	05/30/2016	$10000	Superintendent, Director of Instructional Support Services, Director of Pupil Personnel, Director of Special Education, Director of Finance, Payroll Clerk, Principals
				Total	$35000	

IDEA

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
On-Going Progress Monitoring	General and special education teachers will review achievement results (i.e. NWEA MAP, K-PREP, ACT, Compass, KYOTE, classroom formative assessments, etc.) with differentiated instruction follow-up.	Behavioral Support Program, Academic Support Program	01/04/2016	12/30/2016	$3000	Special Education Director, Director of Instructional Suport Services, District Data Coordinator, School Principals, Special Education Teachers, Classroom Teachers

Co-Teaching Strategy Refinement	General and special education teachers will be trained, review, and implement professional learning in co-teaching based on instructional rounds data and other classroom performance data.	Behavioral Support Program, Academic Support Program, Class Size Reduction	01/04/2016	12/30/2016	$3000	Director of Instructional Support Services, Special Education Director, District Data Coordinator, School Principals, and Classroom Teachers
				Total	$6000	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
On-Going Progress Monitoring	General and special education teachers will review achievement results (i.e. NWEA MAP, K-PREP, ACT, Compass, KYOTE, classroom formative assessments, etc.) with differentiated instruction follow-up.	Behavioral Support Program, Academic Support Program	01/04/2016	12/30/2016	$1000	Special Education Director,Director of Instructional Suport Services, District Data Coordinator, School Principals, Special Education Teachers, Classroom Teachers

Data Retreat	Data teams (teacher leaders) at each school, along with school and district leadership, will participate in district data retreat by Winter 2016 to analyze multiple data sources (i.e. NWEA MAP, common assessments, K-PREP, EOC, progress monitoring, and nonacademic) to develop school improvement plans to meet the academic and nonacademic needs of students.	Academic Support Program	01/04/2016	12/30/2016	$3000	Superintendent, Instructional Supervisor, Director of Pupil Personnel, Director of Technology, Special Education Director, School Principals, District Data Coordinator, and Data Teams
Co-Teaching Strategy Refinement	Teachers will be trained, review, and implement professional learning in co-teaching based on instructional rounds data.	Academic Support Program	01/04/2016	12/30/2016	$500	Instructional Supervisor, Special Education Director, District Data Coordinator, School Principals, and Classroom Teachers
Curriculum Days	K-12 staff will use curriculum days to develop and revise Math curriculum to vertically and horizontally align the curriculum to create a continuum of learning for all students.	Professional Learning	01/04/2016	12/30/2016	$5000	Director of Instructional Support Services, Director of Special Education, Data Manager, Principals, and Teachers

Curriculum Days	K-12 staff will use curriculum days to develop and revise ELA curriculum to vertically and horizontally align the curriculum to create a continuum of learning for all students.	Professional Learning	01/04/2016	12/30/2016	$5000	Director of Instructional Support Services, Director of Special Education, Data Manager, Principals, and Teachers
Monthly Meetings for New Teachers	Every new teacher to the district will attend regular monthly meetings to share and collaborate, learn instructional strategies, identify needs, and develop a support system. This activity should also help with district retention efforts.	Professional Learning	01/04/2016	12/30/2016	$1500	Superintendent, Director of Instructional Support Services, Principals, New Teachers
				Total	$16000	

Race to the Top

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Leader in Me and 7 Habits of Highly Effective People Training	All staff will continue to be trained on Leader in Me and the 7 Habits of Highly Effective People through additional Franklin Covey trainings in June 2016.	Professional Learning	01/04/2016	12/30/2016	$10000	Superintendent, Instructional Supervisor, Director of Pupil Personnel, District Technology Coordinator, Special Education Director, School Principals, and Classroom Teachers

Instructional Rounds	All school and district instructional leaders will be trained in the Instructional Round Protocol.	Professional Learning	01/04/2016	12/30/2016	$1000	Superintendent, Instructional Supervisor, School Principals, and Cognitive Coach
Personalized Learning	All staff will be trained in the Kid-FRIENDly process of personalized learning. This will include the development of personalized learning plans by each school and the submission of funding request forms to support personalized learning within each school.	Professional Learning	01/04/2016	12/30/2016	$21000	Superintendent, Instructional Supervisor, School Principals, School Personalized Learning Teams, and Cognitive Coach
Leading at the Speed of Trust Workshop	Staff who are new, existing, or are developing leaders will be trained in the Great Leaders Workshop.	Professional Learning	01/04/2016	12/30/2016	$5000	Superintendent, Instructional Supervisor, Director of Pupil Personnel, District Technology Coordinator, Special Education Director, School Principals, and Identified Staff

Data Notebooks	Students K-12 will set goals and track progress towards the goals they set in their personal data notebooks.	Academic Support Program	01/04/2016	12/30/2016	$6000	Superintendent, Instructional Supervisor, Director of Pupil Personnel, District Technology Coordinator, Special Education Director, School Principals, and Classroom Teachers
Continued Lighthouse Training	Student teams at the middle level and staff teams identified at the elementary and middle levels will be trained as a "Lighthouse" team.	Professional Learning	01/04/2016	12/30/2016	$5000	Superintendent, Instructional Supervisor, Director of Pupil Personnel, District Technology Coordinator, Special Education Director, School Principals, Identified Teachers, and Identified Students
				Total	$48000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Dispositional Hiring Research	The district will explore the tenants of dispositional hiring and how to incorporate it into the hiring process within in Owen County Schools. This exploration will include book study, research in the field, and collaboration with other districts and organizations who employ dispositional hiring practices.	Policy and Process	01/04/2016	12/30/2016	$500	Superintendent, Instructional Supervisor, District Leadership Team

		Total	$500

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
WIN Learning	All students grades 7-12 will utilize WIN Learning as an intervention and college and career planning tool to prepare them for life after graduation. This tool will be embedded within intervention and will be used as a data tool to monitor progress for CCR.	Academic Support Program	01/06/2014	05/31/2016	$0	Superintendent, Instructional Supervisor, Director of Pupil Personnel, Director of Technology, Special Education Director, District Data Coordinator, College and Career Counselor, School Principals, and Teachers
Assessing Educator Dispositions Assessment	All principals and directors will study and complete the Assessing Educator Dispositions assessment to be certified as a professional perceptual rater.	Policy and Process	12/23/2015	02/29/2016	$0	Superintendent, Director of Instructional Support Services, Director of Pupil Personnel, Director of Special Education, Principals
Student Progress Monitoring	Advisors will meet with students regularly (at least once a month) to review current grades, attendance and behavior referrals. At the beginning of each semester, advisors will review the transcript of each student for accuracy and guidance.	Academic Support Program	08/13/2014	05/31/2015	$0	Duane Kline, Doug Wainscott, Anne Kline, and Seminar Teachers

Monthly Progress Monitoring	Special education teachers, along with school and district leadership, will meet monthly to review and analyze progress monitoring of grades and progress towards graduation (e.g. credits) for students with special needs.	Behavioral Support Program, Academic Support Program	01/04/2016	12/30/2016	$0	Director of Special Education, Principals, and Special Education Teachers
PGES Training	All administrators will be trained in the Principal Professional Growth and Effectiveness System. Principals will recalibrate as we incorporate PPGES and TPGES in our district evaluation system.	Professional Learning	01/04/2016	12/30/2016	$0	Superintendent, Instructional Supervisor, DPP, Special Education Director, District Technology Coordinator, and School Principals
Monthly Team Meetings for Special Education	Special education staff will meet monthly, by building, to review specific instructional strategies, monitor student level progress, discuss/implement ongoing progress monitoring strategies, and review/refine the IEP development process.	Professional Learning	01/04/2016	12/30/2016	$0	Special Education Director, Principal, and Special Education Team Leaders
Development of Growth Goals	All teachers and instructional leaders will use data to develop both a students and professional growth goal which will be periodically monitored and revised as evidenced in CIITS.	Policy and Process	01/04/2016	12/30/2016	$0	School Principal, School Assistant Principal, Instructional Supervisor, Director of Special Education, and Superintendent

Instructional Rounds	All instructional leaders will be trained in the conducting of Instructional Rounds and rubrics will be adopted and used bi-weekly to conduct instructional rounds in the areas of engagement, relevance, and rigor as evidenced by feedback forms.	Professional Learning	01/04/2016	12/30/2016	$0	School Principal, School Assistant Principal, Director of Instructional Support Services, Special Education Director, and Superintendent
TPGES Training	All staff, especially new teachers to the field, will be trained in the Domains of the new TPGES Framework at PLCs and staff meetings as evidenced by staff agendas and meeting documentation.	Professional Learning	01/04/2016	12/30/2016	$0	School Principal, Instructional Supervisor, and Other School/District Administration
				Total	$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Review and Reflect on Student Work	Grade and content level teams will review and reflect on student work, discuss student understanding of the standards, and make needed modifications to instruction. The goal is to provide growth-evoking feedback to students.	Professional Learning	01/04/2016	12/30/2016	$5000	Director of Instructional Support Services, Director of Special Education, Data Manager, Principals, and Teachers

Co-Teaching Strategy Refinement	Teachers will be trained, review, and implement professional learning in co-teaching based on instructional rounds data.	Academic Support Program	01/04/2016	12/30/2016	$500	Instructional Supervisor, Special Education Director, District Data Coordinator, School Principals, and Classroom Teachers
Professional Learning Communities	K-12 staff will use PLCs to develop and revise ELA curriculum to vertically and horizontally align the curriculum to create a continuum of learning for all students. In addition to curriculum alignment, principals will structure PLCs to discuss athe following questions: (1) What do students need to know and be able to do?, (2) How will we know when they have learned it?, (3) What will we do when they haven't learned it?, and (4) What will we do when they already know it? K-12 PLCs will also analyze multiple data sources at the grade, classroom, and individual student level to make informed instructional decisions and measure effective of various instructional programs and materials.	Professional Learning	01/04/2016	12/30/2016	$5000	Director of Instructional Support Services, Director of Special Education, Data Manager, Principals, and Teachers
On-Going Progress Monitoring	General and special education teachers will review achievement results (i.e. NWEA MAP, K-PREP, ACT, Compass, KYOTE, classroom formative assessments, etc.) with differentiated instruction follow-up.	Behavioral Support Program, Academic Support Program	01/04/2016	12/30/2016	$1000	Special Education Director,Director of Instructional Suport Services, District Data Coordinator, School Principals, Special Education Teachers, Classroom Teachers

On-Going Progress Monitoring	Special education teachers will review selected achievement results with differentiated instruction follow-up.	Academic Support Program	01/04/2016	12/30/2016	$1000	Special Education Director, District Data Coordinator, School Principals, Special Education Teachers, Classroom Teachers
Professional Learning Communities	K-12 staff will use PLCs to develop and revise Math curriculum to vertically and horizontally align the curriculum to create a continuum of learning for all students. In addition to curriculum alignment, principals will structure PLCs to discuss athe following questions: (1) What do students need to know and be able to do?, (2) How will we know when they have learned it?, (3) What will we do when they haven't learned it?, and (4) What will we do when they already know it? K-12 PLCs will also analyze multiple data sources at the grade, classroom, and individual student level to make informed instructional decisions and measure effective of various instructional programs and materials.	Professional Learning	01/04/2016	12/30/2016	$5000	Director of Instructional Support Services, Director of Special Education, Data Manager, Principals, and Teachers
Review and Reflect on Student Work	Grade and content level teams will review and reflect on student work, discuss student understanding of the standards, and make needed modifications to instruction. The goal is to provide growth-evoking feedback to students.	Professional Learning	01/04/2016	12/30/2016	$5000	Director of Instructional Support Services, Director of Special Education, Data Manager, Principals, and Teachers
				Total	$22500	

GRECC Race to the Top

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

Cognitive Coaching	Professional learning will be offered in the area of mathematics through cognitive coaching to better understand the Kentucky Core Academic Standards.	Professional Learning	01/04/2016	12/30/2016	$3000	Director of Instructional Support Services, Director of Special Education, School Principals, District Data Coordinator, Cognitive Coach, and Classroom Teachers
Cognitive Coaching	Professional learning will be offered in the area of mathematics through cognitive coaching to better understand the Kentucky Core Academic Standards.	Professional Learning	01/04/2016	12/30/2016	$3000	Director of Instructional Support Services, Special Education Director, School Principals, District Data Coordinator, Cognitive Coach, and Classroom Teachers
School Visits and Leader Symposium	Staff will visit various schools and conferences to participate in Leadership Days where students will showcase their leadership skills.	Professional Learning	01/04/2016	12/30/2016	$5000	Superintendent, Instructional Supervisor, Director of Pupil Personnel, District Technology Coordinator, Special Education Director, School Principals, and Identified Classroom Teachers
				Total	$11000	

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
TPGES Training	All staff will be trained in the TPGES Domains during PLCs and staff meetings.	Professional Learning	01/04/2016	12/30/2016	$5000	Instructional Supervisor, Principal, Classroom Teachers
Instructional Rounds	All school and district instructional leaders will be trained in the Instructional Round Protocol.	Professional Learning	01/04/2016	12/30/2016	$1000	Superintendent, Instructional Supervisor, School Principals, and Cognitive Coach
Personalized Learning	All staff will be trained in the Kid-FRIENDly process of personalized learning. This will include the development of personalized learning plans by each school and the submission of funding request forms to support personalized learning within each school.	Professional Learning	01/04/2016	12/30/2016	$21000	Superintendent, Instructional Supervisor, School Principals, School Personalized Learning Teams, and Cognitive Coach
Dispositional Hiring Research	The district will explore the tenants of dispositional hiring and how to incorporate it into the hiring process within in Owen County Schools. This exploration will include book study, research in the field, and collaboration with other districts and organizations who employ dispositional hiring practices.	Policy and Process	01/04/2016	12/30/2016	$500	Superintendent, Instructional Supervisor, District Leadership Team

PGES Training	All administrators will be trained in the Principal Professional Growth and Effectiveness System. Principals will recalibrate as we incorporate PPGES and TPGES in our district evaluation system.	Professional Learning	01/04/2016	12/30/2016	$0	Superintendent, Instructional Supervisor, DPP, Special Education Director, District Technology Coordinator, and School Principals
Leader in Me and 7 Habits of Highly Effective People Training	All staff will continue to be trained on Leader in Me and the 7 Habits of Highly Effective People through additional Franklin Covey trainings in June 2016.	Professional Learning	01/04/2016	12/30/2016	$10000	Superintendent, Instructional Supervisor, Director of Pupil Personnel, District Technology Coordinator, Special Education Director, School Principals, and Classroom Teachers
Leading at the Speed of Trust Workshop	Staff who are new, existing, or are developing leaders will be trained in the Great Leaders Workshop.	Professional Learning	01/04/2016	12/30/2016	$5000	Superintendent, Instructional Supervisor, Director of Pupil Personnel, District Technology Coordinator, Special Education Director, School Principals, and Identified Staff

Continued Lighthouse Training	Student teams at the middle level and staff teams identified at the elementary and middle levels will be trained as a "Lighthouse" team.	Professional Learning	01/04/2016	12/30/2016	$5000	Superintendent, Instructional Supervisor, Director of Pupil Personnel, District Technology Coordinator, Special Education Director, School Principals, Identified Teachers, and Identified Students
Data Notebooks	Students K-12 will set goals and track progress towards the goals they set in their personal data notebooks.	Academic Support Program	01/04/2016	12/30/2016	$6000	Superintendent, Instructional Supervisor, Director of Pupil Personnel, District Technology Coordinator, Special Education Director, School Principals, and Classroom Teachers

School Visits and Leader Symposium	Staff will visit various schools and conferences to participate in Leadership Days where students will showcase their leadership skills.	Professional Learning	01/04/2016	12/30/2016	$5000	Superintendent, Instructional Supervisor, Director of Pupil Personnel, District Technology Coordinator, Special Education Director, School Principals, and Identified Classroom Teachers
WIN Learning	All students grades 7-12 will utilize WIN Learning as an intervention and college and career planning tool to prepare them for life after graduation. This tool will be embedded within intervention and will be used as a data tool to monitor progress for CCR.	Academic Support Program	01/06/2014	05/31/2016	$0	Superintendent, Instructional Supervisor, Director of Pupil Personnel, Director of Technology, Special Education Director, District Data Coordinator, College and Career Counselor, School Principals, and Teachers

Operation Preparation, GEAR-UP, ILP, and College Field Trips	Operation Preparation, GEAR-UP, ILP, and College Field Trips will be used to support the focus on college and career readiness at Maurice Bowling Middle and Owen County High Schools.	Academic Support Program	01/04/2016	12/30/2016	$10000	Superintendent, Instructional Supervisor, Director of Pupil Personnel, District Technology Coordinator, Special Education Director, School Principals, and College and Career Counselor, and GEAR-UP Coordinator
On-Going Progress Monitoring	Special education teachers will review selected achievement results with differentiated instruction follow-up.	Academic Support Program	01/04/2016	12/30/2016	$1000	Special Education Director, District Data Coordinator, School Principals, Special Education Teachers, Classroom Teachers
Co-Teaching Strategy Refinement	Teachers will be trained, review, and implement professional learning in co-teaching based on instructional rounds data.	Academic Support Program	01/04/2016	12/30/2016	$1500	Instructional Supervisor, Special Education Director, District Data Coordinator, School Principals, and Classroom Teachers

TPGES Training	All staff, especially new teachers to the field, will be trained in the Domains of the new TPGES Framework at PLCs and staff meetings as evidenced by staff agendas and meeting documentation.	Professional Learning	01/04/2016	12/30/2016	$0	School Principal, Instructional Supervisor, and Other School/District Administration
Instructional Rounds	All instructional leaders will be trained in the conducting of Instructional Rounds and rubrics will be adopted and used bi-weekly to conduct instructional rounds in the areas of engagement, relevance, and rigor as evidenced by feedback forms.	Professional Learning	01/04/2016	12/30/2016	$0	School Principal, School Assistant Principal, Director of Instructional Support Services, Special Education Director, and Superintendent
Development of Growth Goals	All teachers and instructional leaders will use data to develop both a students and professional growth goal which will be periodically monitored and revised as evidenced in CIITS.	Policy and Process	01/04/2016	12/30/2016	$0	School Principal, School Assistant Principal, Instructional Supervisor, Director of Special Education, and Superintendent
Monthly Team Meetings for Special Education	Special education staff will meet monthly, by building, to review specific instructional strategies, monitor student level progress, discuss/implement ongoing progress monitoring strategies, and review/refine the IEP development process.	Professional Learning	01/04/2016	12/30/2016	$0	Special Education Director, Principal, and Special Education Team Leaders

Curriculum Days	K-12 staff will use curriculum days to develop and revise ELA curriculum to vertically and horizontally align the curriculum to create a continuum of learning for all students.	Professional Learning	01/04/2016	12/30/2016	$5000	Director of Instructional Support Services, Director of Special Education, Data Manager, Principals, and Teachers
Professional Learning Communities	K-12 staff will use PLCs to develop and revise ELA curriculum to vertically and horizontally align the curriculum to create a continuum of learning for all students. In addition to curriculum alignment, principals will structure PLCs to discuss athe following questions: (1) What do students need to know and be able to do?, (2) How will we know when they have learned it?, (3) What will we do when they haven't learned it?, and (4) What will we do when they already know it? K-12 PLCs will also analyze multiple data sources at the grade, classroom, and individual student level to make informed instructional decisions and measure effective of various instructional programs and materials.	Professional Learning	01/04/2016	12/30/2016	$5000	Director of Instructional Support Services, Director of Special Education, Data Manager, Principals, and Teachers
Review and Reflect on Student Work	Grade and content level teams will review and reflect on student work, discuss student understanding of the standards, and make needed modifications to instruction. The goal is to provide growth-evoking feedback to students.	Professional Learning	01/04/2016	12/30/2016	$5000	Director of Instructional Support Services, Director of Special Education, Data Manager, Principals, and Teachers
Curriculum Days	K-12 staff will use curriculum days to develop and revise Math curriculum to vertically and horizontally align the curriculum to create a continuum of learning for all students.	Professional Learning	01/04/2016	12/30/2016	$5000	Director of Instructional Support Services, Director of Special Education, Data Manager, Principals, and Teachers

Professional Learning Communities	K-12 staff will use PLCs to develop and revise Math curriculum to vertically and horizontally align the curriculum to create a continuum of learning for all students. In addition to curriculum alignment, principals will structure PLCs to discuss athe following questions: (1) What do students need to know and be able to do?, (2) How will we know when they have learned it?, (3) What will we do when they haven't learned it?, and (4) What will we do when they already know it? K-12 PLCs will also analyze multiple data sources at the grade, classroom, and individual student level to make informed instructional decisions and measure effective of various instructional programs and materials.	Professional Learning	01/04/2016	12/30/2016	$5000	Director of Instructional Support Services, Director of Special Education, Data Manager, Principals, and Teachers
Review and Reflect on Student Work	Grade and content level teams will review and reflect on student work, discuss student understanding of the standards, and make needed modifications to instruction. The goal is to provide growth-evoking feedback to students.	Professional Learning	01/04/2016	12/30/2016	$5000	Director of Instructional Support Services, Director of Special Education, Data Manager, Principals, and Teachers
Cognitive Coaching	Professional learning will be offered in the area of mathematics through cognitive coaching to better understand the Kentucky Core Academic Standards.	Professional Learning	01/04/2016	12/30/2016	$3000	Director of Instructional Support Services, Special Education Director, School Principals, District Data Coordinator, Cognitive Coach, and Classroom Teachers

Cognitive Coaching	Professional learning will be offered in the area of mathematics through cognitive coaching to better understand the Kentucky Core Academic Standards.	Professional Learning	01/04/2016	12/30/2016	$3000	Director of Instructional Support Services, Director of Special Education, School Principals, District Data Coordinator, Cognitive Coach, and Classroom Teachers
Data Retreat	Data teams (teacher leaders) at each school, along with school and district leadership, will participate in district data retreat by Winter 2016 to analyze multiple data sources (i.e. NWEA MAP, common assessments, K-PREP, EOC, progress monitoring, and nonacademic) to develop school improvement plans to meet the academic and nonacademic needs of students.	Academic Support Program	01/04/2016	12/30/2016	$3000	Superintendent, Instructional Supervisor, Director of Pupil Personnel, Director of Technology, Special Education Director, School Principals, District Data Coordinator, and Data Teams
Assessing Educator Dispositions Assessment	All principals and directors will study and complete the Assessing Educator Dispositions assessment to be certified as a professional perceptual rater.	Policy and Process	12/23/2015	02/29/2016	$0	Superintendent, Director of Instructional Support Services, Director of Pupil Personnel, Director of Special Education, Principals

Hiring Process	The district leadership team will develop a new hiring process that will promote new recruitment and retention efforts.	Policy and Process	01/04/2016	05/30/2016	$10000	Superintendent, Director of Instructional Support Services, Director of Pupil Personnel, Director of Special Education, Director of Finance, Payroll Clerk, Principals
Monthly Meetings for New Teachers	Every new teacher to the district will attend regular monthly meetings to share and collaborate, learn instructional strategies, identify needs, and develop a support system. This activity should also help with district retention efforts.	Professional Learning	01/04/2016	12/30/2016	$1500	Superintendent, Director of Instructional Support Services, Principals, New Teachers
Post-Secondary Collaboration	The superintendent and district/school administration will identify and partner with universities to develop a recruitment plan and create partnerships to recruit the best candidates for positions determined through needs assessments and other qualitative data mining.	Recruitment and Retention	01/04/2016	12/30/2016	$5000	Superintendent, Director of Instructional Support Services, Director of Pupil Personnel, Director of Special Education, and Principals
On-Going Progress Monitoring	General and special education teachers will review achievement results (i.e. NWEA MAP, K-PREP, ACT, Compass, KYOTE, classroom formative assessments, etc.) with differentiated instruction follow-up.	Behavioral Support Program, Academic Support Program	01/04/2016	12/30/2016	$6000	Special Education Director,Director of Instructional Suport Services, District Data Coordinator, School Principals, Special Education Teachers, Classroom Teachers

Co-Teaching Strategy Refinement	General and special education teachers will be trained, review, and implement professional learning in co-teaching based on instructional rounds data and other classroom performance data.	Behavioral Support Program, Academic Support Program, Class Size Reduction	01/04/2016	12/30/2016	$3000	Director of Instructional Support Services, Special Education Director, District Data Coordinator, School Principals, and Classroom Teachers
				Total	$135500	

Owen County High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Credit Recovery - Odysseyware	Students who have fallen behind in earning their credits toward graduation will be given the opportunity to use one of their elective schedule slots to enroll in a credit recovery course. The course will be managed by staff, though the curriculum and content will be provided online through Odysseyware. Upon satisfactory completion of the online content, credit will be awarded for the course in question.	Academic Support Program	01/04/2016	05/30/2016	$5000	High School Principal, High School Guidance Counselor, Credit Recovery Lab Coordinator
Student Progress Monitoring	Advisors will meet with students regularly (at least once a month) to review current grades, attendance and behavior referrals. At the beginning of each semester, advisors will review the transcript of each student for accuracy and guidance.	Academic Support Program	08/13/2014	05/31/2015	$0	Duane Kline, Doug Wainscott, Anne Kline, and Seminar Teachers
Monthly Progress Monitoring	Special education teachers, along with school and district leadership, will meet monthly to review and analyze progress monitoring of grades and progress towards graduation (e.g. credits) for students with special needs.	Behavioral Support Program, Academic Support Program	01/04/2016	12/30/2016	$0	Director of Special Education, Principals, and Special Education Teachers
				Total	$5000	

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?

Owen County Schools utilizes multiple data points. We administer the NWEA MAP assessment three times per year in grades K-11 and analyze those scores at the end of each window. We also utilize EPAS, EOC, Compass, Work Keys, KOSSA, and classroom formative/summative assessment data. Thus, our data teams have multiple points of data when making decisions that will impact student achievement.

School and district leadership, along with their data teams, have analyzed results from the Spring 2015 K-PREP to determine areas of concern, areas of growth, and barriers to our improvement. These same teams will also be analyzing the Winter 2016 NWEA MAP data in the coming month to triangulate the data and to measure impact of the curriculum alignment work and gauge the overall impact of teaching and learning taking place throughout the district. Currently, students are scoring below the state average in reading, math, and language mechanics. K-PREP data, along with MAP and common assessment data, are being used to identify strengths and weaknesses of current instructional programs, evaluate intervention efforts in reading and math, and to focus on improvement strategies districtwide.

Data rooms, data teams, and data analysis are core to the work we are doing around school improvement across the district. Using data analysis, we are trying to answer the following questions:

1. What, specifically in terms of instruction and learning, separates the performance of our GAP students (roughly 60% of our schools) from the performance of ALL students?
2. How can we improve student achievement in mathematics?
3. What can we do at the high school level to encourage readership and literacy?
4. How can we personalize the student experience and give students more opportunities to lead in their learning?
5. How do we continue to decrease the students scoring Novice in both the reading and math content areas?
6. How do we move all our students closer to Proficiency?
7. Why are we seeing such a significant drop in 8th grade math scores?
8. What core instructional strategies have the most impact on increasing student achievement?

Based on the questions posed above, our data suggests a broad and low level of reading ability across the district in the area of comprehension. It also suggests that our students are lacking the math skills in numbers and operations and algebraic thinking. Thus, we are focusing on rigor and critical thinking in all content areas. However, we are also working on teaching the concrete, representational, and abstract concepts of mathematics. We are also investing heavily in aligning our curricula with the standards in all content areas (i.e. C3 Framework in Social Studies, NGSS in Science, KCAS in Math and English, etc.) and understanding what effective instruction needs to look like in our classrooms. We are also incorporating new online resources like Study Island, and we are working with consultants from the Ohio Valley Educational Cooperative and faculty from Northern Kentucky University to help us align curriculum in reading and mathematics.

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?

In order to get a more thorough picture of the district, the following strengths are outlined by building.

Owen County Elementary School

The percentage of students scoring in the novice category in reading (17.9%) is below the state average (21.3%). Also, the percentage of third grade students scoring in the proficient category in reading (45%) is above the state average (36%).
In math, the percentage of third grade students scoring in the novice category (16.4%) is below the state average (19.5%). Also, the percentage of third grade students scoring in the proficient category (39.3%) is above the state average (34.7%). Fourth grade students scoring in the novice category in language mechanics (18.9%) is below the state average (20.6%).

In addition to the assessment data outlined above, intervention classes in math and reading target the most struggling students. The Daily 5/CAFE Reading Framework is implemented in kindergarten through third grades. This particular structure fosters literacy independence in the elementary grades. Lastly, Specific Skill Intervention (SSI) groups meet on a daily basis, targeting academic needs in both reading and math.

Maurice Bowling Middle School

According to the data, areas of strengths include an improvement in writing scores at the 6th grade level, a steady increase in performance of the current 8th grade students in both reading and math, above state average in math proficiency at the 7th grade level, and above state average in reading at the 7th grade level. While MBMS is celebrating the small wins, there has become a sense of urgency to improve to get out of Focus School status. Thus, there has been a strong focus on enhancing the professional learning communities that are focused on standards, assessment, and instructional strategies. The staff have been working very hard to create effective PLCs within their building.

Owen County High School

The school is seeing significant growth in their arts program, agriculture program, and in student leadership opportunities. In order to help students be more aware of their progress, OCHS is developing opportunities for every student to see and understand their own academic data and to set goals using that data to move themselves toward college and career readiness. Students are recognized for their success through the student GRIT team and Principal's Student Advisory Council. They have combined to create a school-wide performance reward program. This program focuses on rewarding students who are making academic benchmarks and progress toward college and career ready benchmarks. Owen County High School is also seeing their professional learning communities (PLCs) finally engage in true data analysis that drills down to specific students. According to the data, OCHS saw gains in reading, math, and science on the End-of-Course assessments from 2013-2014 to 2014-2015. In addition, their achievement, gap, growth, and college/career readiness all increased from 2013-2014 to 2014-2015.

With all the strengths mentioned above, the actions that are being implement, throughout the district, to sustain the areas of growth are to continue to keep the data at the forefront in the decisions that are made and to measure implementation and impact, build on the curriculum

alignment work to create a true learning continuum K-12 in all content areas, and to focus on the those evidence-based instructional strategies that will meet the learning needs of all our students as we increase proficiency and reduce our novice performance.

Opportunities for Improvement

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

Based on our data analysis and the work of our school/district leadership teams, both reading and mathematics have been determined as opportunities for improvement and the plans we have made to improve these areas include but are not limited to:

Reading

At this time, reading is a main focus for Owen County Schools. Co-teaching models to help with special education students who are scoring novice are being introduced to staff. The district is also utilizing Mrs. Lynn Schwallie and Amy Shinn from OVEC to work with teachers on curriculum alignment and instructional strategies to use in the classroom. The use of PLCs have been "ramped up" to help drive the work in reading improvement. PLCs are driving data analysis, curriculum alignment, and the use of quality learning targets and assessments to driving classroom teaching and learning.

Math

Math is noted as an area of improvement at all grade levels. Spring 2015 K-PREP and NWEA MAP data show that the percentage of third and fourth grade students scoring below proficiency are 50.7% and 63%, respectively. In order to address these issues, Engage New York Math has been adopted across the district. All teachers are implementing this program in focused math blocks. Math intervention classes are offered at all grade levels for students scoring novice. In addition, Specific Skill Intervention classes in math occur for all students on a daily basis at the elementary level. Lastly, progress monitoring in math also occurs at all grade levels on a weekly/biweekly basis. We are also receiving ongoing support and professional learning opportunities in math provided by an OVEC Cognitive Coach, Dr. Debbie Thompson at the elementary and middle. Dr. Hodgson and Dr. Waters from Northern Kentucky University are also working with our secondary math teachers. Assistance from these resources will help with our systemic issues in 8th grade mathematics. Professional learning communities are also being used to drive the school improvement work.

Oversight and Monitoring

Describe your processes and interventions for monitoring continuous improvement.

Owen County Schools is dedicated and committed to continuous improvement. As a leadership team, we meet on a monthly basis to review progress, discuss needs, and revise improvement plans. At this time, our processes and interventions for monitoring continuous improve also include:

1. Regularly scheduled leadership meetings that review progress, discuss needs, and drive improvement planning efforts.

2. School PLCs meet weekly with minutes that are submitted to school and district leadership to review progress being made.

3. Instructional walkthroughs take place to review teaching and learning taking place in the classroom.

4. Curriculum reviews are conducted regularly with school and district leadership to review alignment, assessment, strategies/activities being used, and plans for intervention and enrichment for students.

5. Regional Systemic Improvement Planning is being implemented to build systems and processes throughout the district.

6. The development of 30-60-90 days plans are going to be used to drive the novice reduction work across the district.

7. Regular review of funding sources are used to ensure resources are available for improvement efforts.

8. Data Rooms at each building are updated regularly to drive data conversations and to measure student progress and program impact.

9. Data teams are utilized at each school to drive the data conversations and report to school and district leadership.

10. Regular review of progress takes place at school board meetings to keep the board and community abreast of progress being made.

Conclusion

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

While thorough discussion has taken place on data analysis, areas of strength, opportunities for improvement, and plans for monitoring for continuous improvement, the following next steps will take place across the district:

1. School staff will continue to analyze data in an effort to identify factors contributing to last spring's K-PREP scores and current NWEA MAP data.

2. Barriers will be determined, current practices will be evaluated, and focused efforts on improving the rigor of teacher instruction will be taking place in the coming months.

3. Instructional strategies will be addressed in both math and reading, as well as all content areas, as teachers continue their work with ELA and Math consultants. Math Conceptual Building Blocks training, as well as Engage New York year two training, will be provided to teachers at all grade levels to prepare for next school year. In addition, all teachers will continue aligning ELA curriculum to the Common Core Standards and all other content areas will work with their curriculum alignment as well.

4. Students will continue to be targeted through PLCs and adding extra individual instruction for students in the novice categories.

5. The schools will create a Novice Reduction Plan to enhance novice reduction efforts.

6. Intervention and enrichment opportunities will be reviewed and revised based on data analysis and needs of the students.

7. Walkthroughs will continue to take place at each building in order to monitor teaching and learning progress and to follow-up on trainings as well as determine future training needs.

8. Curriculum reviews will continue to take place at each building to monitor the pacing and curriculum being covered at each grade level. The curriculum work is on-going. Therefore, the review will help provide teachers with guidance as they continue to revise their pacing and standards alignment.

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

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

Goal 1:

All students will be taught by effective teachers as measured by the Professional Growth and Effectiveness System by 2020.

Measurable Objective 1:

demonstrate a proficiency of all teachers in the Professional Growth and Effectiveness System by 05/30/2016 as measured by PGES Framework and Instructional Rounds.

Strategy1:

Dispositional Hiring - District leadership will explore dispositional hiring by reviewing research and obtaining information from experts in the field. The goal is for new hires to be matched with the skills, traits, and characteristics identified for the open positions within the district. By filling positions with applicants who match the position, there will be a greater chance of success and retainment of staff.

Category: Human Capital Management

Research Cited:

Activity - Assessing Educator Dispositions Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All principals and directors will study and complete the Assessing Educator Dispositions assessment to be certified as a professional perceptual rater.	Policy and Process	12/23/2015	02/29/2016	$0 - No Funding Required	Superintendent, Director of Instructional Support Services, Director of Pupil Personnel, Director of Special Education, Principals

Activity - Dispositional Hiring Research	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will explore the tenants of dispositional hiring and how to incorporate it into the hiring process within in Owen County Schools. This exploration will include book study, research in the field, and collaboration with other districts and organizations who employ dispositional hiring practices.	Policy and Process	01/04/2016	12/30/2016	$500 - General Fund	Superintendent, Instructional Supervisor, District Leadership Team

Activity - Hiring Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district leadership team will develop a new hiring process that will promote new recruitment and retention efforts.	Policy and Process	01/04/2016	05/30/2016	$10000 - Other	Superintendent, Director of Instructional Support Services, Director of Pupil Personnel, Director of Special Education, Director of Finance, Payroll Clerk, Principals

Strategy2:

Professional Learning - All teachers and instructional leaders will be trained in the new Professional Growth and Effectiveness System.

Everyone will complete student growth goals and professional growth goals based on student level data. In addition, all staff and

instructional leaders will participate in instructional rounds and walkthroughs.

Category: Teacher PGES

Research Cited:

Activity - TPGES Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will be trained in the TPGES Domains during PLCs and staff meetings.	Professional Learning	01/04/2016	12/30/2016	$5000 - Other	Instructional Supervisor, Principal, Classroom Teachers

Activity - Instructional Rounds	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All school and district instructional leaders will be trained in the Instructional Round Protocol.	Professional Learning	01/04/2016	12/30/2016	$1000 - Race to the Top	Superintendent, Instructional Supervisor, School Principals, and Cognitive Coach

Strategy3:

New Teacher Induction Program - All new teachers to Owen County Schools will complete the New Teacher Induction Program.

Category: Professional Learning & Support

Research Cited: Ganser, Rockoff, Ingersoll and Merrill

Activity - Post-Secondary Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The superintendent and district/school administration will identify and partner with universities to develop a recruitment plan and create partnerships to recruit the best candidates for positions determined through needs assessments and other qualitative data mining.	Recruitment and Retention	01/04/2016	12/30/2016	$5000 - Other	Superintendent, Director of Instructional Support Services, Director of Pupil Personnel, Director of Special Education, and Principals

Activity - Monthly Meetings for New Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Every new teacher to the district will attend regular monthly meetings to share and collaborate, learn instructional strategies, identify needs, and develop a support system. This activity should also help with district retention efforts.	Professional Learning	01/04/2016	12/30/2016	$1500 - Title II Part A	Superintendent, Director of Instructional Support Services, Principals, New Teachers

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 35.2% to 45.6% by Spring 2016.

Measurable Objective 1:

demonstrate a proficiency 55% of all students will be proficient in reading and mathematics by 05/30/2016 as measured by Spring 2016 NWEA MAP and K-PREP scores.

Strategy1:

Differentiated Instruction - All teachers will examine student progress monitoring data and differentiate instruction based on student need.

Category: Integrated Methods for Learning

Research Cited: Kentucky System of Interventions

Activity - Co-Teaching Strategy Refinement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained, review, and implement professional learning in co-teaching based on instructional rounds data.	Academic Support Program	01/04/2016	12/30/2016	$500 - Title VI $500 - Title II Part A $500 - Title I Part A	Instructional Supervisor, Special Education Director, District Data Coordinator, School Principals, and Classroom Teachers

Activity - On-Going Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education teachers will review selected achievement results with differentiated instruction follow-up.	Academic Support Program	01/04/2016	12/30/2016	$1000 - Title I Part A	Special Education Director, District Data Coordinator, School Principals, Special Education Teachers, Classroom Teachers

Strategy2:

Monthly Team Meetings for Special Education - Special education staff will meet monthly, by building, to review specific instructional strategies, monitor student level progress, and discuss/implement ongoing progress monitoring strategies.

Category: Continuous Improvement

Research Cited: Kentucky System of Interventions

Activity - Monthly Team Meetings for Special Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education staff will meet monthly, by building, to review specific instructional strategies, monitor student level progress, discuss/implement ongoing progress monitoring strategies, and review/refine the IEP development process.	Professional Learning	01/04/2016	12/30/2016	$0 - No Funding Required	Special Education Director, Principal, and Special Education Team Leaders

Goal 3:

Increase the average cohort graduation rate from 89.8% to 95% by Spring 2016.

Measurable Objective 1:

95% of All Students will demonstrate a proficiency where they meet all graduation requirements in Reading by 05/30/2016 as measured by meeting all graduation requirements set forth by the Owen County Board of Education..

Strategy1:

Success Checker - Special educators and school/district leadership meet monthly to review and analyze grades and progress towards graduation for students with special needs.

Category: Persistance to Graduation

Research Cited:

Activity - Monthly Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education teachers, along with school and district leadership, will meet monthly to review and analyze progress monitoring of grades and progress towards graduation (e.g. credits) for students with special needs.	Behavioral Support Program Academic Support Program	01/04/2016	12/30/2016	$0 - No Funding Required	Director of Special Education, Principals, and Special Education Teachers

Goal 4:

All schools will be led by effective instructional leaders as measured by the Professional Growth and Effectiveness System by 2020.

Measurable Objective 1:

demonstrate a proficiency of all instructional leaders in the Professional Growth and Effectiveness System by 05/30/2016 as measured by PGES Framework and Instructional Rounds.

Strategy1:

Professional Training - Teachers and Instructional leaders will be trained in the new Effectiveness Model - Teachers and Instructional leaders will continue to be trained in the Charlotte Danielsen Framework for Effective Teaching.

Category: Teacher PGES

Research Cited: Charlotte Danielsen

Activity - Development of Growth Goals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers and instructional leaders will use data to develop both a students and professional growth goal which will be periodically monitored and revised as evidenced in CIITS.	Policy and Process	01/04/2016	12/30/2016	$0 - No Funding Required	School Principal, School Assistant Principal, Instructional Supervisor, Director of Special Education, and Superintendent

Activity - TPGES Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff, especially new teachers to the field, will be trained in the Domains of the new TPGES Framework at PLCs and staff meetings as evidenced by staff agendas and meeting documentation.	Professional Learning	01/04/2016	12/30/2016	$0 - No Funding Required	School Principal, Instructional Supervisor, and Other School/District Administration

Activity - Instructional Rounds	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All instructional leaders will be trained in the conducting of Instructional Rounds and rubrics will be adopted and used bi-weekly to conduct instructional rounds in the areas of engagement, relevance, and rigor as evidenced by feedback forms.	Professional Learning	01/04/2016	12/30/2016	$0 - No Funding Required	School Principal, School Assistant Principal, Director of Instructional Support Services, Special Education Director, and Superintendent

Goal 5:

Increase the averaged combined reading and math K-PREP proficient/distinguished scores for Owen County Elementary, Maurice Bowling Middle School, and Owen County High School students from 41.7% to 50.5% by Spring 2016.

Measurable Objective 1:

57% of All Students will demonstrate a proficiency in comprehension, vocabulary, and foundational skills in Reading by 05/31/2016 as measured by K-PREP, NWEA MAP, End-of-Course Assessment, and ACT data.

Strategy1:

Curriculum Mapping and Alignment in ELA - Grade and content level teams will develop common pacing guides and units of study incorporating the selected strategies/activities and identify the type of student work each teacher will use to demonstrate learning. In addition, teachers will determine strategies/activities for enrichment and intervention within the classroom.

Category: Continuous Improvement

Research Cited: Marzano, Hattie, McTighe and Wiggins

KDE Comprehensive Improvement Plan for Districts

Owen County

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-12 staff will use PLCs to develop and revise ELA curriculum to vertically and horizontally align the curriculum to create a continuum of learning for all students. In addition to curriculum alignment, principals will structure PLCs to discuss athe following questions: (1) What do students need to know and be able to do?, (2) How will we know when they have learned it?, (3) What will we do when they haven't learned it?, and (4) What will we do when they already know it? K-12 PLCs will also analyze multiple data sources at the grade, classroom, and individual student level to make informed instructional decisions and measure effective of various instructional programs and materials.	Professional Learning	01/04/2016	12/30/2016	$5000 - Title I Part A	Director of Instructional Support Services, Director of Special Education, Data Manager, Principals, and Teachers

Activity - Curriculum Days	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-12 staff will use curriculum days to develop and revise ELA curriculum to vertically and horizontally align the curriculum to create a continuum of learning for all students.	Professional Learning	01/04/2016	12/30/2016	$5000 - Title II Part A	Director of Instructional Support Services, Director of Special Education, Data Manager, Principals, and Teachers

Activity - Review and Reflect on Student Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade and content level teams will review and reflect on student work, discuss student understanding of the standards, and make needed modifications to instruction. The goal is to provide growth-evoking feedback to students.	Professional Learning	01/04/2016	12/30/2016	$5000 - Title I Part A	Director of Instructional Support Services, Director of Special Education, Data Manager, Principals, and Teachers

Strategy2:

Data Analysis - K-12 teachers will analyze multiple data sources at the grade, classroom, and individual student level to make informed

instructional decisions and measure effective of various instructional programs and materials.

Category: Continuous Improvement

Research Cited: Data Wise

Activity - Data Retreat	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data teams (teacher leaders) at each school, along with school and district leadership, will participate in district data retreat by Winter 2016 to analyze multiple data sources (i.e. NWEA MAP, common assessments, K-PREP, EOC, progress monitoring, and nonacademic) to develop school improvement plans to meet the academic and nonacademic needs of students.	Academic Support Program	01/04/2016	12/30/2016	$3000 - Title II Part A	Superintendent, Instructional Supervisor, Director of Pupil Personnel, Director of Technology, Special Education Director, School Principals, District Data Coordinator, and Data Teams

Strategy3:

ELA Professional Learning - All K-12 teachers will receive additional professional learning in designing and teaching ELA curriculum. We will

enlist the assistance of Lynn Schwallie from OVEC to work with teachers K-12.

Category: Continuous Improvement

Research Cited: Florida Center for Reading Research

Activity - Cognitive Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional learning will be offered in the area of mathematics through cognitive coaching to better understand the Kentucky Core Academic Standards.	Professional Learning	01/04/2016	12/30/2016	$3000 - GRECC Race to the Top	Director of Instructional Support Services, Special Education Director, School Principals, District Data Coordinator, Cognitive Coach, and Classroom Teachers

Measurable Objective 2:

50% of All Students will demonstrate a proficiency in computation, numbers and operations, and algebraic thinking in Mathematics by 05/31/2016 as measured by by NWEA MAP, K-PREP, End-of-Course Assessment, and ACT data.

Strategy1:

Math Professional Learning - All K-12 teachers will receive additional professional learning in teaching mathematics, especially the Engage NY curriculum. We will enlist the assistance of Dr. Debbie Thompson from OVEC to work with teachers K-8 and Dr. Hodgson and Dr. Waters from NKU to work with 5-12 teachers.

Category: Professional Learning & Support

Research Cited: Odell Education Research to Deepen Understanding Units, Striping Model of Inquiry, Information Fluency Continuum

Activity - Cognitive Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional learning will be offered in the area of mathematics through cognitive coaching to better understand the Kentucky Core Academic Standards.	Professional Learning	01/04/2016	12/30/2016	$3000 - GRECC Race to the Top	Director of Instructional Support Services, Director of Special Education, School Principals, District Data Coordinator, Cognitive Coach, and Classroom Teachers

Strategy2:

Data Analysis - K-12 teachers will analyze multiple data sources at the grade, classroom, and individual student level to make informed instructional decisions and measure effective of various instructional programs and materials.

Category: Continuous Improvement

Research Cited: Data Wise

Activity - Data Retreat	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data teams (teacher leaders) at each school, along with school and district leadership, will participate in district data retreat by Winter 2016 to analyze multiple data sources (i.e. NWEA MAP, common assessments, K-PREP, EOC, progress monitoring, and nonacademic) to develop school improvement plans to meet the academic and nonacademic needs of students.	Academic Support Program	01/04/2016	12/30/2016	$3000 - Title II Part A	Superintendent, Instructional Supervisor, Director of Pupil Personnel, Director of Technology, Special Education Director, School Principals, District Data Coordinator, and Data Teams

Strategy3:

Curriculum Mapping and Alignment in Math - Grade and content level teams will develop common pacing guides and units of study

incorporating the selected strategies/activities and identify the type of student work each teacher will use to demonstrate learning. In addition,

teachers will determine strategies/activities for enrichment and intervention within the classroom.

Category: Professional Learning & Support

Research Cited: Marzano, Hattie, McTighe and Wiggins

Activity - Curriculum Days	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-12 staff will use curriculum days to develop and revise Math curriculum to vertically and horizontally align the curriculum to create a continuum of learning for all students.	Professional Learning	01/04/2016	12/30/2016	$5000 - Title II Part A	Director of Instructional Support Services, Director of Special Education, Data Manager, Principals, and Teachers

Activity - Review and Reflect on Student Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade and content level teams will review and reflect on student work, discuss student understanding of the standards, and make needed modifications to instruction. The goal is to provide growth-evoking feedback to students.	Professional Learning	01/04/2016	12/30/2016	$5000 - Title I Part A	Director of Instructional Support Services, Director of Special Education, Data Manager, Principals, and Teachers

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-12 staff will use PLCs to develop and revise Math curriculum to vertically and horizontally align the curriculum to create a continuum of learning for all students. In addition to curriculum alignment, principals will structure PLCs to discuss athe following questions: (1) What do students need to know and be able to do?, (2) How will we know when they have learned it?, (3) What will we do when they haven't learned it?, and (4) What will we do when they already know it? K-12 PLCs will also analyze multiple data sources at the grade, classroom, and individual student level to make informed instructional decisions and measure effective of various instructional programs and materials.	Professional Learning	01/04/2016	12/30/2016	$5000 - Title I Part A	Director of Instructional Support Services, Director of Special Education, Data Manager, Principals, and Teachers

Goal 6:

Decrease the number of students scoring novice in reading and math from 25% to 22% (Novice Reduction of 10%) by Spring 2016.

Measurable Objective 1:

A 10% decrease of All Students will collaborate to reducing the percent of students scoring novice in Reading by 05/30/2016 as measured

by Spring 2016 NWEA MAP and K-PREP scores.

Strategy1:

Differentiated Instruction - All teachers will examine student progress monitoring data and differentiate instruction based on student need.

Category: Integrated Methods for Learning

Research Cited: Kentucky System of Interventions

Activity - Co-Teaching Strategy Refinement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
General and special education teachers will be trained, review, and implement professional learning in co-teaching based on instructional rounds data and other classroom performance data.	Behavioral Support Program Class Size Reduction Academic Support Program	01/04/2016	12/30/2016	$3000 - IDEA	Director of Instructional Support Services, Special Education Director, District Data Coordinator, School Principals, and Classroom Teachers

Activity - On-Going Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
General and special education teachers will review achievement results (i.e. NWEA MAP, K-PREP, ACT, Compass, KYOTE, classroom formative assessments, etc.) with differentiated instruction follow-up.	Academic Support Program Behavioral Support Program	01/04/2016	12/30/2016	$1000 - Title II Part A $1000 - Title VI $1000 - Title I Part A $3000 - IDEA	Special Education Director,Director of Instructional Suport Services, District Data Coordinator, School Principals, Special Education Teachers, Classroom Teachers

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

Goal 1:

All students will be taught by effective teachers as measured by the Professional Growth and Effectiveness System by 2020.

Measurable Objective 1:

demonstrate a proficiency of all teachers in the Professional Growth and Effectiveness System by 05/30/2016 as measured by PGES Framework and Instructional Rounds.

Strategy1:

Professional Learning - All teachers and instructional leaders will be trained in the new Professional Growth and Effectiveness System. Everyone will complete student growth goals and professional growth goals based on student level data. In addition, all staff and instructional leaders will participate in instructional rounds and walkthroughs.

Category: Teacher PGES

Research Cited:

Activity - Personalized Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will be trained in the Kid-FRIENDly process of personalized learning. This will include the development of personalized learning plans by each school and the submission of funding request forms to support personalized learning within each school.	Professional Learning	01/04/2016	12/30/2016	$21000 - Race to the Top	Superintendent, Instructional Supervisor, School Principals, School Personalized Learning Teams, and Cognitive Coach

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 35.2% to 45.6% by Spring 2016.

Measurable Objective 1:

demonstrate a proficiency 55% of all students will be proficient in reading and mathematics by 05/30/2016 as measured by Spring 2016 NWEA MAP and K-PREP scores.

Strategy1:

Differentiated Instruction - All teachers will examine student progress monitoring data and differentiate instruction based on student need.

Category: Integrated Methods for Learning

Research Cited: Kentucky System of Interventions

Activity - Co-Teaching Strategy Refinement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained, review, and implement professional learning in co-teaching based on instructional rounds data.	Academic Support Program	01/04/2016	12/30/2016	$500 - Title II Part A $500 - Title VI $500 - Title I Part A	Instructional Supervisor, Special Education Director, District Data Coordinator, School Principals, and Classroom Teachers

Activity - On-Going Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education teachers will review selected achievement results with differentiated instruction follow-up.	Academic Support Program	01/04/2016	12/30/2016	$1000 - Title I Part A	Special Education Director, District Data Coordinator, School Principals, Special Education Teachers, Classroom Teachers

Goal 3:

Increase the averaged combined reading and math K-PREP proficient/distinguished scores for Owen County Elementary, Maurice Bowling Middle School, and Owen County High School students from 41.7% to 50.5% by Spring 2016.

Measurable Objective 1:

57% of All Students will demonstrate a proficiency in comprehension, vocabulary, and foundational skills in Reading by 05/31/2016 as measured by K-PREP, NWEA MAP, End-of-Course Assessment, and ACT data.

Strategy1:

ELA Professional Learning - All K-12 teachers will receive additional professional learning in designing and teaching ELA curriculum. We will

enlist the assistance of Lynn Schwallie from OVEC to work with teachers K-12.

Category: Continuous Improvement

Research Cited: Florida Center for Reading Research

Activity - Cognitive Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional learning will be offered in the area of mathematics through cognitive coaching to better understand the Kentucky Core Academic Standards.	Professional Learning	01/04/2016	12/30/2016	$3000 - GRECC Race to the Top	Director of Instructional Support Services, Special Education Director, School Principals, District Data Coordinator, Cognitive Coach, and Classroom Teachers

Strategy2:

Curriculum Mapping and Alignment in ELA - Grade and content level teams will develop common pacing guides and units of study

incorporating the selected strategies/activities and identify the type of student work each teacher will use to demonstrate learning. In

addition, teachers will determine strategies/activities for enrichment and intervention within the classroom.

Category: Continuous Improvement

Research Cited: Marzano, Hattie, McTighe and Wiggins

Activity - Curriculum Days	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-12 staff will use curriculum days to develop and revise ELA curriculum to vertically and horizontally align the curriculum to create a continuum of learning for all students.	Professional Learning	01/04/2016	12/30/2016	$5000 - Title II Part A	Director of Instructional Support Services, Director of Special Education, Data Manager, Principals, and Teachers

Measurable Objective 2:

50% of All Students will demonstrate a proficiency in computation, numbers and operations, and algebraic thinking in Mathematics by

05/31/2016 as measured by by NWEA MAP, K-PREP, End-of-Course Assessment, and ACT data.

Strategy1:

Math Professional Learning - All K-12 teachers will receive additional professional learning in teaching mathematics, especially the Engage

NY curriculum. We will enlist the assistance of Dr. Debbie Thompson from OVEC to work with teachers K-8 and Dr. Hodgson and Dr.

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Category: Professional Learning & Support

Research Cited: Odell Education Research to Deepen Understanding Units, Striping Model of Inquiry, Information Fluency Continuum

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Strategy2:

Curriculum Mapping and Alignment in Math - Grade and content level teams will develop common pacing guides and units of study

incorporating the selected strategies/activities and identify the type of student work each teacher will use to demonstrate learning. In addition,

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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		

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 ensures 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 ensures 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 ensures 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.	N/A		

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 set-aside funds for neglected institutions in the district are expended on identified student needs.	N/A		

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.	N/A		

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.	N/A		

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.	N/A		

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.	N/A		

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		

Label	Assurance	Response	Comment	Attachment
37.	We certify that we are a District of Innovation and attach the approved application.	N/A		

Label	Assurance	Response	Comment	Attachment
38.	The district certifies it has submitted the required District School Safety Report in ASSIST to verify compliance with SB/HB345 to assure schools are safer places for students and staff and that school safety practices are being developed and are in place.	Yes		

Equitable Access Diagnostic

Introduction

Description

As part of No Child Left Behind (NCLB) each state is required to develop strategies to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. The results of this effort became a national push to ensure all teachers were highly qualified (HQT); meaning each teacher holds the appropriate certification for the content and/or grade level for which they are assigned. National data show that poor and minority continue to be taught by inexperienced, unqualified, or out-of-field teachers. As a result, in 2014, the United States Department of Education (USDOE) required states to develop equity plans and use evidence based strategies to address this issue. The focus of the plan is to move away from the concept of "highly qualified" to "high effective".

Needs Assessment

Label	Assurance	Response	Comment	Attachment
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the district?	Yes	The district leadership team has reviewed the data to determine the barriers that exist to achieve equitable access to effective educators within Owen County Schools. Further analysis will be conducted in the coming months as we triangulate student achievement data with teacher and leader effectiveness data. We will use our school and district data teams to review and analyze the data and develop a plan to reduce the barriers.	

What are the barriers?

Based on the analysis that has been conducted when examining the equity data in the district report card, needs assessments from each school, and qualitative data collected from teacher input, the following barriers exist:

1. The lack of a fluid learning continuum K-12 has created schools operating as independent silos rather than a collective unit over the years. While this is currently being addressed in various capacities, this is still a barrier that exists.

2. The lack of high expectations and rigor has created a culture that has not fostered collegiality, collaboration, and cohesion at both vertical and horizontal levels. This is currently being addressed through targeted and intentional efforts in PLCs and administrative team meetings.

3. The lack of consistency (i.e. leadership, programming, progress monitoring, etc.) has contributed to the culture and lack of rigor. This has been a focus and will continue to be a focus as culture is improved throughout the district.

4. The lack of curriculum documents aligned to standards has hindered progress towards increasing student achievement. This is being addressed through curriculum alignment initiatives and curriculum days to build the curriculum from the ground up across the district K-12.

List the data sources used to identify the barriers.

The following data sources were used to identify the barriers:

1. K-PREP Data (2012-2015)
2. NWEA MAP Data (2012-2015)
3. TELL Survey Data
4. Student Voice Data
5. Equity Data (District Report Card)
6. Qualitative Data (Interviews with Teachers and Administrators)

What are the root causes of those identified barriers?

Based on the analysis that has been conducted using all the data points mentioned previously, the following are root causes:

1. Lack of a Curriculum
2. Lack of Expectations and Rigor
3. Lack of Consistency
4. Lack of Alignment to Systems and Processes

What does the Professional Growth and Effectiveness System data say about the effectiveness of teachers and leaders in the district?

After reviewing the Professional Growth and Effectiveness System data, only 44% are rated as Exemplary/Accomplished. As a state, the average effectiveness rating for teachers and leaders was 93%. Therefore, there is a discrepancy between Owen County Schools and the state average. However, this data may not create a clear picture of Owen County Schools compared to the state. The lack of consistency in observer ratings and other variables could play a role in this gap. In order to determine the true gap, more data would be needed and other external variables would need to be eliminated. However, the reality is there is a discrepancy. So, efforts at both the school and districts levels will need to be made to improved the effectiveness of teachers and leaders in Owen County Schools.

Equitable Access Strategies

Placement: Describe district policies or procedures that address the assignment of students to ensure low income, minority, Limited English Proficient and Exceptional Children and Youth are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers.

In Owen County Schools, every effort is made to address the assignment of students to ensure low income, minority, Limited English Proficient and Exceptional Children and Youth are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers. At the elementary level, all students at each grade level are placed in classrooms based upon their prior teacher's ranking (High, Medium, Low) in math and reading. Students are placed randomly on class lists for the upcoming school year. Therefore, low performing and "at risk" students are assigned to all teachers. At the middle level, all students in a grade level see all teachers throughout the day. Lastly, at the high school level, the school offers open enrollment to programs and classes. In addition, all of our teachers throughout the district meet requirements for highly qualified status in the fields they teach.

Placement: How is data used to make student assignment decisions to ensure low income, minority, Limited English Proficient and Exceptional Children and Youth are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers?

Across the district, there are numerous data points and methods used to make student assignment decisions. At the elementary level, all students at each grade level are placed in classrooms based upon their prior teacher's ranking (High, Medium, Low) in math and reading. In addition, common assessments (formative and summative) and MAP data are both used to rank students.as high, medium or low performing. Students are placed randomly on class lists for the upcoming school year. Therefore, low performing and "at risk" students are assigned to all teachers. At the middle level, all students in a grade level see all teachers throughout the day. At the high school level, the master schedule, open registration process, student registration requests, and student MAP data is used to match students with the right teachers. Thus, all students have equitable access.

Recruitment and Retention: How does the district analyze student level data to design targeted recruitment of effective and diverse teachers and leaders?

The district and schools sit down together to analyze student level data to determine building instructional needs. Thus, through multiple data points (i.e. NWEA MAP, K-PREP, EOC, KYOTE, Compass, formative/summative data, etc.), the completion of needs assessments, and data team meetings; targeted efforts are made to hire based on student need. Once this has been completed, administrators attend job fairs and all candidates are screened. All applicants are examined for levels of expertise and experience.

At this time, more concentrated efforts are being implemented around recruitment and retention. The district is expanding the New Teacher Induction Program, experienced staff are being provided more professional learning opportunities in their fields of expertise, strategic partnerships are being developed with universities throughout the state (i.e. NKU, KSU, Berea, etc.), and the district is in the process to begin developing a branding plan that will market the district and provide teachers with additional benefits that may not be offered in other districts.

Recruitment and Retention: How does the district recruit teachers who are effective in implementing practices that are targeted to support the diverse learning needs of minority students, low income students, Limited English Proficient and Exception Children and Youth?

As states earlier, the district and schools sit down together to analyze student level data to determine building instructional needs. Thus, through multiple data points (i.e. NWEA MAP, K-PREP, EOC, KYOTE, Compass, formative/summative data, etc.), the completion of needs assessments, and data team meetings; targeted efforts are made to hire based on student need. Once this has been completed, administrators attend job fairs and all candidates are screened. All applicants are examined for levels of expertise and experience.

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Recruitment and Retention: How does the district recruit effective teachers and leaders to its high poverty, high minority, lowest achieving schools or schools with higher populations of Limited English Proficient or Exceptional Children and Youth?

As previously stated, the district and schools sit down together to analyze student level data to determine building instructional needs. Thus, through multiple data points (i.e. NWEA MAP, K-PREP, EOC, KYOTE, Compass, formative/summative data, etc.), the completion of needs assessments, and data team meetings; targeted efforts are made to hire based on student need. Once this has been completed, administrators attend job fairs and all candidates are screened. All applicants are examined for levels of expertise and experience.

At this time, more concentrated efforts are being implemented around recruitment and retention. The district is expanding the New Teacher Induction Program, experienced staff are being provided more professional learning opportunities in their fields of expertise, strategic partnerships are being developed with universities throughout the state (i.e. NKU, KSU, Berea, etc.), and the district is in the process to begin developing a branding plan that will market the district and provide teachers with additional benefits that may not be offered in other districts. Lastly, the district is in the process of implementing the educator dispositions assessment. The goal is to focus in on hiring efforts to ensure the right candidates are hired to work with students. The focus is on the dispositions of (1) Perceptions of Self, (2) Perceptions of Others, (3) Perceptions of Purpose, and (4) Frame of Reference. The body of research that supports this initiative is through the work of Dr. Arthur Combs and Dr. Mark Wasicsko.

Recruitment and Retention: How does the district retain effective teachers retained in high poverty, high minority, low achieving schools or schools with higher populations of Limited English Proficient and Exceptional Children and Youth? Identify any incentives.

Every effort is made to retain effective teachers retained in high poverty, high minority, low achieving schools or schools with higher populations of Limited English Proficient and Exceptional Children and Youth. At this time, the district and schools make every attempt to:

1. Grade level teams get common planning to help provide supports for new and experienced teachers.

2. PLCs are implemented to develop horizontal and vertical conversations around teaching and learning.

3. Efficiencies are implemented to reduce teacher workload and streamline processes.

4. Class sizes are constantly monitored at each level.

5. Every effort is made to provide quality professional learning opportunities to staff based on staff input and data.

6. A positive and safe working environment is a focus to ensure all staff feel safe and valued as professionals.

7. Administrators make intentional efforts to ensure all teachers are supported and provided with guidance and resources to do their jobs.

8. New Teacher Induction Program is being designed to help in retention efforts to provide teachers a positive transition experience into Owen County Schools.

Professional Learning: Identify district supports, including mentoring and/or induction, provided to meet the needs of first year, inexperienced and out-of-field teachers.

At this time, more concentrated efforts are being implemented around teacher induction. The district is expanding the New Teacher Induction Program to regular monthly meetings focused on instructional strategies, district resources, and time to collaborate with fellow colleagues. There is also a dedicated time to share experiences and discuss needs of new staff. Needs assessments are regularly conducted with new staff to ensure their needs are being met. In addition, experienced staff are being provided more professional learning opportunities in their fields of expertise through content experts from the Ohio Valley Educational Cooperative and professors from Northern Kentucky University. Lastly, strategic partnerships are being developed with universities throughout the state (i.e. NKU, KSU, Berea, etc.) to provide more personalized learning opportunities for staff professional development and growth.

Professional Learning: Utilizing PGES data, how are the professional learning needs of teacher with an effectiveness rating below accomplished being addressed?

After review of PGES data, school and district leadership meet with teachers to discuss and design appropriate professional growth and development opportunities. Teachers in the developing range are given the opportunity to begin with a self-guided plan; teachers in the ineffective range are given a one-year directed plan. In addition, teachers receive mentors from the same grade level, common planning is utilized in Grades K-8 to provide additional professional learning supports, peer observers provide feedback to staff, teachers are given the opportunity to visit exemplary teacher classrooms, and district-wide professional learning plans are developed based on teaching and learning needs throughout the district.

Working Conditions: How are TELL Kentucky results being addressed to increase recruitment, retention and professional learning needs of staff?

Staff members have indicated the need for individualized professional learning opportunities and common planning time. Both of these areas have been addressed and are a focus in our recruitment and retention efforts. Teachers at all grade levels K-8 have common planning that meet weekly. At the high school level, common planning is a focus. In fact, the 2016-2017 master schedule is being revised to accommodate common planning for teachers. Teachers have also been permitted to attend professional learning opportunities outside of the district in the areas of writing, classroom management, technology, math, and co-teaching. These areas of need have been identified by teachers and through needs assessments conducted at the school and district levels.

Questions

Identify all goals, objectives, strategies and activities created that support equitable access and the responses in this diagnostic.

In Owen County Schools, we strive to ensure equitable access takes place system-wide. Thus, goals, objectives, strategies, and activities in the 2015-2016 CDIP have been aligned to ensure that all teachers are provided the supports necessary to be successful. In other words, teachers who are not considered accomplished/exemplary are provided professional learning opportunities to move towards accomplished/exemplary. Principals are provided professional learning opportunities as well to ensure effective instructional leaders are driving the continuous improvement work in our schools. Those who are determined as accomplished/exemplary are provided additional opportunities for personalized professional learning. In any case, continuous improvement is our goal. Thus, data, progress monitoring, and continuous dialogue is at the forefront of our decisions and determines the instructional needs, professional growth needs, and overall career goals of our staff.

The following goals, objectives, strategies, and activities support equitable access in Owen County Schools:

Goal #1: All students will be taught by effective teachers as measured by the PGES System by 2020.

Objective: Teachers demonstrate proficiency within the Charlotte Danielsen Framework for Teaching.

Strategy #1: Professional Learning
Activity #1: TPGES Training (Type(s): Professional Learning; Dates: 1/4/16-12/30/16)
Activity #2: Instructional Rounds (Type(s): Professional Learning; Dates: 1/4/16-12/30/16)
Activity #3: Personalized Learning (Type(s): Professional Learning; Dates: 1/4/16-12/30/16)
Activity #4: PGES Training (Type(s): Professional Learning; Dates: 1/4/16-12/30/16)

Strategy #2: Dispositional Hiring
Activity #1: Dispositional Hiring Research
Activity #2: Assessing Educator Dispositions Assessment
Activity #3: Hiring Process

Strategy #3: New Teacher Induction Program
Activity #1: Monthly Meetings for New Teachers
Activity #2: Post-Secondary Collaboration

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

Objective: 55% of all students will be proficient in reading and math by Spring 2016.

Strategy #1: Differentiated Instruction
Activity #1: On-Going Progress Monitoring for all students (especially Special Education and ELL Students)
Activity #2: Co-Teaching Strategy Refinement for all students (especially Special Education and ELL Students)

Strategy #2: Monthly Team Meetings for all students (especially Special Education and ELL Students)

Activity #1: Monthly Team Meetings for all students (especially Special Education and ELL Students)