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The mission of District 180 is to build sustainable systems that will drive a continuous improvement approach to focus on student learning in each of Kentucky’s Priority Schools, Focus Schools, and Focus Districts. The vision of District 180 is for all students in Kentucky to be college and career ready upon graduating from high school. District 180 is committed to providing support and technical assistance to our schools and always welcomes feedback to improve our systems of support.

## From District 180 Message to the Reader

The Comprehensive School/District Improvement plans (CSIP/CDIP) were due to be uploaded to the ASSIST platform on Dec. 29. Now that the plans have been uploaded to ASSIST, the focus is on taking the necessary next steps to implement the plan.

This issue, “Putting Comprehensive School/District Improvement Plans into Action” is geared toward the subsequent process after the submission of the Comprehensive School/District Improvement plans to KDE. We will highlight resources for next steps to assist you in implementing your CSIP/CDIP. We anticipate the information in this issue will benefit your team as you implement your plan to effectively meet your school’s and/or district’s goals.

## Putting Your School/District Improvement Plan into Action

*“A strategy, even a great one, doesn’t implement itself.” — Jeroen De Flander*

We have a plan! Great! Now let’s get to the execution. The process after the Comprehensive School/District Improvement planning is vital; this is when we bring the plan to life. Where do we start? A 30-60-90-day plan is a good starting point. This improvement tool allows for action strategies that align to the goals in the CSIP/CDIP to be executed, evaluated and monitored no less than every 30 days.

The 30-60-90-day plan outlines the primary work, or “big rocks,” the school or district will pursue over the course of the next 180 days as aligned to the Comprehensive School/District Improvement plan. The 30-60-90-day plan is not an additional task, but a tool used to assist with effectively implementing and monitoring action strategies in shorter intervals within a plan. For example, each goal within

the Comprehensive School/District Improvement plan would be broken down into action strategies which are assigned a leader – or point person – and a method of effective communication of the strategy is determined. A measure for outcome success and data collection is included for each “big rock” initiative.

A way to successfully implement the 30-60-90-day planning tool is by following a few steps. Beginning with a thorough data review, get a good grasp of what the data saying. Then identify the “big rocks,” the priorities that must be addressed in order to reach the desired results. Next, create a solid 30-60-90-day plan that aligns to the Comprehensive School/District Improvement plan goals. Remember this is not a separate task, this is a tool used to break down and bring the CSIP/CDIP into life. Lastly, the 30-60-90-day plan is a continuous plan for improvement;



therefore, implementation, monitoring and evaluation is essential to measure the impact of school/district success. The plan should be transparent, communicated and collaboratively built. This is a team effort in support of continuous improvement.

KDE's [novice reduction](#) page outlines in more detail the 30-60-90-day plan and the steps to effectively implement the 30-60-90-day planning tool. [30-60-90-Day Plan Template with Explanations](#)  
[30-60-90-Day Plan Template](#)

**Follow the steps below to successfully implement the 30-60-90-day planning tool.**

### 1. Data Review

Data review consists of looking at all modes of data. It is at this time that leadership will determine the as-is-state of your organization. Analyzing data is a real deep dive into what the information is telling you, trends in the data and how the data compares to previous years, sets of students, academic growth, et cetera. An effective tool to use is the [Data Questions Tool](#).

### 2. Identify Big Rocks

After a thorough examination of data (e.g., TELL survey, academic and non-academic student data, community and student survey data, audit reports and walkthrough/instructional round data) through a designed process the administration will determine three key “big rocks,” or issues, to address that if a desired state was reached, your students would be demonstrating high levels of success. Examples of these “big rocks” or key processes could be academic focus, engaging instructional strategies, data driven instruction, school culture, ensuring college and career readiness, novice reduction for gap closure, and there could be others.

### 3. Create the Plan

Use the planning template to create a 30-60-90-day plan that works for your goals.

### 4. Implement and Monitor

The 30-60-90-day plan is called such because the review of the process and information should be monitored and evaluated no less than every 30 days. The 30-60-90-day plan is aligned to the goals in the Comprehensive School Improvement Plan, and the work is driven by current progress and data on the stated goals. The 30-60-90-day plan is not something else to do; it becomes the work of the teams of the system for continuous improvement. These action plans will be detailed and monitored for completion and evaluated by level and impact of school/district success. One simple method of monitoring the plan is to highlight completed actions in green, actions that are not completed but in the beginning stages of deployment in yellow and if an action step has not been engaged in these 30 days, highlight it in red. This color code approach is very telling in the work of these 30 days. The 30-60-90-day plans are a continuous plan for improvement. The steps taken in this plan are incremental steps of needed success in order to reach ultimate goals.

## **We want to hear from you!**

We want to hear from you! Our next District 180 newsletter will be released in April, and we plan to dedicate that issue to taking a closer look at student mentoring programs in schools. If you have news related to Priority or Focus schools or ideas for future articles, we would love to include them in our newsletter to showcase the success of hard work and dedication in Kentucky schools.

Please send all information and/or feedback to [Thalia Salgado](#).

## **Focus School and Priority School Happenings**

### **Around the State**

Four districts were nationally recognized for being part of a group of schools from Kentucky named to the 7th annual Advanced Placement (AP) Honor Roll: Daviess County, Livingston County, Muhlenberg County and Pulaski County.

These districts have shown a commitment to expanding access to AP coursework while also improving student performance. [Click here](#) to read the full article.

### **Central Region**

Goldsmith Elementary (Jefferson County) was recently

visited by Rep. John Yarmuth and U.S. Secretary of Education John King. Both officials praised the school and Jefferson County for the “intentionality in ensuring diversity in school assignment decisions.” In a time of changing schools, Jefferson County is preparing kids for

diverse settings. [Click here](#) to read the full article.

Jefferson County has initiated a Priority School Institute for new Priority School teachers in the district. The program is led by current Priority School teachers and individuals closely affiliated with those schools. The goal is to provide additional support and information focusing specifically on Priority School work and culture in those schools. [Click here](#) to read the full article.

### Eastern Region

A group of northern Kentucky school districts have collaborated with KDE to start the River City Project. This project was created in response to the high number of students transitioning schools in the area, and helps get information to teachers so vital student support needs can go uninterrupted. [Click here](#) to read the full article.

Paris Independent schools have integrated project-based learning to its curriculum in every grade and every subject. Some grades focused on a project theme, but all students are becoming self-directed learners who are working together to solve real-world problems in real-life contexts. The result is creating lifelong learners with critical thinking skills. [Click here](#) to read the full article.

### Western Region

Students in all Webster County schools participated in a Take the Lead initiative. The initiative allows students to research and teach lessons and activities to their classmates, allowing for a more active and engaging learning process. Every school has a theme or focus for their Take the Lead project. [Click here](#) to read the full article.

## Grant Opportunity

### U.S. Department of Education Announces Inaugural Education Innovation and Research Competition

The U.S. Department of Education (USED) has announced the launch of the Education Innovation and Research (EIR) grant competition for 2017. EIR is a new grant program established in the Every Student Succeeds Act and is the successor of the Investing in Innovation grant program (i3). EIR supports state and local efforts to develop, implement and take to scale innovative and evidence-based projects. About 25 percent of EIR grant funds will support rural areas. States and districts will be eligible to receive grants, and states and districts may also collaborate with a wider range of organizations on their EIR projects.

EIR will award grants for new and ongoing projects:

- **Early-phase grants** are focused on launching, iterating and refining innovative new practices that have the potential for future scaling
- **Mid- and expansion-phase grants** require increasingly rigorous levels of evidence in order to justify further replication and scaling of the practice

While all EIR grantees are expected to focus on underserved students, the grant competition encourages a wide variety of projects that address persistent educational challenges, such as supporting

## Professional Learning

### Save the Date for annual Young Women LEAD Conference

High school girls are invited to the annual Young Women LEAD Conference, a free one-day leadership conference designed to inspire young women to believe in their qualities and strengths and to challenge them to believe in a higher level of personal growth and development. The central Kentucky conference will be held March 7 at Eastern Kentucky University in Richmond. This year's conference will feature keynote speaker Julie Marie Carrier, an Emmy Award nominee, award-winning national speaker and author. Registration is underway for the conference; space is limited and is first come, first served. Lunch will be provided. [Click here](#) for additional information or to register.

### KCTE conference registration open

Kentucky English/language arts teachers: The annual Kentucky Council of Teachers of English Conference will be held Feb. 24 (evening only) and Feb. 25 (all day) at the Embassy Suites Lexington. The theme is "Amplified and Enriched: KY ELA Teachers as Change Agents." [Click here](#) for additional information or to register.

### KySTE spring conference registration open

Registration is open for the Kentucky Society for Technology in Education's (KySTE) annual spring conference March 8-10 at the Galt House Hotel in Louisville. Nearly 2,000 information technology leaders, technicians, tech resource/integration specialists, classroom teachers, administrators, library media specialists, exhibitors and other education professionals are expected to attend the event, billed as the largest education technology conference in the south-central United States. The theme is "TECH Hero: Technology and Education Creating Heroes." Participants may register for the entire event or for a single day; discounted registration rates are available through Feb. 17. [Click here](#) for additional information or to register.

principal training efforts, improving school climate, and preparing students for college and careers. Applications for EIR grants are **due April 13**. All applications will be evaluated by peer reviewers, and USED will announce its inaugural cohort of EIR grantees in fall 2017, pending congressional appropriations for the program. [Click here](#) for additional information and applications.

## Data Tips

### A Guide for Using Data Questions

These data questions can be used to take a more profound look at data and to better understand the data during data analyses. Click on the [Data Questions Tool](#) for explanations and examples of how to use these essential data questions.

- What does the data tell us?
- What does the data not tell us?
- What are the causes for celebration?
- What are the opportunities for improvement?
- What are the next steps?

## Quote of the Day

*“The function of education is to teach one to think intensively and to think critically. Intelligence plus character – that is the goal of true education.”*

– Martin Luther King Jr.

## Regulations Related to District 180

(Priority Schools, Focus Schools and Focus Districts)

**703 KAR 5:260** Implementation of Intervention options in priority schools and districts

**703 KAR 5:190** Assistance to Low Achieving Schools

**703 KAR 5:225** School and district accountability, recognition, support, and consequences

**KRS 160.346** Persistently Low-Achieving Schools and School Intervention



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