



Comprehensive District Improvement Plan

Paris Independent

310 W Seventh St
Paris, KY 40361

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Introduction

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

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

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

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

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

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

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

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

Phase I - Equitable Access to Effective Educators District Diagnostic

Introduction

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

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

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

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

Equitable Access to Effective Educators - District

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

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

Our district equity tab shows a high turn-over rate of teachers in our district. Turn-over in teachers often results in less experienced teachers hired and a heavy burden on training and re-training teachers on programs and initiatives, creating a burden for the school and consequently the students we serve.

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

The salary schedule at Paris Independent is less than surrounding counties. We often lose teachers to another district over salary. Another factor to our high turn-over rate is that our district has a high poverty population of students that often leads to teachers seeking less demanding schools.

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

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

OR

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

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

Goal 1:

By 2020, the district will reduce the number of students scoring novice on combined math and reading by 50% to 19.43% (PES - elementary school), 9.7% (PMS - middle school), 17.3% (PHS - high school)

Measurable Objective 1:

collaborate to reduce the number of students scoring novice on combined reading and math to 29% (PES - elementary school), 27.2% (PMS - middle school), 35.6% (PHS - high school) by 06/01/2017 as measured by novice-reduction targets on KPREP 2017.

Strategy1:

Professional Learning - District Instructional Team is engaged in ongoing professional learning focused on student achievement

Category: Professional Learning & Support

Research Cited: DuFour's Professional Learning Communities

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Activity - Next Generation Network PoP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The District Instructional Team and two teachers are working through a Next Generation Network grant on an identified Problem of Practice - How to effectively analyze data and determine next steps for students that have not mastered the standard(s)	Academic Support Program	07/11/2016	12/19/2017	\$5000 - Grant Funds	District Instructional Team, classroom teachers

Activity - PLC's at Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District Leadership Team attended a two-day hybrid training by Solution Tree in Lexington in June 2016. Principals refined PLC Protocol with teachers for implementation 2016-2017 school years.	Academic Support Program	08/18/2016	12/19/2017	\$1950 - District Funding	District Instructional Team, Principals, classroom teachers, instructional coaches

Phase I - GAP Target Assurance

Introduction

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

Gap Target Assurance

Label	Assurance	Response	Comment	Attachment
	As superintendent of the district, I hereby certify that:	The following school(s) have failed to meet their gap target for two (2) consecutive years and are listed in the text box provided below	Paris Elementary School - 8.9 GAP in 2014-2015 was reduced to 4.9 in 2015-2016 Paris Middle School - GAP grew in 2015-2016	

Phase I - Needs Assessment

Introduction

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

Data Analysis

What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?

What does the data/information not tell you?

When the 2016 Kentucky State Assessment scores were released, Paris Independent School District was labeled a Proficient District. All schools in the Paris School District saw growth, with the greatest growth coming from Paris Elementary School.

Paris Elementary, Paris High, and Paris Independent District all scored proficient on KPREP 2016. Paris Elementary is a High Progress school, scoring in the top 10% of improvement in the state. That is a great improvement over the last several years of Needs Improvement labels. The data tells us that our new reading and math curriculum is working. Paris elementary saw tremendous improvement in Growth and Gap; Paris Middle saw improvement in Growth; Paris High School saw improvement in GAP.

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?

Paris Elementary saw tremendous growth this year with an overall score gain of 16.9 points. The prior year overall score was 52.7; PES achieved an overall score for 2015-2016 of 69.6. Paris Elementary students achieved success in Achievement, Gap, and Growth that make up their Overall Learner's Score. Not only did Paris Elementary receive a proficient rating, but because of the outstanding growth made from the previous year, Paris Elementary was rated as a High Progress School!

Paris High School was rated proficient for the second year in a row and saw an increase in the achievement score supported by substantial growth with students that often struggle. Paris High School also saw an outstanding graduation rate of above 97%, which is much higher than the state average graduation rate. Paris Middle School achieved an increase in the overall score from the prior year, but fell just short of a proficiency rating. Program Review scores for elementary, middle and high were rated either proficient or distinguished in every area.

Opportunities for Improvement

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

CCR, Reading, social studies, and math at high school all show a need for improvement.

Paris High has implemented a focus on CCR beginning at 9th grade. Every grade level is now taking the practice ACT twice a year. Thirty minutes each day is part of the master schedule to target CCR intervention needs and provide time and support to strengthen all students ACT benchmark scores.

Social Studies Alive and History Alive 2017 curriculum resources have been purchased for elementary and middle school.

Reading is an area of focus K-12 with Guided Reading at elementary, Reading Plus for middle/high school students, and a focus on complex reading texts at middle and high school.

Paris Middle/High are in the second year of College Board's Springboard Pre-AP curriculum for reading and math.

A change in staffing for math at the high school will yield positive results.

The District is engaged in Next Generation Network Problem of Practice, focusing on the Study/Act of the PDSA cycle of continuous improvement.

Oversight and Monitoring

Describe your processes and interventions for monitoring continuous improvement.

The District has a Balanced Assessment Progress Monitoring System in place to monitor student achievement K-12. In November, February, and April, principals share data from Renaissance Learning STAR assessment, used as both a diagnostic tool and a formative assessment tool and data from new reading and math curriculum embedded assessments K-12, Quality Core Benchmarks, ACT Practice Tests, and progress toward CCR for ALL students.

Paris Elementary, Middle, and High schools have Tier 1, 2, & 3 Interventions in place that include Personalizing Learning through PBL, Guided Reading, small group targeted instruction through math and Read to Achieve Grants, technology assisted learning, Reading Plus, and iTime - a 30 minute block of time with flexible grouping built in the master schedule at the middle and high school for intervention and enrichment.

Conclusion

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

The District Instructional Leadership Team is engaged with the Next Generation Network grant opportunity for 2016-2018. We have included teachers to join our team and are focusing on our Problem of Practice (PoP): How to Analyze Data (Study) and Determine Instructional Strategies for Next Steps (Act). We believe formative assessment and classroom instruction for diverse learners is our most fundamental need at this time. In addition, we have partnered with the University of Kentucky's Next Generation Leadership Academy and the National Center of Innovation in Education. We have embraced personalizing learning for our students by investing in technology as a tool, mastery learning through a learning platform, transforming learning through Project-Based Learning, Performance Assessment, and Common Core Standards and celebrating student voice and choice in their learning. We have designed our District Strategic Plan around six Next Generation learning principles: Anytime, Anywhere Learning, Comprehensive Supports, Student Agency, Clear, high expectations, Competency-Based Learning, and Customized Pathways. We are focused on elevating learning for ALL students while seeking out the needs of students that will benefit from more time and support.

District Improvement Plan 2016-2017

Overview

Plan Name

District Improvement Plan 2016-2017

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	By 2019, the district will increase the combined reading and mathematics percentage of proficient/distinguished students to 65.8 (Elementary), 68.6 (Middle), and 68.3 (High).	Objectives: 1 Strategies: 1 Activities: 6	Organizational	\$69000
2	By 2019, the district will increase the combined reading and mathematics percentage of proficient/distinguished students in non-duplicated gap groups to 61.9 (Elementary), 65.9 (Middle), and 62.7 (High).	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$12000
3	By 2017, the percentage of students who are college and career ready will increase from 48.9% to 78%.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$1000
4	By 2017, Paris Independent will increase Graduation Rate from 97.6% to 98%	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
5	By 2020, the district will reduce the number of students scoring novice on combined math and reading by 50% to 19.43% (PES - elementary school), 9.7% (PMS - middle school), 17.3% (PHS - high school)	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$6950

Goal 1: By 2019, the district will increase the combined reading and mathematics percentage of proficient/distinguished students to 65.8 (Elementary), 68.6 (Middle), and 68.3 (High).

Measurable Objective 1:

collaborate to achieve a combined reading and math percentage of students scoring proficient/distinguished: 52.1 (Elementary), 56.0 (Middle), and 55.6 (High) by 06/01/2017 as measured by the combined reading and math proficiency targets on KPREP 2017.

Strategy 1:

Personalized Learning as our North Star - Personalized Learning at Paris Independent is guided by six principles: Anytime, Anywhere Learning, Comprehensive Supports, Competency-based Learning, Clear, High Expectations, Student Agency, and Customized Pathways.

Category: Integrated Methods for Learning

Research Cited: Professional Standards for Education Leaders, CCSSO.org; John Hattie's Visible Learning

Activity - Student Agency	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student voice and choice are integrated into Project-based Learning opportunities and instill ownership for student learning Schools: All Schools	Academic Support Program	08/18/2016	12/19/2017	\$3000	District Funding	Principals, PBL/Innovation Teacher, Classroom Teachers
Activity - Clear, High Expectations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Adopt a viable and rigorous math and ELA curriculum for K-12. K-5 adopt Eureka Math and Wit & Wisdom ELA; grades 6-12 adopt SpringBoard Pre-AP Curriculum in math and ELA. Schools: All Schools	Academic Support Program	08/18/2016	12/19/2017	\$16000	District Funding	Principals, classroom teachers, instructional coaches
Activity - Competency-based Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Standards-based grading is used in at all three school levels, K-12 and forms the foundation for students showing mastery of common core standards in their content classes Schools: All Schools	Academic Support Program	08/18/2016	12/19/2017	\$0	No Funding Required	Principals and classroom teachers
Activity - Comprehensive Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Wrap around support services for all students include goal-setting student folders, tutoring, Tier 2 & 3 interventions, ILPs and time for advisee/advisor. Grades 1-8 are engaged in the Olweus Bullying Program Schools: All Schools	Academic Support Program	08/18/2016	12/19/2017	\$0	No Funding Required	Principals, classroom teachers, instructional coaches, support staff
Activity - Customized Pathways	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Project-based Learning, Career & Technical Pathways, Internships for seniors, 1:1 technology Schools: All Schools	Academic Support Program	08/18/2016	12/19/2017	\$30000	District Funding	Principals, classroom teachers, instructional coaches, district technology staff
Activity - Anytime, Anywhere Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1:1 Chromebook initiative grades 8-12; 2:1 iPads grades K-7 Schools: All Schools	Technology	08/18/2016	12/19/2017	\$20000	District Funding	Principals, classroom teachers, instructional coaches, district technology staff

Goal 2: By 2019, the district will increase the combined reading and mathematics percentage of proficient/distinguished students in non-duplicated gap groups to 61.9 (Elementary), 65.9 (Middle), and 62.7 (High).

Measurable Objective 1:

collaborate to achieve a combined reading and math percentage of students in the non-duplicated gap groups scoring proficient/distinguished: 46.7 (Elementary), 52.2 (Middle), and 47.7 (High) by 06/01/2017 as measured by the combined reading and mathematics gap targets for KPREP 2017.

Strategy 1:

Comprehensive Assessment System - District will progress monitor student achievement by analyzing a range of data about student learning to guide decision-making.

Category: Continuous Improvement

Research Cited: KDE supported Hub Schools

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Activity - Renaissance Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
STAR reading and math diagnostic assessment by Renaissance Learning will provide data to identify students struggling in reading and math and determine Tier 2 or 3 interventions. Schools: All Schools	Academic Support Program	08/18/2016	12/19/2017	\$12000	District Funding	Principals, classroom teachers, instructional coaches

Goal 3: By 2017, the percentage of students who are college and career ready will increase from 48.9% to 78%.

Measurable Objective 1:

collaborate to achieve a College and Career Readiness score of 78% by 06/01/2017 as measured by the college and career targets on KPREP 2017.

Strategy 1:

Personal Learning Plan - Students have a Personal Learning Plan owned and manage by learner, to support aspirations and customized pathways to academic and career success.

Category: Career Readiness Pathways

Research Cited: Jim Shipley & Associates Integrated Systems Solutions

Activity - Student Data Folders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CCI Student Data Folders focus on students owning their learning through goal-setting and self-advocacy for their needs. Schools: All Schools	Academic Support Program	08/18/2016	12/19/2017	\$0	No Funding Required	Principals, classroom teachers, instructional coaches, counselors

Strategy 2:

Deeper Learning - Engage students in deeper learning through PBL, Internships, Service Learning, and Performance Assessments

Category: Career Readiness Pathways

Research Cited: Bob Lenz - Transforming Schools Using Project-Based Learning, Performance Assessments, and Common Core Standards

Activity - Student Showcase	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Two exhibitions each year, one in the fall and spring, will showcase students' deeper learning through PBL, Service Learning, and Internships. Schools: All Schools	Career Preparation/Orientation	08/18/2016	12/19/2017	\$1000	District Funding	Principals, classroom teachers, instructional coaches, counselors
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Goal 4: By 2017, Paris Independent will increase Graduation Rate from 97.6% to 98%

Measurable Objective 1:

collaborate to increase Graduation Rate from 97.6% to 98% by 06/01/2017 as measured by graduation targets for KPREP 2017.

Strategy 1:

Paris Graduate Profile - Graduate Profile will reflect a community-wide vision for what it means to be a Paris High School graduate, guided by student voice and aspirations for success in college, in careers, and in life.

Category: Persistence to Graduation

Activity - Citizenship - Soft Skills Seal	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will earn a Soft Skills Seal on their diploma once they fulfill the criteria created by the community's Work Force Ready initiative. Schools: All Schools	Career Preparation/Orientation	01/02/2017	12/19/2017	\$0	No Funding Required	Principals, classroom teachers, counselors, instructional coaches

Goal 5: By 2020, the district will reduce the number of students scoring novice on combined math and reading by 50% to 19.43% (PES - elementary school), 9.7% (PMS - middle school), 17.3% (PHS - high school)

Measurable Objective 1:

collaborate to reduce the number of students scoring novice on combined reading and math to 29% (PES - elementary school), 27.2% (PMS - middle school), 35.6% (PHS - high school) by 06/01/2017 as measured by novice-reduction targets on KPREP 2017.

Strategy 1:

Professional Learning - District Instructional Team is engaged in ongoing professional learning focused on student achievement

Category: Professional Learning & Support

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Research Cited: DuFour's Professional Learning Communities

Activity - PLC's at Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Leadership Team attended a two-day hybrid training by Solution Tree in Lexington in June 2016. Principals refined PLC Protocol with teachers for implementation 2016-2017 school years. Schools: All Schools	Academic Support Program	08/18/2016	12/19/2017	\$1950	District Funding	District Instructional Team, Principals, classroom teachers, instructional coaches
Activity - Next Generation Network PoP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The District Instructional Team and two teachers are working through a Next Generation Network grant on an identified Problem of Practice - How to effectively analyze data and determine next steps for students that have not mastered the standard(s) Schools: All Schools	Academic Support Program	07/11/2016	12/19/2017	\$5000	Grant Funds	District Instructional Team, classroom teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Next Generation Network PoP	The District Instructional Team and two teachers are working through a Next Generation Network grant on an identified Problem of Practice - How to effectively analyze data and determine next steps for students that have not mastered the standard(s)	Academic Support Program	07/11/2016	12/19/2017	\$5000	District Instructional Team, classroom teachers
Total					\$5000	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Renaissance Learning	STAR reading and math diagnostic assessment by Renaissance Learning will provide data to identify students struggling in reading and math and determine Tier 2 or 3 interventions.	Academic Support Program	08/18/2016	12/19/2017	\$12000	Principals, classroom teachers, instructional coaches
Student Agency	Student voice and choice are integrated into Project-based Learning opportunities and instill ownership for student learning	Academic Support Program	08/18/2016	12/19/2017	\$3000	Principals, PBL/Innovation Teacher, Classroom Teachers
PLC's at Work	District Leadership Team attended a two-day hybrid training by Solution Tree in Lexington in June 2016. Principals refined PLC Protocol with teachers for implementation 2016-2017 school years.	Academic Support Program	08/18/2016	12/19/2017	\$1950	District Instructional Team, Principals, classroom teachers, instructional coaches
Student Showcase	Two exhibitions each year, one in the fall and spring, will showcase students' deeper learning through PBL, Service Learning, and Internships.	Career Preparation/Orientation	08/18/2016	12/19/2017	\$1000	Principals, classroom teachers, instructional coaches, counselors

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Customized Pathways	Project-based Learning, Career & Technical Pathways, Internships for seniors, 1:1 technology	Academic Support Program	08/18/2016	12/19/2017	\$30000	Principals, classroom teachers, instructional coaches, district technology staff
Anytime, Anywhere Learning	1:1 Chromebook initiative grades 8-12; 2:1 iPads grades K-7	Technology	08/18/2016	12/19/2017	\$20000	Principals, classroom teachers, instructional coaches, district technology staff
Clear, High Expectations	Adopt a viable and rigorous math and ELA curriculum for K-12. K-5 adopt Eureka Math and Wit & Wisdom ELA; grades 6-12 adopt SpringBoard Pre-AP Curriculum in math and ELA.	Academic Support Program	08/18/2016	12/19/2017	\$16000	Principals, classroom teachers, instructional coaches
					Total	\$83950

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Citizenship - Soft Skills Seal	Students will earn a Soft Skills Seal on their diploma once they fulfill the criteria created by the community's Work Force Ready initiative.	Career Preparation/Orientation	01/02/2017	12/19/2017	\$0	Principals, classroom teachers, counselors, instructional coaches
Comprehensive Support	Wrap around support services for all students include goal-setting student folders, tutoring, Tier 2 & 3 interventions, ILPs and time for advisee/advisor. Grades 1-8 are engaged in the Olweus Bullying Program	Academic Support Program	08/18/2016	12/19/2017	\$0	Principals, classroom teachers, instructional coaches, support staff
Student Data Folders	CCI Student Data Folders focus on students owning their learning through goal-setting and self-advocacy for their needs.	Academic Support Program	08/18/2016	12/19/2017	\$0	Principals, classroom teachers, instructional coaches, counselors
Competency-based Learning	Standards-based grading is used in at all three school levels, K-12 and forms the foundation for students showing mastery of common core standards in their content classes	Academic Support Program	08/18/2016	12/19/2017	\$0	Principals and classroom teachers

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Total

\$0

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Agency	Student voice and choice are integrated into Project-based Learning opportunities and instill ownership for student learning	Academic Support Program	08/18/2016	12/19/2017	\$3000	Principals, PBL/Innovation Teacher, Classroom Teachers
Clear, High Expectations	Adopt a viable and rigorous math and ELA curriculum for K-12. K-5 adopt Eureka Math and Wit & Wisdom ELA; grades 6-12 adopt SpringBoard Pre-AP Curriculum in math and ELA.	Academic Support Program	08/18/2016	12/19/2017	\$16000	Principals, classroom teachers, instructional coaches
Competency-based Learning	Standards-based grading is used in at all three school levels, K-12 and forms the foundation for students showing mastery of common core standards in their content classes	Academic Support Program	08/18/2016	12/19/2017	\$0	Principals and classroom teachers
Comprehensive Support	Wrap around support services for all students include goal-setting student folders, tutoring, Tier 2 & 3 interventions, ILPs and time for advisee/advisor. Grades 1-8 are engaged in the Olweus Bullying Program	Academic Support Program	08/18/2016	12/19/2017	\$0	Principals, classroom teachers, instructional coaches, support staff
Customized Pathways	Project-based Learning, Career & Technical Pathways, Internships for seniors, 1:1 technology	Academic Support Program	08/18/2016	12/19/2017	\$30000	Principals, classroom teachers, instructional coaches, district technology staff
Anytime, Anywhere Learning	1:1 Chromebook initiative grades 8-12; 2:1 iPads grades K-7	Technology	08/18/2016	12/19/2017	\$20000	Principals, classroom teachers, instructional coaches, district technology staff

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Renaissance Learning	STAR reading and math diagnostic assessment by Renaissance Learning will provide data to identify students struggling in reading and math and determine Tier 2 or 3 interventions.	Academic Support Program	08/18/2016	12/19/2017	\$12000	Principals, classroom teachers, instructional coaches
Student Data Folders	CCI Student Data Folders focus on students owning their learning through goal-setting and self-advocacy for their needs.	Academic Support Program	08/18/2016	12/19/2017	\$0	Principals, classroom teachers, instructional coaches, counselors
Student Showcase	Two exhibitions each year, one in the fall and spring, will showcase students' deeper learning through PBL, Service Learning, and Internships.	Career Preparation/Orientation	08/18/2016	12/19/2017	\$1000	Principals, classroom teachers, instructional coaches, counselors
Citizenship - Soft Skills Seal	Students will earn a Soft Skills Seal on their diploma once they fulfill the criteria created by the community's Work Force Ready initiative.	Career Preparation/Orientation	01/02/2017	12/19/2017	\$0	Principals, classroom teachers, counselors, instructional coaches
PLC's at Work	District Leadership Team attended a two-day hybrid training by Solution Tree in Lexington in June 2016. Principals refined PLC Protocol with teachers for implementation 2016-2017 school years.	Academic Support Program	08/18/2016	12/19/2017	\$1950	District Instructional Team, Principals, classroom teachers, instructional coaches
Next Generation Network PoP	The District Instructional Team and two teachers are working through a Next Generation Network grant on an identified Problem of Practice - How to effectively analyze data and determine next steps for students that have not mastered the standard(s)	Academic Support Program	07/11/2016	12/19/2017	\$5000	District Instructional Team, classroom teachers
Total					\$88950	

Phase II - Assurances - District

Introduction

KDE Assurances for Districts

District Assurances

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

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	http://www.paris.kyschools.us/DistrictHome/DistrictStrategicPlanning.aspx	

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		

Comprehensive District Improvement Plan

Paris Independent

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

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

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

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

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

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

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

Comprehensive District Improvement Plan

Paris Independent

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		

Comprehensive District Improvement Plan

Paris Independent

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

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

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

Comprehensive District Improvement Plan

Paris Independent

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		

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

Comprehensive District Improvement Plan

Paris Independent

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

Phase II - Compliance and Accountability - Districts

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

By 2020, the district will reduce the number of students scoring novice on combined math and reading by 50% to 19.43% (PES - elementary school), 9.7% (PMS - middle school), 17.3% (PHS - high school)

Measurable Objective 1:

collaborate to reduce the number of students scoring novice on combined reading and math to 29% (PES - elementary school), 27.2% (PMS - middle school), 35.6% (PHS - high school) by 06/01/2017 as measured by novice-reduction targets on KPREP 2017.

Strategy1:

Professional Learning - District Instructional Team is engaged in ongoing professional learning focused on student achievement

Category: Professional Learning & Support

Research Cited: DuFour's Professional Learning Communities

Activity - PLC's at Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District Leadership Team attended a two-day hybrid training by Solution Tree in Lexington in June 2016. Principals refined PLC Protocol with teachers for implementation 2016-2017 school years.	Academic Support Program	08/18/2016	12/19/2017	\$1950 - District Funding	District Instructional Team, Principals, classroom teachers, instructional coaches

Activity - Next Generation Network PoP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The District Instructional Team and two teachers are working through a Next Generation Network grant on an identified Problem of Practice - How to effectively analyze data and determine next steps for students that have not mastered the standard(s)	Academic Support Program	07/11/2016	12/19/2017	\$5000 - Grant Funds	District Instructional Team, classroom teachers

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

Goal 1:

By 2020, the district will reduce the number of students scoring novice on combined math and reading by 50% to 19.43% (PES - elementary school), 9.7% (PMS - middle school), 17.3% (PHS - high school)

Comprehensive District Improvement Plan

Paris Independent

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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?

Paris Independent Schools has a long tradition of educating children in Paris and Bourbon County. Beginning in 1798 as the Bourbon Academy, and changing its name to Paris City School in 1865, the 150 year tradition of creating life-long learners, who contribute to our community and society still holds true today. Paris Independent is one of the oldest SACS accredited school districts in the state and was re-accredited in April 2013.

Paris Independent is a PK-12 systems with approximately 650 students. Our size is ideal to personalize learning using technology, small teacher-student ratios in a positive and safe learning environment. Of the approximate 650 students enrolled in the school district, 73% qualify for Free/Reduced price meals. Our demographics include 52.4% students that are white, 19.3% students are African-American, 17.3% are Hispanic, and 10.4% of students are two or more races. The district serves 52 English Language Learners and approximately 85 students with Individualized Education Plans. The elementary, middle, and high schools operate Title I school-wide programs.

Paris Independent Schools strive for continuous improvement. The District's Comprehensive School Improvement Plan is the result of a continuous improvement process aimed at identifying our priority areas for growth and improvement. We continuously strive to ensure that each of our students is experiencing academic growth and reaching his/her full scholastic potential. We measure learning by timely monitoring of student achievement data from multiple sources, including the ACT, K-PREP, End of Course assessments, STAR 360/Renaissance Learning, and other diagnostic and student growth measures. In addition, the district understands the importance of monitoring feedback from the community, parents, staff, and students in order to evaluate strengths and weaknesses, and provide the highest quality education to ALL students. Our strength and challenge is the limited number of students in our attendance area to support our schools.

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 mission of Paris Independent Schools is to insure Success - One by One. Paris Independent Schools believes:

- All children can learn.
- All people have intrinsic worth.
- High expectations are essential for high levels of learning.
- People do best in an environment where they are valued.
- Creating and adapting to change are essential for optimal growth.
- Effort is the most important contribution people make to achieve success.
- Valuing individual differences is essential to a democratic multicultural society.
- Teamwork requires trust and communication.
- All children have an inherent right to be educated in a challenging, nurturing, and safe environment..
- Excellence is the standard for which we hold ourselves accountable.
- Quality schools are effective when the total community works together with a shared commitment.

We strive for excellence by eliminating achievement gaps, increasing proficient and distinguished performance in all schools, and increasing graduation rates and college and career readiness for all students as defined by the Kentucky Department of Education (KDE). The district is diligent in merging its long standing tradition with today's modern and emerging technologies. Our 1:1 technology initiative in the fall of 2016 has placed a Chrome-book in the hands of every Paris High School student. We are committed to the concept of 21st Century Learning and working hard to prepare our students for global competition through Project-Based Learning. The high standards of academic excellence, expected and monitored at Paris Schools by highly qualified teachers that strive to motivate and challenge each student is the the key to success. The Paris Independent School System recognizes that each child is a unique individual with different needs which must be met in order to realize his/her full potential. We further believe that the curriculum offered and the methods of instruction used to present it should be as many and varied as are the needs of the children we serve. Our schools strive to be inviting, happy, and nurturing places that provides each child the opportunity for success every day. The instructional programs at Paris Independent are scientifically research-based and motivate, challenge, and develop the whole child academically, physically, emotionally, socially, and morally. The district's overall education purpose is to prepare each child to achieve his or her full potential and assume responsibility for life-long learning and becoming responsible contributing members of their community and our global society.

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.

All schools in the Paris School District saw growth, with the greatest growth coming from Paris Elementary School.

Superintendent Ken Bicknell gave praise to students, the teachers and staff, and school leaders. Bicknell said, "In Paris, we all work together as a team for our kids, and our kids are some of the finest young people you will find anywhere. When adults in our school system show students we care, and are willing to give our best for them, good things happen. Our teachers and all our staff in the Paris Independent School District are doing that. We are working hard to make our schools the best they can be for students. Our principals, teachers, and all adults in our school district are here to help with student achievement. This community embraces this school district, and I am proud to be a part of it."

Paris Elementary saw tremendous growth this year with an overall score gain of 16.9 points. The prior year overall score was 52.7; PES achieved an overall score for 2015-2016 of 69.6. Paris Elementary students achieved success in Achievement, Gap, and Growth that make up their Overall Learner's Score. Not only did Paris Elementary receive a proficient rating, but because of the outstanding growth made from the previous year, Paris Elementary was rated as a High Progress School!

Paris High School was rated proficient for the second year in a row and saw an increase in the achievement score supported by substantial growth with students that often struggle. Paris High School also saw an outstanding graduation rate of above 97%, which is much higher than the state average graduation rate. Paris Middle School achieved an increase in the overall score from the prior year, but fell just short of a proficiency rating. Program Review scores for elementary, middle and high were rated either proficient or distinguished in every area. Program Review scores are part of the overall score for each school.

Patrice Thompson, Chief Academic Officer for Paris Independent shared, "Our district is focused with a sense of urgency and commitment to continuous improvement to prepare our kids for college, careers, and life. A lot of hard work by our students, teachers and leaders in our schools resulted in success - one by one and school by school. We believe in the potential of every child in our schools and are committed to their success; it is a labor of love and our moral imperative as educators."

Superintendent Bicknell added, "...I am also extremely excited about where we are headed as a school district and the efforts I'm seeing to move us forward. Paris Pride is alive and well, and as our mission states, Paris Independent Schools is helping students succeed one by one."

Additional Information

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

Two years ago, Paris partnered with the University of Kentucky Next Generation Leadership Academy and the National Center for Innovation in Education. The journey has led to incorporating Project-based Learning lessons into the curriculum. Project-based learning (PBL) is a student-centered teaching method that involves a variety of interactive classroom activities which are designed to help students acquire a deeper knowledge through active exploration of real-world challenges and problems.

With this combination of skills, students become self-directed learners, guided and mentored by a skilled teacher. PBL is not just a way of learning; it's a way of working together. By bringing real-life context and technology to the curriculum through a PBL approach, students are encouraged to become critical thinkers and lifelong learners. At Paris Schools we are preparing students to take responsibility for their own learning and form the basis for the way they will work with others in their adult lives.

