



Comprehensive District Improvement Plan

Lewis County

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Introduction

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: <http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf>

Goals: <http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf>

Objectives: <http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf>

Strategies: <http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf>

Activities: <http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf>

Executive Summary: <http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf>

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

Phase I - Equitable Access to Effective Educators District Diagnostic

Introduction

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive District Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

<http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf>

Equitable Access to Effective Educators - District

Label	Assurance	Response	Comment	Attachment
District Equity Data (1)	Complete the District Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration. *Self-selected data could come from a variety of sources. It should be relevant to the needs of the district. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data; TELL results; turnover data. **The district should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:	I acknowledge that I have uploaded the District Equity Data.		Lewis Co Equity Diagnostic

Provide a brief analysis the of district data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.

We are a high-poverty district, with ranges from 66 to 81 percent across district schools. There is a district curriculum: every school uses the same pacing guides, textbooks, and other instructional resources, as well teachers having the same access to professional development and instructional coaching.

All schools currently have over 80% of its teachers with 4 or more years of experience. District-wide, teacher turnover has not been a major concern, although there was greater than normal turnover at both LCMS and LCHS.

After the data analysis is complete, the district will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.

For 15-16, we are a Proficient district. Two of our schools are distinguished. The turnover was 10% and 5% for them. Two of our schools are Proficient: turnover was 13% and 22% (the 22 reflects 1 teacher retirement, and we do not understand where the 13 came from). The remaining two schools are 10.7% and 4.4%, much the same as our distinguished schools.

With regard to experience, every school has 80% or more of its teachers with 4 or more years teaching in the field. Our data does not bear out any barriers or concerns regarding teacher turnover or experience level. (We realize we may have some inequities; however, the data as requested does not bear it out).

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Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	Complete the District Equity Goals tab for this diagnostic. Include at least one other self-selected indicator for consideration. *Self-selected data could come from a variety of sources. It should be relevant to the needs of the district. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data; TELL results; turnover data. **The district should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:	I acknowledge that I have uploaded the District Equity Goals Data.		Lewis District Equity Goals 16-17

Strategies and Activities Equitable access to effective educators must be reflected in the Comprehensive District Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the district in meeting the goals set in the previous section. If there are strategies and activities within one of the five major goals of the CDIP, which adequately addresses equitable access, the district may select the appropriate goal, objective, strategies and activities.

OR

The district may create a new goal to address equitable access to effective educators. Once a new goal has been created, the district will need to include appropriate objectives, strategies and activities.

The district may choose to provide an optional narrative response to include any additional information, but this is not required.

Goal 1:

Increase the averaged combined reading and math K-Prep scores for elementary, middle, and high school students from 36 to 68; 38 to 69.0, and 35 to 67.5 respectively by 2018-19

Measurable Objective 1:

collaborate to increase the overall averaged combined reading and math scores for elementary, middle, and high school from 40.4 to 55.2; 44.4 to 56.6; and 47.9 to 54.5 percent proficient and distinguished by 05/26/2017 as measured by K-Prep.

Strategy1:

Math Curriculum and Instructional Support - Teachers will participate in professional learning in appropriate mathematics instructional practices. Groups of teachers will work with a consultant to practice high yield classroom strategies that improve student performance. The scheduling of the consultant's services will be based upon program/materials adoption and data.

Category: Professional Learning & Support

Research Cited:

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Activity - Strategy Efficacy: Monitoring Student Progress through the examination of student work (math)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After implementing strategies learned from math consultant, teachers and building principals will examine student work to look for specific, intentional, targeted improvements in student understanding and in student attainment in mathematics. Student work examination will be scheduled on a regular basis; principals will track student progress according to SMART goals as per pacing guides, and keep annotated, signed agendas with student samples as appropriate (monthly).	Policy and Process	01/05/2015	05/31/2018	\$0 - No Funding Required	Building principals, math teachers, instructional coach

Activity - Math Strategy Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math consultant(s) (contracted on an as-needed basis) will model and provide support in content understanding, appropriate instructional pacing using new/current instructional materials, as well as demonstrate and co-teach using strategies (from professional learning sessions from both previous and current professional learning support. Support will be for all teachers based upon need, request for assistance, and regularly for less-experienced personnel).	Professional Learning	12/08/2014	05/25/2018	\$5000 - Title II Part A	Director of Federal Programs, principals, instructional coach, math teachers, math consultant, district administrators

Activity - Math Strategy Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will implement strategies from professional learning on a scheduled basis. Suggestions from consultants/teacher coaches/mentors/principals on pacing, use of strategies will be noted, implemented and monitored.	Policy and Process	12/01/2014	05/25/2018	\$0 - No Funding Required	Building principals, math teachers, district leadership

Strategy2:

Core Program Effectiveness - A district team comprised of district leadership, school leadership and subject appropriate teachers from each content area will update, revise and refine pacing guides annually to be congruent with state standards. (This process is ongoing; changes in standards, state testing, recommendations from consultants, etc. will change the update and revision timeline).

Category: Continuous Improvement

Research Cited:

Activity - Curriculum and Assessment Fidelity(Leadership and Monitoring)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Building and/or district administrators will monitor the use of pacing guides and subsequent student attainment of standards. Leaders will keep annotated meeting agendas and samples of teacher/student work to document monitoring of the implementation and effectiveness of the revised curriculum/instructional strategy, pacing guides, classroom assessments, and student work analyses (at least once per month).	Policy and Process	08/08/2012	05/26/2017	\$0 - No Funding Required	Building and/or District Administrators

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Strategy3:

ELA Curriculum and Instructional Support - All ELA teachers, regardless of experience, will be provided with professional learning, feedback, materials and support so that students in every school have access to effective ELA instruction. An ELA consultant will work with school and district personnel to revise/refine curriculum, instructional strategies, and assessments. Angela Hilterbrand, the ELA consultant, will assist in outlining, articulating and advising effective curriculum sequence and pacing of reading, writing and usage and mechanics strategies across grade levels, throughout the district.

(By August of 2016, as a result of working with Ms. Hilterbrand, the benchmark, K-Prep-like assessment cache has increased to no fewer than 4 assessments for each of grades 3-8 for reading. The district has a bank of on-demand prompts, and recommended strategy guides for reading, along with a specific writing plan for grades 3 and up (k-2 plan available but more flexible). In addition, we have revised the curriculum to spiral through both informational and literary standards once each 9 weeks. Tier II vocabulary materials and assessments have been developed and distributed 3-11. No fewer than 12 reading comprehension "bundles" have been created and distributed electronically for reading grades 3-11.

Supplementary resources (synonym/antonym activities, genre study, etc.) are routinely created upon identification of student need (from district benchmark/scrimmage data).

Category: Professional Learning & Support

Research Cited:

Activity - ELA Strategy Implementation and Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA teachers in grades 3-12 will implement the strategy instruction they learned from ELA consultant on a schedule suggested by Ms. Hilterbrand and approved by district administration. Principals will monitor the frequency, duration and results of the strategy instruction in walkthroughs, and by examining student work in grade level, team, and department meeting settings.	Direct Instruction	11/03/2014	05/31/2018	\$0 - No Funding Required	All school principals, instructional coach, district administration

Activity - Additional Teacher Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District personnel will allocate additional training opportunities for teachers with fewer than five years of experience teaching KAS in ELA, to ensure that curriculum, instruction, and assessment are rigorous and congruent to standards OR for teachers whose results are below student growth ranges.	Recruitment and Retention Professional Learning	08/03/2015	05/31/2018	\$5000 - District Funding	Principals, Instructional Supervisor/DAC, Director of Federal Programs

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Activity - Strategy Efficacy: Monitoring Student Progress through the examination of student work (reading, writing and language)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After implementing strategies learned from ELA consultant, teachers and building principals will examine student work to look for specific and targeted improvements in student reading, writing and in student attainment in language mechanics (as scheduled in pacing guides). Student work examination will be scheduled on a regular basis; principals will track student progress (referencing attainment by standard and specific SMART goals).	Policy and Process	01/05/2015	05/25/2018	\$0 - No Funding Required	Regular and Spec.Ed. teachers, building and district administration.

Activity - ELA Strategy Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA consultant will model effective ELA strategy instruction for teachers and for classes of students throughout the school year on a gradual-release model. (Teachers with fewer than 3 years experience will be targeted for additional support). Once the classroom teacher implements the strategy, consultant/administrator/coach will provide feedback based upon observation/student results.	Professional Learning	08/04/2014	05/26/2017	\$30000 - Title II Part A	Director of Federal Programs, Instructional Supervisor, Principals, Instructional Coach, ELA personnel.

Goal 2:

Increase the averaged combined reading and math proficiency ratings for all students in the non-duplicated gap group at all levels (elementary- high) from 28.2 to 64.1; 29.8 to 64.9; and 27.8 to 63.9; AND reduce novice at each level by 50% by 2019.

Measurable Objective 1:

collaborate to increase the combined reading and math proficiency for all (in the non-duplicated gap group) at elementary, middle, and high from 36.1 to 46.5%; 32.4 to 49.0%; and 19.2 to 49.4% respectively, AND reduce novice by no less than 10% across the board by 05/31/2017 as measured by K-Prep.

Strategy1:

Data analysis and Intervention - Using state test results, universal and diagnostic screeners, and assessments delivered at the local level, schools will identify areas for academic growth for all students. Schools shall provide appropriate, needs-based interventions, in addition to effective core instruction, on a regular basis. Student progress shall be monitored to determine efficacy of intervention and further instructional needs. For students above benchmark levels, rigorous and appropriate goals will be established in core instructional subjects; these student results will be measured and monitored for growth the same as for students falling below benchmark.

Category: Continuous Improvement

Research Cited:

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Activity - Co-Teaching and Specially Designed Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers, both Special Education and regular education, will collaborate/co-teach during regular classroom instruction so that resource students learn grade level material; resource room and pull-out services should reinforce classroom learning as well as close skill gaps.	Recruitment and Retention Direct Instruction Academic Support Program Policy and Process Technology Behavioral Support Program Professional Learning	01/04/2016	05/31/2017	\$500000 - IDEA	DoSE, Superintendent, Principals, Special Ed Teachers

Activity - Intervention (Tier II and Tier III)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop plans for Tier II and Tier III intervention services, keeping in mind that a goal of novice student performance is not an option, and referral to special education will continue to be a last resort. Teams will consider student needs, scheduling options and instructional resources available. (Individual student needs should be the result of ELA and math diagnostics program data).	Tutoring Technology Parent Involvement Academic Support Program Direct Instruction	02/01/2013	05/31/2017	\$25000 - Other	Teachers, Paraeducators, Building Administrators, District Administrators, Instructional Coach

Activity - Intervention (Monitoring and Adjustment)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School/grade level teams will regularly review and analyze student attainment of goals achieved in intervention, and make the necessary moves to another group or examine the intervention content and delivery.	Academic Support Program	02/01/2013	05/31/2017	\$0 - No Funding Required	Teachers, Paraeducators, Building Administrators, District Administrators, Instructional Coach

Activity - Parent Involvement for Novice Reduction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Schools will develop systems to communicate with parents about closing skill gaps, increasing proficiency, and reduction/elimination of novice performance. Parents should be informed of student goals, skill deficits, and opportunities during school, in ESS, and digitally. Parent education and support should be provided so parents have access to print or digital resources to support their student's progress at home.	Policy and Process Direct Instruction Academic Support Program Technology Parent Involvement Tutoring	08/01/2016	06/30/2017	\$20000 - Title I Part A	Director of Federal Programs, Title 1 Parent Liason, School personnel, ESS Coordinator, DoSE

Goal 3:
All certified staff will participate in professional learning to improve the effectiveness of teaching and learning, implement a variety of assessments, increase student engagement, and utilize data to direct student learning.

Measurable Objective 1:

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collaborate to identify and provide assistance to all personnel to implement any new initiatives aligned to Unbridled Learning and/or school and district needs by 05/31/2017 as measured by surveys, observation data, and student achievement.

Strategy1:

Job Embedded Professional Learning - Teachers will participate in professional learning in appropriate content-area curricula and instructional practices. Groups of teachers will work with each other or, if available, an instructional consultant to practice high yield classroom strategies that improve student attainment and performance.

Category: Professional Learning & Support

Research Cited:

Activity - Content Network Participation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Designated teachers from all levels (elem, middle, and high) will participate in content networks offered by KDE through regional cooperatives, to learn about new content area standards and instructional practices, as they are approved and released. Teacher coach and designated teacher representatives will bring back information and share with the remainder of the district. (Professional learning for other district personnel not attending content networks will be determined and scheduled through a representative body of teachers and administrators).	Professional Learning	07/15/2013	05/31/2017	\$10000 - Title II Part A	School and District Administration; all Lewis County teachers

Activity - Curriculum Implementation and Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will provide ongoing support to teachers for the implementation of new pacing guides/college readiness standards/KAS; aligned assessments and teaching strategies by providing a teacher coach and contracting with consultants and consortia as indicated by data, professional growth plans, etc. (Some of the new standards require expertise in addition to or beyond what content networks provide).	Professional Learning	08/01/2012	05/31/2017	\$20000 - Title I Part A	Building administrators, district administrators, teacher coach, consultants

Measurable Objective 2:

collaborate to improve the learning environment at all schools in the district by fair and equitable distribution of material and human resources by 05/31/2017 as measured by stakeholder feedback (TELL Survey, PTO meetings, SBDM meetings, electronic communications, etc.) .

Strategy1:

Parent, Student and Community Feedback - The superintendent, collaborating with schools throughout the district, will identify and create opportunities for students, parents, and community to provide feedback on teaching, learning, and a safe and productive learning environment. Stakeholders at all levels will work toward determining ways to communicate more effectively with parents, business and community.

Category: Stakeholder Engagement

Research Cited:

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Activity - Stakeholder Advisory Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The superintendent will meet with stakeholder groups (students, teachers, parents, community, business/political leaders) to develop positive relationships by creating open lines of communication and attend to stakeholder concerns about the school system. Participants express areas of concern on a variety of issues: school climate, facilities, extracurricular activities, student achievement, etc. Examples of these include: the public forum, open house during National Education Week, faculty meetings, new teacher training sessions, Breakfast with the Superintendent, etc.	Recruitment and Retention Academic Support Program Community Engagement Extra Curricular Professional Learning Parent Involvement Policy and Process Technology	08/03/2015	05/31/2017	\$0 - No Funding Required	Superintendent, support staff

Activity - Advertised School and District Open Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Schools and the District will utilize newsletters, notes home, local radio and newspaper, and the school and district websites to advertise opportunities for parents and community members to attend and participate in open meetings focused on school and district improvement; the district utilizes the state digital platform to advertise vacancies for employment, both certified and classified. Personnel at all schools will continue to add communication options requested by parents and community as they become available.	Parent Involvement Recruitment and Retention Community Engagement	07/26/2012	05/31/2017	\$1000 - School Council Funds \$1000 - Title I Part A	District and school administration, FRYSC/YSC, technology staff, teachers, parent and community representatives

Activity - e-communication and e-learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Schools and District will ensure that websites are kept current in order to be accessible and informative to all stakeholders. Calendars, events, schedules, menus are kept updated to inform current and potential stakeholders. Webpages include staff directories, provide resources for students, parents, and community to access and use at home to improve student achievement. Most schools will use automated notification systems to inform parents of student absence, school events, and school closings. All schools and the school district will post the draft school or district improvement plan on the appropriate website to gather public input for no less than 5 working days prior to the official adoption by the SBDM or Board of Education.	Tutoring Extra Curricular Professional Learning Parent Involvement Policy and Process Academic Support Program Technology Community Engagement Recruitment and Retention	02/01/2013	05/31/2017	\$0 - No Funding Required	District Administration, Building Administration, District Technology Coordinator, District Technology Staff, Building Website Coordinators

Strategy2:

TELL Survey - Principals will analyze the results of working conditions surveys, then choose at least one area to improve upon to positively impact teaching and learning conditions at respective schools. (Principals will report areas for improvement, and progress to superintendent. Superintendent will monitor and support principals and schools in improving working conditions and report to the board of education).

Category: Continuous Improvement

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Research Cited:

Activity - TELL Survey Follow up Actions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Representatives from schools in the district will meet regularly to discuss updates from the state content networks as well as needs identified by screening tools, state assessment results, and upcoming initiatives from Unbridled Learning, to determine necessary school/district professional learning/training needs. Working collaboratively, certified and classified representatives develop plans for professional learning for paraeducators, teachers, and administrators.	Professional Learning Recruitment and Retention Policy and Process	09/30/2011	05/31/2017	\$5000 - District Funding	District administration, building administration, teachers, paraeducators, district technology staff

Activity - Stakeholder Feedback (TELL Survey)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District administration will encourage and support the administration of the TELL survey by: ensuring the technology platform is available, and following up once the results are available to assist building administration in addressing teacher feedback and concerns. The superintendent will report the results of the survey and subsequent efforts to improve working conditions.	Policy and Process Recruitment and Retention	03/01/2013	05/31/2017	\$0 - No Funding Required	Superintendent, district administrative and support staff, school personnel

Phase I - GAP Target Assurance

Introduction

Pursuant to KRS 158.649 (9) The superintendent shall report to the commissioner of education if a school fails to meet its targets to reduce the gap in student achievement for any student group for two (2) consecutive years. The schools improvement plan shall be subject to review and approval by the Kentucky Department of Education and the school shall submit an annual status report. The Department of Education may provide assistance to schools as it deems necessary to assist the school in meeting its goals.

Gap Target Assurance

Label	Assurance	Response	Comment	Attachment
	As superintendent of the district, I hereby certify that:	The following school(s) have failed to meet their gap target for two (2) consecutive years and are listed in the text box provided below	Garrison Elementary School Lewis County Central Elementary School Lewis County Middle School Tollesboro Elementary School	

Phase I - 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?**

Lewis County Schools elementary combined reading and math KPREP Data from 2014-2015 to 2015-16 respectively are: 33.1 to 40.4. Scores have fluctuated, and while we have seen an overall, net improvement, we have consistently been below the state average. Lewis County Schools middle school combined reading and math KPREP data from 2014-2015 to 2015-16 respectively are 39.9 and 44.4; middle school scores across the state have fluctuated while our middle school increases steadily; Lewis County Schools high school combined reading and math KPREP data from 2014-2015 to 15-16, respectively are 48.0 to 47.9; scores have consistently been below the state average until the 14-15 school year, and have dropped back below the state mean in 15-16.

K-Prep data indicates the Lewis County School District is below the state average in Reading and Math, across elementary and middle school level configurations and ranges, with the largest gap at the elementary level. KPREP assessment data for science, social studies, writing and language mechanics are similar in that our schools generally score below the state average across the board. Our schools have greater numbers of novice in all grades and across all subjects, and smaller percentages of distinguished students than the state averages (in 15-16, LCMS had fewer novice than state mean in language mechanics), and the high school had fewer novice in on-demand writing.

Quality Core EoC tests in English, Algebra II, Biology and US History from 2011-12 to 2015-16, respectively were: English II-39.2 (52.2); 50.6 (55.8), 36.9 (55.4); 60.6 (56.7) and 46.7(56.4); Algebra II- 36.4 (40.0), 28.0 (36.0), 16.8 (37.9), 35.3 (38.1) 47.79(42.3); Biology-26.4(30.3), 22.5 (36.3), 20.3 (39.8), 29.6 (39.6); US History-20.3 (39.5), 34.9 (51.3), and 48.6 (58), and 51.2 (56.8) 53.4(59.1). Novice percentages have fluctuated over five years; in 2013-14 novice increased for all subject areas except US History (where it decreased by half). In 14-15, the percentage of students scoring novice reduced in English II, Algebra II and Biology; percentages of students scoring in the proficient or distinguished range increased in all subject areas. This trend of drastic novice reduction for English, however, was short lived: in 15-16 novice rose to 41.1. Algebra II scores, however, exceeded the state mean. Biology was not tested in 15-16 due to course sequence reconfiguration.

Our ACT scores for English, math, reading, science and overall composite over the past five years are: English- 16.8, 17.2, 17.4, 17.8, 17.9; math- 17.4, 18.3, 18.0, 18.3, 18.6; reading-17.3, 18.1, 17.9, 18.7, 19.1; science- 18.8, 19.0, 19.0, 18.8, 19.3; and overall composite- 17.7, 18.3, 18.2, 18.5, and 18.9. The percent of students meeting CPE benchmarks for English, math, and reading for the past five years, respectively, are: 43.4, 42.8, 43.5, 49.1, 49.1; 27.4, 33.6, 32.9, 35.8, 38.8; 33.1, 34.9, 32.4, 41.5, and 43.0. All individual subject indices and percentages of students at or above benchmark are below the state mean.

NRT results for grades 3-8, in reading, math, science, social studies and language mechanics (where administered) indicate we are below state mean in all subjects and all grades, with the exception of Language Mechanics at the 6th grade level (reading and math at the 6th grade level were within 1-2 points of the state mean). However, the difference between our mean score levels and state mean decreased considerably in 15-16.

We have analyzed MAP data across subjects and grade levels over the past 6 years. The summary of the average RIT scores at elementary and middle schools compared to national benchmark or grade level mean scores (looking at spring testing season) indicate that in Reading and Math, Lewis County students generally score at or slightly above grade level benchmark in kindergarten and first grade, then are below benchmark from 2nd grade through 8th. MAP scores in the fall of 2015 and 2016, however, reveal grade and school averages above national SY 2016-2017

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averages in several instances.

CCR data for the past several years show steady improvement until 14-15 when we saw a slight decrease. CCR rates for the past five years respectively are: 40.8, 57, 65.1, 62.4, and 68.3.

The Graduation Rate for the district over the past 4 years is/has been: 96.7, 97.3, 98.1, and 97.7, exceeding the state average.

Nonacademic indicators, attendance, retention, dropout, and transition follow. The attendance rate in Lewis County has ranged from 93.8, 94.0, 93.9, 93.5, and 93.9 over the past five years; in each of the five previous years, we have fallen slightly below the mean state attendance rate. The retention rate in Lewis County has ranged from 0.4, 1.1, 1.2, 1.4, and 1.0, and is below the state retention average. Dropout rates in Lewis County from 11-12 to 15-16 were: .2, .6, .3, .3 and .6 respectively; state dropout rates over the past 5 years have been 1.6, 1.7, 1.7, 1.8, and 1.5%. District and state nonacademic data are notably consistent.

Teacher perception/working condition results, as reported by the TELL survey (2015), have improved from the results recorded from the 2011 administration. Our response rate in both 2013 and 2015 was 100%. There were some areas that either stayed the same or fluctuated slightly. Two areas of concern under the facilities section were: 1) the availability of educational technology resources, and 2) reliability and speed of internet connections. There were also some perceived areas for concern under professional development. The ratings for the following dropped from 2013 to 2015: professional development is tailored to individual teacher needs; under instructional practices and support, there are concerns about the timeliness of state assessment data; whether or not teachers have sufficient professional learning to implement technology. Overall ratings indicate that our schools are good places to work and learn fluctuated slightly from 90.3% in 2013 to 89.4 in 2015--both years up from 74.1% in 2011. Teachers will take the TELL survey again in the spring of 2017.

Our work in reducing novice paid off, almost across the board: all schools and the district made gains. CCR results, graduation rate, and program review scores have been and continue to be areas of relative strength for our district. Strategies that have caused us to be successful to this point will be continued. Our continued weakness, according to the variety of data analyzed, indicates our core programs across subjects and across grade levels have gaps and need to be strengthened.

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?

We are classified as being a Proficient District; two of our schools scored Distinguished: LCHS and TES; two of our schools scored Proficient: LCCE and LES. Both LCMS and GES made gains. Those results and novice reduction are our biggest success stories. CCR results, graduation rate, and program review scores continue to be areas of relative strength for our district. Strategies that have caused us to be successful to this point will be continued. Our continued weakness, according to the variety of data analyzed, indicates our core programs across subjects and across grade levels continue to have gaps and need to be strengthened. TELL survey results indicate widespread improvement in most all areas; we need to continue to attend to these perceptions and work to further improve.

Opportunities for Improvement

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

Core instructional programs, in all subjects and across grade levels, although showing improvement, still need attention. Of primary need are ELA and math core programs. We have and will continue to refine curriculum maps, purchase more rigorous and aligned instructional materials, and seek out instructional support and coaching, (in ELA and math initially); we continue in 16-17 to learn about and implement effective materials and evidence-based instructional strategies.

Our intervention programs will continue to be refined and monitored, and analyzed for effectiveness. Of particular concern is the percentage of time allocated to intervention as compared to core instruction.

Oversight and Monitoring

Describe your processes and interventions for monitoring continuous improvement.

District staff, in conjunction with teachers and administrators at the building level, examine a variety of classroom, interim/benchmark, and state assessment results on a regular basis. District administrators regularly attend grade/team/department meetings at each school to keep current with instruction and assessment taking place across the district. Our superintendent visits classrooms often to monitor agreed-upon school practices and the subsequent student work.

Conclusion

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

In conclusion, the Lewis County School District instructional and administrative staffs are constantly analyzing ACT, K-Prep, MAP, and other school-level, achievement data in addition to perception surveys and other non-cognitive indicators. This data provides information for reflection, and provides opportunities to set goals when planning for future success. Principals and teachers have indicated the desire to have effective instructional support in ELA and mathematics. An ELA consultant has been contracted to model planning, instructional delivery, and assessment support for K-12. A retired math teacher has been contracted to provide coaching in small group instructional practice in elementary mathematics.

Science and social studies teachers attend content network cadres to learn more about the new standards and their respective implementation. We have made arrangements for science teachers to attend the "short courses" offered by PIMSER on strands of the NGSS. We have also arranged to have consultants work with our teachers during the year and in summer professional development sessions, developing instructional units aligned to the new standards.

Lewis County Schools Comprehensive District Improvement Plan 16-17

Overview

Plan Name

Lewis County Schools Comprehensive District Improvement Plan 16-17

Plan Description

16-17

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the averaged combined reading and math K-Prep scores for elementary, middle, and high school students from 36 to 68; 38 to 69.0, and 35 to 67.5 respectively by 2018-19	Objectives: 1 Strategies: 3 Activities: 13	Organizational	\$97000
2	Increase or maintain the graduation rate of 98.0 by 2018-19.	Objectives: 2 Strategies: 2 Activities: 2	Organizational	\$0
3	Increase the percentage of students who are college and career ready from 68.3/88.2% (15-16) to 75/95% by 16-17.	Objectives: 1 Strategies: 1 Activities: 5	Organizational	\$15450
4	Increase the averaged combined reading and math proficiency ratings for all students in the non-duplicated gap group at all levels (elementary-high) from 28.2 to 64.1; 29.8 to 64.9; and 27.8 to 63.9; AND reduce novice at each level by 50% by 2019.	Objectives: 1 Strategies: 1 Activities: 8	Organizational	\$667524
5	Students, staff, and stakeholders will utilize technology applications for instruction/intervention, enrichment, assessment, and improved communication by 2020.	Objectives: 1 Strategies: 3 Activities: 8	Organizational	\$457670
6	All certified staff will participate in professional learning to improve the effectiveness of teaching and learning, implement a variety of assessments, increase student engagement, and utilize data to direct student learning.	Objectives: 2 Strategies: 3 Activities: 7	Organizational	\$37000
7	All Lewis County Schools will develop or improve programming in: Practical Living/Career Studies; Arts and Humanities; Writing, Early Learning Programs, and World Language and/or global competency.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0

Goal 1: Increase the averaged combined reading and math K-Prep scores for elementary, middle, and high school students from 36 to 68; 38 to 69.0, and 35 to 67.5 respectively by 2018-19

Measurable Objective 1:

collaborate to increase the overall averaged combined reading and math scores for elementary, middle, and high school from 40.4 to 55.2; 44.4 to 56.6; and 47.9 to 54.5 percent proficient and distinguished by 05/26/2017 as measured by K-Prep.

Strategy 1:

Core Program Effectiveness - A district team comprised of district leadership, school leadership and subject appropriate teachers from each content area will update, revise and refine pacing guides annually to be congruent with state standards. (This process is ongoing; changes in standards, state testing, recommendations from consultants, etc. will change the update and revision timeline).

Category: Continuous Improvement

Activity - Curriculum and Assessment Fidelity(guaranteed and viable curriculum)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All core teachers, K-12, will follow updated district-wide pacing guides and document attainment of targeted knowledge and skills.(All elective/special courses shall follow an approved curriculum guide, and document progress at least quarterly). Schools: All Schools	Policy and Process	08/08/2012	05/26/2017	\$0	No Funding Required	Teachers, Building Administrators, District Administrators

Activity - Curriculum and Assessment Fidelity(Peer analysis and review)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Departments/teams/grade level groups will meet regularly to review and revise assessment instruments to ensure congruence of classroom assessments to state standards. The group will also examine assessments for timing considerations, length, complexity, level of rigor, resultant student work, and compare to grade level exemplars. Schools: All Schools	Policy and Process	08/08/2012	05/26/2017	\$2000	Title II Part A	Teachers, Building Administrators, District Administrators

Activity - Curriculum and Assessment Fidelity(Leadership and Monitoring)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Building and/or district administrators will monitor the use of pacing guides and subsequent student attainment of standards. Leaders will keep annotated meeting agendas and samples of teacher/student work to document monitoring of the implementation and effectiveness of the revised curriculum/instructional strategy, pacing guides, classroom assessments, and student work analyses (at least once per month).	Policy and Process	08/08/2012	05/26/2017	\$0	No Funding Required	Building and/or District Administrators
Schools: All Schools						

Activity - Foundational Skills/Content	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals will facilitate, support, and monitor the utilization of instruction and assessment of content area/tier II vocabulary words, spelling lists and fluency facts (sight words and math facts) for all subject areas in all levels. Schools: All Schools	Direct Instruction, Academic Support Program, Policy and Process	08/08/2012	05/31/2017	\$0	No Funding Required	Teachers, Building Administration, District Administration

Activity - Instructional Materials Acquisition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District and building personnel will continue to facilitate the adoption of research-based instructional materials based on availability of funds and determined need. Schools: All Schools	Academic Support Program	08/07/2013	05/26/2017	\$50000	District Funding	School and District personnel

Activity - Advanced Learning Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will have access to accelerated learning opportunities such as: multi-age grouping for elementary and middle school students; advanced or honors classes with more rigorous course expectations; intentional, SMART goal based, flexible grouping for advanced students in elementary schools in those subjects/grades where they are clearly performing above grade level; dual credit offerings for high school students; and individual access to e-learning or blended learning opportunities. Quarterly, leadership will collect, monitor results, report, and adjust as warranted by data. Schools: All Schools	Academic Support Program	08/08/2012	05/26/2017	\$5000	School Council Funds	Specified teachers, Building Administration, Counselors, District Administration

Strategy 2:

ELA Curriculum and Instructional Support - All ELA teachers, regardless of experience, will be provided with professional learning, feedback, materials and support so that students in every school have access to effective ELA instruction. An ELA consultant will work with school and district personnel to revise/refine curriculum,

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instructional strategies, and assessments. Angela Hilterbrand, the ELA consultant, will assist in outlining, articulating and advising effective curriculum sequence and pacing of reading, writing and usage and mechanics strategies across grade levels, throughout the district.

(By August of 2016, as a result of working with Ms. Hilterbrand, the benchmark, K-Prep-like assessment cache has increased to no fewer than 4 assessments for each of grades 3-8 for reading. The district has a bank of on-demand prompts, and recommended strategy guides for reading, along with a specific writing plan for grades 3 and up (k-2 plan available but more flexible). In addition, we have revised the curriculum to spiral through both informational and literary standards once each 9 weeks. Tier II vocabulary materials and assessments have been developed and distributed 3-11. No fewer than 12 reading comprehension "bundles" have been created and distributed electronically for reading grades 3-11.

Supplementary resources (synonym/antonym activities, genre study, etc.) are routinely created upon identification of student need (from district benchmark/scrimmage data).

Category: Professional Learning & Support

Activity - ELA Strategy Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>ELA consultant will model effective ELA strategy instruction for teachers and for classes of students throughout the school year on a gradual-release model. (Teachers with fewer than 3 years experience will be targeted for additional support). Once the classroom teacher implements the strategy, consultant/administrator/coach will provide feedback based upon observation/student results.</p> <p>Schools: All Schools</p>	Professional Learning	08/04/2014	05/26/2017	\$30000	Title II Part A	Director of Federal Programs, Instructional Supervisor, Principals, Instructional Coach, ELA personnel.

Activity - ELA Strategy Implementation and Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>ELA teachers in grades 3-12 will implement the strategy instruction they learned from ELA consultant on a schedule suggested by Ms. Hilterbrand and approved by district administration. Principals will monitor the frequency, duration and results of the strategy instruction in walkthroughs, and by examining student work in grade level, team, and department meeting settings.</p> <p>Schools: All Schools</p>	Direct Instruction	11/03/2014	05/31/2018	\$0	No Funding Required	All school principals, instructional coach, district administration

Activity - Strategy Efficacy: Monitoring Student Progress through the examination of student work (reading, writing and language)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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After implementing strategies learned from ELA consultant, teachers and building principals will examine student work to look for specific and targeted improvements in student reading, writing and in student attainment in language mechanics (as scheduled in pacing guides). Student work examination will be scheduled on a regular basis; principals will track student progress (referencing attainment by standard and specific SMART goals).	Policy and Process	01/05/2015	05/25/2018	\$0	No Funding Required	Regular and Spec.Ed. teachers, building and district administration
Schools: All Schools						

Activity - Additional Teacher Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District personnel will allocate additional training opportunities for teachers with fewer than five years of experience teaching KAS in ELA, to ensure that curriculum, instruction, and assessment are rigorous and congruent to standards OR for teachers whose results are below student growth ranges.	Professional Learning, Recruitment and Retention	08/03/2015	05/31/2018	\$5000	District Funding	Principals, Instructional Supervisor/D AC, Director of Federal Programs
Schools: All Schools						

Strategy 3:

Math Curriculum and Instructional Support - Teachers will participate in professional learning in appropriate mathematics instructional practices. Groups of teachers will work with a consultant to practice high yield classroom strategies that improve student performance. The scheduling of the consultant's services will be based upon program/materials adoption and data.

Category: Professional Learning & Support

Activity - Math Strategy Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math consultant(s) (contracted on an as-needed basis) will model and provide support in content understanding, appropriate instructional pacing using new/current instructional materials, as well as demonstrate and co-teach using strategies (from professional learning sessions from both previous and current professional learning support. Support will be for all teachers based upon need, request for assistance, and regularly for less-experienced personnel).	Professional Learning	12/08/2014	05/25/2018	\$5000	Title II Part A	Director of Federal Programs, principals, instructional coach, math teachers, math consultant, district administrators
Schools: All Schools						

Activity - Math Strategy Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will implement strategies from professional learning on a scheduled basis. Suggestions from consultants/teacher coaches/mentors/principals on pacing, use of strategies will be noted, implemented and monitored.	Policy and Process	12/01/2014	05/25/2018	\$0	No Funding Required	Building principals, math teachers, district leadership
Schools: All Schools						

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Activity - Strategy Efficacy: Monitoring Student Progress through the examination of student work (math)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After implementing strategies learned from math consultant, teachers and building principals will examine student work to look for specific, intentional, targeted improvements in student understanding and in student attainment in mathematics. Student work examination will be scheduled on a regular basis; principals will track student progress according to SMART goals as per pacing guides, and keep annotated, signed agendas with student samples as appropriate (monthly).	Policy and Process	01/05/2015	05/31/2018	\$0	No Funding Required	Building principals, math teachers, instructional coach
Schools: All Schools						

Goal 2: Increase or maintain the graduation rate of 98.0 by 2018-19.

Measurable Objective 1:

collaborate to Increase the graduation rate for Lewis County High School to 98% by 05/31/2017 as measured by graduation statistics maintained in IC/KIDS/CIITS..

Strategy 1:

Career Orientation and Awareness - Personnel from LCHS, LCMS, and FMCTC will collaborate to provide career awareness activities during scheduling, work on Individual Learning Plans, as well as group and individual career counseling in order to make high school relevant to students both now and in the future. Students are less likely to drop out if they perceive school to be instrumental in future success.

Category: Career Readiness Pathways

Activity - Career Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize the ILP in order to encourage students 6-12 to identify a career pathway, enroll in CTE courses aligned with their career interests, and/or pursue advanced coursework for college preparation.	Career Preparation/Orientation	02/01/2013	05/31/2018	\$0	No Funding Required	LCHS SBDM Council, LCHS and FMCTC teachers, LCHS and FMCTC Administrators, LCMS stakeholder groups
Schools: Lewis County High School						

Measurable Objective 2:

collaborate to decrease and/or sustain the suspension rate for students with disabilities to ensure that it is no more than 2 percentage points higher than the suspension rate for students without disabilities by 05/26/2017 as measured by Infinite Campus attendance and suspension reports.

Strategy 1:

Suspension Policies and Procedures - Implement and revise district policies, procedures and practices that support the use of suspension as a last resort and the

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development and use of alternatives to suspension (i.e. phone calls, letters, contacts with parents on a consistent basis, proactive teacher involvement - hallway and restroom monitoring, continued implementation of the peer mediation program at the middle school, various counseling and behavior plans, as well as the in-school, after school detention).

Category: Management Systems

Activity - Monitor Suspension/Alternatives to Suspension	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School and district administration will monitor suspension/discipline data on a monthly basis to ensure that schools are utilizing alternatives to suspension as appropriate and per policy. Schools: All Schools	Behavioral Support Program, Policy and Process	08/01/2011	05/26/2017	\$0	No Funding Required	Counselors, School administration, District administration (DoSE, DPP, etc.)

Goal 3: Increase the percentage of students who are college and career ready from 68.3/88.2% (15-16) to 75/95% by 16-17.

Measurable Objective 1:

collaborate to increase the college and career ready percentages from 68.3/88.2% to 75/95% by 05/31/2017 as measured by the CCR Formula..

Strategy 1:

Academic and Career Counseling - Teachers, building, and district administrators will develop a counseling plan/schedule for students grades 7-12 that varies from year to year, based upon student age, grade, and level of schooling to address course scheduling for the upcoming year, skill proficiency/deficiency, and possible career choices of interest.

Category: Continuous Improvement

Activity - Career and Employment Awareness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Middle, high school, and CTE representatives, will schedule group or individual career awareness sessions to make students aware of career opportunities and the prerequisite educational requirements for eligibility to successfully prepare for post-secondary options. Schools: Lewis County Middle School, Lewis County High School	Career Preparation/Orientation	02/01/2013	05/31/2017	\$1250	School Council Funds, Career and Technical Education Funds, CCR Grant	LCHS teachers, counselors, and administration ; LCMS teachers, counselors, and administration , FMCTC teachers and administration , with district oversight and or assistance.
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Activity - College Readiness Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Schools review KPREP, NRT, MAP, KOSSA and ETS data to analyze gaps evidenced by ACT/WorkKeys scores, then adjust instructional programming for students. (Because preparedness for college readiness builds upon elementary skill sets, elementary administrators will track student skills at the elementary level also). Schools: All Schools	Academic Support Program, Policy and Process	09/14/2012	05/27/2016	\$0	No Funding Required	Teachers, Counselors, and Administrators from LCMS and LCHS, FMCTC, and representative staff from all elementary schools

Activity - Persistence to Graduation Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School leadership will run the Persistence to Graduation Tool from IC to determine which students are at risk of not meeting academic benchmarks, or who are in need of additional supports. School leadership will ensure that strategies are implemented to meet identified student needs. This tool will become part of the academic, behavioral, and career counseling initiative 7-12. Schools: Lewis County Middle School, Lewis County High School	Academic Support Program	01/31/2017	05/31/2018	\$0	No Funding Required	Building Administration at LCMS, LCHS, and FMCTC

Activity - Targeted Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Determine options for interventions for students not meeting CCR benchmarks; assign students to intervention, provide assistance, monitor usage and progress. Schools: Lewis County Middle School, Lewis County High School	Academic Support Program	10/22/2012	05/31/2017	\$10000	General Fund	FMCTC, LCMS and LCHS Counselors, Administration, Teachers, Paraeducators
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Activity - Assessment System for CCR	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize alternate assessments for students not benchmarking on ACT: KYOTE, COMPASS (via community college, through November 2016), WorkKeys, etc.and track progress; explore and build upon number of industry certifications Lewis County students may take as an alternative to KOSSA (career readiness measure). Schools: Lewis County High School	Academic Support Program	08/15/2012	05/31/2017	\$4200	School Council Funds, State Funds, Perkins	Teachers, Counselors, and Administration from LCHS and FMCTC

Goal 4: Increase the averaged combined reading and math proficiency ratings for all students in the non-duplicated gap group at all levels (elementary- high) from 28.2 to 64.1; 29.8 to 64.9; and 27.8 to 63.9; AND reduce novice at each level by 50% by 2019.

Measurable Objective 1:

collaborate to increase the combined reading and math proficiency for all (in the non-duplicated gap group) at elementary, middle, and high from 36.1 to 46.5%; 32.4 to 49.0%; and 19.2 to 49.4% respectively, AND reduce novice by no less than 10% across the board by 05/31/2017 as measured by K-Prep.

Strategy 1:

Data analysis and Intervention - Using state test results, universal and diagnostic screeners, and assessments delivered at the local level, schools will identify areas for academic growth for all students. Schools shall provide appropriate, needs-based interventions, in addition to effective core instruction, on a regular basis. Student progress shall be monitored to determine efficacy of intervention and further instructional needs. For students above benchmark levels, rigorous and appropriate goals will be established in core instructional subjects; these student results will be measured and monitored for growth the same as for students falling below benchmark.

Category: Continuous Improvement

Activity - Intervention (Screening and Planning)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Schools will administer universal and diagnostic screenings 3 times per year. School teams will meet to discuss and develop plans for addressing student needs based upon objective data. Schools: All Schools	Direct Instruction, Academic Support Program	02/01/2013	05/27/2016	\$80000	Other	Teachers, Building Administrators, District Administrators
Activity - Intervention (Tier 1/Core)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on data from assessments, schools will determine large areas of need within Tier 1, evidencing a lack of efficacy in the core instructional program. School-based teams will meet to determine curricular or instructional gaps or weaknesses and develop plans to address these areas of need. Schools: All Schools	Direct Instruction, Academic Support Program, Career Preparation/Orientation, Professional Learning	02/01/2013	05/31/2017	\$0	No Funding Required	Teachers, Building Administrators, District Administrators
Activity - Intervention (Tier II and Tier III)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop plans for Tier II and Tier III intervention services, keeping in mind that a goal of novice student performance is not an option, and referral to special education will continue to be a last resort Teams will consider student needs, scheduling options and instructional resources available.(Individual student needs should be the result of ELA and math diagnostics program data). Schools: All Schools	Direct Instruction, Academic Support Program, Parent Involvement, Tutoring, Technology	02/01/2013	05/31/2017	\$25000	Other	Teachers, Paraeducators, Building Administrators, District Administrators, Instructional Coach
Activity - Intervention (Monitoring and Adjustment)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School/grade level teams will regularly review and analyze student attainment of goals achieved in intervention, and make the necessary moves to another group or examine the intervention content and delivery. Schools: All Schools	Academic Support Program	02/01/2013	05/31/2017	\$0	No Funding Required	Teachers, Paraeducators, Building Administrators, District Administrators, Instructional Coach
Activity - ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>The ESS program will be utilized to support instructional needs of students in reading, math and other core subjects; each student should have clear, specific, measurable goals (Sue will learn and be fluent in multiplication facts 6-7 by the end of January; Joe will write a coherent, introductory paragraph according to grade level proficiency standards after attending two after school sessions, etc.)</p> <p>Schools: All Schools</p>	<p>Direct Instruction, Academic Support Program, Tutoring</p>	<p>10/15/2012</p>	<p>05/31/2017</p>	<p>\$42524</p>	<p>Grant Funds</p>	<p>ESS Building and District Coordinators, Teachers, Principals</p>
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Activity - Novice Reduction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>All students scoring Novice (based on KPREP, MAP, LEXIA, local assessment results, etc.) will be targeted, and his/her progress will be carefully monitored. The focus for interventions, both during the school day and after school--ESS, at home, etc., should be clear, measurable/observable, closely monitored, and adjusted according to student need and progress.</p> <p>Schools: All Schools</p>	<p>Direct Instruction, Academic Support Program, Tutoring, Technology</p>	<p>01/04/2016</p>	<p>05/31/2017</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Building level instructional and administrative personnel</p>

Activity - Co-Teaching and Specially Designed Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers, both Special Education and regular education, will collaborate/co-teach during regular classroom instruction so that resource students learn grade level material; resource room and pull-out services should reinforce classroom learning as well as close skill gaps.</p> <p>Schools: All Schools</p>	<p>Behavioral Support Program, Direct Instruction, Academic Support Program, Policy and Process, Professional Learning, Recruitment and Retention, Technology</p>	<p>01/04/2016</p>	<p>05/31/2017</p>	<p>\$500000</p>	<p>IDEA</p>	<p>DoSE, Superintendent, Principals, Special Ed Teachers</p>

Activity - Parent Involvement for Novice Reduction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Schools will develop systems to communicate with parents about closing skill gaps, increasing proficiency, and reduction/elimination of novice performance. Parents should be informed of student goals, skill deficits, and opportunities during school, in ESS, and digitally. Parent education and support should be provided so parents have access to print or digital resources to support their student's progress at home.</p> <p>Schools: All Schools</p>	<p>Direct Instruction, Academic Support Program, Parent Involvement, Policy and Process, Tutoring, Technology</p>	<p>08/01/2016</p>	<p>06/30/2017</p>	<p>\$20000</p>	<p>Title I Part A</p>	<p>Director of Federal Programs, Title 1 Parent Liason, School personnel, ESS Coordinator, DoSE</p>
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Goal 5: Students, staff, and stakeholders will utilize technology applications for instruction/intervention, enrichment, assessment, and improved communication by 2020.

Measurable Objective 1:

collaborate to increase ed tech use by all stakeholders so that communication is improved, student diagnostic testing and remediation are more reliable, tutorials and assessments are more and transparent, by 05/26/2017 as measured by (LEXIA, Reading Plus, IC, etc) usage data.

Strategy 1:

MAP Screening - School staff will administer MAP screeners 2 or 3 times annually to determine program (curriculum and instructional) effectiveness and to aid in instructional grouping for KSI.

Category: Continuous Improvement

Activity - Universal Screening	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Schools (K-8) will utilize MAP screeners to diagnose both program and individual weaknesses in ELA and math.</p> <p>Schools: Lewis County Middle School, Laurel Elementary School, Garrison Elementary School, Lewis County Central Elementary School, Tollesboro Elementary School</p>	<p>Technology</p>	<p>09/03/2012</p>	<p>05/27/2016</p>	<p>\$27000</p>	<p>School Council Funds</p>	<p>School teachers and paraeducators, school administration, Director of Federal Programs, Director of Special Education/Pre school, Instructional Supervisor/D AC, Directors of District Services</p>

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Strategy 2:

Diagnostic and Individual Instructional Programming - Students will take diagnostic assessments online (ePrep, Lexia, IXL, Reading Plus, etc) to determine areas of strength and weakness in core subject areas. Teachers will assign tutorials and activities, and will progress monitor, review and revise student progress toward skill mastery.

Category: Learning Systems

Activity - Individualized Instruction (digital)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have access to individualized learning platforms based on diagnosed needs. Teachers, paraeducators, and school administrators will monitor usage, effectiveness, and revision of student plans regularly, and will report quarterly to superintendent. Schools: All Schools	Academic Support Program	09/10/2012	05/27/2016	\$25000	State Funds	Paraeducators, Teachers, School Administration, District Administration

Strategy 3:

Technology Acquisition and Support - The district will provide training, resources, and support to improve student achievement, including technology literacy for all students, and improve the capacity of teachers to integrate technology into curricula, instruction and assessment.

Category: Learning Systems

Activity - Technology Planning Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district technology committee, comprised of stakeholders from each school location, shall meet at least once a year to discuss equitable and timely deployment of new equipment, upgrades and replacement of computers, budgetary concerns, and selection and purchase of software. Schools: All Schools	Technology	08/26/2013	06/30/2017	\$500	State Funds	District Technology Coordinator

Activity - Technology Upgrades	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pending USF approval, upgrades and improvements will be performed at all schools; this maintenance and support shall include work on eligible items and services. Schools: All Schools	Technology	07/01/2013	06/30/2017	\$50000	General Fund, USAC Technology	District Technology Coordinator and District Technology staff

Activity - Technology Purchases and Installation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Pending USF approval and need, the following purchases, upgrades, maintenance, and installation will be performed on eligible items at all schools: additional cabling, upgrades/replacements of existing eligible equipment, backup power supplies, network switches, technology services, routers. Schools: All Schools	Technology	07/01/2013	06/30/2016	\$203670	General Fund, USAC Technology	District Technology Coordinator and District Technology Staff
Activity - USF Discounts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pending USF approval, the district will receive USF discounts on all data lines, including partial T-1, fiber lines, wireless cellular service, and local and long distance telecommunications. Schools: All Schools	Technology	07/01/2013	06/30/2016	\$150000	USAC Technology, General Fund	District Technology Coordinator
Activity - Technology Needs Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The DTC will complete a needs assessment to determine the quantity and extent of the need for additional cabling and the necessary hardware components to support the cabling. Schools: All Schools	Technology	07/01/2013	06/30/2016	\$1000	General Fund	District Technology Coordinator
Activity - Technology Evaluation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The DTC will evaluate upgrades and improvements by monitoring usage and efficiency through teacher and staff feedback and electronic monitoring software. Schools: All Schools	Technology	07/01/2013	06/30/2016	\$500	General Fund	District Technology Coordinator

Goal 6: All certified staff will participate in professional learning to improve the effectiveness of teaching and learning, implement a variety of assessments, increase student engagement, and utilize data to direct student learning.

Measurable Objective 1:

collaborate to identify and provide assistance to all personnel to implement any new initiatives aligned to Unbridled Learning and/or school and district needs by 05/31/2017 as measured by surveys, observation data, and student achievement.

Strategy 1:

Job Embedded Professional Learning - Teachers will participate in professional learning in appropriate content-area curricula and instructional practices. Groups of

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teachers will work with each other or, if available, an instructional consultant to practice high yield classroom strategies that improve student attainment and performance.

Category: Professional Learning & Support

Activity - Content Network Participation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Designated teachers from all levels (elem, middle, and high) will participate in content networks offered by KDE through regional cooperatives, to learn about new content area standards and instructional practices, as they are approved and released. Teacher coach and designated teacher representatives will bring back information and share with the remainder of the district. (Professional learning for other district personnel not attending content networks will be determined and scheduled through a representative body of teachers and administrators). Schools: All Schools	Professional Learning	07/15/2013	05/31/2017	\$10000	Title II Part A	School and District Administration ; all Lewis County teachers

Activity - Curriculum Implementation and Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will provide ongoing support to teachers for the implementation of new pacing guides/college readiness standards/KAS; aligned assessments and teaching strategies by providing a teacher coach and contracting with consultants and consortia as indicated by data, professional growth plans, etc. (Some of the new standards require expertise in addition to or beyond what content networks provide). Schools: Lewis County Middle School, Laurel Elementary School, Garrison Elementary School, Lewis County Central Elementary School, Tollesboro Elementary School	Professional Learning	08/01/2012	05/31/2017	\$20000	Title I Part A	Building administrators , district administrators , teacher coach, consultants

Measurable Objective 2:

collaborate to improve the learning environment at all schools in the district by fair and equitable distribution of material and human resources by 05/31/2017 as measured by stakeholder feedback (TELL Survey, PTO meetings, SBDM meetings, electronic communications, etc.) .

Strategy 1:

TELL Survey - Principals will analyze the results of working conditions surveys, then choose at least one area to improve upon to positively impact teaching and learning conditions at respective schools. (Principals will report areas for improvement, and progress to superintendent. Superintendent will monitor and support principals and schools in improving working conditions and report to the board of education).

Category: Continuous Improvement

Activity - Stakeholder Feedback (TELL Survey)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District administration will encourage and support the administration of the TELL survey by: ensuring the technology platform is available, and following up once the results are available to assist building administration in addressing teacher feedback and concerns. The superintendent will report the results of the survey and subsequent efforts to improve working conditions. Schools: All Schools	Policy and Process, Recruitment and Retention	03/01/2013	05/31/2017	\$0	No Funding Required	Superintendent, district administrative and support staff, school personnel
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Activity - TELL Survey Follow up Actions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Representatives from schools in the district will meet regularly to discuss updates from the state content networks as well as needs identified by screening tools, state assessment results, and upcoming initiatives from Unbridled Learning, to determine necessary school/district professional learning/training needs. Working collaboratively, certified and classified representatives develop plans for professional learning for paraeducators, teachers, and administrators. Schools: All Schools	Policy and Process, Professional Learning, Recruitment and Retention	09/30/2011	05/31/2017	\$5000	District Funding	District administration, building administration, teachers, paraeducators, district technology staff

Strategy 2:

Parent, Student and Community Feedback - The superintendent, collaborating with schools throughout the district, will identify and create opportunities for students, parents, and community to provide feedback on teaching, learning, and a safe and productive learning environment. Stakeholders at all levels will work toward determining ways to communicate more effectively with parents, business and community.

Category: Stakeholder Engagement

Activity - Advertised School and District Open Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Schools and the District will utilize newsletters, notes home, local radio and newspaper, and the school and district websites to advertise opportunities for parents and community members to attend and participate in open meetings focused on school and district improvement; the district utilizes the state digital platform to advertise vacancies for employment, both certified and classified. Personnel at all schools will continue to add communication options requested by parents and community as they become available. Schools: All Schools	Parent Involvement, Community Engagement, Recruitment and Retention	07/26/2012	05/31/2017	\$2000	Title I Part A, School Council Funds	District and school administration, FRYSC/YSC, technology staff, teachers, parent and community representatives

Activity - e-communication and e-learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Schools and District will ensure that websites are kept current in order to be accessible and informative to all stakeholders. Calendars, events, schedules, menus are kept updated to inform current and potential stakeholders. Webpages include staff directories, provide resources for students, parents, and community to access and use at home to improve student achievement. Most schools will use automated notification systems to inform parents of student absence, school events, and school closings. All schools and the school district will post the draft school or district improvement plan on the appropriate website to gather public input for no less than 5 working days prior to the official adoption by the SBDM or Board of Education.</p> <p>Schools: All Schools</p>	<p>Academic Support Program, Parent Involvement, Community Engagement, Extra Curricular, Policy and Process, Professional Learning, Recruitment and Retention, Tutoring, Technology</p>	<p>02/01/2013</p>	<p>05/31/2017</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>District Administration, Building Administration, District Technology Coordinator, District Technology Staff, Building Website Coordinators</p>
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Activity - Stakeholder Advisory Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The superintendent will meet with stakeholder groups (students, teachers, parents, community, business/political leaders) to develop positive relationships by creating open lines of communication and attend to stakeholder concerns about the school system. Participants express areas of concern on a variety of issues: school climate, facilities, extracurricular activities, student achievement, etc. Examples of these include: the public forum, open house during National Education Week, faculty meetings, new teacher training sessions, Breakfast with the Superintendent, etc.</p> <p>Schools: All Schools</p>	<p>Academic Support Program, Parent Involvement, Community Engagement, Extra Curricular, Policy and Process, Professional Learning, Recruitment and Retention, Technology</p>	<p>08/03/2015</p>	<p>05/31/2017</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Superintendent, support staff</p>

Goal 7: All Lewis County Schools will develop or improve programming in: Practical Living/Career Studies; Arts and Humanities; Writing, Early Learning Programs, and World Language and/or global competency.

Measurable Objective 1:

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collaborate to develop or increase programming strength and quality in the following: Practical Living/Career Studies; Arts and Humanities; Writing, K-2 (KSI), and World Languages/Global Competency to meet or better meet rubric requirements by 05/31/2017 as measured by the Program Review Assessment tool in ASSIST..

Strategy 1:

Program Development and Improvement - Each program area will be reviewed by a designated set of stakeholders 3 times per year to examine program strengths and weaknesses and choose specific indicators and characteristics for focus before the next internal review. Results will be communicated with the SBDM council for recommendations and approval. Between each review, schools will work to strengthen chosen indicators and characteristics, then evaluate at the next internal review.

After the final review, a district team will evaluate the quality of the scoring process and provide feedback to the school principal. If appropriate, schools and councils will make adjustments prior to final submission on June 1. Areas of weakness will be noted, and included in the following year's improvement plan.

Category: Learning Systems

Activity - Matrix Development, Implementation and Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All program reviews will be divided by indicators and characteristics according to state rubrics. During collaborative work and planning, each teacher will articulate where and when he/she will contribute to the cache of artifacts collected to determine program effectiveness. Teachers will post artifacts to the appropriate program repository as indicated in the matrix. School administrators will monitor submission and follow up with staff on their contributions, both for quality and quantity. Schools: All Schools	Policy and Process	07/16/2012	05/31/2017	\$0	No Funding Required	All school level personnel; district personnel
Activity - District-wide External Scoring Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A team of administrators will establish a set of 5 evening scoring sessions that all certified staff will attend in which to score a program review of another school. This should improve scoring accuracy and be an opportunity for networking for improved and shared professional practice. Schools: All Schools	Policy and Process	03/21/2016	05/31/2017	\$0	No Funding Required	All school level certified personnel; district personnel as designated.
Activity - Program Review Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>All teachers, building administrators and designated district administrators, will formatively assess school progress toward program review quality and completion rate in the fall and in the winter, prior to external spring scoring. Since many teachers indicated that they need further training on what and how to submit appropriate, high quality artifacts, this examination after school hours will count toward professional learning requirement (3 hours in fall/winter, 3 hours spring external review).</p>	<p>Professional Learning</p>	<p>07/08/2015</p>	<p>05/31/2017</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>All certified school personnel, designated district personnel.</p>
<p>Schools: All Schools</p>						

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

IDEA

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Co-Teaching and Specially Designed Instruction	Teachers, both Special Education and regular education, will collaborate/co-teach during regular classroom instruction so that resource students learn grade level material; resource room and pull-out services should reinforce classroom learning as well as close skill gaps.	Behavioral Support Program, Direct Instruction, Academic Support Program, Policy and Process, Professional Learning, Recruitment and Retention, Technology	01/04/2016	05/31/2017	\$500000	DoSE, Superintendent, Principals, Special Ed Teachers
Total					\$500000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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e-communication and e-learning	Schools and District will ensure that websites are kept current in order to be accessible and informative to all stakeholders. Calendars, events, schedules, menus are kept updated to inform current and potential stakeholders. Webpages include staff directories, provide resources for students, parents, and community to access and use at home to improve student achievement. Most schools will use automated notification systems to inform parents of student absence, school events, and school closings. All schools and the school district will post the draft school or district improvement plan on the appropriate website to gather public input for no less than 5 working days prior to the official adoption by the SBDM or Board of Education.	Academic Support Program, Parent Involvement, Community Engagement, Extra Curricular, Policy and Process, Professional Learning, Recruitment and Retention, Tutoring, Technology	02/01/2013	05/31/2017	\$0	District Administration, Building Administration, District Technology Coordinator, District Technology Staff, Building Website Coordinators
Intervention (Monitoring and Adjustment)	School/grade level teams will regularly review and analyze student attainment of goals achieved in intervention, and make the necessary moves to another group or examine the intervention content and delivery.	Academic Support Program	02/01/2013	05/31/2017	\$0	Teachers, Paraeducators, Building Administrators, District Administrators, Instructional Coach
Stakeholder Advisory Meetings	The superintendent will meet with stakeholder groups (students, teachers, parents, community, business/political leaders) to develop positive relationships by creating open lines of communication and attend to stakeholder concerns about the school system. Participants express areas of concern on a variety of issues: school climate, facilities, extracurricular activities, student achievement, etc. Examples of these include: the public forum, open house during National Education Week, faculty meetings, new teacher training sessions, Breakfast with the Superintendent, etc.	Academic Support Program, Parent Involvement, Community Engagement, Extra Curricular, Policy and Process, Professional Learning, Recruitment and Retention, Technology	08/03/2015	05/31/2017	\$0	Superintendent, support staff

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Curriculum and Assessment Fidelity (Leadership and Monitoring)	Building and/or district administrators will monitor the use of pacing guides and subsequent student attainment of standards. Leaders will keep annotated meeting agendas and samples of teacher/student work to document monitoring of the implementation and effectiveness of the revised curriculum/instructional strategy, pacing guides, classroom assessments, and student work analyses (at least once per month).	Policy and Process	08/08/2012	05/26/2017	\$0	Building and/or District Administrators
Strategy Efficacy: Monitoring Student Progress through the examination of student work (reading, writing and language)	After implementing strategies learned from ELA consultant, teachers and building principals will examine student work to look for specific and targeted improvements in student reading, writing and in student attainment in language mechanics (as scheduled in pacing guides). Student work examination will be scheduled on a regular basis; principals will track student progress (referencing attainment by standard and specific SMART goals).	Policy and Process	01/05/2015	05/25/2018	\$0	Regular and Spec.Ed. teachers, building and district administration
Math Strategy Implementation	Math teachers will implement strategies from professional learning on a scheduled basis. Suggestions from consultants/teacher coaches/mentors/principals on pacing, use of strategies will be noted, implemented and monitored.	Policy and Process	12/01/2014	05/25/2018	\$0	Building principals, math teachers, district leadership
Program Review Assessment	All teachers, building administrators and designated district administrators, will formatively assess school progress toward program review quality and completion rate in the fall and in the winter, prior to external spring scoring. Since many teachers indicated that they need further training on what and how to submit appropriate, high quality artifacts, this examination after school hours will count toward professional learning requirement (3 hours in fall/winter, 3 hours spring external review).	Professional Learning	07/08/2015	05/31/2017	\$0	All certified school personnel, designated district personnel.
District-wide External Scoring Teams	A team of administrators will establish a set of 5 evening scoring sessions that all certified staff will attend in which to score a program review of another school. This should improve scoring accuracy and be an opportunity for networking for improved and shared professional practice.	Policy and Process	03/21/2016	05/31/2017	\$0	All school level certified personnel; district personnel as designated.
Career Planning	Utilize the ILP in order to encourage students 6-12 to identify a career pathway, enroll in CTE courses aligned with their career interests, and/or pursue advanced coursework for college preparation.	Career Preparation/Orientation	02/01/2013	05/31/2018	\$0	LCHS SBDM Council, LCHS and FMCTC teachers, LCHS and FMCTC Administrators, LCMS stakeholder groups

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Foundational Skills/Content	Principals will facilitate, support, and monitor the utilization of instruction and assessment of content area/tier II vocabulary words, spelling lists and fluency facts (sight words and math facts) for all subject areas in all levels.	Direct Instruction, Academic Support Program, Policy and Process	08/08/2012	05/31/2017	\$0	Teachers, Building Administration, District Administration
Persistence to Graduation Data Analysis	School leadership will run the Persistence to Graduation Tool from IC to determine which students are at risk of not meeting academic benchmarks, or who are in need of additional supports. School leadership will ensure that strategies are implemented to meet identified student needs. This tool will become part of the academic, behavioral, and career counseling initiative 7-12.	Academic Support Program	01/31/2017	05/31/2018	\$0	Building Administration at LCMS, LCHS, and FMCTC
Novice Reduction	All students scoring Novice (based on KPREP, MAP, LEXIA, local assessment results, etc.) will be targeted, and his/her progress will be carefully monitored. The focus for interventions, both during the school day and after school--ESS, at home, etc., should be clear, measurable/observable, closely monitored, and adjusted according to student need and progress.	Direct Instruction, Academic Support Program, Tutoring, Technology	01/04/2016	05/31/2017	\$0	Building level instructional and administrative personnel
Stakeholder Feedback (TELL Survey)	District administration will encourage and support the administration of the TELL survey by: ensuring the technology platform is available, and following up once the results are available to assist building administration in addressing teacher feedback and concerns. The superintendent will report the results of the survey and subsequent efforts to improve working conditions.	Policy and Process, Recruitment and Retention	03/01/2013	05/31/2017	\$0	Superintendent, district administrative and support staff, school personnel
Matrix Development, Implementation and Monitoring	All program reviews will be divided by indicators and characteristics according to state rubrics. During collaborative work and planning, each teacher will articulate where and when he/she will contribute to the cache of artifacts collected to determine program effectiveness. Teachers will post artifacts to the appropriate program repository as indicated in the matrix. School administrators will monitor submission and follow up with staff on their contributions, both for quality and quantity.	Policy and Process	07/16/2012	05/31/2017	\$0	All school level personnel; district personnel
ELA Strategy Implementation and Monitoring	ELA teachers in grades 3-12 will implement the strategy instruction they learned from ELA consultant on a schedule suggested by Ms. Hilterbrand and approved by district administration. Principals will monitor the frequency, duration and results of the strategy instruction in walkthroughs, and by examining student work in grade level, team, and department meeting settings.	Direct Instruction	11/03/2014	05/31/2018	\$0	All school principals, instructional coach, district administration

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Monitor Suspension/Alternatives to Suspension	School and district administration will monitor suspension/discipline data on a monthly basis to ensure that schools are utilizing alternatives to suspension as appropriate and per policy.	Behavioral Support Program, Policy and Process	08/01/2011	05/26/2017	\$0	Counselors, School administration, District administration (DoSE, DPP, etc.)
Intervention (Tier 1/Core)	Based on data from assessments, schools will determine large areas of need within Tier 1, evidencing a lack of efficacy in the core instructional program. School-based teams will meet to determine curricular or instructional gaps or weaknesses and develop plans to address these areas of need.	Direct Instruction, Academic Support Program, Career Preparation/Orientation, Professional Learning	02/01/2013	05/31/2017	\$0	Teachers, Building Administrators, District Administrators
Curriculum and Assessment Fidelity(guaranteed and viable curriculum)	All core teachers, K-12, will follow updated district-wide pacing guides and document attainment of targeted knowledge and skills.(All elective/special courses shall follow an approved curriculum guide, and document progress at least quarterly).	Policy and Process	08/08/2012	05/26/2017	\$0	Teachers, Building Administrators, District Administrators
College Readiness Assessment	Schools review KPREP, NRT, MAP, KOSSA and ETS data to analyze gaps evidenced by ACT/WorkKeys scores, then adjust instructional programming for students. (Because preparedness for college readiness builds upon elementary skill sets, elementary administrators will track student skills at the elementary level also).	Academic Support Program, Policy and Process	09/14/2012	05/27/2016	\$0	Teachers, Counselors, and Administrators from LCMS and LCHS, FMCTC, and representative staff from all elementary schools
Strategy Efficacy: Monitoring Student Progress through the examination of student work (math)	After implementing strategies learned from math consultant, teachers and building principals will examine student work to look for specific, intentional, targeted improvements in student understanding and in student attainment in mathematics. Student work examination will be scheduled on a regular basis; principals will track student progress according to SMART goals as per pacing guides, and keep annotated, signed agendas with student samples as appropriate (monthly).	Policy and Process	01/05/2015	05/31/2018	\$0	Building principals, math teachers, instructional coach
Total					\$0	

Career and Technical Education Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Career and Employment Awareness	Middle, high school, and CTE representatives, will schedule group or individual career awareness sessions to make students aware of career opportunities and the prerequisite educational requirements for eligibility to successfully prepare for post-secondary options.	Career Preparation/Orientation	02/01/2013	05/31/2017	\$250	LCHS teachers, counselors, and administration ; LCMS teachers, counselors, and administration , FMCTC teachers and administration , with district oversight and or assistance.
Total					\$250	

Perkins

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Assessment System for CCR	Utilize alternate assessments for students not benchmarking on ACT: KYOTE, COMPASS (via community college, through November 2016), WorkKeys, etc.and track progress; explore and build upon number of industry certifications Lewis County students may take as an alternative to KOSSA (career readiness measure).	Academic Support Program	08/15/2012	05/31/2017	\$3200	Teachers, Counselors, and Administration from LCHS and FMCTC
Total					\$3200	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ELA Strategy Instruction	ELA consultant will model effective ELA strategy instruction for teachers and for classes of students throughout the school year on a gradual-release model. (Teachers with fewer than 3 years experience will be targeted for additional support). Once the classroom teacher implements the strategy, consultant/administrator/coach will provide feedback based upon observation/student results.	Professional Learning	08/04/2014	05/26/2017	\$30000	Director of Federal Programs, Instructional Supervisor, Principals, Instructional Coach, ELA personnel.

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Math Strategy Instruction	Math consultant(s) (contracted on an as-needed basis) will model and provide support in content understanding, appropriate instructional pacing using new/current instructional materials, as well as demonstrate and co-teach using strategies (from professional learning sessions from both previous and current professional learning support. Support will be for all teachers based upon need, request for assistance, and regularly for less-experienced personnel).	Professional Learning	12/08/2014	05/25/2018	\$5000	Director of Federal Programs, principals, instructional coach, math teachers, math consultant, district administrators
Content Network Participation	Designated teachers from all levels (elem, middle, and high) will participate in content networks offered by KDE through regional cooperatives, to learn about new content area standards and instructional practices, as they are approved and released. Teacher coach and designated teacher representatives will bring back information and share with the remainder of the district. (Professional learning for other district personnel not attending content networks will be determined and scheduled through a representative body of teachers and administrators).	Professional Learning	07/15/2013	05/31/2017	\$10000	School and District Administration ; all Lewis County teachers
Curriculum and Assessment Fidelity(Peer analysis and review)	Departments/teams/grade level groups will meet regularly to review and revise assessment instruments to ensure congruence of classroom assessments to state standards. The group will also examine assessments for timing considerations, length, complexity, level of rigor, resultant student work, and compare to grade level exemplars.	Policy and Process	08/08/2012	05/26/2017	\$2000	Teachers, Building Administrators, District Administrators
Total					\$47000	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ESS	The ESS program will be utilized to support instructional needs of students in reading, math and other core subjects; each student should have clear, specific, measurable goals (Sue will learn and be fluent in multiplication facts 6-7 by the end of January; Joe will write a coherent, introductory paragraph according to grade level proficiency standards after attending two after school sessions, etc.)	Direct Instruction, Academic Support Program, Tutoring	10/15/2012	05/31/2017	\$42524	ESS Building and District Coordinators, Teachers, Principals
Total					\$42524	

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CCR Grant

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Career and Employment Awareness	Middle, high school, and CTE representatives, will schedule group or individual career awareness sessions to make students aware of career opportunities and the prerequisite educational requirements for eligibility to successfully prepare for post-secondary options.	Career Preparation/Orientation	02/01/2013	05/31/2017	\$500	LCMS teachers, counselors, and administration ; LCMS teachers, counselors, and administration , FMCTC teachers and administration , with district oversight and or assistance.
Total					\$500	

USAC Technology

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
USF Discounts	Pending USF approval, the district will receive USF discounts on all data lines, including partial T-1, fiber lines, wireless cellular service, and local and long distance telecommunications.	Technology	07/01/2013	06/30/2016	\$124500	District Technology Coordinator
Technology Upgrades	Pending USF approval, upgrades and improvements will be performed at all schools; this maintenance and support shall include work on eligible items and services.	Technology	07/01/2013	06/30/2017	\$41500	District Technology Coordinator and District Technology staff
Technology Purchases and Installation	Pending USF approval and need, the following purchases, upgrades, maintenance, and installation will be performed on eligible items at all schools: additional cabling, upgrades/replacements of existing eligible equipment, backup power supplies, network switches, technology services, routers.	Technology	07/01/2013	06/30/2016	\$175000	District Technology Coordinator and District Technology Staff
Total					\$341000	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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TELL Survey Follow up Actions	Representatives from schools in the district will meet regularly to discuss updates from the state content networks as well as needs identified by screening tools, state assessment results, and upcoming initiatives from Unbridled Learning, to determine necessary school/district professional learning/training needs. Working collaboratively, certified and classified representatives develop plans for professional learning for paraeducators, teachers, and administrators.	Policy and Process, Professional Learning, Recruitment and Retention	09/30/2011	05/31/2017	\$5000	District administration, building administration, teachers, paraeducators, district technology staff
Additional Teacher Support	District personnel will allocate additional training opportunities for teachers with fewer than five years of experience teaching KAS in ELA, to ensure that curriculum, instruction, and assessment are rigorous and congruent to standards OR for teachers whose results are below student growth ranges.	Professional Learning, Recruitment and Retention	08/03/2015	05/31/2018	\$5000	Principals, Instructional Supervisor/DAC, Director of Federal Programs
Instructional Materials Acquisition	District and building personnel will continue to facilitate the adoption of research-based instructional materials based on availability of funds and determined need.	Academic Support Program	08/07/2013	05/26/2017	\$50000	School and District personnel
Total					\$60000	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Individualized Instruction (digital)	Students will have access to individualized learning platforms based on diagnosed needs. Teachers, paraeducators, and school administrators will monitor usage, effectiveness, and revision of student plans regularly, and will report quarterly to superintendent.	Academic Support Program	09/10/2012	05/27/2016	\$25000	Paraeducator s, Teachers, School Administration, District Administration
Technology Planning Committee	The district technology committee, comprised of stakeholders from each school location, shall meet at least once a year to discuss equitable and timely deployment of new equipment, upgrades and replacement of computers, budgetary concerns, and selection and purchase of software.	Technology	08/26/2013	06/30/2017	\$500	District Technology Coordinator
Assessment System for CCR	Utilize alternate assessments for students not benchmarking on ACT: KYOTE, COMPASS (via community college, through November 2016), WorkKeys, etc.and track progress; explore and build upon number of industry certifications Lewis County students may take as an alternative to KOSSA (career readiness measure).	Academic Support Program	08/15/2012	05/31/2017	\$500	Teachers, Counselors, and Administration from LCHS and FMCTC
Total					\$26000	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Curriculum Implementation and Support	The district will provide ongoing support to teachers for the implementation of new pacing guides/college readiness standards/KAS; aligned assessments and teaching strategies by providing a teacher coach and contracting with consultants and consortia as indicated by data, professional growth plans, etc. (Some of the new standards require expertise in addition to or beyond what content networks provide).	Professional Learning	08/01/2012	05/31/2017	\$20000	Building administrators, district administrators, teacher coach, consultants
Parent Involvement for Novice Reduction	Schools will develop systems to communicate with parents about closing skill gaps, increasing proficiency, and reduction/elimination of novice performance. Parents should be informed of student goals, skill deficits, and opportunities during school, in ESS, and digitally. Parent education and support should be provided so parents have access to print or digital resources to support their student's progress at home.	Direct Instruction, Academic Support Program, Parent Involvement, Policy and Process, Tutoring, Technology	08/01/2016	06/30/2017	\$20000	Director of Federal Programs, Title 1 Parent Liason, School personnel, ESS Coordinator, DoSE
Advertised School and District Open Meetings	Schools and the District will utilize newsletters, notes home, local radio and newspaper, and the school and district websites to advertise opportunities for parents and community members to attend and participate in open meetings focused on school and district improvement; the district utilizes the state digital platform to advertise vacancies for employment, both certified and classified. Personnel at all schools will continue to add communication options requested by parents and community as they become available.	Parent Involvement, Community Engagement, Recruitment and Retention	07/26/2012	05/31/2017	\$1000	District and school administration, FRYSC/YSC, technology staff, teachers, parent and community representatives
Total					\$41000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Targeted Interventions	Determine options for interventions for students not meeting CCR benchmarks; assign students to intervention, provide assistance, monitor usage and progress.	Academic Support Program	10/22/2012	05/31/2017	\$10000	FMCTC, LCMS and LCHS Counselors, Administration, Teachers, Paraeducators
Technology Evaluation	The DTC will evaluate upgrades and improvements by monitoring usage and efficiency through teacher and staff feedback and electronic monitoring software.	Technology	07/01/2013	06/30/2016	\$500	District Technology Coordinator

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Technology Purchases and Installation	Pending USF approval and need, the following purchases, upgrades, maintenance, and installation will be performed on eligible items at all schools: additional cabling, upgrades/replacements of existing eligible equipment, backup power supplies, network switches, technology services, routers.	Technology	07/01/2013	06/30/2016	\$28670	District Technology Coordinator and District Technology Staff
Technology Upgrades	Pending USF approval, upgrades and improvements will be performed at all schools; this maintenance and support shall include work on eligible items and services.	Technology	07/01/2013	06/30/2017	\$8500	District Technology Coordinator and District Technology staff
Technology Needs Assessment	The DTC will complete a needs assessment to determine the quantity and extent of the need for additional cabling and the necessary hardware components to support the cabling.	Technology	07/01/2013	06/30/2016	\$1000	District Technology Coordinator
USF Discounts	Pending USF approval, the district will receive USF discounts on all data lines, including partial T-1, fiber lines, wireless cellular service, and local and long distance telecommunications.	Technology	07/01/2013	06/30/2016	\$25500	District Technology Coordinator
Total					\$74170	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Intervention (Screening and Planning)	Schools will administer universal and diagnostic screenings 3 times per year. School teams will meet to discuss and develop plans for addressing student needs based upon objective data.	Direct Instruction, Academic Support Program	02/01/2013	05/27/2016	\$80000	Teachers, Building Administrators, District Administrators
Intervention (Tier II and Tier III)	Develop plans for Tier II and Tier III intervention services, keeping in mind that a goal of novice student performance is not an option, and referral to special education will continue to be a last resort Teams will consider student needs, scheduling options and instructional resources available. (Individual student needs should be the result of ELA and math diagnostics program data).	Direct Instruction, Academic Support Program, Parent Involvement, Tutoring, Technology	02/01/2013	05/31/2017	\$25000	Teachers, Paraeducators, Building Administrators, District Administrators, Instructional Coach
Total					\$105000	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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<p>Advertised School and District Open Meetings</p>	<p>Schools and the District will utilize newsletters, notes home, local radio and newspaper, and the school and district websites to advertise opportunities for parents and community members to attend and participate in open meetings focused on school and district improvement; the district utilizes the state digital platform to advertise vacancies for employment, both certified and classified. Personnel at all schools will continue to add communication options requested by parents and community as they become available.</p>	<p>Parent Involvement, Community Engagement, Recruitment and Retention</p>	<p>07/26/2012</p>	<p>05/31/2017</p>	<p>\$1000</p>	<p>District and school administration , FRYSC/YSC, technology staff, teachers, parent and community representatives</p>
<p>Assessment System for CCR</p>	<p>Utilize alternate assessments for students not benchmarking on ACT: KYOTE, COMPASS (via community college, through November 2016), WorkKeys, etc.and track progress; explore and build upon number of industry certifications Lewis County students may take as an alternative to KOSSA (career readiness measure).</p>	<p>Academic Support Program</p>	<p>08/15/2012</p>	<p>05/31/2017</p>	<p>\$500</p>	<p>Teachers, Counselors, and Administration from LCHS and FMCTC</p>
<p>Career and Employment Awareness</p>	<p>Middle, high school, and CTE representatives, will schedule group or individual career awareness sessions to make students aware of career opportunities and the prerequisite educational requirements for eligibility to successfully prepare for post-secondary options.</p>	<p>Career Preparation/Orientation</p>	<p>02/01/2013</p>	<p>05/31/2017</p>	<p>\$500</p>	<p>LCHS teachers, counselors, and administration ; LCMS teachers, counselors, and administration , FMCTC teachers and administration , with district oversight and or assistance.</p>
<p>Advanced Learning Opportunities</p>	<p>All students will have access to accelerated learning opportunities such as: multi-age grouping for elementary and middle school students; advanced or honors classes with more rigorous course expectations; intentional, SMART goal based, flexible grouping for advanced students in elementary schools in those subjects/grades where they are clearly performing above grade level; dual credit offerings for high school students; and individual access to e-learning or blended learning opportunities. Quarterly, leadership will collect, monitor results, report, and adjust as warranted by data.</p>	<p>Academic Support Program</p>	<p>08/08/2012</p>	<p>05/26/2017</p>	<p>\$5000</p>	<p>Specified teachers, Building Administration , Counselors, District Administration</p>

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Universal Screening	Schools (K-8) will utilize MAP screeners to diagnose both program and individual weaknesses in ELA and math.	Technology	09/03/2012	05/27/2016	\$27000	School teachers and paraeducators, school administration, Director of Federal Programs, Director of Special Education/Pre school, Instructional Supervisor/D AC, Directors of District Services
Total					\$34000	

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
Curriculum and Assessment Fidelity(guaranteed and viable curriculum)	All core teachers, K-12, will follow updated district-wide pacing guides and document attainment of targeted knowledge and skills.(All elective/special courses shall follow an approved curriculum guide, and document progress at least quarterly).	Policy and Process	08/08/2012	05/26/2017	\$0	Teachers, Building Administrators, District Administrators
Curriculum and Assessment Fidelity(Peer analysis and review)	Departments/teams/grade level groups will meet regularly to review and revise assessment instruments to ensure congruence of classroom assessments to state standards. The group will also examine assessments for timing considerations, length, complexity, level of rigor, resultant student work, and compare to grade level exemplars.	Policy and Process	08/08/2012	05/26/2017	\$2000	Teachers, Building Administrators, District Administrators
Curriculum and Assessment Fidelity(Leadership and Monitoring)	Building and/or district administrators will monitor the use of pacing guides and subsequent student attainment of standards. Leaders will keep annotated meeting agendas and samples of teacher/student work to document monitoring of the implementation and effectiveness of the revised curriculum/instructional strategy, pacing guides, classroom assessments, and student work analyses (at least once per month).	Policy and Process	08/08/2012	05/26/2017	\$0	Building and/or District Administrators
Intervention (Screening and Planning)	Schools will administer universal and diagnostic screenings 3 times per year. School teams will meet to discuss and develop plans for addressing student needs based upon objective data.	Direct Instruction, Academic Support Program	02/01/2013	05/27/2016	\$80000	Teachers, Building Administrators, District Administrators

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Intervention (Tier 1/Core)	Based on data from assessments, schools will determine large areas of need within Tier 1, evidencing a lack of efficacy in the core instructional program. School-based teams will meet to determine curricular or instructional gaps or weaknesses and develop plans to address these areas of need.	Direct Instruction, Academic Support Program, Career Preparation/Orientation, Professional Learning	02/01/2013	05/31/2017	\$0	Teachers, Building Administrators, District Administrators
Intervention (Tier II and Tier III)	Develop plans for Tier II and Tier III intervention services, keeping in mind that a goal of novice student performance is not an option, and referral to special education will continue to be a last resort. Teams will consider student needs, scheduling options and instructional resources available. (Individual student needs should be the result of ELA and math diagnostics program data).	Direct Instruction, Academic Support Program, Parent Involvement, Tutoring, Technology	02/01/2013	05/31/2017	\$25000	Teachers, Paraeducators, Building Administrators, District Administrators, Instructional Coach
Intervention (Monitoring and Adjustment)	School/grade level teams will regularly review and analyze student attainment of goals achieved in intervention, and make the necessary moves to another group or examine the intervention content and delivery.	Academic Support Program	02/01/2013	05/31/2017	\$0	Teachers, Paraeducators, Building Administrators, District Administrators, Instructional Coach
College Readiness Assessment	Schools review KPREP, NRT, MAP, KOSSA and ETS data to analyze gaps evidenced by ACT/WorkKeys scores, then adjust instructional programming for students. (Because preparedness for college readiness builds upon elementary skill sets, elementary administrators will track student skills at the elementary level also).	Academic Support Program, Policy and Process	09/14/2012	05/27/2016	\$0	Teachers, Counselors, and Administrators from LCMS and LCHS, FMCTC, and representative staff from all elementary schools
Individualized Instruction (digital)	Students will have access to individualized learning platforms based on diagnosed needs. Teachers, paraeducators, and school administrators will monitor usage, effectiveness, and revision of student plans regularly, and will report quarterly to superintendent.	Academic Support Program	09/10/2012	05/27/2016	\$25000	Paraeducators, Teachers, School Administration, District Administration

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Content Network Participation	Designated teachers from all levels (elem, middle, and high) will participate in content networks offered by KDE through regional cooperatives, to learn about new content area standards and instructional practices, as they are approved and released. Teacher coach and designated teacher representatives will bring back information and share with the remainder of the district. (Professional learning for other district personnel not attending content networks will be determined and scheduled through a representative body of teachers and administrators).	Professional Learning	07/15/2013	05/31/2017	\$10000	School and District Administration ; all Lewis County teachers
Foundational Skills/Content	Principals will facilitate, support, and monitor the utilization of instruction and assessment of content area/tier II vocabulary words, spelling lists and fluency facts (sight words and math facts) for all subject areas in all levels.	Direct Instruction, Academic Support Program, Policy and Process	08/08/2012	05/31/2017	\$0	Teachers, Building Administration , District Administration
Instructional Materials Acquisition	District and building personnel will continue to facilitate the adoption of research-based instructional materials based on availability of funds and determined need.	Academic Support Program	08/07/2013	05/26/2017	\$50000	School and District personnel
Advanced Learning Opportunities	All students will have access to accelerated learning opportunities such as: multi-age grouping for elementary and middle school students; advanced or honors classes with more rigorous course expectations; intentional, SMART goal based, flexible grouping for advanced students in elementary schools in those subjects/grades where they are clearly performing above grade level; dual credit offerings for high school students; and individual access to e-learning or blended learning opportunities. Quarterly, leadership will collect, monitor results, report, and adjust as warranted by data.	Academic Support Program	08/08/2012	05/26/2017	\$5000	Specified teachers, Building Administration , Counselors, District Administration
ESS	The ESS program will be utilized to support instructional needs of students in reading, math and other core subjects; each student should have clear, specific, measurable goals (Sue will learn and be fluent in multiplication facts 6-7 by the end of January; Joe will write a coherent, introductory paragraph according to grade level proficiency standards after attending two after school sessions, etc.)	Direct Instruction, Academic Support Program, Tutoring	10/15/2012	05/31/2017	\$42524	ESS Building and District Coordinators, Teachers, Principals
Technology Planning Committee	The district technology committee, comprised of stakeholders from each school location, shall meet at least once a year to discuss equitable and timely deployment of new equipment, upgrades and replacement of computers, budgetary concerns, and selection and purchase of software.	Technology	08/26/2013	06/30/2017	\$500	District Technology Coordinator

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Technology Upgrades	Pending USF approval, upgrades and improvements will be performed at all schools; this maintenance and support shall include work on eligible items and services.	Technology	07/01/2013	06/30/2017	\$50000	District Technology Coordinator and District Technology staff
Technology Purchases and Installation	Pending USF approval and need, the following purchases, upgrades, maintenance, and installation will be performed on eligible items at all schools: additional cabling, upgrades/replacements of existing eligible equipment, backup power supplies, network switches, technology services, routers.	Technology	07/01/2013	06/30/2016	\$203670	District Technology Coordinator and District Technology Staff
USF Discounts	Pending USF approval, the district will receive USF discounts on all data lines, including partial T-1, fiber lines, wireless cellular service, and local and long distance telecommunications.	Technology	07/01/2013	06/30/2016	\$150000	District Technology Coordinator
Technology Needs Assessment	The DTC will complete a needs assessment to determine the quantity and extent of the need for additional cabling and the necessary hardware components to support the cabling.	Technology	07/01/2013	06/30/2016	\$1000	District Technology Coordinator
Technology Evaluation	The DTC will evaluate upgrades and improvements by monitoring usage and efficiency through teacher and staff feedback and electronic monitoring software.	Technology	07/01/2013	06/30/2016	\$500	District Technology Coordinator
Matrix Development, Implementation and Monitoring	All program reviews will be divided by indicators and characteristics according to state rubrics. During collaborative work and planning, each teacher will articulate where and when he/she will contribute to the cache of artifacts collected to determine program effectiveness. Teachers will post artifacts to the appropriate program repository as indicated in the matrix. School administrators will monitor submission and follow up with staff on their contributions, both for quality and quantity.	Policy and Process	07/16/2012	05/31/2017	\$0	All school level personnel; district personnel
Stakeholder Feedback (TELL Survey)	District administration will encourage and support the administration of the TELL survey by: ensuring the technology platform is available, and following up once the results are available to assist building administration in addressing teacher feedback and concerns. The superintendent will report the results of the survey and subsequent efforts to improve working conditions.	Policy and Process, Recruitment and Retention	03/01/2013	05/31/2017	\$0	Superintendent, district administrative and support staff, school personnel
TELL Survey Follow up Actions	Representatives from schools in the district will meet regularly to discuss updates from the state content networks as well as needs identified by screening tools, state assessment results, and upcoming initiatives from Unbridled Learning, to determine necessary school/district professional learning/training needs. Working collaboratively, certified and classified representatives develop plans for professional learning for paraeducators, teachers, and administrators.	Policy and Process, Professional Learning, Recruitment and Retention	09/30/2011	05/31/2017	\$5000	District administration, building administration, teachers, paraeducators, district technology staff

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Advertised School and District Open Meetings	Schools and the District will utilize newsletters, notes home, local radio and newspaper, and the school and district websites to advertise opportunities for parents and community members to attend and participate in open meetings focused on school and district improvement; the district utilizes the state digital platform to advertise vacancies for employment, both certified and classified. Personnel at all schools will continue to add communication options requested by parents and community as they become available.	Parent Involvement, Community Engagement, Recruitment and Retention	07/26/2012	05/31/2017	\$2000	District and school administration, FRYSC/YSC, technology staff, teachers, parent and community representatives
e-communication and e-learning	Schools and District will ensure that websites are kept current in order to be accessible and informative to all stakeholders. Calendars, events, schedules, menus are kept updated to inform current and potential stakeholders. Webpages include staff directories, provide resources for students, parents, and community to access and use at home to improve student achievement. Most schools will use automated notification systems to inform parents of student absence, school events, and school closings. All schools and the school district will post the draft school or district improvement plan on the appropriate website to gather public input for no less than 5 working days prior to the official adoption by the SBDM or Board of Education.	Academic Support Program, Parent Involvement, Community Engagement, Extra Curricular, Policy and Process, Professional Learning, Recruitment and Retention, Tutoring, Technology	02/01/2013	05/31/2017	\$0	District Administration, Building Administration, District Technology Coordinator, District Technology Staff, Building Website Coordinators
Monitor Suspension/Alternatives to Suspension	School and district administration will monitor suspension/discipline data on a monthly basis to ensure that schools are utilizing alternatives to suspension as appropriate and per policy.	Behavioral Support Program, Policy and Process	08/01/2011	05/26/2017	\$0	Counselors, School administration, District administration (DoSE, DPP, etc.)
ELA Strategy Instruction	ELA consultant will model effective ELA strategy instruction for teachers and for classes of students throughout the school year on a gradual-release model. (Teachers with fewer than 3 years experience will be targeted for additional support). Once the classroom teacher implements the strategy, consultant/administrator/coach will provide feedback based upon observation/student results.	Professional Learning	08/04/2014	05/26/2017	\$30000	Director of Federal Programs, Instructional Supervisor, Principals, Instructional Coach, ELA personnel.

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ELA Strategy Implementation and Monitoring	ELA teachers in grades 3-12 will implement the strategy instruction they learned from ELA consultant on a schedule suggested by Ms. Hilterbrand and approved by district administration. Principals will monitor the frequency, duration and results of the strategy instruction in walkthroughs, and by examining student work in grade level, team, and department meeting settings.	Direct Instruction	11/03/2014	05/31/2018	\$0	All school principals, instructional coach, district administration
Strategy Efficacy: Monitoring Student Progress through the examination of student work (reading, writing and language)	After implementing strategies learned from ELA consultant, teachers and building principals will examine student work to look for specific and targeted improvements in student reading, writing and in student attainment in language mechanics (as scheduled in pacing guides). Student work examination will be scheduled on a regular basis; principals will track student progress (referencing attainment by standard and specific SMART goals).	Policy and Process	01/05/2015	05/25/2018	\$0	Regular and Spec.Ed. teachers, building and district administration
Math Strategy Instruction	Math consultant(s) (contracted on an as-needed basis) will model and provide support in content understanding, appropriate instructional pacing using new/current instructional materials, as well as demonstrate and co-teach using strategies (from professional learning sessions from both previous and current professional learning support. Support will be for all teachers based upon need, request for assistance, and regularly for less-experienced personnel).	Professional Learning	12/08/2014	05/25/2018	\$5000	Director of Federal Programs, principals, instructional coach, math teachers, math consultant, district administrators
Math Strategy Implementation	Math teachers will implement strategies from professional learning on a scheduled basis. Suggestions from consultants/teacher coaches/mentors/principals on pacing, use of strategies will be noted, implemented and monitored.	Policy and Process	12/01/2014	05/25/2018	\$0	Building principals, math teachers, district leadership
Strategy Efficacy: Monitoring Student Progress through the examination of student work (math)	After implementing strategies learned from math consultant, teachers and building principals will examine student work to look for specific, intentional, targeted improvements in student understanding and in student attainment in mathematics. Student work examination will be scheduled on a regular basis; principals will track student progress according to SMART goals as per pacing guides, and keep annotated, signed agendas with student samples as appropriate (monthly).	Policy and Process	01/05/2015	05/31/2018	\$0	Building principals, math teachers, instructional coach
District-wide External Scoring Teams	A team of administrators will establish a set of 5 evening scoring sessions that all certified staff will attend in which to score a program review of another school. This should improve scoring accuracy and be an opportunity for networking for improved and shared professional practice.	Policy and Process	03/21/2016	05/31/2017	\$0	All school level certified personnel; district personnel as designated.

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Program Review Assessment	All teachers, building administrators and designated district administrators, will formatively assess school progress toward program review quality and completion rate in the fall and in the winter, prior to external spring scoring. Since many teachers indicated that they need further training on what and how to submit appropriate, high quality artifacts, this examination after school hours will count toward professional learning requirement (3 hours in fall/winter, 3 hours spring external review).	Professional Learning	07/08/2015	05/31/2017	\$0	All certified school personnel, designated district personnel.
Additional Teacher Support	District personnel will allocate additional training opportunities for teachers with fewer than five years of experience teaching KAS in ELA, to ensure that curriculum, instruction, and assessment are rigorous and congruent to standards OR for teachers whose results are below student growth ranges.	Professional Learning, Recruitment and Retention	08/03/2015	05/31/2018	\$5000	Principals, Instructional Supervisor/D AC, Director of Federal Programs
Novice Reduction	All students scoring Novice (based on KPREP, MAP, LEXIA, local assessment results, etc.) will be targeted, and his/her progress will be carefully monitored. The focus for interventions, both during the school day and after school--ESS, at home, etc., should be clear, measurable/observable, closely monitored, and adjusted according to student need and progress.	Direct Instruction, Academic Support Program, Tutoring, Technology	01/04/2016	05/31/2017	\$0	Building level instructional and administrative personnel
Co-Teaching and Specially Designed Instruction	Teachers, both Special Education and regular education, will collaborate/co-teach during regular classroom instruction so that resource students learn grade level material; resource room and pull-out services should reinforce classroom learning as well as close skill gaps.	Behavioral Support Program, Direct Instruction, Academic Support Program, Policy and Process, Professional Learning, Recruitment and Retention, Technology	01/04/2016	05/31/2017	\$500000	DoSE, Superintendent, Principals, Special Ed Teachers
Parent Involvement for Novice Reduction	Schools will develop systems to communicate with parents about closing skill gaps, increasing proficiency, and reduction/elimination of novice performance. Parents should be informed of student goals, skill deficits, and opportunities during school, in ESS, and digitally. Parent education and support should be provided so parents have access to print or digital resources to support their student's progress at home.	Direct Instruction, Academic Support Program, Parent Involvement, Policy and Process, Tutoring, Technology	08/01/2016	06/30/2017	\$20000	Director of Federal Programs, Title 1 Parent Liason, School personnel, ESS Coordinator, DoSE

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Stakeholder Advisory Meetings	The superintendent will meet with stakeholder groups (students, teachers, parents, community, business/political leaders) to develop positive relationships by creating open lines of communication and attend to stakeholder concerns about the school system. Participants express areas of concern on a variety of issues: school climate, facilities, extracurricular activities, student achievement, etc. Examples of these include: the public forum, open house during National Education Week, faculty meetings, new teacher training sessions, Breakfast with the Superintendent, etc.	Academic Support Program, Parent Involvement, Community Engagement, Extra Curricular, Policy and Process, Professional Learning, Recruitment and Retention, Technology	08/03/2015	05/31/2017	\$0	Superintendent, support staff
Total					\$1212194	

Tollesboro Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Universal Screening	Schools (K-8) will utilize MAP screeners to diagnose both program and individual weaknesses in ELA and math.	Technology	09/03/2012	05/27/2016	\$27000	School teachers and paraeducators, school administration, Director of Federal Programs, Director of Special Education/Pre school, Instructional Supervisor/DAC, Directors of District Services
Curriculum Implementation and Support	The district will provide ongoing support to teachers for the implementation of new pacing guides/college readiness standards/KAS; aligned assessments and teaching strategies by providing a teacher coach and contracting with consultants and consortia as indicated by data, professional growth plans, etc. (Some of the new standards require expertise in addition to or beyond what content networks provide).	Professional Learning	08/01/2012	05/31/2017	\$20000	Building administrators, district administrators, teacher coach, consultants
Total					\$47000	

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Lewis County Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Career and Employment Awareness	Middle, high school, and CTE representatives, will schedule group or individual career awareness sessions to make students aware of career opportunities and the prerequisite educational requirements for eligibility to successfully prepare for post-secondary options.	Career Preparation/Orientation	02/01/2013	05/31/2017	\$1250	LCCHS teachers, counselors, and administration ; LCMS teachers, counselors, and administration , FMCTC teachers and administration , with district oversight and or assistance.
Persistence to Graduation Data Analysis	School leadership will run the Persistence to Graduation Tool from IC to determine which students are at risk of not meeting academic benchmarks, or who are in need of additional supports. School leadership will ensure that strategies are implemented to meet identified student needs. This tool will become part of the academic, behavioral, and career counseling initiative 7-12.	Academic Support Program	01/31/2017	05/31/2018	\$0	Building Administration at LCMS, LCCHS, and FMCTC
Targeted Interventions	Determine options for interventions for students not meeting CCR benchmarks; assign students to intervention, provide assistance, monitor usage and progress.	Academic Support Program	10/22/2012	05/31/2017	\$10000	FMCTC, LCMS and LCCHS Counselors, Administration , Teachers, Paraeducators

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Universal Screening	Schools (K-8) will utilize MAP screeners to diagnose both program and individual weaknesses in ELA and math.	Technology	09/03/2012	05/27/2016	\$27000	School teachers and paraeducators, school administration, Director of Federal Programs, Director of Special Education/Pre school, Instructional Supervisor/DAC, Directors of District Services
Curriculum Implementation and Support	The district will provide ongoing support to teachers for the implementation of new pacing guides/college readiness standards/KAS; aligned assessments and teaching strategies by providing a teacher coach and contracting with consultants and consortia as indicated by data, professional growth plans, etc. (Some of the new standards require expertise in addition to or beyond what content networks provide).	Professional Learning	08/01/2012	05/31/2017	\$20000	Building administrators, district administrators, teacher coach, consultants
					Total	\$58250

Lewis County High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Career Planning	Utilize the ILP in order to encourage students 6-12 to identify a career pathway, enroll in CTE courses aligned with their career interests, and/or pursue advanced coursework for college preparation.	Career Preparation/Orientation	02/01/2013	05/31/2018	\$0	LCHS SBDM Council, LCHS and FMCTC teachers, LCHS and FMCTC Administrators, LCMS stakeholder groups

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Career and Employment Awareness	Middle, high school, and CTE representatives, will schedule group or individual career awareness sessions to make students aware of career opportunities and the prerequisite educational requirements for eligibility to successfully prepare for post-secondary options.	Career Preparation/Orientation	02/01/2013	05/31/2017	\$1250	LCHS teachers, counselors, and administration ; LCMS teachers, counselors, and administration , FMCTC teachers and administration , with district oversight and or assistance.
Persistence to Graduation Data Analysis	School leadership will run the Persistence to Graduation Tool from IC to determine which students are at risk of not meeting academic benchmarks, or who are in need of additional supports. School leadership will ensure that strategies are implemented to meet identified student needs. This tool will become part of the academic, behavioral, and career counseling initiative 7-12.	Academic Support Program	01/31/2017	05/31/2018	\$0	Building Administration at LCMS, LCHS, and FMCTC
Targeted Interventions	Determine options for interventions for students not meeting CCR benchmarks; assign students to intervention, provide assistance, monitor usage and progress.	Academic Support Program	10/22/2012	05/31/2017	\$10000	FMCTC, LCMS and LCHS Counselors, Administration , Teachers, Paraeducators
Assessment System for CCR	Utilize alternate assessments for students not benchmarking on ACT: KYOTE, COMPASS (via community college, through November 2016), WorkKeys, etc.and track progress; explore and build upon number of industry certifications Lewis County students may take as an alternative to KOSSA (career readiness measure).	Academic Support Program	08/15/2012	05/31/2017	\$4200	Teachers, Counselors, and Administration from LCHS and FMCTC
Total					\$15450	

Lewis County Central Elementary School

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

Universal Screening	Schools (K-8) will utilize MAP screeners to diagnose both program and individual weaknesses in ELA and math.	Technology	09/03/2012	05/27/2016	\$27000	School teachers and paraeducators, school administration, Director of Federal Programs, Director of Special Education/Pre school, Instructional Supervisor/DAC, Directors of District Services
Curriculum Implementation and Support	The district will provide ongoing support to teachers for the implementation of new pacing guides/college readiness standards/KAS; aligned assessments and teaching strategies by providing a teacher coach and contracting with consultants and consortia as indicated by data, professional growth plans, etc. (Some of the new standards require expertise in addition to or beyond what content networks provide).	Professional Learning	08/01/2012	05/31/2017	\$20000	Building administrators, district administrators, teacher coach, consultants
					Total	\$47000

Laurel Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Universal Screening	Schools (K-8) will utilize MAP screeners to diagnose both program and individual weaknesses in ELA and math.	Technology	09/03/2012	05/27/2016	\$27000	School teachers and paraeducators, school administration, Director of Federal Programs, Director of Special Education/Pre school, Instructional Supervisor/DAC, Directors of District Services

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Curriculum Implementation and Support	The district will provide ongoing support to teachers for the implementation of new pacing guides/college readiness standards/KAS; aligned assessments and teaching strategies by providing a teacher coach and contracting with consultants and consortia as indicated by data, professional growth plans, etc. (Some of the new standards require expertise in addition to or beyond what content networks provide).	Professional Learning	08/01/2012	05/31/2017	\$20000	Building administrators , district administrators , teacher coach, consultants
Total					\$47000	

Garrison Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Universal Screening	Schools (K-8) will utilize MAP screeners to diagnose both program and individual weaknesses in ELA and math.	Technology	09/03/2012	05/27/2016	\$27000	School teachers and paraeducators, school administration , Director of Federal Programs, Director of Special Education/Pre school, Instructional Supervisor/D AC, Directors of District Services
Curriculum Implementation and Support	The district will provide ongoing support to teachers for the implementation of new pacing guides/college readiness standards/KAS; aligned assessments and teaching strategies by providing a teacher coach and contracting with consultants and consortia as indicated by data, professional growth plans, etc. (Some of the new standards require expertise in addition to or beyond what content networks provide).	Professional Learning	08/01/2012	05/31/2017	\$20000	Building administrators , district administrators , teacher coach, consultants
Total					\$47000	

Phase II - 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	The LC School District will begin supporting and guiding schools to ensure improved parental involvement in the design, implementation, evaluation and communication of data and information. Furthermore, as a part of the plan to improve parental involvement for each school, a strategy/activity for improving said communication will be added to the improvement plan for the 16-17 school year.	

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	The 15-16 plan is available on school and district websites currently; the 16-17 plan will be posted to websites by December 29.	

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		

Comprehensive District Improvement Plan

Lewis County

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.	N/A	All schools have 100% hq teachers, average class sizes are very similar in schools at the same level, and only 1 school is designated as Focus this year, but receives no additional funding.	

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.	N/A	District does not utilize Title II funds for class size reduction.	

Label	Assurance	Response	Comment	Attachment
11.	Our district ensures class-size reduction needs are determined by analysis of data compiled through such processes as achievement test results, needs assessments, and class size data reviews.	N/A	See previous comment.	

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		

Comprehensive District Improvement Plan

Lewis County

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

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

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

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

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

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

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

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

Comprehensive District Improvement Plan

Lewis County

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.	N/A	Lewis County does not have a local institution.	

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	Lewis County does not have a local institution.	

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	Lewis County has no institution.	

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

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

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

Comprehensive District Improvement Plan

Lewis County

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

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

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

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

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

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

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

Comprehensive District Improvement Plan

Lewis County

Label	Assurance	Response	Comment	Attachment
37.	We certify that we are a District of Innovation and attach the approved application.	No	We are not designated as a District of Innovation.	

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	The District School Safety Report was submitted in ASSIST on October 18, 2016.	

Phase II - 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:

Increase the averaged combined reading and math K-Prep scores for elementary, middle, and high school students from 33.1 to 68; 39.9 to 69.0, and 48 to 67.5 respectively by 2018-19

Measurable Objective 1:

collaborate to increase the overall averaged combined reading and math scores for elementary, middle, and high school from 33.1 to 48.8; 39.9 to 50.4; and 48.0 to 52.0 by 05/27/2016 as measured by K-Prep.

Strategy1:

ELA Curriculum and Instructional Support - An ELA consultant will work with school and district personnel to revise/refine curriculum and assessments.

Angela Hilterbrand, the ELA consultant, will assist in outlining, articulating and advising effective curriculum sequence and pacing of reading, writing and usage and mechanics strategies across grade levels, throughout the district.

Category: Professional Learning & Support

Research Cited:

Activity - Additional Teacher Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District personnel will allocate additional training opportunities for teachers with fewer than five years of experience teaching KAS in ELA, to ensure that curriculum, instruction, and assessment are rigorous and congruent to standards.	Recruitment and Retention Professional Learning	08/03/2015	05/27/2016	\$5000 - District Funding	Principals, Instructional Supervisor/DAC, Director of Federal Programs

Strategy2:

Math Curriculum and Instructional Support - Teachers will participate in professional learning in appropriate mathematics instructional practices. Groups of teachers will work with an instructional consultant to practice high yield classroom strategies that improve student performance.

Category: Professional Learning & Support

Research Cited:

Comprehensive District Improvement Plan

Lewis County

Activity - Math Strategy Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will implement strategies from professional learning on a scheduled basis. Suggestions from consultants on pacing and use of strategies will be implemented.	Policy and Process	12/01/2014	05/27/2016	\$0 - No Funding Required	Building principals, math teachers, district leadership

Activity - Math Strategy Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math consultant(s) will model and provide support in developing pacing for current instructional materials, as well as demonstrate and team teach with teachers using strategies from professional learning sessions from previous and current professional learning support.	Professional Learning	12/08/2014	05/27/2016	\$15000 - Title II Part A	Director of Federal Programs, principals, instructional coach, math teachers, math consultant, district administrators

Activity - Strategy Efficacy: Monitoring Student Progress through the examination of student work (math)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After implementing strategies learned from math consultant, teachers and building principals will examine student work to look for specific, intentional, targeted improvements in student understanding and in student attainment in mathematics. Student work examination will be scheduled on a regular basis; principals will track student progress according to SMART goals as per pacing guides.	Policy and Process	01/05/2015	05/27/2016	\$0 - No Funding Required	Building principals, math teachers

Goal 2:

All certified staff will participate in professional learning to improve the effectiveness of teaching and learning, implement a variety of assessments, increase student engagement, and utilize data to direct student learning.

Measurable Objective 1:

collaborate to identify and provide assistance to all personnel to implement any new initiatives aligned to Unbridled Learning and/or school and district needs by 05/27/2016 as measured by surveys, observation data, and student achievement.

Strategy1:

Job Embedded Professional Learning - Teachers will participate in professional learning in appropriate content-area curricula and instructional practices. Groups of teachers will work with each other or, if available, an instructional consultant to practice high yield classroom strategies that improve student attainment and performance.

Category: Professional Learning & Support

Research Cited:

Comprehensive District Improvement Plan

Lewis County

Activity - Content Network Participation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Designated teachers from all levels (elem, middle, and high) will participate in content networks offered by KDE through regional cooperatives, to learn about new content area standards and instructional practices, as they are approved and released. Teacher coach and designated teacher representatives will bring back information and share with the remainder of the district. (Professional learning for other district personnel not attending content networks will be determined and scheduled through the District Leadership Network (representative body of teachers and administrators).	Professional Learning	07/15/2013	05/27/2016	\$10000 - Title II Part A	School and District Administration; all Lewis County teachers

Activity - Curriculum Implementation and Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will provide ongoing support to teachers for the implementation of new pacing guides/college readiness standards/KAS; aligned assessments and teaching strategies by providing a teacher coach and contracting with consultants and consortia as indicated by data, professional growth plans, etc. (Some of the new standards require expertise in addition to or beyond what content networks provide).	Professional Learning	08/01/2012	05/27/2016	\$20000 - Title I Part A	Building administrators, district administrators, teacher coach, consultants

Measurable Objective 2:

collaborate to improve the learning environment at all schools in the district by fair and equitable distribution of material and human resources by 05/27/2016 as measured by stakeholder feedback (TELL Survey, PTO meetings, SBDM meetings, electronic communications, etc.) .

Strategy1:

TELL Survey - Principals will analyze the results of working conditions surveys, then choose at least one area to improve upon to positively impact teaching and learning conditions at respective schools. (Principals will report areas for improvement, and progress to superintendent. Superintendent will monitor and support principals and schools in improving working conditions and report to the board of education).

Category: Continuous Improvement

Research Cited:

Activity - TELL Survey Follow up Actions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Representatives from schools in the district will meet regularly to discuss updates from the state content networks as well as needs identified by screening tools, state assessment results, and upcoming initiatives from Unbridled Learning, to determine necessary school/district professional learning/training needs. Working collaboratively, DLN reps develop plans for professional learning for paraeducators, teachers, and administrators.	Policy and Process Recruitment and Retention Professional Learning	09/30/2011	05/27/2016	\$5000 - District Funding	District administration, building administration, teachers, paraeducators, district technology staff

Comprehensive District Improvement Plan

Lewis County

Activity - Stakeholder Feedback (TELL Survey)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District administration will encourage and support the administration of the TELL survey by: ensuring the technology platform is available, and following up once the results are available to assist building administration in addressing teacher feedback and concerns. The superintendent will report the results of the survey and subsequent efforts to improve working conditions.	Recruitment and Retention Policy and Process	03/01/2013	05/27/2016	\$0 - No Funding Required	Superintendent, district administrative and support staff, school personnel

Strategy2:

Parent, Student and Community Feedback - The superintendent, collaborating with schools throughout the district, will identify and create opportunities for students, parents, and community to provide feedback on teaching, learning, and a safe and productive learning environment.

Category: Stakeholder Engagement

Research Cited:

Activity - Advertised School and District Open Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Schools and the District will utilize newsletters, notes home, local radio and newspaper, and the school and district websites to advertise opportunities for parents and community members to attend and participate in open meetings focused on school and district improvement; the district utilizes the state digital platform to advertise vacancies for employment, both certified and classified.	Community Engagement Recruitment and Retention Parent Involvement	07/26/2012	05/27/2016	\$1000 - School Council Funds \$1000 - Title I Part A	District and school administration, FRYSC/YSC, technology staff

Activity - Stakeholder Advisory Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The superintendent will meet with stakeholder groups (students, teachers, parents, community, business/political leaders) to develop positive relationships by creating open lines of communication and attend to stakeholder concerns about the school system. Participants express areas of concern on a variety of issues: school climate, facilities, extracurricular activities, student achievement, etc. Examples of these include: the public forum, open house during National Education Week, faculty meetings, new teacher training sessions, Breakfast with the Superintendent, etc.	Extra Curricular Community Engagement Professional Learning Parent Involvement Technology Policy and Process Academic Support Program Recruitment and Retention	08/03/2015	06/30/2016	\$0 - No Funding Required	Superintendent, support staff

Comprehensive District Improvement Plan

Lewis County

Activity - e-communication and e-learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Schools and District will ensure that websites are kept current in order to be accessible and informative to all stakeholders. Calendars, events, schedules, menus are kept updated to inform current and potential stakeholders. Webpages include staff directories, provide resources for students, parents, and community to access and use at home to improve student achievement. Most schools will use automated notification systems to inform parents of student absence, school events, and school closings. All schools and the school district will post the draft school or district improvement plan on their website to gather public input for no less than 10 days prior to the official adoption by the SBDM or Board of Education.	Tutoring Recruitment and Retention Professional Learning Technology Academic Support Program Policy and Process Community Engagement Extra Curricular Parent Involvement	02/01/2013	05/27/2016	\$0 - No Funding Required	District Administration, Building Administration, District Technology Coordinator, District Technology Staff, Building Website Coordinators

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

Goal 1:

All certified staff will participate in professional learning to improve the effectiveness of teaching and learning, implement a variety of assessments, increase student engagement, and utilize data to direct student learning.

Measurable Objective 1:

collaborate to improve the learning environment at all schools in the district by fair and equitable distribution of material and human resources by 05/27/2016 as measured by stakeholder feedback (TELL Survey, PTO meetings, SBDM meetings, electronic communications, etc.) .

Strategy1:

TELL Survey - Principals will analyze the results of working conditions surveys, then choose at least one area to improve upon to positively impact teaching and learning conditions at respective schools. (Principals will report areas for improvement, and progress to superintendent. Superintendent will monitor and support principals and schools in improving working conditions and report to the board of education).

Category: Continuous Improvement

Research Cited:

Activity - TELL Survey Follow up Actions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Representatives from schools in the district will meet regularly to discuss updates from the state content networks as well as needs identified by screening tools, state assessment results, and upcoming initiatives from Unbridled Learning, to determine necessary school/district professional learning/training needs. Working collaboratively, DLN reps develop plans for professional learning for paraeducators, teachers, and administrators.	Professional Learning Recruitment and Retention Policy and Process	09/30/2011	05/27/2016	\$5000 - District Funding	District administration, building administration, teachers, paraeducators, district technology staff

Comprehensive District Improvement Plan

Lewis County

Activity - Stakeholder Feedback (TELL Survey)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District administration will encourage and support the administration of the TELL survey by: ensuring the technology platform is available, and following up once the results are available to assist building administration in addressing teacher feedback and concerns. The superintendent will report the results of the survey and subsequent efforts to improve working conditions.	Policy and Process Recruitment and Retention	03/01/2013	05/27/2016	\$0 - No Funding Required	Superintendent, district administrative and support staff, school personnel

Strategy2:

Parent, Student and Community Feedback - The superintendent, collaborating with schools throughout the district, will identify and create opportunities for students, parents, and community to provide feedback on teaching, learning, and a safe and productive learning environment.

Category: Stakeholder Engagement

Research Cited:

Activity - Advertised School and District Open Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Schools and the District will utilize newsletters, notes home, local radio and newspaper, and the school and district websites to advertise opportunities for parents and community members to attend and participate in open meetings focused on school and district improvement; the district utilizes the state digital platform to advertise vacancies for employment, both certified and classified.	Recruitment and Retention Parent Involvement Community Engagement	07/26/2012	05/27/2016	\$1000 - Title I Part A \$1000 - School Council Funds	District and school administration, FRYSC/YSC, technology staff

Activity - Stakeholder Advisory Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The superintendent will meet with stakeholder groups (students, teachers, parents, community, business/political leaders) to develop positive relationships by creating open lines of communication and attend to stakeholder concerns about the school system. Participants express areas of concern on a variety of issues: school climate, facilities, extracurricular activities, student achievement, etc. Examples of these include: the public forum, open house during National Education Week, faculty meetings, new teacher training sessions, Breakfast with the Superintendent, etc.	Technology Policy and Process Academic Support Program Community Engagement Professional Learning Recruitment and Retention Parent Involvement Extra Curricular	08/03/2015	06/30/2016	\$0 - No Funding Required	Superintendent, support staff

Comprehensive District Improvement Plan

Lewis County

Activity - e-communication and e-learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Schools and District will ensure that websites are kept current in order to be accessible and informative to all stakeholders. Calendars, events, schedules, menus are kept updated to inform current and potential stakeholders. Webpages include staff directories, provide resources for students, parents, and community to access and use at home to improve student achievement. Most schools will use automated notification systems to inform parents of student absence, school events, and school closings. All schools and the school district will post the draft school or district improvement plan on their website to gather public input for no less than 10 days prior to the official adoption by the SBDM or Board of Education.</p>	<p>Recruitment and Retention Parent Involvement Extra Curricular Community Engagement Technology Tutoring Academic Support Program Professional Learning Policy and Process</p>	<p>02/01/2013</p>	<p>05/27/2016</p>	<p>\$0 - No Funding Required</p>	<p>District Administration, Building Administration, District Technology Coordinator, District Technology Staff, Building Website Coordinators</p>

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?

The Lewis County School system serves approximately 2300 students in grades P-12. We provide a strong preschool program for 3-4 year old's, based on the premise that a good foundation sets the stage for success. Our goal is for all students to have challenging learning experiences as they move through each grade. Although graduation from high school is an important achievement, our intent is to encourage the development of lifelong learners and instill a desire within our students to continue educational pursuits. This district believes a good education is essential for future success. In order to be successful, we must increase proficiency rates in all curricular content areas and decrease the number of students scoring novice. We must also reduce the achievement gaps in academic performance for students by race, gender, socioeconomic status, and special learning populations.

Recent testing data indicate some hard-earned and notable successes; however, we still have many challenges. The county has a population of 13,870 in an area of 486 square miles. Approximately 75% of the 2300+ students attending Lewis County Schools qualify for free or reduced lunch. All Lewis County schools are Title I eligible (LCHS is not labeled as a Title I school, however). Currently, Lewis County has 125 identified homeless students. Thirty-three percent of the adult population does not have a high school diploma and 23.4% have less than a 9th grade education (2000 U.S. Census). The poverty rate is 23.5% with 68% of the children in Lewis County being welfare recipients (2000 KY Vital Statistic Report). According to OJP Smart System data, approximately 36% of the children in Lewis County live below the poverty level, 14% higher than the state average. Quality of life in Lewis County is mitigated by: 28.2% of residents live below the poverty line; 50% of infants to preschool age live in poverty; 12% of mothers are between the ages of 10-19; 45% of the children in the surrounding communities are in poverty.

The Lewis County economy has been crippled over the last few years by the closing of its two major factories, Nine West and Nine West Component Plant, that combined, employed 600 county residents. Despite ongoing efforts to attract new business to the county, there are limited job opportunities, as reflected in the county's unemployment rate of 13%, one of the highest in the state (Lewis Co. Herald, Oct.2011). Just two small factories have located within the county and combined, employ approximately 150 people. One of those has now closed, further reducing the number of employed county residents.

Many local parents are involved in retraining programs that create a greater demand for affordable or free supervision and guidance for youth/teens after school and during the summer. The need for after school and summer youth/teen programming is also a concern for those residents that have secured employment, for often both parents are working outside the home and commuting significant distances to those jobs. Nearly 36% of Lewis County parents must travel to surrounding counties to secure employment, and 54.5% of county households have both parents working (2000 Census). Many travel 50 to 100 miles round trip, which of course, extends the amount of time children are unsupervised, especially in the summer.

Lewis County youth, particularly teens, are highly vulnerable to negative factors that place these students at risk of academic failure, substance abuse and other behavioral problems. Most of these factors are outgrowths of economic and social problems plaguing their families, including poverty, high levels of unemployment, low levels of educational attainment, welfare dependency, and the increasing frequency of one-parent families . High risk youth are more likely to display a range of negative behaviors: neglect of personal health and hygiene, sexual promiscuity, academic apathy, and drug and alcohol consumption.

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.

In the Lewis County School District, our mission and specific goals are for students to be on grade level throughout their academic career, achieve at least one grade-level's growth annually, and be college and career ready upon graduation.

The Lewis County Board of Education declares its intention to operate the public elementary and secondary schools within its jurisdiction to allow and assist students to acquire the following capacities as a part of their academic and extracurricular experience: communication skills necessary to function in a complex and changing civilization; knowledge to make economic, social and political choices; understanding of governmental processes as they affect the community, the state, and the nation; sufficient self-knowledge and knowledge of their mental and physical wellness; sufficient grounding in the arts to enable them to appreciate their cultural and historical heritage as well as those of others; sufficient preparation to choose and pursue their life's work intelligently; and, skills to enable them to compete favorably with other students nationally and globally.

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.

Notable achievements in the Lewis County School District include: Two of our schools, Lewis County High School and Tollesboro Elementary School, are Distinguished Schools. Two of our schools, Laurel Elementary and Lewis County Central Elementary School, are Proficient Schools. Our two schools, not classified as Proficient or Distinguished, made respectable progress; the middle school, is within a couple of points of proficiency, and unlike the state trend for middle schools, continues to show unbroken movement forward. Our school district, for the first time, is classified as a Proficient District.

We attribute these recent successes to: district-wide focus on current educational research, the development and implementation of pacing guides aligned with the Kentucky Academic Standards across the curriculum and across grade levels; quality professional development and instructional support and coaching based on the work of our District Leadership Network; continued improvement and attention devoted to the time and efficacy of core instruction while the adjusting and refining the Kentucky System of Interventions(KSI); and the purchase of both traditional instructional resources, as well as the purchase and implementation of technology to further support student learning.

Goals for improvement over the next 3 years include: continue and improve the monitoring of teaching and learning in a consistent, data-driven manner; continue the refinement of pacing guides to ensure alignment with KAS; improve and refine reading, math and behavior interventions; continue and expand the acquisition of district-wide instructional and technological resources and training; continue the DLN-driven professional development model; mobilize instructional strategies to drastically reduce the number of students scoring novice in all schools across subjects and grade levels; and continue to implement the Professional Growth and Effectiveness System as our evaluation system.

Additional Information

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

In addition to our academic successes and milestones, our community passed the "Nickel Tax" in 15-16, which along with state support will enable the Lewis County Board of Education to build a new Lewis County Central Elementary, and move forward with the repair and renovations outlined in the district facilities plan.