KDE Comprehensive Improvement

Plan for Districts

Frankfort Independent

959 Leestown Ln
Frankfort, KY 40601-2005

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School System

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

FISD is a district of approximately 800 students divided into three different facilities with preK in one, K-8 being the majority in another, and a 9-12 high school. We are a diverse community with roughly 30% minority students and 70% free and reduced price lunch students. While maintaining a diverse staff, it does not come close to matching the diversity of our student body. That is something that we will continue to strive towards as we move forward. Our district is surrounded by the larger County school district. Most of our facilities are nestled in downtown Frankfort within blocks of the Capitol and along the Kentucky River as it flows through downtown. Our high poverty rate, our lack of taxable property, and achievement on statewide assessments are challenges to the District that must be overcome soon.

System's Purpose

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

The purpose of the District is to provide a world class education to all students every day. It is to build students who are prepared for the world beyond the walls of Frankfort High School upon graduation. It is to prepare students capable of communicating in writing and orally, collaborating with others, thinking critically, being creative, problem-solvers, and able to see the good in those around them. All personnel will strive daily to provide opportunities for growth in those areas daily while at the same time scoring proficiently on state and national assessments. Our entire curriculum's existence will be predicated on these things as we move forward.

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

Our most notable improvement over the past few years has been the dramatic increase in the scores at Frankfort High School. Currently, FHS is a PROFICIENT school growing from the 41st %ile to the 71st %ile in one year's time. In that time, they have dedicated themselves to strong professional learning communities, consistent and frequent monitoring of student data and achievement, as well as teacher feedback protocols.

A secondary achievement is with Second Street Elementary Schools. While they are a needs improvement school, they are also considered a PROGRESSING school growing from the 24th %ile to 44th%ile (.5 points) in just one year's time.

Additionally it should be noted that all 3 schools received 100% of their points in the program review area.

Frankfort High School was recognized by US NEWS & WORLD REPORT as the 12th best high school in Kentucky.

Areas for improvement

The most significant area of improvement for our district is at Second School - Middle School. The school grew from the 18th %ile to the 19th %ile.

More specifically - a greater gap is shown in math than in reading, though it is a close second.

Walkthrough data indicates that increasing rigor and relevance in all classrooms is needed to keep a laser-like focus on improving achievement for all students.

Further - data indicates that quality classroom engagement is low at this time.

Additional Information

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

FISD will continue in its efforts to create an academic environment that provides opportunity for all students to be strong contributors to society beyond graduation from high school.

Plan for KDE Comprehensive Improvement Plan for Districts

Overview

Plan Name

Plan for KDE Comprehensive Improvement Plan for Districts

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Frankfort Independent Schools will increase the average percentage of elementary school students scoring proficient or higher in reading and in math from 36.2% to 54.2%; in middle school from 35.9% to 58.8%; and in high school from 34.8% to 63.9% by 2015	Objectives: 1 Strategies: 1 Activities: 7	Organizational	$20500
2	Frankfort Independent Schools will obtain 90% of students engaged in academic work as evidenced by walk-through documentation by 2015.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	$50000
3	Collaborate to create a world class assessment system to address the standards being taught by 12/18/2015 as measured by Quality Control Alignment Process.	Objectives: 1 Strategies: 1 Activities: 6	Organizational	$10500

Goal 1: Frankfort Independent Schools will increase the average percentage of elementary school students scoring proficient or higher in reading and in math from 36.2% to 54.2%; in middle school from 35.9% to 58.8%; and in high school from 34.8% to 63.9% by 2015

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to increase the average percentage of elementary school students scoring proficient or higher in reading and in math from 36.2% to 54.2%; in middle school from 35.9% to 58.8%; and in high school from 34.8% to 63.9% by 06/05/2015 as measured by the Unbridled Learning Formula.

Strategy 1:

The Business of Schools - The business of schools is to use standards to develop a curriculum. The curriculum is used to guide instruction, create rigorous assessments, and grade students effectively.

Category: Continuous Improvement

Activity - Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To provide all teachers a common language and document that outlines the standards they are to teach. Schools: Second Street School	Professional Learning	01/05/2015	01/30/2015	$500	Title I Part A	Principal, Chief Academic Officer, Teachers

Activity - Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teams of teachers will be assembled to develop a curriculum guide / pacing map for all students in grades K-8 in reading language arts / mathematics Schools: Second Street School	Policy and Process	01/05/2015	07/31/2015	$0	No Funding Required	Principal, Chief Academic Officer

Activity - Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CKEC / KDE consultants will work with principal / teachers at least once / month driving continuous improvement. Schools: Second Street School, Frankfort High School	Professional Learning	01/06/2015	12/18/2015	$0	No Funding Required	Principal

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

| Principals will lead PLC's weekly with all building certified staff.

Schools: All Schools | Professional Learning | 01/05/2015 | 12/18/2015 | $0 | No Funding Required | Principals |

Activity - Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be given, at minimum, one high-yield literacy strategy per month, that can be used in all content areas. The strategy will be taught in a PLC, disseminated via email to all staff, and put in a strategy bank that teachers can access. Schools: All Schools	Professional Learning	01/06/2015	12/18/2015	$0	No Funding Required	Principal, Technology Director

Activity - Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will adopt a math text series through a formal adoption process and will be ready to implement for Fall 2015. Schools: Second Street School	Academic Support Program	10/20/2014	08/03/2015	$20000	Text Books	Chief Academic Officer, Principal, Teachers

Activity - Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive REGULAR, ONGOING feedback in the form of walk-through feedback put into CIITS. Schools: Capital City Prep, Second Street School, Frankfort High School	Policy and Process	01/05/2015	12/31/2015	$0	No Funding Required	Principals

Goal 2: Frankfort Independent Schools will obtain 90% of students engaged in academic work as evidenced by walk-through documentation by 2015.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

demonstrate a behavior of 90% of students engaged by 12/18/2015 as measured by walk-through documentation.

Strategy 1:

Kagan Cooperative Learning - Kagan Publishing and Professional Development is all about engagement! Central to most Kagan publications and workshops are Kagan Structures. You've probably heard of some popular Kagan Structures including Numbered Heads Together, Timed Pair Share, RallyRobin, and Quiz-Quiz-Trade. Those Kagan Structures, and many more, are now used world-wide from kindergarten to adult education, in all academic subject areas to boost student engagement and learning.

Kagan Structures produce revolutionary positive results. Teachers, schools, and districts now use Kagan Structures to increase academic achievement, improve ethnic

relations, enhance self-esteem, create a more harmonious classroom climate, reduce discipline problems, and develop students' social skills and character virtues. Click Here to view the impressive research findings on the positive impact of Kagan Structures. How do such simple little teaching strategies have such a profoundly positive effect on so many dimensions of learning? Easy. It's all about engagement!

When students are engaged, they pay attention, they're motivated, they learn more, and the learning sticks. The biggest difference between the Kagan approach and teaching using traditional methods is the ability to engage every student. Traditional classroom teaching captures the minds and attention of some students, but not all. Good teachers engage more students. But even the best teachers who use traditional instruction don't require every student to participate. With traditional instruction, there is always a subset of students who fall through the cracks. We're all too familiar with the results: a widening gap between high achievers and low achievers.

Kagan Structures engage every student. In the traditional classroom, the teacher is the hardest working person. At Kagan, we think that's backwards. Students need to work at least as hard! The more they interact with their peers and with the curriculum, the more they'll learn. Kagan Structures require every student to participate frequently and approximately equally. Kagan Structures close the achievement by creating dramatic gains for struggling students. But the gains are not bought at the expense of high achievers; they too are engaged in a richer, more interactive learning environment. As brain-research is proving, meaningful engagement is just a better way to reach and teach all students.

Surely, other classroom practices and schoolwide changes can make a positive difference for students. But nothing makes an impact as immediate, powerful, and on so many outcomes as active student engagement. When students are actively engaged on a daily basis, everything changes. Engagement is the key! Engagement is the reason why veteran teachers who turn to Kagan Structures experience their greatest success ever. Engagement is why low-performing and minority students who use Kagan Structures outperform their school and district peers who don't. Engagement is why students report they like school more, their teachers more, the academic content more, and feel better about themselves, and are less disruptive. Engagement is the reason why principals of failing schools can turn schools around, quickly. Active student engagement gets straight to the root of the problem in many classrooms.

If engagement is the key to good instruction, then why doesn't every teacher actively engage all students? Great question! The answer: Most teachers lack the practical tools they need to make high levels of student engagement a daily reality. By no fault of their own, teachers learned traditional methods, and many are simply unaware of an easier and more effective approach. The power of Kagan Structures is that they distill the best of educational theory and research into very specific, easy-to-use teaching strategies. Mediocre teachers become good. Good teachers become great. And great teachers—well, they're already using Kagan Structures!

Category: Professional Learning & Support
Research Cited: Kagan's publications and workshops are based on a research program conducted by Dr. Spencer Kagan beginning in 1968. Dr. Kagan and his associates discovered that children of all ages in many parts of the world acted quite differently when placed in certain types of situations. He could manipulate the interaction patterns of children and make them more cooperative or more competitive. Dr. Kagan applied his findings to education and was a pioneer in the cooperative learning movement. He has dedicated his life's work helping educators create more cooperative, interactive classrooms that produce smarter, more caring and cooperative students.

Over the past decades, Dr. Kagan and his team have developed, perfected, and share with the world over 200 Kagan Structures. Dr. Kagan's book, Kagan Cooperative Learning, is the single most comprehensive and most popular book in the field of cooperative learning and is considered the must-have guide for active engagement strategies. Instead of emphasizing complex cooperative learning lessons, theme units, projects, and centers, all of which demand extensive planning, preparation, and special materials, Kagan Structures make active engagement and cooperative learning easy. Kagan Structures are used as part of any existing lesson — with little or no special preparation and no special materials. Kagan Publishing offers a spectrum of books across the grade levels and subject areas that create engagement via Kagan Structures.

Activity - Kagan Structures - Level I Institute	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in a 5 day workshop led by Kagen-Certified Instructor Schools: Capital City Prep, Second Street School, Frankfort High School	Professional Learning	07/27/2015	07/31/2015	$50000	Title I Part A	Chief Academic Officer, Principals, Superintendent, Teachers

Activity - Ongoing Kagan Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teacher meetings, administrative meetings, staff meetings, PLCs, workshops, professional development led by district staff will utilize Kagan Structures embedded throughout. Schools: Capital City Prep, Second Street School, Frankfort High School	Professional Learning	07/31/2015	12/18/2015	$0	No Funding Required	Principals, Chief Academic Officer, Directors, Coaches, Superintendent, Teachers

Activity - Kagan Team Leaders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Kagan Leadership Team will be developed to continue to analyze, refine, and successfully implement Kagan district-wide Schools: Capital City Prep, Second Street School, Frankfort High School	Direct Instruction	08/03/2015	12/18/2015	$0	No Funding Required	Chief Academic Officer, Principals, Teacher designee

Goal 3: Collaborate to create a world class assessment system to address the standards being taught by 12/18/2015 as measured by Quality Control Alignment Process.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to create a world class assessment system to address the standards being taught by 12/18/2015 as measured by Quality Control Alignment Process.

Strategy 1:

Assessment Systems - Intermitten assessments that are designed to check progress towards student achievement.

Category: Learning Systems

Activity - Daily Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will require students to complete a daily formative assessment aimed at gauging mastery of the day's learning target. Schools: Capital City Prep, Second Street School, Frankfort High School	Direct Instruction	01/05/2015	12/18/2015	$0	No Funding Required	Principals, Teachers, Students

Activity - Unit Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers of grades K-3 will create end of unit assessments to determine mastery of skills taught over time. Schools: Second Street School	Direct Instruction	01/05/2015	12/18/2015	$0	No Funding Required	Principals, Teachers,

Activity - Quarterly Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers of grades 4-12 will develop quarterly assessments to assess student progress over time. Schools: Second Street School, Frankfort High School	Direct Instruction	01/05/2015	12/18/2015	$0	No Funding Required	Principals, Teachers

Activity - Assessment Evaluation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will turn in assessments, be provided feedback on assessments, and revise / resubmit assessments as necessary to obtain quality world-class assessment. Schools: Second Street School, Frankfort High School	Professional Learning	01/05/2015	12/18/2015	$0	No Funding Required	Principals, Chief Academic Officer, Teachers

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

	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades K-8 will participate in the MAP test for reading and mathematics. Data will be analyzed, displayed, and communicated. Included in this is goal setting, monitoring of student progress, etc. Schools: Second Street School	Policy and Process	01/05/2015	12/18/2015	$7000	Title I Part A	Principal, Chief Academic Officer, Superintendent, Teachers, Director of Student Services, Director of Pupil Personnel, FRYSC director, Instructional Coaches, Students

Activity - CERT Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 6-12 will take the CERT assessment to gain competencies towards being College- and Career-Ready by 2015. The data is to be analyzed, displayed, communicated with students, etc. Schools: Second Street School, Frankfort High School	Policy and Process	01/05/2015	12/18/2015	$3500	Title I Part A	Principals, Building Assessment Coordinators, Instructional Coaches, Teachers, Students

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Text Books

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Instruction	The district will adopt a math text series through a formal adoption process and will be ready to implement for Fall 2015.	Academic Support Program	10/20/2014	08/03/2015	$20000	Chief Academic Officer, Principal, Teachers
				Total	$20000	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Standards	To provide all teachers a common language and document that outlines the standards they are to teach.	Professional Learning	01/05/2015	01/30/2015	$500	Principal, Chief Academic Officer, Teachers
CERT Assessment	Students in grades 6-12 will take the CERT assessment to gain competencies towards being College- and Career-Ready by 2015. The data is to be analyzed, displayed, communicated with students, etc.	Policy and Process	01/05/2015	12/18/2015	$3500	Principals, Building Assessment Coordinators, Instructional Coaches, Teachers, Students
Kagan Structures - Level I Institute	Teachers will participate in a 5 day workshop led by Kagen-Certified Instructor	Professional Learning	07/27/2015	07/31/2015	$50000	Chief Academic Officer, Principals, Superintendent, Teachers

MAP Assessment	Students in grades K-8 will participate in the MAP test for reading and mathematics. Data will be analyzed, displayed, and communicated. Included in this is goal setting, monitoring of student progress, etc.	Policy and Process	01/05/2015	12/18/2015	$7000	Principal, Chief Academic Officer, Superintendent, Teachers, Director of Student Services, Director of Pupil Personnel, FRYSC director, Instructional Coaches, Students
				Total	$61000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Assessment Evaluation	Teachers will turn in assessments, be provided feedback on assessments, and revise / resubmit assessments as necessary to obtain quality world-class assessment.	Professional Learning	01/05/2015	12/18/2015	$0	Principals, Chief Academic Officer, Teachers
Curriculum	Teams of teachers will be assembled to develop a curriculum guide / pacing map for all students in grades K-8 in reading language arts / mathematics	Policy and Process	01/05/2015	07/31/2015	$0	Principal, Chief Academic Officer
Kagan Team Leaders	District Kagan Leadership Team will be developed to continue to analyze, refine, and successfully implement Kagan district-wide	Direct Instruction	08/03/2015	12/18/2015	$0	Chief Academic Officer, Principals, Teacher designee
Daily Formative Assessments	Teachers will require students to complete a daily formative assessment aimed at gauging mastery of the day's learning target.	Direct Instruction	01/05/2015	12/18/2015	$0	Principals, Teachers, Students
Instruction	Teachers will be given, at minimum, one high-yield literacy strategy per month, that can be used in all content areas. The strategy will be taught in a PLC, disseminated via email to all staff, and put in a strategy bank that teachers can access.	Professional Learning	01/06/2015	12/18/2015	$0	Principal, Technology Director
Quarterly Assessment	Teachers of grades 4-12 will develop quarterly assessments to assess student progress over time.	Direct Instruction	01/05/2015	12/18/2015	$0	Principals, Teachers

Ongoing Kagan Development	All teacher meetings, administrative meetings, staff meetings, PLCs, workshops, professional development led by district staff will utilize Kagan Structures embedded throughout.	Professional Learning	07/31/2015	12/18/2015	$0	Principals, Chief Academic Officer, Directors, Coaches, Superintendent, Teachers
Unit Assessments	Teachers of grades K-3 will create end of unit assessments to determine mastery of skills taught over time.	Direct Instruction	01/05/2015	12/18/2015	$0	Principals, Teachers,
Curriculum	CKEC / KDE consultants will work with principal / teachers at least once / month driving continuous improvement.	Professional Learning	01/06/2015	12/18/2015	$0	Principal
Instruction	Teachers will receive REGULAR, ONGOING feedback in the form of walk-through feedback put into CIITS.	Policy and Process	01/05/2015	12/31/2015	$0	Principals
Curriculum	Principals will lead PLC's weekly with all building certified staff.	Professional Learning	01/05/2015	12/18/2015	$0	Principals
				Total	$0	

Progress Notes

Type	Name	Status	Comments	Created On	Created By

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	Principals will lead PLC's weekly with all building certified staff.	Professional Learning	01/05/2015	12/18/2015	$0	Principals
Instruction	Teachers will be given, at minimum, one high-yield literacy strategy per month, that can be used in all content areas. The strategy will be taught in a PLC, disseminated via email to all staff, and put in a strategy bank that teachers can access.	Professional Learning	01/06/2015	12/18/2015	$0	Principal, Technology Director
				Total	$0	

Second Street School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Standards	To provide all teachers a common language and document that outlines the standards they are to teach.	Professional Learning	01/05/2015	01/30/2015	$500	Principal, Chief Academic Officer, Teachers
Curriculum	Teams of teachers will be assembled to develop a curriculum guide / pacing map for all students in grades K-8 in reading language arts / mathematics	Policy and Process	01/05/2015	07/31/2015	$0	Principal, Chief Academic Officer
Curriculum	CKEC / KDE consultants will work with principal / teachers at least once / month driving continuous improvement.	Professional Learning	01/06/2015	12/18/2015	$0	Principal
Instruction	The district will adopt a math text series through a formal adoption process and will be ready to implement for Fall 2015.	Academic Support Program	10/20/2014	08/03/2015	$20000	Chief Academic Officer, Principal, Teachers
Instruction	Teachers will receive REGULAR, ONGOING feedback in the form of walk-through feedback put into CIITS.	Policy and Process	01/05/2015	12/31/2015	$0	Principals

Kagan Structures - Level I Institute	Teachers will participate in a 5 day workshop led by Kagen-Certified Instructor	Professional Learning	07/27/2015	07/31/2015	$50000	Chief Academic Officer, Principals, Superintendent, Teachers
Ongoing Kagan Development	All teacher meetings, administrative meetings, staff meetings, PLCs, workshops, professional development led by district staff will utilize Kagan Structures embedded throughout.	Professional Learning	07/31/2015	12/18/2015	$0	Principals, Chief Academic Officer, Directors, Coaches, Superintendent, Teachers
Kagan Team Leaders	District Kagan Leadership Team will be developed to continue to analyze, refine, and successfully implement Kagan district-wide	Direct Instruction	08/03/2015	12/18/2015	$0	Chief Academic Officer, Principals, Teacher designee
Daily Formative Assessments	Teachers will require students to complete a daily formative assessment aimed at gauging mastery of the day's learning target.	Direct Instruction	01/05/2015	12/18/2015	$0	Principals, Teachers, Students
Unit Assessments	Teachers of grades K-3 will create end of unit assessments to determine mastery of skills taught over time.	Direct Instruction	01/05/2015	12/18/2015	$0	Principals, Teachers,
Quarterly Assessment	Teachers of grades 4-12 will develop quarterly assessments to assess student progress over time.	Direct Instruction	01/05/2015	12/18/2015	$0	Principals, Teachers
Assessment Evaluation	Teachers will turn in assessments, be provided feedback on assessments, and revise / resubmit assessments as necessary to obtain quality world-class assessment.	Professional Learning	01/05/2015	12/18/2015	$0	Principals, Chief Academic Officer, Teachers
MAP Assessment	Students in grades K-8 will participate in the MAP test for reading and mathematics. Data will be analyzed, displayed, and communicated. Included in this is goal setting, monitoring of student progress, etc.	Policy and Process	01/05/2015	12/18/2015	$7000	Principal, Chief Academic Officer, Superintendent, Teachers, Director of Student Services, Director of Pupil Personnel, FRYSC director, Instructional Coaches, Students

| CERT Assessment | Students in grades 6-12 will take the CERT assessment to gain competencies towards being College- and Career-Ready by 2015.

The data is to be analyzed, displayed, communicated with students, etc. | Policy and Process | 01/05/2015 | 12/18/2015 | $3500 | Principals, Building Assessment Coordinators, Instructional Coaches, Teachers, Students |
| | | | | **Total** | **$81000** | |

Frankfort High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Curriculum	CKEC / KDE consultants will work with principal / teachers at least once / month driving continuous improvement.	Professional Learning	01/06/2015	12/18/2015	$0	Principal
Instruction	Teachers will receive REGULAR, ONGOING feedback in the form of walk-through feedback put into CIITS.	Policy and Process	01/05/2015	12/31/2015	$0	Principals
Kagan Structures - Level I Institute	Teachers will participate in a 5 day workshop led by Kagen-Certified Instructor	Professional Learning	07/27/2015	07/31/2015	$50000	Chief Academic Officer, Principals, Superintendent, Teachers
Ongoing Kagan Development	All teacher meetings, administrative meetings, staff meetings, PLCs, workshops, professional development led by district staff will utilize Kagan Structures embedded throughout.	Professional Learning	07/31/2015	12/18/2015	$0	Principals, Chief Academic Officer, Directors, Coaches, Superintendent, Teachers
Kagan Team Leaders	District Kagan Leadership Team will be developed to continue to analyze, refine, and successfully implement Kagan district-wide	Direct Instruction	08/03/2015	12/18/2015	$0	Chief Academic Officer, Principals, Teacher designee
Daily Formative Assessments	Teachers will require students to complete a daily formative assessment aimed at gauging mastery of the day's learning target.	Direct Instruction	01/05/2015	12/18/2015	$0	Principals, Teachers, Students
Quarterly Assessment	Teachers of grades 4-12 will develop quarterly assessments to assess student progress over time.	Direct Instruction	01/05/2015	12/18/2015	$0	Principals, Teachers
Assessment Evaluation	Teachers will turn in assessments, be provided feedback on assessments, and revise / resubmit assessments as necessary to obtain quality world-class assessment.	Professional Learning	01/05/2015	12/18/2015	$0	Principals, Chief Academic Officer, Teachers

CERT Assessment	Students in grades 6-12 will take the CERT assessment to gain competencies towards being College- and Career-Ready by 2015. The data is to be analyzed, displayed, communicated with students, etc.	Policy and Process	01/05/2015	12/18/2015	$3500	Principals, Building Assessment Coordinators, Instructional Coaches, Teachers, Students
				Total	$53500	

Capital City Prep

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Instruction	Teachers will receive REGULAR, ONGOING feedback in the form of walk-through feedback put into CIITS.	Policy and Process	01/05/2015	12/31/2015	$0	Principals
Kagan Structures - Level I Institute	Teachers will participate in a 5 day workshop led by Kagen-Certified Instructor	Professional Learning	07/27/2015	07/31/2015	$50000	Chief Academic Officer, Principals, Superintendent, Teachers
Ongoing Kagan Development	All teacher meetings, administrative meetings, staff meetings, PLCs, workshops, professional development led by district staff will utilize Kagan Structures embedded throughout.	Professional Learning	07/31/2015	12/18/2015	$0	Principals, Chief Academic Officer, Directors, Coaches, Superintendent, Teachers
Kagan Team Leaders	District Kagan Leadership Team will be developed to continue to analyze, refine, and successfully implement Kagan district-wide	Direct Instruction	08/03/2015	12/18/2015	$0	Chief Academic Officer, Principals, Teacher designee
Daily Formative Assessments	Teachers will require students to complete a daily formative assessment aimed at gauging mastery of the day's learning target.	Direct Instruction	01/05/2015	12/18/2015	$0	Principals, Teachers, Students
				Total	$50000	

KDE Needs Assessment

Introduction

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

Data Analysis

What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you? What does the data/information not tell you?

The questions we are seeking answers include: 1) How do we provide continuous improvement for our students in Frankfort in order to get the college and/or career ready?

2) How can we ensure one year's growth for every child attending Frankfort Independent Schools?

The data tells us that we must be laser-focused on learning the level of the standards at each grade level / subject area such that we know what needs to be taught and can be intentional about meeting those needs for every child; every day. Based on the review of the Unbridled Accountability data, MAP data, and walk-through data, we acknowledge that we are falling short of meeting / exceeding the level of the standard. It is evident that our core instruction is typically below that of the standard. Thus, it is increasingly difficult for students to demonstrate mastery of the skills on state-assessments.

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?

Frankfort High School was designated a Proficient High School by the Kentucky Department of Education - Unbridled Accountability Model.

We will continue to use Professional Learning Community formats to drive instructional growth and continuous improvement. We will continue to focus our conversations on analyzing student data and aligning standards with activities.   Continuous Improvement involves all stakeholders.

Opportunities for Improvement

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

Overall, our district recognizes the immediate need to grow in our core instruction to close gaps.

Oversight and Monitoring

Describe your processes and interventions for monitoring continuous improvement.

Monthly meetings are held in each building that include the superintendent, assistant superintendent, chief academic officer, director of special education, FRYSC coordinator, as well as the building principal and their leadership teams. The meetings are focused on reviewing student data, monitoring regular progress, discussing needs and concerns, and setting goals for the next 30 days. They also include walk-throughs of the entire building and an overall discussion of what was observed / recorded.

Additionally each month, all administrators from the district gather for a monthly meeting to discuss district-wide needs and concerns and chart the course for upcoming initiatives, etc.

Conclusion

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

We are dedicated to the students of the Frankfort Independent School District. We are confident that we are moving in the right direction and look forward to implementing the procedures and steps outlined in the CSIPs and CDIP.

Compliance and Accountability - Districts

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

Frankfort Independent Schools will increase the average percentage of elementary school students scoring proficient or higher in reading and in math from 36.2% to 54.2%; in middle school from 35.9% to 58.8%; and in high school from 34.8% to 63.9% by 2015

Measurable Objective 1:

collaborate to increase the average percentage of elementary school students scoring proficient or higher in reading and in math from 36.2% to 54.2%; in middle school from 35.9% to 58.8%; and in high school from 34.8% to 63.9% by 06/05/2015 as measured by the Unbridled Learning Formula.

Strategy1:

The Business of Schools - The business of schools is to use standards to develop a curriculum. The curriculum is used to guide instruction, create rigorous assessments, and grade students effectively.

Category: Continuous Improvement

Research Cited:

Activity - Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will adopt a math text series through a formal adoption process and will be ready to implement for Fall 2015.	Academic Support Program			10/20/2014	08/03/2015	$20000 - Text Books	Chief Academic Officer, Principal, Teachers

Activity - Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals will lead PLC's weekly with all building certified staff.	Professional Learning			01/05/2015	12/18/2015	$0 - No Funding Required	Principals

Activity - Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teams of teachers will be assembled to develop a curriculum guide / pacing map for all students in grades K-8 in reading language arts / mathematics	Policy and Process			01/05/2015	07/31/2015	$0 - No Funding Required	Principal, Chief Academic Officer

Activity - Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be given, at minimum, one high-yield literacy strategy per month, that can be used in all content areas. The strategy will be taught in a PLC, disseminated via email to all staff, and put in a strategy bank that teachers can access.	Professional Learning			01/06/2015	12/18/2015	$0 - No Funding Required	Principal, Technology Director

Activity - Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive REGULAR, ONGOING feedback in the form of walk-through feedback put into CIITS.	Policy and Process			01/05/2015	12/31/2015	$0 - No Funding Required	Principals

Activity - Standards	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To provide all teachers a common language and document that outlines the standards they are to teach.	Professional Learning			01/05/2015	01/30/2015	$500 - Title I Part A	Principal, Chief Academic Officer, Teachers

Activity - Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CKEC / KDE consultants will work with principal / teachers at least once / month driving continuous improvement.	Professional Learning			01/06/2015	12/18/2015	$0 - No Funding Required	Principal

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

Goal 1:

Frankfort Independent will increase the amount of professional building support for teachers from their peers.

Measurable Objective 1:

collaborate to develop teachers as evidenced by scores that are indicative of narrowing the gap. by 06/12/2015 as measured by KY

Unbridled accountability model.

Strategy1:

PGES - By increasing the amount of the development teachers receive.

Category: Teacher PGES

Research Cited: Danielson

Activity - Peer Observer	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Peer Observers will continue to be trained and calibrated by administration.	Academic Support Program			01/05/2015	06/12/2015	$0 - No Funding Required	Chief Academic Officer, Teachers, Peer Observers, Principals

KDE Superintendent Assurances

Introduction

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

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

Delivery Targets

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

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

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

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

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

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

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

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

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

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

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

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

Label	Assurance	Response	Comment	Attachment
9.	Delivery Targets and PGES implementation artifacts have been documented in The LOCAL BOARD MINUTES (UPLOAD OF BOARD MINUTES TO SUPPORT ALL RESPONSES IS REQUIRED).	No	_	

Resources and Support Systems

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

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

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

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

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

Facilities/Support Systems

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

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

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

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

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

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

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

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

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

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

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

KDE Assurances - District

Introduction

KDE Assurances for Districts

District Assurances

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

Label	Assurance	Response	Comment	Attachment
2.	The current school year Comprehensive District Improvement Plan (CDIP) and all our schools Comprehensive School Improvement Plans (CSIPs) are available for stakeholders to examine on the district website.	Yes	They will be when completed in the next week or so.	

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Label	Assurance	Response	Comment	Attachment
29.	Our district ensures that parents are involved in deciding ways in which parent involvement funds are used.	No	Have failed to do this in recent years.	

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.	No	Have failed to do this in recent years.	

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		