

GREEN COUNTY SCHOOL SYSTEM

COMPREHENSIVE DISTRICT IMPROVEMENT PLAN

ASSURANCE CERTIFICATION School Year 2011-2012

I certify that to the best of my knowledge, the information in this application is correct and complete and that the agency named in this application has authorized me, as its representative, to obligate this agency to conduct any ensuing program or activity in accordance with all applicable Federal and State laws, regulations and specific program assurances contained in the *Kentucky Comprehensive District Improvement Planning Guidebook (2004)*. It is understood that this application, once posted to our local district server for public access constitutes an offer, and if accepted by the Kentucky Department of Education or negotiated to acceptance, will form a binding agreement. It is the responsibility of the local district to keep copies of past plans on file at the school district.

Superintendent_____ Board Chairperson_____

A complete copy of the "Assurances" is available for download from the Kentucky Department of Education's Comprehensive Improvement Planning Web Page at:

<http://www.kde.state.ky.us/KDE/Administrative+Resources/School+Improvement/Comprehensive+Improvement+Planning/KDE+Planning+Tools+for+Schools+and+Districts.htm>

LOCAL PROGRAM CONTACTS
Comprehensive Improvement Plan for FY 2011-2012

FEDERAL GRANT PROGRAMS 2007-2008	Local Contact E-Mail	Local Telephone
NCLB, Title I: Part A (Improving Basic Programs)	donna.patterson@green.kyschools.us	270-932-5231
NCLB, Title I: Part B (Even Start Continuation)	rhonda.simpson@green.kyschools.us	270-932-5231
NCLB, Title I: Part C (Education of Migratory Children)	donna.patterson@green.kyschools.us	270-932-5231
NCLB, Title I: Part D (Neglected and Delinquent)	donna.patterson@green.kyschools.us	270-932-5231
NCLB, Title II: Part A (High Quality Teachers and Principals)	donna.patterson@green.kyschools.us	270-932-5231
NCLB, Title II: Part D (Education Technology)	donna.patterson@green.kyschools.us	270-932-5231
NCLB, Title IV: Part A (Safe and Drug Free Schools And Communities)	donna.patterson@green.kyschools.us	270-932-5231
NCLB, Title V: Part A (Innovative Programs)	donna.patterson@green.kyschools.us	270-932-5231
NCLB, Title VI: (Rural and Low Income)	donna.patterson@green.kyschools.us	270-932-5231
Individuals with Disabilities Education Act (IDEA) Basic	rhonda.simpson@green.kyschools.us	270-932-5231
Individuals with Disabilities Education Act (IDEA) Preschool	rhonda.simpson@green.kyschools.us	270-932-5231
McKinney-Vento Homeless Education Act (NCLB Title X Part B)	donna.patterson@green.kyschools.us	270-932-5231
Carl D. Perkins Vocational and Technical Education Act-Basic	donna.patterson@green.kyschools.us	270-932-5231
Extended School Services	donna.patterson@green.kyschools.us	270-932-5231
Gifted and Talented Education	donna.patterson@green.kyschools.us	270-932-5231
Kentucky Education Technology System	chad.davis@green.kyschools.us	270-932-5231
Textbooks	debbie.juddnunn@green.kyschools.us	270-932-5231
Professional Development	donna.patterson@green.kyschools.us	270-932-5231

DISTRICT IMPROVEMENT PLAN EXECUTIVE SUMMARY

District: Green County

Plan Year: 2011/2012

MISSION STATEMENT:

Green County's mission is to provide a quality education that meets students' varied needs, promoting proficiency of skills necessary for long-term success and quality of life for all students.

COMPREHENSIVE IMPROVEMENT PROCESS:

The instructional supervisor and a team of 4 CRT's (Curriculum Resource Teachers) representing each of the district's 4 schools continuously monitor the school and district improvement plans. Since representatives of suggested constituencies such as parents, students, community members, and business representatives were already an active part of standing committees originally formed and already meeting regularly for other purposes, these stakeholders were appointed to assess needs and provide input. Thus, through the trainer of trainers model; information, training, and feedback opportunities were provided by district administrators through committee meeting presentations, discussion groups, and newsletters to the following work groups as needs were gathered and analyzed and plans were developed: Family Resource and Youth Center Advisory Councils, SBDM Councils and school committees, Board Members, Community Anti-Drug Coalition Advisory Council, Interagency Council, Green River Regional Educational Cooperative, Head Start and Alternative Program Members. The instructional supervisor copied comprehensive planning annotated handouts, handouts from other KDE program communications/ meetings, scheduled regional assistance meetings, and trained other school and district administrators and stakeholders during regular administrators' and committee meetings. The instructional supervisor coordinates thirteen of the eighteen federal and state grant programs in which Green County participates and includes in the Comprehensive District Improvement Plan; the special education coordinator coordinates three programs; the textbook coordinator coordinates one program; the technology coordinator coordinates one program. Those four people assumed the leadership responsibility to coordinate on-going information, assure collaboration among stakeholders and between the schools, schedule technical assistance consultations and review plans for cohesiveness and program compliance.

NEEDS ASSESSMENT:

Teams reviewed school and district KCCT, MAP, and other trend data to evaluate past performance and plan for improvement. Representative committees reviewed program consultants' comments, federal and state program evaluation reports, standing advisory committees' information, and local program evaluation discussions. District team members then categorized findings both vertically and horizontally and prioritized the findings of school, district, and standing community committees to determine goals and objectives. Resulting data from all above mentioned tests, reports, and discussions was analyzed for causes and contributing factors.

The three following priority needs continue to emerge from resulting data from all above-mentioned tests, reports, and discussions: 1) the need to improve students proficiency in core content areas; 2) the need to assure equitable opportunities for all students, staff, and program beneficiaries; 3) the need to provide a safe and orderly learning environment. Even though specific content area needs differed among the schools, all schools placed a high priority on content-area skill-proficiency as the accountability results indicated. Informal analysis supported continuation of the alternative calendar to better utilize funds and energy to help meet academic, social, and emotional needs of all students.

COMMUNICATION PLAN

District: Green County

Plan Year: 2011/2012

Internal Review Process:

Program coordinators consulted with school team members throughout the planning process and reviewed draft school plans and budgets for program compliance and assurances according to the Comprehensive Improvement Review Checklist. Results were discussed during monthly administrators' meetings and with working committees. The draft school plans were reviewed by the school staff for editing/finalizing purposes, sharing with stakeholders during committee meetings, and approving by school councils. The draft school plans were considered holistically to make sure the district plan supported the needs of schools.

Public Notice and Review Process:

After giving public notice to standing-committee stakeholders by district team members during regular meetings to increase awareness within the community of the opportunity for review, the availability of web view by peer districts and KDE, and announcement in the local newspaper; the Comprehensive Improvement Plan was open for public comment and SBDM budget review. Sign-in and comment sheets will be maintained at the central office for review and discussion.

The finalized plan was sent to the Board for approval. Following Board approval the plan will be submitted for KDE program assurance review on the district website, (<http://www.green.k12.ky.us>). Any feedback/comments gained from the public review will be considered by the district team and adjustments to the district plan will be made.

Implementation of the District Comprehensive Improvement Plan is expected to promote synergy of fiscal and physical resources among stakeholders in support of Green County's mission to provide a quality education that meets students' varied needs and to promote proficiency of skills necessary for long-term success and quality of life for all students.

PARTICIPANTS

**Murthrine Anderson
Sandra Bell
Donnie Coomer
Jerry Cowherd
Ben Davenport
Chad Davis
Tim Deaton
James Frank
Marcy Goff
Kate Griffiths
Mike Griffiths
Crystal Hedgespeth
Karen Marcum
Debbie Judd-Nunn
Marshall Lowe
Amanda Mills
Anne Moore
Donna Patterson
Tony Patterson
Chris Penick
Irene Perkins
Carol Rose
Susan Ryan
Rhonda Simpson
Tammy Thompson
Shirley Wright**

STAKEHOLDER GROUP

**Community Representative, Parent
Middle School Teacher
Employer
Community Representative, City Council Member
Director of Alternative Program
District Technology Coordinator
Principal, Middle School, Parent
District Finance Officer, Parent
Green County Board of Education
High School Student
Parent, Assistant High School Principal
Parent
High School Principal
Parent, DPP
Superintendent, Green County Schools
High School Special Education Teacher
Parent, Middle School Guidance Counselor
Instructional Supervisor
Parent, Principal Elementary School
High School Teacher
Elementary Teacher
SBDM Council Secretary, Classified Employee
District Technology Resource Teacher
Director of Special Education
High School Guidance Counselor
Administrative Assistant, Board of Education**

**Laura Agee
Judy Corbin
Kellie Thompson**

**District Title I Committee Member
District Title I Committee Member
District Title I Committee Member**

Action component: __A. Core Content Skills__ Component Manager: __Donna Patterson__

District Name: __Green County__ Date: __3/15/11__

Goals/Objectives with Measures of Success

By June 2012, 80% of Green County students in grades 3-12 will score at or above the proficient level in the core content areas of reading, math, science, social studies, and writing and no more than 15% of Green County students will score at the novice level in all content areas on the state's assessment performance report.

- A1. By June 2012, all students will receive curricula that is aligned with Kentucky Core Academic Standards, academic expectations, and core content both horizontally and vertically among teachers, families, teams, grades, and schools as evidenced by professional development plans, PD attendance/evaluation records, lesson plan implementation, and student proficiency as measured by state assessment performance reports and teacher reports.
- A2. By June 2012, all students will receive "research-based strategies/best practices" instruction daily, in all core content areas as measured by principal observation/evaluation and professional growth plans of all staff.
- A3. By June 2012, all classrooms will have access to and use resources such as but not limited to technology, textbooks, and other program supports to integrate content as measured by school budgets, purchase orders, teacher lesson plans, and school inventories of available materials.
- A4. By June 2012, students' active participatory learning in core content areas will increase as measured by state assessment results and Principal/staff evaluation/observation survey data.
- A5. By June 2012, district attendance rates will increase to and stabilize at 95.5% as measured by state attendance data.
- A6. By June 2012, 97% of high school students will successfully complete courses as measured by decreased retention rates on state Assessment data and teacher observation/reports.
- A7. By June 2012, 97% of graduating seniors will successfully transition to adult life (with no significant differences by gender) as measured by state transition data.
- A8. By June 2012, parental involvement and support will increase as measured by activity attendance rosters and improvement in student achievement on state assessments.
- A9. By June 2012, long range planning will become part of the Comprehensive District Improvement Plan relative to Standard IX of the SISI Comprehensive and Effective planning.

Action Component: A. Core Content Skills Component Manager: Donna Patterson

District Name: Green County Date: 3/15/11

Priority Need	Causes/Contributing Factors
<p>According to District-Wide KCCT Spring 2010 Interim Accountability Report:</p> <ul style="list-style-type: none"> * an average of 29% of Green County Elementary Students in grades 3, 4 and 5 scored below the proficient level in the core content areas (reading, math, science, social studies, and writing). * an average of 33% of Green County Middle School Students in grades 6, 7 and 8 scored below the proficient Level in the core content areas (reading, math, science, social studies, and writing). * an average of 63% of Green County High School Students in grades 10, 11, 12 scored below the proficient level in the core content areas (reading, math, science, social studies, and writing). 	<p>Based on teacher interviews and survey results:</p> <ul style="list-style-type: none"> *Curricula has been revised according to the revised core content 4.1, resulting in the elimination of most gaps and overlaps in content areas. *classroom instruction at all levels (elementary, middle, and high) must be guided by the use of the 4.1 core content curriculum maps and Kentucky Core Academic Standards and any other supplemental curriculum within the prevailing timeline. <p>Based on Professional Development Needs Assessment data:</p> <ul style="list-style-type: none"> *educators at all schools feel they need research-based, core content skills strategy training including Depth of Knowledge. *educators at all schools feel they need technology and training to integrate content and to better utilize resources. *educators at all schools feel they need continuous training on the development of open-response writing, on-demand writing, analyzing student work and appropriate rubrics for each item. <p>According to Comprehensive Needs Assessment Process Data (KCCT):</p> <ul style="list-style-type: none"> *district attendance rates have vacillated from 95.01 FY2003 to 94.93 FY2004 to 95.19 FY2005 to 95.16 FY2006 to 95.07% FY2007 to 95.60 FY2008 *high school retention rates have decreased from 9.19% in 2003 to 4.65% in 2004 to 2.95% in 2005; increased to 4.01% in 2006 to 0% in 2007 and remains at 0% FY2008.

Action Component: A. Core Content Skills Component Manager: Donna Patterson

District Name: Green County Date: 3/15/11

Priority Need	Causes/Contributing Factors
<p>*25% of high school students scored novice in math; 1%-28% other Green County students scored novice in the content areas of science, social studies, writing, reading, and math.</p>	<p>*successful transition to adult life has vacillated from 94.96% in 2003 to 96.4% in 2004 to 96.6% in 2005 to 88.79% in 2006 to 96.46% in 2007 to 91.96% in 2008</p> <p>*Vocational Core Standards Reports indicate Green County is lacking equity in the gender mix in vocational classes.</p>

Action component: _A. Core Content Skills_____ Component Manager: ___Donna Patterson_____

District Name: _Green County_____ Date: ____3/15/11_____

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress And Success	Persons Responsible	Resources
A1.a	Technical support will be provided and professional development time scheduled for staff to revise the curricula according to Kentucky Core Academic Standards in the areas of reading, writing, and math. Science and Social Studies will continue to follow core content 4.1 maps and make necessary changes in curriculum maps.	Teachers will align the curriculum to standards as evidenced by PD records and document summary.	Principals	Professional Development
A1.b	Teachers will teach from the aligned/mapped curricula and will complete a core standard checklist with space for documentation of when KCAS was taught and how KCAS was assessed in reading and math.	Student proficiency will increase after having been taught what is measured on state assessments as measured by assessment reports and teacher observation.	Principals	Title I Part A Basic Title II Teacher Quality
A1.c	Technical support will be provided and job-embedded professional development time scheduled for PLCs, assessments for learning, and higher order thinking skills instruction addressed in the SISI document.	Students will progress toward proficiency after having been taught what is measured on state assessments as measured by assessment reports and teacher observation.	Principals	SEEK Funds

Action component: _A. Core Content Skills_____ Component Manager: _Donna Patterson_____

District Name: _Green County_____ Date: __3/15/11_____

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress And Success	Persons Responsible	Resources
A1.d	A District Leadership Team will conduct district walkthroughs using eWalk at various times during the school year to collect data from the classroom setting to evaluate instructional practices.	The data collected will aid in the Development of PD growth plans and the availability of PD training at all levels: elementary, middle, and high school.	Donna Patterson Principals Debbie Judd-Nunn Assistant Principals	No Funds Required
A2.a	All educational leaders will receive professional development in identifying “research-based strategies/best practices” instruction in the classroom.	Education leaders will recognize and stress research-based strategies/best practices when observing and evaluating certified staff as reflected in growth plans and Ed Leaders PD Summary documentation.	Principals	PD
A2.b	Technical support will be provided to assist all teachers to facilitate instruction by utilizing “research-based/best practices” strategies in all content areas.	Student achievement will increase as measured by teacher and state assessments.	Principals	PD
A2.c	Professional Development will be provided and resource materials purchased for all staff to incorporate into their classroom instruction which will focus on reading/literacy and math strategies across the curriculum.	Students will be able to interpret and understand core content text and increase student achievement as evidenced by KCCT.	Donna Patterson Principals	PD “Reading to Achieve”

Action component: _A. Core Content Skills_____ Component Manager: __Donna Patterson_____

District Name: _Green County_____ Date: ___3/15/11_____

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress And Success	Persons Responsible	Resources
A2.d	Technical support will be implemented during PLCs to assist teachers in recognizing the formal methods for analyzing student work to enable adequate student feedback to be given for strengthening student understanding of proficient work.	Teachers will adjust instruction according to student learning needs as evidenced by lesson plans common assessment results and walk-through observations.	Principals	Title II, Part A Teacher Quality
A2.e	Technical support will be provided to our instructional staff on the use of a supplemental, research-based Reading Curriculum “Great Leaps” for students at all levels who are below their reading grade level and other reading intervention programs. (i.e. Sidewalks, Reading Mastery)	Students will increase their reading level as measured by such assessments as the GRADE diagnostic test; A+LS, MAP, DIBELS and state tests – the KCCT.	Donna Patterson All Principals	SEEK Funds

Action component: _A. Core Content_____ Component Manager: __Donna Patterson_____

District Name: Green County_____ Date: __ 3/15/11_____

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress And Success	Persons Responsible	Resources
A2.f	A District RTI Plan will be developed and implemented at each school and all staff will receive training on the plan.	Through universal screenings and Intervention strategies/methods, Instruction can be focused on specific individual needs resulting in the improvement on research-based assessment instruments.	All Principals	No Funds Required
A3.a	Technical support will be provided to assist all teachers to integrate available technology on a daily basis in all content areas; multi-media presentation, Science simulations, interactive software, Internet research, Smartboards use of the Encyclomedia website for classroom technology instruction across all curriculum levels.	Schedules and lesson plans will document technology integration daily by all teachers in all content areas resulting in increased core content achievement as reflected on teacher assessments and state assessments.	Principals Chad Davis Donna Patterson	KETS

Action component: A. Core Content Skills_____ Component Manager: __Donna Patterson_____

District Name: _Green County_____ Date: ____3/15/11_____

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress And Success	Persons Responsible	Resources
A3.b	Technical support personnel will update and maintain full networking capabilities with new servers operating internet and email access systems, with proper licenses for all hardware and software for the entire district.	Increased student achievement as related to technology accessibility report (KETS Unmet Need) and state assessment score results.	Chad Davis	Special Grants
A3.c	District Technology Personnel will update/upgrade and maintain student workstations, telecommunication, and internal connections. See District Technology Plan http://www.green.kyschools.us	Students will use technology (purchased workstations to meet 1 to 6 computers to student ratio standard as evidenced by KETS Unmet need Report) to enhance learning and demonstrate mastery through on-line learning and resources as evidenced by teacher/state assessment results.	DTC TRT STC's	KETS Special Grants E-Rate Funding
A3.d	Technical support will update and maintain teacher workstations.	Support personnel will purchase teacher workstations to meet standard of one per teacher as evidenced by KETS Unmet Need Report.	Chad Davis	KETS

Action component: A. Core Content Skills _____ Component Manager: Donna Patterson

District Name: _Green County_____ Date: _____3/15/11_____

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress And Success	Persons Responsible	Resources
A3.e	Support personnel will purchase hardware such as graphing calculators, wireless networking; and/or PDA's and content-specific software, such as but not limited to Accelerated Math, to support aligned curriculum.	Increased student achievement will be evident as measured by teacher and state assessment results.	Donna Patterson Principals Chad Davis	Title I, Part A Basic
A3.f	Support personnel will also purchase and provide training for content-specific software and on-line services such as but not limited to Accelerated Math, Accelerated Reader and Math Facts in a Flash and Study Island to support aligned curriculum	Increased teacher proficiency as measured by classroom observations, and equipment usage.	Donna Patterson Principals Chad Davis TRTs	Local Funds KETS Other
A3.g	Support personnel will purchase cable services, telephone services, upgrade cable production hardware and upgrade telephone related hardware, such as but not limited to voice mail, fax system upgrades, automated notification services, and cable channel production equipment.	Increased parent-teacher communications	Donna Patterson Principals Teachers Chad Davis	Local Funds KETS Other

Action component: A.Core content Skills

Component Manager: Donna Patterson

District Name: Green County

Date: 3/15/11

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress And Success	Persons Responsible	Resources
A3.h	Support personnel will pursue the purchase of creative and innovative new technologies to assist in educating students and teachers.	Increased student achievement will be evident as measured by teacher and state results.	Donna Patterson Principals Teachers Chad Davis	Local Funds KETS Other
A3.i	The textbook coordinator along with school personnel will purchase consumable textbooks and supplies to support the aligned curriculum.	Increased student achievement will be evident as measured by teacher/state assessment results.	Debbie Judd-Nunn	Local General Fund
A3.j	Continued technology training to expand usage and to meet technology proficiency standards will be implemented with the assistance of a District-Wide Technology Resource Teacher.	Increased proficiency and use of technology as measured by PD summary/evaluation reports and usage logs will be demonstrated.	Susan Ryan Chad Davis Donna Patterson	Title V PD Title I, Part C Card D. Perkins Fund
A3.k	A+LS technology software curriculum will be continue to supplement the instructional core content components of reading, building vocabulary, science, and social studies with each component covering a grade range of 1-12. The math component will be added for grades 1-8.	Increased documentation of student achievement will be evident as measured by teacher/state assessment results.	All Principals/Staff Donna Patterson	Title I, Part A PD

Action component: A.Core content Skills

Component Manager: Donna Patterson

District Name: Green County

Date: 3/15/11

A3.1	MAP, a norm-referenced assessment, will be given to grades K-10 to determine individual levels of proficiency in reading, language arts, and math—science is included in 6 th grade.	Using the test data, classroom instruction can be focused on specific individual needs resulting in the improvement of academic performance on our state tests.	Classroom teachers Elementary & Middle School Principals Donna Patterson	General Fund ESS
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Action component: A. Core Content Skills_____ Component Manager: ___Donna Patterson_____

District Name: Green County_____ Date: _____3/15/11_____

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress And Success	Persons Responsible	Resources
A4.a	Mission statements, school/program goals, school/district activity such as SBDM and PTO meeting announcements will be communicated clearly to staff, parents, students, and community partners; through newsletters, newspaper articles, radio announcements, published reports, and during parent/teacher conferences, or using the One-Call system.	Student proficiency will increase when stakeholders (school staff, parents, students, and the community) are all informed and work toward common goals as evidenced by teacher and state assessment data, communication files, assessment reports, and KASC Survey results	Principals Shelia Stearman Angela P. Scott Donna Patterson	ESS Title I, Part A Basic Special Grants DFC Grant

Action component: A. Core Content Skills_____ Component Manager: _Donna Patterson_____

District Name: Green County_____ Date: __3/15/11_____

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress And Success	Persons Responsible	Resources
A4.b	School personnel will utilize “Back to School Fest” to inform/train parents on available community resources to meet student needs.	Student proficiency will increase when stakeholders (school staff, parents, students, and the community) are all informed and work toward common goals as evidenced by teacher and state assessment data, communication files, assessment reports, and KASC Survey results.	Principals Angela Scott Shelia Stearman	Title I, Part A Basic
A4.c	Technical Support in the areas of open response, common assessments, constructed response and on-demand training will be utilized to encourage school staff to provide opportunities for students to reinforce learning of the standards in core areas using consistent practice on released items, testing format, and use of rubrics to assess individual performance.	Student Achievement will increase in core content as measured by teachers and state assessment results.	Principals	PD Title I, Part A Carl Perkins Fund

Action component: _A. Core Content Skills_ Component Manager: _Donna Patterson_

District Name: _Green County_ Date: _3/15/11_

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress And Success	Persons Responsible	Resources
A4.d	Math Manipulatives and other instructional materials such as calculators will be purchased in the content areas to provide real-life connections during instruction.	Student math academic performance will increase as evidenced by meeting the AYP target goals on the NCLB Report.	All Principals	Title I Title V
A4.e	Technical support will be provided for the diagnosis of and monitoring of math skills at all levels with such tools as Accelerated Math Libraries, GMADE Diagnostic Tests, and student item analysis of the KCCT.	Math academic performance across all levels will improve as evidenced by the MAP, NCLB, and KCCT Reports.	All Principals	SEEK Funds

Action component: A. Core Content Skills_____ Component Manager: __Donna Patterson_____

District Name: Green County_____ Date: _ 3/15/11_____

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress And Success	Persons Responsible	Resources
A5.a	<p>Technical support will be provided to assist in equitable appropriate identification, placement, and service delivery for the general education population, the gifted, special education students, and those needing alternative education services to enhance student success.</p>	<p>Student success will increase as evidenced by both cognitive and non-cognitive state assessment results.</p>	<p>Debbie Judd-Nunn Rhonda Simpson Donna Patterson</p>	<p>PD Gifted/Talented IDEA B</p>
A5.b	<p>FRYSC personnel will assist poor attendees and their families to help remove barriers to attendance/learning.</p>	<p>Student achievement will increase in core content as measured by teacher and state assessments results.</p>	<p>Angela Scott Shelia Stearman</p>	<p>Special Grants</p>

Action component: A. Core Content Skills_____Component Manager: _Donna Patterson_____

District Name: _Green County_____Date: _____3/15/11_____

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress And Success	Persons Responsible	Resources
A6.a	After school (ESS) and will be available to assist students most in need of help to successfully complete course work. The initiation of day-time waivers will be included to support the focus on core content skills during classroom instruction.	Student achievement will increase in core content as measured by teacher and state assessment results.	Principals Donna Patterson	Extended School Services
A6.b	Communications will be sent to parents and students of availability of extra help after school/ mid-way of grading period, with grade reports sent to parents each nine weeks, and during parent/teacher conference sessions.	Student achievement will increase in core content as measured by teacher and state assessment results.	Principals	Extended School Services
A6.c	Technical support will be provided to students who are not on track academically with the utilization of the credit recovery program, APEX Learning.	The high school graduation rate will be at the appropriate percentage based on the entry and exit levels for the student population.	Principal Assistant Principal Donna Patterson	CSIF

Action component: A. Core Content Skills_____ Component Manager: Donna Patterson_____

District Name: _Green County_____ Date: _____3/15/11_____

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress And Success	Persons Responsible	Resources
A6.d	A second high school lab will be structured to assist in the credit recovery program as well as the “Freshman Academy”.	Student achievement will increase in core content as measured by teacher and state assessment results.	Principal Assistant Principal	Title II, Part D
A7.a	Guidance counselors, YSC personnel, general education teachers, and vocational teachers will schedule time to conference with parents and students to inform about and support skills that promote success both in school, the work world, and personal well-being.	97% of high school seniors will successfully transition to adult life as measured by state transition data.	Tammy Thompson Shelia Stearman	Special Grants
A7.b	School staff along with Vocational Education Staff will offer such activities as job shadowing, co-op experience, resume writing, getting and keeping a job, interview strategies, and business employer presentations in various instructional settings.	97% of high school seniors will continue successful transition to adult life as measured by state transition data.	Anne Moore Tammy Thompson Shelia Stearman	Special Grants

Action component: _A. Core Content Skills_____ Component Manager: _Donna Patterson_____

District Name: Green County_____ Date: _____3/15/11_____

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress And Success	Persons Responsible	Resources
A7.c	More focus will be on the integration of academics in the CTE classes by employing reading strategies and relating CTE activities to the core content and making them more real world relevant.	TEDS data will provide evidence of improved academic performance across the curriculum as required by (Standard 1a).	CTE Teachers Tammy Thompson Karen Marcum	Title I, Part C Carl Perkins
A7.d	More males will be recruited in the FAC career majors to reach the participation/completion rate of 25%.	TEDs data will provide evidence of improved participation/completion rate in the nontraditional training/employment Standard 4.	CTE Teachers Tammy Thompson Karen Marcum	No Funds Required
A8.a	Parent/Teacher Conferences will be scheduled at individual schools with emphasis on student Arts/Humanities performance, celebration of previous year's KCCT performance, and explanation of what students are expected to do and know for the upcoming assessments.	Student performances on the state assessment will improve as a result of parental support and understanding of what's expected from student performance on the KCCT.	Tim Deaton Tony Patterson	Title I, Part A

Action component: _A. Core Content Skills_ Component Manager: _____Donna Patterson_____

District Name: _Green County_____ Date: _____3/15/11_____

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress And Success	Persons Responsible	Resources
A8.b	A secondary showcase of student work and performance will be presented for parent involvement.	Student achievement on the state assessment will improve as a result of parental involvement and support	Karen Marcum High School Faculty	SEEK Title I, Part A
A9.a	A District Leadership Team will be organized with members from each of the 4 schools, administrators, and community representatives for the purpose of long-range, comprehensive, and effective planning necessary for school improvement.	New teaching strategies will be cultivated, educational trends will be researched, and the evaluation process will be steered in the direction of long-range school improvement demonstrated by the state assessment and accountability data..	Donna Patterson	PD
A9.b	Administrators will emphasize the use of the three-parts of a lesson, the walk through instruments, and the first 15 minutes of a lesson checklist as appropriate tools to evaluate effective instructional practice.	Instructional practice and assessment will improve as evidenced on each teacher's individual growth plan. (IGP)	Principals	No Funds

Action component: _A. Core Content Skills_____ Component Manager: Donna Patterson_____

District Name: _Green County_____ Date: _____

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress And Success	Persons Responsible	Resources

Action Component: B. Equity Component Manager: Donna Patterson

District Name: Green County Date: 3/15/11

Priority Need	Causes/Contributing Factors
<p>According to such data as Kentucky Performance Reports, the KCMP FY2007-08, Safe Schools Reports, discipline referrals, special populations' referrals, three years re-evaluation, organizational patterns (including gifted, multi-aged, and special education and professional development needs assessment request; there is a need to increase awareness, understanding, and appreciation of equitable and multicultural issues to meet the needs of diverse populations and decrease the gap that exists in performance between students with disabilities and students without disabilities.</p>	<ul style="list-style-type: none">*Extra services are needed by students (from the special needs to the gifted); to increase achievement and student success.*ESS may not be meeting needs of disabled students evidenced by the low participation of these students in ESS activities.*The KCMP data FY2008-09 indicate and 2009 Exit Data:<ol style="list-style-type: none">1. A need for increased parental involvement for parents of students with disabilities;2. Decrease suspension rates and detention rates of students with disabilities.

Action component: __B. Equity__

Component Manager: __Donna Patterson__

District Name: __Green County__

Date: ____3/15/11____

Goals/Objectives with Measures of Success

By June 2012, students will receive equal opportunities in learning and educational services as noted by performance reports, parent, staff and student survey results, referral data, and evaluation of services within school programs; the performance gap between student with disabilities and students without disabilities will decrease by 10%.

- B1. By June 2012, 100% of students in all grades will demonstrate knowledge/awareness of multicultural and equity issues as measured by assessments (student work samples and lesson plans).
- B2. By June 2012, ALL students (special needs, regular, and gifted/talented) will be given equitable educational opportunities and services, meeting their diverse needs as measured by 10% gain on Kentucky Performance Assessment (moving 10% out of Novice Level and increasing numbers in Apprentice and Proficiency Levels by 10% in all content areas), including positive program evaluations and survey results.

Action component: _B. Equity_____ Component Manager: _Donna Patterson_____

District Name: _Green County_____ Date: _____3/15/11_____

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress And Success	Persons Responsible	Resources
B1.a	Teachers will instruct to increase awareness and understanding of varied cultures, utilizing such technology as the Virtual Library	Teacher lesson plans and student work samples will reflect instruction and increased awareness of multi-cultures and equity issues.	Principals	KETS Literacy Challenge Funds Special Grants USF Grant
B1.b	Educators will provide and promote appreciation for equal opportunities for ALL students including curricular materials, career preparedness, referrals for special services, and goal-setting for greatest achievement.	Teacher lesson plans and student work samples will reflect instruction and increased awareness of multi-cultures and equity issues.	Principals	Title I, Part C Carl D. Perkins Vocational
B2.a	Teachers will attend PD, such as classroom differentiation, to identify available programs and strategies for special diverse populations including gifted as well as the criteria for participation in each.	Survey results will reflect increased self-confidence of staff to provide strategies and referrals for services to meet the needs of diverse populations.	Principals Donna Patterson	PD

Action component: _B. Equity_____

Component Manager: _ Donna Patterson_____

District Name: _Green County_____

Date: ___3/15/11_____

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress And Success	Persons Responsible	Resources
B2.b	Staff will deliver services and refer students for additional services that meet the needs of diverse populations of those economically, academically, socially, and culturally deprived to ALL students from those in special education classes to the gifted.	Participation lists will reflect accurate placement of students from diverse populations for services to meet individual needs as measured by program evaluation reports and state assessment results.	Principals	Gifted and Talented Education IDEA-Basic
B2.c	School and community partners such as Adanta, Dept. of Social Services, therapist (speech, OT, and PT), FRYSC staff, and juvenile care providers will assist the school staff in meeting students' special needs by providing training and serving students' needs directly.	Increased service provided by schools and community partners for students' special needs will enhance learning for both general students and those with special needs as measured by educator/parent observation and assessment data.	Debbie Nunn Rhonda Simpson Donna Patterson Principals	PD
B2.d	The District will blend with Head Start to serve Head-Start and preschool-eligible students ages 3-5 by facilitating services such as collaborative education, related services, transportation, bus monitors, and providing classroom space.	All students ages 3 to 5 will achieve school success as measured by evaluation instruments from Head Start, Pre-School Progress Report, Therapists, and/or special education records.	Rhonda Simpson Alicia Polston Donna Patterson	IDEA-Preschool Title I Title I ARRA

Action component: B. Equity Component Manager: Donna Patterson

District Name: Green County Date: 3/15/11

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress And Success	Persons Responsible	Resources
B2.e	The District will provide such related services as speech, occupational therapy, and physical therapy.	All eligible students ages 3-5 will receive related services appropriate to their needs to achieve school success as evidenced by December child count, Head Start records, and special education records.	Rhonda Simpson Alberta Thornton	IDEA-B
B2.f	The District will seek/administer grants and additional funding.	Number and variety of activities/opportunities will increase relative to additional funding as measured by intersession promotion and evaluation reports.	Debbie Nunn Rhonda Simpson	Special Grants Crusade Grant CBWTP Grant

Action component: _B. Equity_____ Component Manager: _Donna Patterson_____

District Name: _Green County_____ Date: _3/15/11_____

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress And Success	Persons Responsible	Resources
B2.g	Student exposure and involvement will increase by integrating content areas for all students through work-world experiences, and enhancement programs, community visiting specialists, field trips, student performances, technology experiences and additional guided-learning-class-time.	All participating students (with those in greatest need receiving service first) will learn a variety of skills from experts based on plans related to student needs and quality of plan as evidenced by intersession evaluation data.	Debbie Nunn Donna Patterson Principals	ESS SEEK Funds
B2.h	The district will collaborate with Head Start to provide joint trainings to address transition and related services.	All district and Head Start staff will be effective participants in transition meetings as evidenced by intervention and documentation strategies.	Rhonda Simpson Josie Harlam Donna Patterson	IDEA-Preschool Transition Part C to Part C Document Title I ARRA

Action component: _B. Equity_____ Component Manager: __Donna Patterson_____

District Name: _Green County_____ Date: ____3/15/11_____

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress And Success	Persons Responsible	Resources
B2.i	The district will implement school-wide initiatives to increase parental involvement in the academic setting through regional parent networks, technology, parent groups, conferences, regional trainings, and incorporating FRYSC services.	Parents will be actively involved in academics and the special education process supported by student assessment data and sign-in rosters at SBARC meetings.	Rhonda Simpson All Principals	IDEA-B
B2.j	The district will continue a variety of initiatives to further close the gap between the disabled and non-disabled population through the Great Leaps Reading curriculum, GRADE assessment, professional development on reading strategies, reading intervention programs and emphasize increasing teachers' expectations of the disabled population	The achievement gap between the disabled and non-disabled populations will decrease in all academic areas as evidenced by the KCCT.	Rhonda Simpson Donna Patterson All Principals	IDEA-B

Action component: _B. Equity_____

Component Manager: ___Donna Patterson_____

District Name: _Green County_____

Date: _____3/15/11_____

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress And Success	Persons Responsible	Resources
B2.k	The district will increase and improve collaboration strategies in all schools.	Increased access to general curriculum and increased special needs numbers in the apprentice/proficient levels.	Rhonda Simpson All Principals	IDEA

Action Component: _C. Safe and Orderly Environment_____ Component Manager: ____Donna Patterson_____

District Name: __Green County_____ Date: ____3/15/11_____

Priority Need	Causes/Contributing Factors
<p>According to Behavior Report recorded in IC, (2009-2010) 217 incidents of student violations such as fighting,(student to student) and disruptive behavior indicate the need for intervention and prevention strategies related to School Safety issues.</p>	<p>According to Behavior Report, (2009-2010):</p> <ul style="list-style-type: none">*11 incidents of fighting (student to student) violations occurred at the Middle School Level*10 incidents of fighting (student to student) at the high school level*A total of 27 out of school suspensions occurred (total occurrences) at the middle school (23 head count, 3 with multiple suspensions)*A total of 51 total occurrences at the high school (35 head count, 12 suspended with multiple suspensions)*At the middle school level failure to follow staff instructions and disruptive behavior were leading violations.* At the high school level failure to follow staff instructions, disruptive behavior were leading violations.

Action component: C. Safe and Orderly Environment _____ Component Manager: _____ Donna Patterson _____

District Name: _ Green County _____ Date: _____ 3/15/11 _____

Goals/Objectives with Measures of Success

By June 2012, Green County Schools will establish and maintain a safe and orderly environment. Schools will address school safety planning through school climate, discipline, prevention and intervention strategies. School leaders will realize that they need to have balanced security measures and crisis preparedness guidelines that deal with potential school safety issues.

- C1. By June 2012, students will adhere to discipline rules as measured by a 2% reduction in suspensions and other disciplinary actions as recorded in Safe School Data.
- C2. By June 2012, all Green County students will have safe and orderly learning environment with place options available for alternative educational settings appropriate for students with varying needs as measured by collaborative data between referring school and the district alternative school, and positive responses by staff, parents and students on the Effective School Survey.
- C3. By June 2012, students' use of drugs will decline by 2% and the safety of the school environment will improve as evidenced by comparing expulsions/suspension/alternative school referrals and Safe School Data Collection.

Action component: _C. Safe and Orderly Environment_____ Component Manager: ___Donna Patterson_____

District Name: Green County_____ Date: __3/15/11_____

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress And Success	Persons Responsible	Resources
C1.a	Technical Support will be provided for professional development on conflict resolution strategies.	There will be reduction in suspensions, expulsions, disciplinary actions as measured by Safe School Data, Discipline Records.	Debbie Nunn Donna Patterson	PD
C1.b	Training opportunities for all staff: administrators will train faculty/staff to be aware of procedures covered in Emergency Procedure Guides placed in each classroom and in the hands of each employee of Green County School System.	School personnel will provide all students/staff with skills to keep and maintain a safe and orderly environment.	Debbie Nunn Principals	No Funds Required
C1.c	Students will be taught socially acceptable conflict resolution, healthy lifestyles, and self-image boosting strategies.	Reduced suspensions, expulsions, and disciplinary actions as measured by school discipline records will be evident.	Principals Health Teachers Family Resource Center Youth Service Center Shelia Stearman Angie Scott	No Funds Required FRYSC

Action component: _C. Safe and Orderly Environment_____ Component Manager: _Donna Patterson_____

District Name: _Green County_____ Date: ____3/15/11_____

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress And Success	Persons Responsible	Resources
C1.d	Parenting skills training will be available to parents by video check-out system. Will continue home visits to families in the community. Meeting the needs of families will impact orderly environment in the school setting.	Reduced suspensions, expulsions, and disciplinary actions as measured by school discipline records will be evident.	Angela Scott Shelia Stearman	FRYSC
C1.e	The District Crisis team will be available to revise both the Emergency Procedures Guide and Emergency Management Plan for Green County Schools.	Faculty and staff and students will be prepared to deal with not only natural disasters, but also potential acts of crime and violence.	Joey Bush Tony Patterson James Withers Debbie Nunn Jim Frank Adam Whitlock	No Funds Required
C1.f	As needed, Contracts and Behavioral Plans at Green County Middle School will be in place for students 6-8 grades. Contracts will be drawn for students to sign as a written promise to follow the rules.	Reduction of suspensions, expulsions, disciplinary action/reduction of name-calling, gossip, fights, threats, intimidations as measured by school discipline records.	Anne Moore Staff Will Hodges	PD Counseling Office

Action component: _C. Safe and Orderly Environment_____ Component Manager: _Donna Patterson_____

District Name: Green County_____ Date: __3/15/11_____

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress And Success	Persons Responsible	Resources
C1.g	Violence Prevention video series will be shown to Middle School 6-8 grades. The series will deal with peer pressure issues that affect students each day.	Reduction in problems that arise as a result of peer pressure issues according to DSS and counseling.	Anne Moore/Staff Ann L Judd	No funds Required
C1.h	All staff be aware of the “Bullying Bill” and know the requirements and provisions of HB91.	Reduction or elimination of Bullying in schools to assure a safe environment for the well-being of a ALL students.	Jim Frank Debbie Nunn Marshall Lowe Principals Rhonda Simpson Donna Patterson	PD
C2.a	Green County will continue an alternative program setting as one appropriate placement option for students who need assistance to participate in a safe and orderly school environment.	Appropriate referral options will result in a safe and orderly learning environment conducive to learning and increased achievement as measured by teacher and state assessment data and collaborative data between referring school and district alternative program.	Debbie Nunn Marshall Lowe Donna Patterson Rhonda Simpson Principals Ben Davenport	Local General Funds CSS Funds Title IV
C2.b	Advisory council members will assist in writing referral procedures for placement in the alternative program setting.	Smooth implementation will enable appropriate placement options for students who threaten a safe and orderly learning environment for themselves and others as measured by alternative school evaluation data and decreased disciplinary action by referring schools.	Debbie Nunn Marshall Lowe Donna Patterson Rhonda Simpson Principals	No Funds Required

Action component: C. Safe and Orderly Environment Component Manager: Donna Patterson

District Name: Green County Date: 3/15/11

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress And Success	Persons Responsible	Resources
C2.c	Alternative advisory council members will assist with curriculum selection and materials for the district alternative program.	Appropriate placement will be implemented with supportive curriculum to meet diverse alternative school participant needs academically, socially, and emotionally as measured by alternative school evaluation data showing student success, state assessment, data, and student participant self evaluation.	Debbie Nunn Marshall Lowe Donna Patterson Rhonda Simpson Principals	Special grants KETS Local General Funds
C2.d	Alternative advisory council members will participate in on-going collaboration, implementation, and collection of data for evaluation feedback regarding the alternative placement operations.	Appropriate placement will be implemented with supportive curriculum to meet diverse alternative school participant needs academically, socially, and emotionally as measured by alternative school evaluation data showing student success, state assessment, data, and student participant self evaluation.	Debbie Nunn Marshall Lowe Donna Patterson Rhonda Simpson Principals	No Funds Required

Action component: _C. Safe and Orderly Environment__ Component Manager: _Donna Patterson_____

District Name: _Green County_____ Date: _____3/15/11_____

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress And Success	Persons Responsible	Resources
C3.a	Collaboration activities with Green County Coalition For A Drug Free Community including verbal and written public communications; school/community/county-wide social events promoting healthy lifestyles; increased monitoring to prevent drug/alcohol availability; and the utilization of the CONNECT character education program in grades 3-12.	Green County schools will be a safe and orderly learning environment for all students as evidenced by increased achievement by all students on state and teacher assessments.	Debbie Nunn Donna Patterson Shelia Stearman Ann Lee Judd Rebecca Sode Deborah Warf Deborah Thompson	Special Grants KYASAP
C3.b	Consultants, community speakers, and educators will interject healthy lifestyles activities into the core content curriculum.	Green County schools will be a safe and orderly learning environment for all students as evidenced by increased achievement by all students on state and teacher assessments; students, staff and parents verbal and written positive responses to questionnaires; and referring schools/multi-district alternative program data.	Debbie Nunn Angela Scott Shelia Stearman Donna Patterson Principals	Special Grants

Action component: C. Safe and Orderly Environment__ Component Manager: __Donna Patterson_____

District Name: _Green County_____ Date: _____3/15/11_____

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress And Success	Persons Responsible	Resources
C3.c	The District will continue health services through such partners as community agencies with the assistance of FRYSC.	Increased communication, cooperation, and services will be provided to all students by medical care providers as evidenced by schedules, logs, and minutes of sessions/activities.	Angela Scott Shelia Stearman Debbie Nunn	No Funds Required
C3.d	Project Alert will be presented at the Middle School level.	Green County Schools will be a safe and orderly learning environment for all students as evidenced by increased achievement by all students on the state and teacher assessments; at least a 10% decrease in availability and use of drugs and alcohol as evidenced by survey of students, staff and parents verbal and written positive responses to questionnaires; and referring schools/multi-district alternative program data.	Anne Moore/Staff	Special Grants KYASAP

Action component: C. Safe and Orderly Environment__Component Manager: _____Donna Patterson_____

District Name: ___Green County_____ Date: _____3/15/11_____

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress And Success	Persons Responsible	Resources
C3. e	The continuation of the “Freshman Academy” for 9 th graders.	Students will have a safe and orderly environment conducive to successful student achievement evidenced by test score data and by a continuous reduction in number of disciplinary actions according to Safe School data.	Karen Marcum Debbie Nunn Mike Griffiths	No funds Required
C3.f	Addition of new emergency procedures, “Building Lock Down” practice will be held yearly including protective measures to be taken during and immediately following the lockdown.	To prepare students in emergency procedures in an effort to restrict the mobility of building occupants to maintain their safety and care.	Principals Debbie Nunn Certified Staff Classified Staff	No funds Required
C3.g	The CDW (Court Designated Worker) will present a program at each school level dealing with out- of- control issues, law violations, truancy and juvenile offenses.	Students will learn to become more responsible citizens in the classroom and home and play a role in maintaining a safe and orderly environment.	Betty Amos Principals Debbie Nunn	No funds Required
		Students will be taught proper behavior procedures through rewards.	Anne Moore Will Hodges Tim Deaton	No funds Required

Action component: C. Safe and Orderly Environment__Component Manager: _____Donna Patterson_____

District Name: ___Green County_____ Date: _____3/15/11_____

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress And Success	Persons Responsible	Resources
C3.h	Students at the 3 rd - 5 th grade level will be guided through the Bullying Program: Steps to Respect	Students and Parents will be taught how to recognize and deal with bullying.	FRC Kellie Henderson Angie Scott	No Funding
C3.i	A School Resource Officer (SRO) will be available to all schools in order to maintain a safe school environment by reducing the number of discipline referrals related to alcohol and tobacco.	The presence and education provided by the SRO will reduce problems that arise as a result of tobacco, drug, and alcohol issues.	Jim Frank Donna Patterson Laura Edwards	DFC Grant