



Comprehensive District Improvement Plan

Todd County

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Elkton, KY 42220

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Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2014. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools. Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Executive Summary

Introduction

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

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

Description of the School System

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

Todd County is a small rural community in the south central part of Kentucky. The school district serves approximately 2000 students in five schools: North Todd Elementary, South Todd Elementary, Todd County Middle School, Todd County Central High School and Todd County Horizons Academy.

Todd County is approximately thirty miles long and twelve miles wide, with a total area of 367 square miles. Its shape is that of a small parallelogram and is wedged between the parent counties of Logan and Christian. The county is home to the incorporated towns of Elkton, Trenton, and Guthrie and the smaller communities of Allegre, Allensville, Clifty, Daysville, Fairview, Kirkmansville, Sharon Grove and Tiny Town.

The Todd County School District has a nationally accredited preschool program and participates in the Apple computer one-to-one initiative in which every high school student is issued a Macbook iPad. The middle and elementary school students have access to Macbooks, iPads and iPod touches. The Todd County Schools continually seek ways to increase opportunities for all students through rigorous and relevant learning activities and resources.

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 the Todd County Schools is Teaching, Caring and Serving: (1) Teaching all students from a rigorous curriculum; (2) Caring through building positive relationships with students and the community; and (3) Serving by using researched based instructional strategies that make learning relevant to the needs of our students. Todd County is committed to promoting a culture high in academic standards that will result in our students being college or career ready upon graduation. District and school leaders ensure student achievement by: (1) analyzing data to identify achievement gaps; (2) designing instructional activities that address different learning styles; (3) providing intervention and enrichment programs to address academic needs; and (4) using professional learning communities to analyze student work and monitor effectiveness of instruction.

The comprehensive planning process is built to create transparent plans for all stakeholders to support local schools as a community for improving learning for all students. The process serves to document and support schools as they strive to meet the new Unbridled Learning accountability measures. The goals will assist the district in decisions regarding the allocation of resources, in determining professional development and in monitoring improvement. The improvement goals and strategies are identified using data from K-PREP, MAP scores, ACT, PLAN and EXPLORE.

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.

Todd County Public School's goal is to be a leader in innovation and achievement in Kentucky.

Todd County School district's overall percentile score of 57 ranks it 75th out of 174 school districts in the state.

South Todd Elementary's overall percentile score of 65.4 placed it in the top 80 percent of all elementary schools in the state and earned it the classification as proficient school.

Todd County Central High School's graduation rate percentage of 85.4 ranks well above the state average of 77.8.

Todd County Middle School's College and Career Readiness score of 45.5 ranks about the state average of 44.1.

While the district is satisfied with many achievements, there are areas for improvement for the future:

Todd County is classified as a "Needs Improvement" District.

Todd County Central High School's College and/or Career Readiness percentage of 36.4 falls below the state average of 47.2.

Todd County Central High School combined Reading and Mathematics Proficient/Distinguished Gap Target score of 32.1 is slightly below state average of 33.2.

Additional Information

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

The CDIP committee began meeting in December 2012 to review the comprehensive planning process. Priority Needs, Causes, Goals and Objectives were discussed at the district level using needs assessment data from sources such as K-PREP, MAP, PLAN, EXPLORE, ACT and End-of-Course. A review was done of our CDIP from the previous year to determine what progress had been made and what areas still needed work. The CDIP was submitted to the Todd County Board of Education on February 11, 2013 for approval.

Executive Summary

Introduction

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Todd County is approximately thirty miles long and twelve miles wide, with a total area of 367 square miles. Its shape is that of a small parallelogram and is wedged between the parent counties of Logan and Christian. The county is home to the incorporated towns of Elkton, Trenton, and Guthrie and the smaller communities of Allegre, Allensville, Clifty, Daysville, Fairview, Kirkmansville, Sharon Grove and Tiny Town.

Census statistics reveal the following information:

- (1) The median income of Todd County residents between 2007-2011 was \$18,176 compared to Kentucky's state median of \$23, 033.
- (2) The percentage of Todd County residents living below poverty level is 21.6 compared to the state percentage of 18.1.
- (3) The percentage of Todd County residents age 25 or older who have a high school degree or higher is 74.9 compared to the state percentage of 81.7.
- (4) The percentage of Todd County residents age 25 or older who have received a bachelor's degree or higher is 9.2 compared to the state percentage of 20.6.
- (5) The percentage of Todd County residents age 5 or older who speak a language other than English in the home is 8.2 compared to the stage percentage of 4.7.

Todd County students have access to 847 laptop/desktop computer workstations, as well as iPads and iPod touches. The Todd County Schools continually seek ways to increase opportunities for all students through rigorous and relevant learning activities and resources. A recent example of this is a 2.5 million dollar award for the funding of a community vocational facility that will enable Todd County students to be college and career ready.

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 the Todd County Schools is Teaching, Caring and Serving: (1) Teaching all students from a rigorous curriculum; (2) Caring through building positive relationships with students and the community; and (3) Serving by using researched based instructional strategies that make learning relevant to the needs of our students. Todd County is committed to promoting a culture high in academic standards that will result in our students being college or career ready upon graduation. District and school leaders ensure student achievement by: (1) analyzing data to identify achievement gaps; (2) designing instructional activities that address different learning styles; (3) providing intervention and enrichment programs to address academic needs; and (4) using professional learning communities to analyze student work and monitor effectiveness of instruction.

The comprehensive planning process is built to create transparent plans for all stakeholders to support local schools as a community for improving learning for all students. The process serves to document and support schools as they strive to meet the new Unbridled Learning accountability measures. The goals will assist the district in decisions regarding the allocation of resources, in determining professional development and in monitoring improvement. The improvement goals and strategies are identified using data from K-PREP, MAP scores, ACT, PLAN and EXPLORE.

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.

Todd County School district's overall score of 58.5 ranks it at the 72nd percentile and classifies it as a Proficient District in the K-PREP accountability system.

Todd County Central High School's overall score of 65.3 placed it in the top 91 percent of all high schools in the state and earned it the classification as a Distinguished school.

Todd County Central High School's graduation rate percentage of 95.2 ranks well above the state average of 86.1%.

Todd County Central High School's College and Career Readiness score of 56.5 ranks above the state average of 54.1.

Todd County Central High School combined Reading and Mathematics Proficient/Distinguished Gap score of 57.6 exceeds the high school's target of 38.9 and the state average of 34.5.

On the Algebra II End of Course Exam, 83.3% of the students scored within the Proficient/Distinguished range as compared to 36.6% in the state.

Todd County Middle School has been awarded the 21st Century Grant which addresses academics, as well as the mental and physical well being of the students.

North Todd Elementary School's overall score of 59.4 is above the previous year's score of 58.2, classifying it as a "Progressing" school.

In the area of science, South Todd Elementary scored 82.8% Proficient/Distinguished as compared to the state's percentage of 68.5.

While the district is satisfied with many achievements, there are areas for improvement for the future:

Todd County Middle School's College and Career Readiness score of 44.7 ranks below the state average of 47.2.

Todd County Middle School's combined Reading and Math Proficient/Distinguished Gap score of 33.1 falls below their target 39.5.

North Todd Elementary School's combined Reading and Math Proficient/Distinguished Gap score of 35.3 falls below their delivery target of 42.9 and is slightly below the state percentage of 35.8.

South Todd Elementary School's combined Reading and Math Proficient/Distinguished Gap score of 40.3 falls below their delivery target of 46.5; however, the score is above the state percentage of 35.8.

Additional Information

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

The CDIP committee began meeting in November 2013 to update the comprehensive improvement plan. Priority Needs, Causes, Goals and Objectives were discussed at the district level using needs assessment data from sources such as K-PREP, MAP, PLAN, EXPLORE, ACT and End-of-Course. A review was done of our CDIP from the previous year to determine what progress had been made and what areas still needed work. The CDIP was submitted to the Todd County Board of Education on December 9, 2013 for approval.

Todd County District Improvement Plan

Overview

Plan Name

Todd County District Improvement Plan

Plan Description

This plan is a guide that communicates specific procedures and practices for the intent and purpose of making all Todd County students successful by being at a standard level of proficiency, closing identified gaps, receiving a high school diploma, and being college and career ready.

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the averaged combined reading and math proficiency ratings for all students in the non-duplicated gap group from 34.5% in 2012 to 67.3% in 2017.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$0
2	Increase the average combined reading and math proficiency ratings for high school students from 47.9% in 2012 to 74% in 2017, 42.6% to 71.3% for middle school and 45.7% to 72.9.% for elementary schools.	Objectives: 1 Strategies: 6 Activities: 6	Organizational	\$7500
3	To increase the average freshman graduation rate from 85.4% in 2012 to 90% by 2015.	Objectives: 1 Strategies: 3 Activities: 6	Organizational	\$1500
4	To monitor the Todd County District Improvement Plan for fidelity of implementation.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
5	To increase the percentage of graduating students who are college and career ready from 36.4% in 2012 to 66% by 2015.	Objectives: 1 Strategies: 5 Activities: 9	Organizational	\$300

Goal 1: Increase the averaged combined reading and math proficiency ratings for all students in the non-duplicated gap group from 34.5% in 2012 to 67.3% in 2017.

Measurable Objective 1:

demonstrate a proficiency from 34.5% in 2012 to 41% in 2013 for the district non-duplicated gap group in the combined areas of math and reading by 05/20/2013 as measured by 2013 K-PREP scores.

Strategy 1:

RTI/KSI - District staff will initiate a district RTI team to evaluate the district process for intervention systems and a develop a process for on-going monitoring to ensure program fidelity.

Research Cited: Response to Intervention

Activity - RTI Procedures	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Evaluate the effectiveness of current RTI practices and programs and develop district procedures to monitor program fidelity. Schools: All Schools	Academic Support Program	03/01/2013	07/31/2013	\$0	No Funding Required	Director of Special Education, Instructional Supervisor, Assistant Superintendent

Strategy 2:

District PLC Team - A District PLC Team has been established to work with all schools with an emphasis on schools in the focus and needs improvement categories. A focus on work such as analyzing non-cognitive data for gap groups and coaching staff in the use of instructional best practices for all students to include co-teaching for students with disabilities.

Activity - Co-teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The District PLC Team will complete walkthroughs in co-teaching classrooms with an opportunity to provide descriptive feedback and recommendations. Schools: All Schools	Academic Support Program	03/01/2013	05/30/2013	\$0	No Funding Required	District PLC Team

Activity - Principal Coaching Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District staff will provide support and descriptive feedback to principals of all schools to monitor implementation of effective instructional practices. Schools: All Schools	Academic Support Program	08/08/2012	05/30/2013	\$0	No Funding Required	Instructional Supervisor Director of Special Education Assistant Superintendent
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Goal 2: Increase the average combined reading and math proficiency ratings for high school students from 47.9% in 2012 to 74% in 2017, 42.6% to 71.3% for middle school and 45.7% to 72.9.% for elementary schools.

Measurable Objective 1:

demonstrate a proficiency in math and English/Language Arts from 47.9% to 53.1% for high school students from 42.6% to 48.3% for middle school and from 45.7% to 51.1% for elementary schools by 05/20/2013 as measured by K-PREP.

Strategy 1:

Data Analysis - Data will be analyzed for student growth in all subjects by teachers and administrators from Fall to Spring test administrations including program reviews. Training will be provided in order for teachers to understand how to interpret various data and how that data relates directly to instruction.

Activity - Data Analysis Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training will be provided to teachers and administrators in order to interpret growth data and achievement gap data among identified sub groups in reading and math and how that impacts classroom instruction. Support and training will be provided through resources such as KASC, GRREC, KDE, DAC, etc. Schools: All Schools	Academic Support Program	08/08/2012	05/20/2013	\$5000	Title I Part A	DAC Instructional Supervisor Director of Special Education

Strategy 2:

Quality Core - Teachers will use Quality Core resources (specifically the Rigor and Relevance Template to analyze lessons and complete unit building) to increase the level of rigor in reading and math instruction.

Activity - Quality Core Usage	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District personnel will provide support to school principal and PLC leads as they monitor the use of the Rigor and Relevance Template and the design of unit plans for increased rigor in the classroom. Schools: Horizons High School, Todd County Central High School	Academic Support Program	08/08/2012	05/31/2013	\$500	Title I Part A	Instructional Supervisor Assistant Superintendent Director of Special Education Principals
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Strategy 3:

Effective Classroom Instruction - Teachers will use elements of the Charlotte Danielson Framework to implement effective instruction daily in their classrooms.

Research Cited: Charlotte Danielson work

Activity - Quality Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District personnel will coach administrators in the use of Danielson's framework through the study of the PGES principal preparation system in the use of the elements of effective instruction and how it is delivered through a structured PLC process. Schools: All Schools	Academic Support Program	01/02/2013	05/31/2013	\$1000	Title II Part A	Instructional Supervisor Assistant Superintendent Director of Special Education Principals

Strategy 4:

RTI Refinement and Monitoring - RTI will be monitored for implementation fidelity to ensure the process is intentional, research-based, and will increase student achievement.

Activity - RTI Fidelity Checks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district RTI team will meet bi-monthly and each principal will be required to illustrate evidence of program fidelity in his/her building, including student progress data and meeting minutes that document conversations regarding individual students as well as program delivery. Schools: All Schools	Academic Support Program	03/01/2013	05/31/2013	\$0	No Funding Required	Director of Special Education Instructional Supervisor Assistant Superintendent Superintendent Principals

Comprehensive District Improvement Plan

Todd County

Strategy 5:

CIITS - Teachers will create lesson plans in CIITS and will develop assessments in the CIITS system as well as disaggregate the test data.

Activity - CIITS Assessment and Planning Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be trained in the creation, scheduling and administering of CIITS assessments and lesson planning. Schools: All Schools	Academic Support Program	09/03/2012	06/28/2013	\$1000	Other	CIITS District Coordinator CIITS School-based Trainers

Strategy 6:

Rigor and Relevance - Teachers will use the rigor and relevance template to analyze lessons and complete unit plans to increase the level of rigor in reading and math instruction.

Activity - Rigor and Relevance Template Usage	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District personnel will provide support to school principals and PLC leads as they monitor the use of the rigor and relevance template and the design of unit plans for increased rigor in the classroom. Schools: North Todd Elementary School, Todd County Middle School, South Todd Elementary School	Academic Support Program	08/08/2012	05/31/2013	\$0	No Funding Required	Instructional Supervisor Assistant Superintendent Director of Special Education Principals

Goal 3: To increase the average freshman graduation rate from 85.4% in 2012 to 90% by 2015.

Measurable Objective 1:

collaborate to increase graduation rate from 85.4% in 2012 to 86.5% by 05/31/2013 as measured by K-PREP data.

Strategy 1:

Persistence to Graduation Report - Administrators and teachers will complete professional development to understand the Persistence to Graduation report and understand risk factors, as well as identify individuals at risk for dropping out.

Research Cited: Persistence to Graduation Report, KDE

Activity - ILP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Train staff to utilize the ILP in order to place freshmen in courses aligned with their career interests, ILP, Explore and PLAN results, and interest inventories. Schools: Horizons High School, Todd County Middle School, Todd County Central High School	Policy and Process	08/08/2012	05/31/2013	\$0	No Funding Required	District CTE Coordinator Community Education Director Superintendent High School Principal Middle School Principal
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Activity - Academic/Career Advising	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train middle school staff to provide middle school students information about career pathways related to the students' ILPs in order to make to make elective choices that will lead to a career certification. Train high school staff to provide an advisory setting that keeps high school students on their chosen career path that will lead to a career certification. Schools: Horizons High School, Todd County Middle School, Todd County Central High School	Career Preparation/Orientation	08/08/2012	05/31/2013	\$0	No Funding Required	District CTE Coordinator Community Education Director High School Principal Middle School Principal

Activity - Re-enrollment of Drop-outs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students that are identified as "drop-outs" are contacted by a representative from the Todd County Schools to discuss opportunities to re-enroll in a traditional environment and/or opportunities to enroll in alternative settings for completion of graduation requirements or referral to adult education. Schools: Horizons High School, Todd County Central High School	Policy and Process	02/01/2013	05/31/2013	\$0	No Funding Required	DPP High School Principal Guidance Counselor Instructional Supervisor Director of Special Education

Strategy 2:

Targeted Interventions - Staff will be trained to identify student issues that place them at risk for failure, such as task completion, attendance, behavior, math or reading deficits, personal issues (i.e., bullying, suicide risk factors), etc. and provide targeted interventions to increase academic achievement.

Research Cited: Response to Intervention

Activity - RTI/Targeted Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Staff will be trained to identify targeted students and provide research-based interventions to meet the needs of the individual student. Schools: All Schools	Academic Support Program	08/08/2012	05/31/2013	\$0	No Funding Required	Special Education Director School Principals School Staff to provide interventions
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Activity - Reasons to Graduate	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase public relations activities with all schools to include tours, presentations on careers from speakers, as well as increase awareness of opportunities to graduate with career certification. Presentations should include information on education levels needed for different types of post-secondary careers. Schools: All Schools	Career Preparation/Orientation	08/08/2012	05/31/2013	\$1000	Perkins	Community Education Director in coordination with Building Principals and District CTE Coordinator

Strategy 3:

Data Analysis - District staff will complete a historical data review to determine root causes for dropping out and plan drop-out prevention activities based on root causes.

Research Cited: Persistence to Graduation Report

Activity - Parent Awareness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Public relations activities will be implemented to increase parent awareness of graduation requirements for students. Schools: All Schools	Parent Involvement	03/01/2013	05/31/2013	\$500	Title I Part A	Community Education Director District Staff Principals

Goal 4: To monitor the Todd County District Improvement Plan for fidelity of implementation.

Measurable Objective 1:

collaborate to conduct fidelity checks on each goal of the Todd County District Improvement Plan by 05/31/2013 as measured by progress notes within the Todd County District Improvement Plan and evidence provided by each school.

Strategy 1:

Bi-monthly Meetings - Bi-monthly meetings will be held to review progress of the Todd County District Improvement Plan.

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Activity - Plan Implementation Reviews	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals will provide documentation to support the fidelity of implementation of district planned goals, strategies, and activities on a bi-monthly basis. Schools: All Schools	Policy and Process	03/01/2013	05/31/2013	\$0	No Funding Required	All District Administrators

Goal 5: To increase the percentage of graduating students who are college and career ready from 36.4% in 2012 to 66% by 2015.

Measurable Objective 1:

demonstrate a proficiency where 52.4% of seniors are college and career ready by 05/31/2013 as measured by Unbridled Learning Formula.

Strategy 1:

Career Pathways - Students will enter into a career pathway their freshman year to prepare them for both college and/or a future career. Upon completion of three courses in a student's career path, the students will then be assessed with the Kentucky Occupational Scales Standards Assessment. Students will also be assessed on the ACT their junior year.

Activity - ILP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize the ILP in order to place freshmen in courses aligned with their career interests, and review a student's career pathway through the high school advisory system throughout the year for all students in grades 9 through 12. Schools: Horizons High School, Todd County Central High School	Career Preparation/Orientation	08/08/2012	05/21/2013	\$0	No Funding Required	Instructional Supervisor, High School Principal, Guidance Counselor, Advisory Teachers

Activity - Course Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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High school and middle school staff will work together to establish a system for course planning for incoming freshmen. Schools: Horizons High School, Todd County Middle School, Todd County Central High School	Career Preparation/Orientation	08/08/2012	05/31/2013	\$0	No Funding Required	Instructional Supervisor, High School Principal, Middle School Principal, Community Education Coordinator, GT Coordinator, High School Guidance Counselor, Middle School Guidance Counselor
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Activity - Transition Fair	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
High school staff will plan and carry out a transition fair each school year targeting current juniors. Schools: Horizons High School, Todd County Central High School	Career Preparation/Orientation	08/08/2012	05/31/2013	\$300	Other	High School Principal, High School Guidance Counselor, High School Faculty

Strategy 2:

Interventions - Students not meeting grade level and/or assessment benchmarks will receive remediation.

Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students not performing at grade level or meeting benchmarks on EXPLORE, PLAN, ACT, and/or MAP will be targeted for remediation and participate in Compass testing. Schools: Horizons High School, Todd County Central High School	Academic Support Program	08/08/2012	05/31/2013	\$0	No Funding Required	High School Principal, High School Guidance Counselor, High School Faculty

Strategy 3:

Persistence to Graduation - At-risk students will be tracked and encouraged to complete necessary coursework for graduation. This will be accomplished through the advisory program at the high school.

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will be trained on the structure and functions of an effective advisory program. Schools: Horizons High School, Todd County Central High School	Academic Support Program	08/08/2012	05/31/2013	\$0	No Funding Required	Instructional Supervisor, High School Principal
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Strategy 4:

CTE Courses - Career Technical Education courses will be aligned with KOSSA, industry certification, to better prepare students for these exams.

Activity - Industry Certificates	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review and update curriculum to industry certifications available to preparatory students. Schools: Horizons High School, Todd County Central High School	Career Preparation/Orientation	08/08/2012	05/31/2013	\$0	No Funding Required	Instructional Supervisor, High School Principal, High School Guidance Counselor

Activity - Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize common core standards and career and technical standards in lesson plans. Schools: Horizons High School, Todd County Central High School	Career Preparation/Orientation	08/08/2012	05/31/2013	\$0	No Funding Required	Instructional Supervisor, High School Principal, High School Faculty

Activity - Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide students with practice opportunities for ACT Prep utilizing the Keytrain program. Schools: Horizons High School, Todd County Central High School	Academic Support Program	08/08/2012	05/31/2013	\$0	No Funding Required	Instructional Supervisor, High School Principal, High School Guidance Counselor, High School Faculty

Strategy 5:

Academic and Career Advising - Students will be advised and mentored in college preparation and career options and goals.

Activity - Advisee/Advisor Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive District Improvement Plan

Todd County

Students will be advised by a staff member who has been trained and is familiar with each of the career pathways.	Career Preparation/Orientation	08/08/2012	05/31/2013	\$0	No Funding Required	Instructional Supervisor, High School Principal, High School Guidance Counselor, High School Faculty
Schools: Horizons High School, Todd County Central High School						

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Quality Instruction	District personnel will coach administrators in the use of Danielson's framework through the study of the PGES principal preparation system in the use of the elements of effective instruction and how it is delivered through a structured PLC process.	Academic Support Program	01/02/2013	05/31/2013	\$1000	Instructional Supervisor Superintendent Assistant Superintendent Director of Special Education Principals
Total					\$1000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Re-enrollment of Drop-outs	All students that are identified as "drop-outs" are contacted by a representative from the Todd County Schools to discuss opportunities to re-enroll in a traditional environment and/or opportunities to enroll in alternative settings for completion of graduation requirements or referral to adult education.	Policy and Process	02/01/2013	05/31/2013	\$0	DPP High School Principal Guidance Counselor Instructional Supervisor Director of Special Education
Alignment	Utilize common core standards and career and technical standards in lesson plans.	Career Preparation/Orientation	08/08/2012	05/31/2013	\$0	Instructional Supervisor, High School Principal, High School Faculty
Plan Implementation Reviews	Principals will provide documentation to support the fidelity of implementation of district planned goals, strategies, and activities on a bi-monthly basis.	Policy and Process	03/01/2013	05/31/2013	\$0	All District Administrators

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Course Planning	High school and middle school staff will work together to establish a system for course planning for incoming freshmen.	Career Preparation/Orientation	08/08/2012	05/31/2013	\$0	Instructional Supervisor, High School Principal, Middle School Principal, Community Education Coordinator, GT Coordinator, High School Guidance Counselor, Middle School Guidance Counselor
Co-teaching	The District PLC Team will complete walkthroughs in co-teaching classrooms with an opportunity to provide descriptive feedback and recommendations.	Academic Support Program	03/01/2013	05/30/2013	\$0	District PLC Team
Rigor and Relevance Template Usage	District personnel will provide support to school principals and PLC leads as they monitor the use of the rigor and relevance template and the design of unit plans for increased rigor in the classroom.	Academic Support Program	08/08/2012	05/31/2013	\$0	Instructional Supervisor Assistant Superintendent Director of Special Education Principals
Advisee/Advisor Program	Students will be advised by a staff member who has been trained and is familiar with each of the career pathways.	Career Preparation/Orientation	08/08/2012	05/31/2013	\$0	Instructional Supervisor, High School Principal, High School Guidance Counselor, High School Faculty
Professional Development	Teachers will be trained on the structure and functions of an effective advisory program.	Academic Support Program	08/08/2012	05/31/2013	\$0	Instructional Supervisor, High School Principal

Comprehensive District Improvement Plan

Todd County

ILP	Train staff to utilize the ILP in order to place freshmen in courses aligned with their career interests, ILP, Explore and PLAN results, and interest inventories.	Policy and Process	08/08/2012	05/31/2013	\$0	District CTE Coordinator Community Education Director Superintendent High School Principal Middle School Principal
Academic/Career Advising	Train middle school staff to provide middle school students information about career pathways related to the students' ILPs in order to make to make elective choices that will lead to a career certification. Train high school staff to provide an advisory setting that keeps high school students on their chosen career path that will lead to a career certification.	Career Preparation/Orientation	08/08/2012	05/31/2013	\$0	District CTE Coordinator Community Education Director High School Principal Middle School Principal
Assessment	Provide students with practice opportunities for ACT Prep utilizing the Keytrain program.	Academic Support Program	08/08/2012	05/31/2013	\$0	Instructional Supervisor, High School Principal, High School Guidance Counselor, High School Faculty
RTI	Students not performing at grade level or meeting benchmarks on EXPLORE, PLAN, ACT, and/or MAP will be targeted for remediation and participate in Compass testing.	Academic Support Program	08/08/2012	05/31/2013	\$0	High School Principal, High School Guidance Counselor, High School Faculty
Industry Certificates	Review and update curriculum to industry certifications available to preparatory students.	Career Preparation/Orientation	08/08/2012	05/31/2013	\$0	Instructional Supervisor, High School Principal, High School Guidance Counselor

Comprehensive District Improvement Plan

Todd County

RTI Procedures	Evaluate the effectiveness of current RTI practices and programs and develop district procedures to monitor program fidelity.	Academic Support Program	03/01/2013	07/31/2013	\$0	Director of Special Education, Instructional Supervisor, Assistant Superintendent
RTI Fidelity Checks	The district RTI team will meet bi-monthly and each principal will be required to illustrate evidence of program fidelity in his/her building, including student progress data and meeting minutes that document conversations regarding individual students as well as program delivery.	Academic Support Program	03/01/2013	05/31/2013	\$0	Director of Special Education Instructional Supervisor Assistant Superintendent Principals
ILP	Utilize the ILP in order to place freshmen in courses aligned with their career interests, and review a student's career pathway through the high school advisory system throughout the year for all students in grades 9 through 12.	Career Preparation/Orientation	08/08/2012	05/21/2013	\$0	Instructional Supervisor, High School Principal, Guidance Counselor, Advisory Teachers
RTI/Targeted Interventions	Staff will be trained to identify targeted students and provide research-based interventions to meet the needs of the individual student.	Academic Support Program	08/08/2012	05/31/2013	\$0	Special Education Director School Principals School Staff to provide interventions
Principal Coaching Program	District staff will provide support and descriptive feedback to principals of all schools to monitor implementation of effective instructional practices.	Academic Support Program	08/08/2012	05/30/2013	\$0	Instructional Supervisor Director of Special Education Assistant Superintendent
Total					\$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Comprehensive District Improvement Plan

Todd County

Transition Fair	High school staff will plan and carry out a transition fair each school year targeting current juniors.	Career Preparation/Orientation	08/08/2012	05/31/2013	\$300	High School Principal, High School Guidance Counselor, High School Faculty
CIITS Assessment and Planning Training	All teachers will be trained in the creation, scheduling and administering of CIITS assessments and lesson planning.	Academic Support Program	09/03/2012	06/28/2013	\$1000	CIITS District Coordinator CIITS School-based Trainers
Total					\$1300	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Quality Core Usage	District personnel will provide support to school principal and PLC leads as they monitor the use of the Rigor and Relevance Template and the design of unit plans for increased rigor in the classroom.	Academic Support Program	08/08/2012	05/31/2013	\$500	Instructional Supervisor Assistant Superintendent Director of Special Education Principals
Data Analysis Training	Training will be provided to teachers and administrators in order to interpret growth data and achievement gap data among identified sub groups in reading and math and how that impacts classroom instruction. Support and training will be provided through resources such as KASC, GRREC, KDE, DAC, etc.	Academic Support Program	08/08/2012	05/20/2013	\$5000	DAC Instructional Supervisor Director of Special Education
Parent Awareness	Public relations activities will be implemented to increase parent awareness of graduation requirements for students.	Parent Involvement	03/01/2013	05/31/2013	\$500	Community Education Director District Staff Principals
Total					\$6000	

Perkins

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Comprehensive District Improvement Plan

Todd County

Reasons to Graduate	Increase public relations activities with all schools to include tours, presentations on careers from speakers, as well as increase awareness of opportunities to graduate with career certification. Presentations should include information on education levels needed for different types of post-secondary careers.	Career Preparation/Orientation	08/08/2012	05/31/2013	\$1000	Community Education Director in coordination with Building Principals and District CTE Coordinator
Total					\$1000	

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
RTI Procedures	Evaluate the effectiveness of current RTI practices and programs and develop district procedures to monitor program fidelity.	Academic Support Program	03/01/2013	07/31/2013	\$0	Director of Special Education, Instructional Supervisor, Assistant Superintendent
Co-teaching	The District PLC Team will complete walkthroughs in co-teaching classrooms with an opportunity to provide descriptive feedback and recommendations.	Academic Support Program	03/01/2013	05/30/2013	\$0	District PLC Team
Principal Coaching Program	District staff will provide support and descriptive feedback to principals of all schools to monitor implementation of effective instructional practices.	Academic Support Program	08/08/2012	05/30/2013	\$0	Instructional Supervisor Director of Special Education Assistant Superintendent
Data Analysis Training	Training will be provided to teachers and administrators in order to interpret growth data and achievement gap data among identified sub groups in reading and math and how that impacts classroom instruction. Support and training will be provided through resources such as KASC, GRREC, KDE, DAC, etc.	Academic Support Program	08/08/2012	05/20/2013	\$5000	DAC Instructional Supervisor Director of Special Education
Quality Instruction	District personnel will coach administrators in the use of Danielson's framework through the study of the PGES principal preparation system in the use of the elements of effective instruction and how it is delivered through a structured PLC process.	Academic Support Program	01/02/2013	05/31/2013	\$1000	Instructional Supervisor Superintendent Assistant Superintendent Director of Special Education Principals

Comprehensive District Improvement Plan

Todd County

RTI Fidelity Checks	The district RTI team will meet bi-monthly and each principal will be required to illustrate evidence of program fidelity in his/her building, including student progress data and meeting minutes that document conversations regarding individual students as well as program delivery.	Academic Support Program	03/01/2013	05/31/2013	\$0	Director of Special Education Instructional Supervisor Assistant Superintendent Superintendent Principals
CIITS Assessment and Planning Training	All teachers will be trained in the creation, scheduling and administering of CIITS assessments and lesson planning.	Academic Support Program	09/03/2012	06/28/2013	\$1000	CIITS District Coordinator CIITS School-based Trainers
RTI/Targeted Interventions	Staff will be trained to identify targeted students and provide research-based interventions to meet the needs of the individual student.	Academic Support Program	08/08/2012	05/31/2013	\$0	Special Education Director School Principals School Staff to provide interventions
Reasons to Graduate	Increase public relations activities with all schools to include tours, presentations on careers from speakers, as well as increase awareness of opportunities to graduate with career certification. Presentations should include information on education levels needed for different types of post-secondary careers.	Career Preparation/Orientation	08/08/2012	05/31/2013	\$1000	Community Education Director in coordination with Building Principals and District CTE Coordinator
Parent Awareness	Public relations activities will be implemented to increase parent awareness of graduation requirements for students.	Parent Involvement	03/01/2013	05/31/2013	\$500	Community Education Director District Staff Principals
Plan Implementation Reviews	Principals will provide documentation to support the fidelity of implementation of district planned goals, strategies, and activities on a bi-monthly basis.	Policy and Process	03/01/2013	05/31/2013	\$0	All District Administrators
Total					\$8500	

Todd County Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Comprehensive District Improvement Plan

Todd County

Rigor and Relevance Template Usage	District personnel will provide support to school principals and PLC leads as they monitor the use of the rigor and relevance template and the design of unit plans for increased rigor in the classroom.	Academic Support Program	08/08/2012	05/31/2013	\$0	Instructional Supervisor Assistant Superintendent Director of Special Education Principals
ILP	Train staff to utilize the ILP in order to place freshmen in courses aligned with their career interests, ILP, Explore and PLAN results, and interest inventories.	Policy and Process	08/08/2012	05/31/2013	\$0	District CTE Coordinator Community Education Director Superintendent High School Principal Middle School Principal
Academic/Career Advising	Train middle school staff to provide middle school students information about career pathways related to the students' ILPs in order to make to make elective choices that will lead to a career certification. Train high school staff to provide an advisory setting that keeps high school students on their chosen career path that will lead to a career certification.	Career Preparation/Orientation	08/08/2012	05/31/2013	\$0	District CTE Coordinator Community Education Director High School Principal Middle School Principal
Course Planning	High school and middle school staff will work together to establish a system for course planning for incoming freshmen.	Career Preparation/Orientation	08/08/2012	05/31/2013	\$0	Instructional Supervisor, High School Principal, Middle School Principal, Community Education Coordinator, GT Coordinator, High School Guidance Counselor, Middle School Guidance Counselor
Total					\$0	

Todd County Central High School

Comprehensive District Improvement Plan

Todd County

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Quality Core Usage	District personnel will provide support to school principal and PLC leads as they monitor the use of the Rigor and Relevance Template and the design of unit plans for increased rigor in the classroom.	Academic Support Program	08/08/2012	05/31/2013	\$500	Instructional Supervisor Assistant Superintendent Director of Special Education Principals
ILP	Train staff to utilize the ILP in order to place freshmen in courses aligned with their career interests, ILP, Explore and PLAN results, and interest inventories.	Policy and Process	08/08/2012	05/31/2013	\$0	District CTE Coordinator Community Education Director Superintendent High School Principal Middle School Principal
Academic/Career Advising	Train middle school staff to provide middle school students information about career pathways related to the students' ILPs in order to make to make elective choices that will lead to a career certification. Train high school staff to provide an advisory setting that keeps high school students on their chosen career path that will lead to a career certification.	Career Preparation/Orientation	08/08/2012	05/31/2013	\$0	District CTE Coordinator Community Education Director High School Principal Middle School Principal
Re-enrollment of Drop-outs	All students that are identified as "drop-outs" are contacted by a representative from the Todd County Schools to discuss opportunities to re-enroll in a traditional environment and/or opportunities to enroll in alternative settings for completion of graduation requirements or referral to adult education.	Policy and Process	02/01/2013	05/31/2013	\$0	DPP High School Principal Guidance Counselor Instructional Supervisor Director of Special Education
ILP	Utilize the ILP in order to place freshmen in courses aligned with their career interests, and review a student's career pathway through the high school advisory system throughout the year for all students in grades 9 through 12.	Career Preparation/Orientation	08/08/2012	05/21/2013	\$0	Instructional Supervisor, High School Principal, Guidance Counselor, Advisory Teachers

Comprehensive District Improvement Plan

Todd County

Course Planning	High school and middle school staff will work together to establish a system for course planning for incoming freshmen.	Career Preparation/Orientation	08/08/2012	05/31/2013	\$0	Instructional Supervisor, High School Principal, Middle School Principal, Community Education Coordinator, GT Coordinator, High School Guidance Counselor, Middle School Guidance Counselor
Transition Fair	High school staff will plan and carry out a transition fair each school year targeting current juniors.	Career Preparation/Orientation	08/08/2012	05/31/2013	\$300	High School Principal, High School Guidance Counselor, High School Faculty
RTI	Students not performing at grade level or meeting benchmarks on EXPLORE, PLAN, ACT, and/or MAP will be targeted for remediation and participate in Compass testing.	Academic Support Program	08/08/2012	05/31/2013	\$0	High School Principal, High School Guidance Counselor, High School Faculty
Professional Development	Teachers will be trained on the structure and functions of an effective advisory program.	Academic Support Program	08/08/2012	05/31/2013	\$0	Instructional Supervisor, High School Principal
Industry Certificates	Review and update curriculum to industry certifications available to preparatory students.	Career Preparation/Orientation	08/08/2012	05/31/2013	\$0	Instructional Supervisor, High School Principal, High School Guidance Counselor
Alignment	Utilize common core standards and career and technical standards in lesson plans.	Career Preparation/Orientation	08/08/2012	05/31/2013	\$0	Instructional Supervisor, High School Principal, High School Faculty

Comprehensive District Improvement Plan

Todd County

Assessment	Provide students with practice opportunities for ACT Prep utilizing the Keytrain program.	Academic Support Program	08/08/2012	05/31/2013	\$0	Instructional Supervisor, High School Principal, High School Guidance Counselor, High School Faculty
Advisee/Advisor Program	Students will be advised by a staff member who has been trained and is familiar with each of the career pathways.	Career Preparation/Orientation	08/08/2012	05/31/2013	\$0	Instructional Supervisor, High School Principal, High School Guidance Counselor, High School Faculty
Total					\$800	

South Todd Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Rigor and Relevance Template Usage	District personnel will provide support to school principals and PLC leads as they monitor the use of the rigor and relevance template and the design of unit plans for increased rigor in the classroom.	Academic Support Program	08/08/2012	05/31/2013	\$0	Instructional Supervisor Assistant Superintendent Director of Special Education Principals
Total					\$0	

North Todd Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Rigor and Relevance Template Usage	District personnel will provide support to school principals and PLC leads as they monitor the use of the rigor and relevance template and the design of unit plans for increased rigor in the classroom.	Academic Support Program	08/08/2012	05/31/2013	\$0	Instructional Supervisor Assistant Superintendent Director of Special Education Principals

Comprehensive District Improvement Plan

Todd County

Total \$0

Horizons High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Quality Core Usage	District personnel will provide support to school principal and PLC leads as they monitor the use of the Rigor and Relevance Template and the design of unit plans for increased rigor in the classroom.	Academic Support Program	08/08/2012	05/31/2013	\$500	Instructional Supervisor Assistant Superintendent Director of Special Education Principals
ILP	Train staff to utilize the ILP in order to place freshmen in courses aligned with their career interests, ILP, Explore and PLAN results, and interest inventories.	Policy and Process	08/08/2012	05/31/2013	\$0	District CTE Coordinator Community Education Director Superintendent High School Principal Middle School Principal
Academic/Career Advising	Train middle school staff to provide middle school students information about career pathways related to the students' ILPs in order to make to make elective choices that will lead to a career certification. Train high school staff to provide an advisory setting that keeps high school students on their chosen career path that will lead to a career certification.	Career Preparation/Orientation	08/08/2012	05/31/2013	\$0	District CTE Coordinator Community Education Director High School Principal Middle School Principal
Re-enrollment of Drop-outs	All students that are identified as "drop-outs" are contacted by a representative from the Todd County Schools to discuss opportunities to re-enroll in a traditional environment and/or opportunities to enroll in alternative settings for completion of graduation requirements or referral to adult education.	Policy and Process	02/01/2013	05/31/2013	\$0	DPP High School Principal Guidance Counselor Instructional Supervisor Director of Special Education

Comprehensive District Improvement Plan

Todd County

ILP	Utilize the ILP in order to place freshmen in courses aligned with their career interests, and review a student's career pathway through the high school advisory system throughout the year for all students in grades 9 through 12.	Career Preparation/Orientation	08/08/2012	05/21/2013	\$0	Instructional Supervisor, High School Principal, Guidance Counselor, Advisory Teachers
Course Planning	High school and middle school staff will work together to establish a system for course planning for incoming freshmen.	Career Preparation/Orientation	08/08/2012	05/31/2013	\$0	Instructional Supervisor, High School Principal, Middle School Principal, Community Education Coordinator, GT Coordinator, High School Guidance Counselor, Middle School Guidance Counselor
Transition Fair	High school staff will plan and carry out a transition fair each school year targeting current juniors.	Career Preparation/Orientation	08/08/2012	05/31/2013	\$300	High School Principal, High School Guidance Counselor, High School Faculty
RTI	Students not performing at grade level or meeting benchmarks on EXPLORE, PLAN, ACT, and/or MAP will be targeted for remediation and participate in Compass testing.	Academic Support Program	08/08/2012	05/31/2013	\$0	High School Principal, High School Guidance Counselor, High School Faculty
Professional Development	Teachers will be trained on the structure and functions of an effective advisory program.	Academic Support Program	08/08/2012	05/31/2013	\$0	Instructional Supervisor, High School Principal
Industry Certificates	Review and update curriculum to industry certifications available to preparatory students.	Career Preparation/Orientation	08/08/2012	05/31/2013	\$0	Instructional Supervisor, High School Principal, High School Guidance Counselor

Comprehensive District Improvement Plan

Todd County

Alignment	Utilize common core standards and career and technical standards in lesson plans.	Career Preparation/Orientation	08/08/2012	05/31/2013	\$0	Instructional Supervisor, High School Principal, High School Faculty
Assessment	Provide students with practice opportunities for ACT Prep utilizing the Keytrain program.	Academic Support Program	08/08/2012	05/31/2013	\$0	Instructional Supervisor, High School Principal, High School Guidance Counselor, High School Faculty
Advisee/Advisor Program	Students will be advised by a staff member who has been trained and is familiar with each of the career pathways.	Career Preparation/Orientation	08/08/2012	05/31/2013	\$0	Instructional Supervisor, High School Principal, High School Guidance Counselor, High School Faculty
Total					\$800	

KDE Needs Assessment

Introduction

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

Data Analysis

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

According to the released 2012 K-PREP data, the district continues to experience performance gaps in some tested areas, particularly at the middle and high school levels. The percentage of proficient/distinguished in the non-duplicated gap group is in some areas significantly below that of all students combined. At the middle school, only 34.8% of the gap group scored P/D in reading compared to 44.1% for all students. In mathematics, 30.7% of the gap group scored P/D compared to 41% for all students combined. At the high school, the gap group percentage of P/D in reading was 23.4% compared to 36.2% for all students. In mathematics, the non-duplicated gap group percentage was 40.7% compared to 59.5% for all students. It is evident that further analysis of the effectiveness of instructional strategies, rigor of the curriculum and intervention strategies must be reviewed.

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?

At the middle school the number of P/D in social studies increased from 50.1% in 2011 to 51.5% in 2012. This also corresponds with an overall reduction in novice from 10.84% to 6.6% in 2012. The number of P/D in on-demand writing increased from 32.48% in 2011 to 36.22% in 2012. At the high school, the number of P/D in mathematics increased from 34.53% in 2011 to 59.5% in 2012. This corresponds with an overall decrease in the number of novice from 29.29% in 2011 to only 9.5% in 2012. The number of P/D in on-demand writing increased from 20.74% in 2011 to 31.08% in 2012.

Proactive intervention strategies, research-based instructional strategies, implementation of formative assessment, and analysis of student work is being refined and monitored in order to decrease barriers to learning and increase student achievement.

Opportunities for Improvement

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

According to the released 2012 K-PREP data, Todd County Middle School and Todd County Central High School are classified as "Focus Schools" due to the insufficient number of proficient/distinguished scores in the non-duplicated gap group when compared to all tested students.

District/School administrators and school staffs will work collaboratively to refine a seamless and rigorous curriculum; help teachers implement and refine instruction using researched based student engagement strategies; integrate technology into instructional practices and student learning effectively; close achievement gaps through intervention and differentiated instructional practices; and ensure that all students are college and/or career ready by the time of graduation.

Oversight and Monitoring

Describe your processes and interventions for monitoring continuous improvement.

The district will assist the schools in implementation of research-based strategies and formative assessments using the tools of informal observation, walkthroughs, and the school PLC process. The district will also monitor, Response-to- Intervention practices, the Advisor/Advisee program, and ILP implementation through the use of walkthroughs, informal observations, and the Principal PLC process. Analysis of all information will be used to provide feedback to the schools so that practices and programs can be evaluated and refined.

Conclusion

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

The Todd County School District will assist the schools in implementation and monitoring of research-based instructional strategies, RTI, analyzing student work through the PLC process, and career pathway ILP implementation. The district will provide professional development and other resources for priority needs, based on analysis of state accountability test results, observation data, and other measures identified by the building Principals.

KDE Needs Assessment

Introduction

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

Data Analysis

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

According to the released 2013 K-PREP data, the district continues to experience performance gaps in some tested areas, particularly at the middle and high school levels. The percentage of proficient/distinguished in the non-duplicated gap group is in some areas below that of all students combined. At the middle school, only 41.1% of the gap group scored Proficient/Distinguished (P/D) in reading compared to 49.1% for all students. In mathematics, 24.9% of the gap group scored P/D compared to 33.1% for all students combined. At the high school, the gap group percentage of P/D in reading is 42.7% compared to 47.3% for all students. In mathematics, the non-duplicated gap group percentage is 72.5% compared to 83.3% for all students. There is also an identified achievement gap with the US History End of Course Exam with 24.4% of students identified in the gap group scoring P/D, as compared to 38.3% of all students scoring P/D. Although achievement gaps are closing, it is evident that further analysis of student work, refinement of instruction, rigor of the curriculum and intervention strategies should continue to be a priority.

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?

At the high school, the number of P/D in mathematics increased from 59.5% in 2012 to 83.3% in 2013. This corresponds with an overall decrease in the number of novice from 9.5% in 2012 to only 1.7% in 2013. The number of P/D in on-demand writing increased from 31.08% in 2012 to 39.6% in 2013. In the area of reading, the number of P/D increased from 36.2% in 2012 to 47.3% in 2013. At North Todd Elementary School, the number of students scoring P/D in the area of social studies increased from 56% to 66.2%. This corresponds to a dramatic decrease in the number of students scoring novice from 14.7% to 3.1%. At South Todd Elementary, the number of students scoring P/D in the area of science increased from 73% in 2012 to 82.8% in 2013. This corresponds to a dramatic decrease in the number of students scoring novice from 8.1% to 1.6%. At Todd County Middle School the number of students scoring P/D in the area of on-demand writing increased from 36.2% in 2012 to 39.7% in 2013.

Proactive intervention strategies, research-based instructional strategies, implementation of formative assessment, and analysis of student work is being refined and monitored in order to decrease barriers to learning and increase student achievement.

Opportunities for Improvement

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

According to the released 2013 K-PREP data, Todd County Middle School and Todd County Central High School are classified as "Focus Schools" due to the insufficient number of proficient/distinguished scores in the non-duplicated gap group when compared to all tested students.

District/School administrators and school staffs will work collaboratively to refine a seamless and rigorous curriculum; help teachers implement and refine instruction using researched based student engagement strategies; integrate technology into instructional practices and student learning; close achievement gaps through intervention and differentiated instructional practices; and ensure that all students are college and/or career ready by the time of graduation.

Oversight and Monitoring

Describe your processes and interventions for monitoring continuous improvement.

The district will assist the schools in implementation of effective instructional strategies, formative assessments, the PGES, and CIITS with online training and professional development through GRREC and district trainers. The district will also monitor Response-to-Intervention practices, CIITS usage, ILP implementation and college and career readiness through the Principal PLC process. Analysis of all information will be used to provide feedback to the schools so that practices and programs can be evaluated and refined.

Conclusion

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

The Todd County School District will assist the schools in implementation and monitoring of effective instruction, RTI, CIITS, PGES, PLC process, and ILP implementation. The district will assist schools in providing professional development and other resources for priority needs, based on analysis of state accountability test results, observation data, and other measures identified by the building Principals.

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 2014. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

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

Planning and Accountability Requirements

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

Goal 1:

Next Generation Professionals

Measurable Objective 1:

demonstrate a proficiency with Domains 2 and 3 of the PGES system by 05/30/2014 as measured by the PGES framework.

Strategy1:

Professional Development - District personnel and principals will participate in professional development addressing the use of Danielson's framework through the study of the PGES by attending ISLN and/or KLA network trainings.

Research Cited:

Activity - Quality Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District personnel will coach administrators in the use of Danielson's framework through the study of the PGES principal preparation system in the use of the elements of effective instruction and how it is delivered through a structured PLC process.	Academic Support Program	08/07/2013	05/30/2014	\$1000 - General Fund	Superintendent Assistant Superintendent Director of Special Education Principals

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

Goal 1:

To increase the average cohort graduation rate from 93% in 2013 to 94.1% by 2015.

Measurable Objective 1:

collaborate to increase graduation rate from 93% in 2013 to 93.6% by 05/30/2014 as measured by K-PREP data.

Strategy1:

Persistence to Graduation Report - Administrators and teachers will utilize the Persistence to Graduation report to identify individuals at risk for dropping out and develop intervention strategies.

Comprehensive District Improvement Plan

Todd County

Research Cited: Persistence to Graduation Report, KDE

Activity - Drop-out Prevention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students that are identified as at-risk for dropping out are contacted by district and/or school personnel to discuss opportunities to enroll in alternative settings for completion of graduation requirements or referral to adult education.	Policy and Process	08/07/2013	05/30/2014	\$0 - No Funding Required	DPP High School Principal Guidance Counselor Director of Special Education

Goal 2:

To increase the percentage of graduating students who are college and career ready from 56.5% in 2013 to 66% by 2015.

Measurable Objective 1:

demonstrate a proficiency where 59.2% of seniors are college and career ready by 05/30/2014 as measured by Unbridled Learning Formula.

Strategy1:

Career Pathways - Students will enter into a career pathway their freshman year to prepare them for both college and/or a future career. Upon completion of three courses in a students career path, the students will then be assessed with the Kentucky Occupational Scales Standards Assessment. Students will also be assessed on the ACT their junior year.

Research Cited:

Activity - ILP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize the ILP in order to place freshmen in courses aligned with their career interests, and review a student's career pathway through the high school advisory system throughout the year for all students in grades 9 through 12.	Career Preparation/Orientation	08/07/2013	05/30/2014	\$0 - No Funding Required	Assistant Superintendent, High School Principal, Guidance Counselor, Advisory Teachers

KDE Assurances - District

Introduction

KDE Assurances for Districts

District Assurances

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

Label	Assurance	Response	Comment	Attachment
2.	The current school year Comprehensive District Improvement Plan (CDIP) and all our schools Comprehensive School Improvement Plans (CSIPs) are available for stakeholders to examine on the district website.	Yes		

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

Todd County

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

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

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

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

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

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

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

Comprehensive District Improvement Plan

Todd County

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

Todd County

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

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

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

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

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

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

Todd County

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		

Superintendent Evaluation Assurance

Introduction

The purpose of the Kentucky Superintendent Evaluation Diagnostic is to ensure critical conversations between superintendents and local boards of education are regularly occurring for continuous improvement in each district in Kentucky. Appropriate evidence would include uploaded minutes of the board of education where financial management, facilities and, student performance have been discussed.

Superintendent Evaluation Assurance

Label	Assurance	Response	Comment	Attachment
	The district certifies that the Superintendent Evaluation has been completed and submitted in ASSIST and that all supporting artifacts and evidence have been uploaded to support said responses to show alignment with the Kentucky Board of Education goals for student achievement, operational efficiency and the communication and collaboration of district leadership.	Yes		

School Safety Assurance

Introduction

In response to recent tragic events in our nation's schools, during the 2013 legislative session the Kentucky General Assembly took action, through the passage of Senate Bill 8/House Bill 354, to assure that our schools are safer places for students and staff to work and learn. Among other things, SB8/HB354 required changes to emergency plan requirements, the development of school safety practices, and additional severe weather, lockdown and earthquake drills. The bill also required local school district superintendents to verify to the Kentucky Department of Education that all schools in the district are in compliance with these requirements. This diagnostic is the means by which this reporting is accomplished.

School Safety Assurance

Label	Assurance	Response	Comment	Attachment
	The district certifies that the it has submitted the required School Safety diagnostic in ASSIST to verify that it is in compliance with SB/HB354 to assure schools are safer places for students and staff and that school safety practices are being developed and are in place.	Yes		

Compulsory Attendance Age (Senate Bill 97) Assurance

Introduction

Senate Bill 97 authorizes local school boards to pass a district-wide policy extending the compulsory school age requirement from age 16 to age 18 for all students residing in the district. When fifty-five percent of the school districts in the state adopt such a policy, all remaining school districts are required to do so, effective with the school year that occurs four (4) years after the 55% threshold is met. The 55% threshold of 96 districts was met in July of this year, activating the requirement for all remaining school districts to enact a policy within the statutory time frame.

Compulsory Attendance Age (Senate Bill 97)

Label	Assurance	Response	Comment	Attachment
	The Board certifies that the Raising the Compulsory Attendance Age diagnostic has been completed and submitted in ASSIST and that all supporting artifacts have been uploaded to support said responses to show alignment with Senate Bill 97.	Yes		