Comprehensive District Improvement

Plan

Todd County

205 Airport Rd
Elkton, KY 42220

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Phase II - Assurances - District

Phase II - Compliance and Accountability - Districts

Executive Summary

Introduction

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

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

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

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

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

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

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

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

Phase I - Equitable Access to Effective Educators District Diagnostic

Introduction

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

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

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

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

Equitable Access to Effective Educators - District

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

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

4 of 5 schools in the district have 70% or more of their teachers with more than 4 years of experience.   4 of 5 schools have teacher turn over rates less than 15%. 4 of 5 schools' have one administrator with less than 3 years of experience.   School with highest percentage of students of poverty have the most experienced teachers.

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

Todd County Middle School which is identified as a focus school has the highest population of inexperienced teachers in the district with a percentage of 29.79%. Teacher turnover for the end of the year 2014-2015 was approximately 35% causing hiring of several new staff members. Turnover rate for this past year was only 14.89%.

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

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

OR

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

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

Goal 1:

Novice Reduction Goal - Todd County Schools will reduce the percent of novice by 50% in the areas of Reading and Math for identified demographic groups and the non-duplicated gap group by 2020.

Measurable Objective 1:

A 10% increase of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency in achievement in Reading by 01/02/2017 as measured by 2016 K-PREP scores.

Strategy1:

PLC Structure - The district will support schools with analyzing assessment and non-cognitive data in connection with novice reduction and assist with coaching staff in the use of instructional best practices for all students.

Category: Continuous Improvement

Research Cited:

Comprehensive District Improvement Plan

Todd County

Activity - Content Leadership Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District staff will facilitate district content leadership team meetings for the refinement of district curriculum and novice reduction.	Academic Support Program	01/04/2016	01/04/2016	$500 - State Funds	Director of Instruction District Assessment Coordinator Director of Special Education

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District support will be offered for the implementation of data teams who are interpreting growth data and achievement gap data among identified sub groups in reading and math and determining instructional changes based upon this data analysis.	Academic Support Program Behavioral Support Program	01/04/2016	01/02/2017	$0 - No Funding Required	Director of Instruction

Activity - Instructional Rounds	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District staff will facilitate the Instructional Rounds process each year and provide support for school-based instructional rounds as requested by school administrators.	Behavioral Support Program Academic Support Program	01/04/2016	01/02/2017	$0 - No Funding Required	Director of Instruction Director of Special Education Superintendent

Phase I - GAP Target Assurance

Introduction

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

Gap Target Assurance

Label	Assurance	Response	Comment	Attachment
	As superintendent of the district, I hereby certify that:	The following school(s) have failed to meet their gap target for two (2) consecutive years and are listed in the text box provided below	North Todd Elementary sub groups: white, Free and reduced lunch, male, female and students with disabilities and non duplicated gap group. South Todd Elementary School sub groups: African American, Free and Reduced and Non Duplicated Gap group. Todd County Central High School sub groups: White, Male, Female and Non duplicated gap group Todd County Middle School sub groups: white, African American, Hispanic, Free and reduced lunch, male, female, students with disabilities, non duplicated gap group.	

Phase I - Needs Assessment

Introduction

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

Data Analysis

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

An analysis of KPREP data reveals that Writing is Todd County Schools 's area of most need when compared to scores across the state (See table below). Todd County Schools's current focus is writing. Writing was also chosen as a focus area because it is used across all disciplines and can be utilized as a catalyst to develop a deeper understanding in all academic areas. A district committee has been formed to revise the current writing plan, which was last revised in 2011. According to KPREP data from 2016, 22.9% of Todd County elementary school students scored proficient or distinguished compared to the state average of 41%. At middle school level, 21.4% of Todd County students scored proficient or distinguished while 44.4% of students across the state scored similarly. In Todd County, 32.5% of high school students scored proficient or distinguished,

while 43.5% of high school students in the state scored in the same range.

Percentage of Student Scoring Proficient or Distinguished

	Elementary		Middle		High School	
	Todd	State	Todd	State	Todd	State
Math	52.7	51.8	34.9	47	62.5	42.3
Reading	50	56	45.4	55.2	51	56.5
Writing	22.9	41	21.4	44.4	32.5	43.5

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?

Todd County's elementary and high school math scores fell above the state average. Using the PLC structure, teachers will continue to analyze data and develop strategies to meet the needs of individual students. Additionally, the revised writing plan will incorporate writing in the area of math to help students continue to develop a deeper understanding of this content area.

Opportunities for Improvement

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

An analysis of KPREP data reveals that Writing is Todd County Schools's area of most need when compared to scores across the state. A district committee has been formed to revise the current writing plan. Additionally, plans have been made for curriculum alignment K-12.

Oversight and Monitoring

Describe your processes and interventions for monitoring continuous improvement.

Todd County administrators meet monthly. District/school improvement monitoring/updates will be part of the agenda each month to keep a pulse on what interventions are being utilized and their effectiveness.

Conclusion

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

The writing committee will begin meeting to revise district writing plan. Plan for discussion of progress on implementation of writing plan at district administrative meetings.

Todd County District Improvement Plan 2016-2017

Overview

Plan Name

Todd County District Improvement Plan 2016-2017

Plan Description

Todd County District Improvement Plan 2016-2017

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	Gap Goal - Increase the averaged combined reading and math proficiency ratings for all students in the non-duplicated gap group from 43.1% (elementary), 30.1% (middle), 47% (high) in 2016 to 69.7% (elementary), 66.7% (middle), 73.7% (high) in 2019.	Objectives: 1 Strategies: 2 Activities: 6	Organizational	$8000
2	Proficiency Goal - Increase the average combined reading and math proficiency ratings for all students from 51.4% (elementary), 40.2% (middle), 56.8 (high) in 2016 to 73.6% (elementary), 71% (middle), 79.6 (high) in 2019.	Objectives: 1 Strategies: 3 Activities: 3	Organizational	$2000
3	Graduation Rate Goal - To maintain the average cohort graduation rate of 96.2% in 2016 in 2017.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	$0
4	CCR Goal - to maintain the percentage of graduating students who are college and career ready at 63.1% in 2017.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	$0
5	Novice Reduction Goal - Todd County Schools will reduce the percent of novice by 50% in the areas of Reading and Math for identified demographic groups and the non-duplicated gap group by 2020.	Objectives: 2 Strategies: 2 Activities: 5	Academic	$14000
6	Equitable Access Goal - To reduce teacher turnover rate to less than 10% at each school by providing support to teachers in the gaining of knowledge of instruction and curriculum within specific content/grade levels through the PLC structure by June 2018.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	$10000

Goal 1: Gap Goal - Increase the averaged combined reading and math proficiency ratings for all students in the non-duplicated gap group from 43.1% (elementary), 30.1% (middle), 47% (high) in 2016 to 69.7% (elementary), 66.7% (middle), 73.7% (high) in 2019.

Measurable Objective 1:

demonstrate a proficiency from 43.1% (elementary), 30.1% (middle), 47% (high) in 2016 to 57.5% (elementary), 53.4% (middle), 63.2% (high) in 2017 for the district non-duplicated gap group in reading and math by 05/30/2016 as measured by 2016 K-PREP scores.

Strategy 1:

RTI/KSI - District staff will continue to monitor and provide support for the district process for intervention systems to ensure program fidelity.

Category: Learning Systems

Research Cited: Response to Intervention

Activity - RTI Procedures	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District staff will participate in quarterly RTI meetings at each school to provide support and resources as needed. Schools: All Schools	Academic Support Program	01/02/2017	01/02/2018	$0	No Funding Required	Director of Special Education

Activity - RTI Documentation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District staff will monitor school level documentation of the RTI process through the intervention tab and district RTI forms on Infinite Campus Schools: All Schools	Academic Support Program, Behavioral Support Program	01/02/2017	01/02/2018	$0	No Funding Required	Director of Special Education

Strategy 2:

District PLC Team - The district will assist all schools with analyzing assessment and non-cognitive data for gap groups and coaching staff in the use of instructional best practices for all students.

Category: Continuous Improvement

Activity - CT4GC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Focus schools in the district will participate in Co-Teaching for Gap Closure professional development and coaching/feedback in the areas of co-teaching, instructional practices, continuous classroom improvement, and student supports. Schools: All Schools	Academic Support Program	01/02/2017	06/30/2017	$0	No Funding Required	Director of Special Education

Activity - Next Generation Learners Network	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District staff will facilitate district content leadership team meetings for the refinement of district curriculum. Schools: All Schools	Academic Support Program	01/02/2017	06/30/2018	$5500	State Funds, General Fund	Instructional Supervisor Director of Special Education

Activity - Instructional Rounds	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District staff will facilitate the Instructional Rounds process each year and provide support for school-based instructional rounds as requested by school administrators. Schools: All Schools	Academic Support Program	01/02/2017	06/30/2018	$2500	General Fund	Superintendent Director of Instruction Director of Special Education

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Staff will implement a district data teams process with school/district administrators and provide support for the implementation of school based data teams. Schools: All Schools	Academic Support Program	01/02/2017	06/30/2018	$0	No Funding Required	Director of Instruction

Goal 2: Proficiency Goal - Increase the average combined reading and math proficiency ratings for all students from 51.4% (elementary), 40.2% (middle), 56.8 (high) in 2016 to 73.6% (elementary), 71% (middle), 79.6 (high) in 2019.

Measurable Objective 1:

demonstrate a proficiency for all students, moving high school students from 56.8 to 71.4, middle school students from 40.2 to 59.3 and elementary school students from 51.4 to 63 by 05/31/2017 as measured by K-PREP and EOC.

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.

Category: Continuous Improvement

Activity - Data Analysis Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District support will be offered to principals for continuous improvement of data teams who are interpreting growth data and achievement gap data among identified sub groups in reading and math and how that impacts classroom instruction. Schools: All Schools	Academic Support Program	01/02/2017	01/02/2018	$2000	General Fund	District Assessment Coordinator (DAC) Director of Special Education Principals

Strategy 2:

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

Category: Continuous Improvement

Activity - RTI Fidelity Checks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District staff will assist principals in monitoring school level documentation of the RTI process through the intervention tab and district RTI forms on Infinite Campus. Schools: All Schools	Academic Support Program	01/02/2017	01/02/2018	$0	No Funding Required	Director of Special Education Principals

Strategy 3:

Curriculum Refinement - District staff will assist and support teachers and administrators in the development and revision of curriculum documents.

Category: Continuous Improvement

Activity - Curriculum Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District staff will provide support to school administrator and school PLCs in the continuous improvement of curriculum documents. Support will be given to ensure that assessments and unit plans are congruent with state standards. Schools: All Schools	Academic Support Program	01/02/2017	01/02/2018	$0	No Funding Required	Chief Academic Officer Director of Special Education

Goal 3: Graduation Rate Goal - To maintain the average cohort graduation rate of 96.2% in 2016 in 2017.

Measurable Objective 1:

collaborate to maintain graduation rate of 96.2% by 05/31/2017 as measured by graduation data.

Strategy 1:

Persistance 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.

Category: Persistance to Graduation

Research Cited: Persistence to Graduation Report, KDE

Activity - Drop-out Prevention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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. Schools: Horizons High School, Todd County Central High School	Policy and Process	01/02/2017	01/02/2018	$0	No Funding Required	DPP High School Principal Guidance Counselor 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.

Category: Persistance to Graduation

Research Cited: Response to Intervention

Activity - RTI/Targeted Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District staff will participate in quarterly RTI meetings at each school to provide support and resources as needed to increase student achievement. Schools: All Schools	Academic Support Program, Behavioral Support Program	01/02/2017	01/02/2018	$0	No Funding Required	Special Education Director School Principals School Staff to provide interventions

Goal 4: CCR Goal - to maintain the percentage of graduating students who are college and career ready at 63.1% in 2017.

Measurable Objective 1:

demonstrate a proficiency where 63.1% of seniors are college and career ready by 05/31/2017 as measured by by increased student success on ACT, EOC, COMPASS and KOSSA testing..

Strategy 1:

RTI/Targeted Interventions - District staff will continue to monitor and provide support for the district process for intervention systems to ensure program fidelity and student success.

Category: Learning Systems

Research Cited: Response to Intervention

Activity - RTI Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District staff will provide support to principals to implement quarterly RTI meetings at each school, providing support and resources as needed. Schools: All Schools	Academic Support Program, Behavioral Support Program, Career Preparation/Orientation	01/02/2017	01/02/2018	$0	No Funding Required	Principals Director of Special Education

Strategy 2:

District PLC Team - The district will consult with principals regarding the analysis of assessment and non-cognitive data in connection with CCR and facilitate the coaching of staff in the use of instructional best practices for all students.

Category: Continuous Improvement

Activity - Data analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District staff will consult with building administrators on the refinement of the district data teams process and provide support for the refinement of school based data teams. Schools: All Schools	Academic Support Program, Behavioral Support Program, Career Preparation/Orientation	01/02/2017	01/02/2018	$0	No Funding Required	Chief Academic Officer Principals

Goal 5: Novice Reduction Goal - Todd County Schools will reduce the percent of novice by 50% in the areas of Reading and Math for identified demographic groups and the non-duplicated gap group by 2020.

Measurable Objective 1:

A 10% increase of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency in achievement in Reading by 01/02/2018 as measured by 2017 K-PREP scores.

(shared) Strategy 1:

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

Category: Learning Systems

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 ACT and/or STAR 360 will be identified and targeted for remediation. Schools: All Schools	Academic Support Program	01/02/2017	01/02/2018	$10000	District Funding	Building Administrators Director of Special Education District Assessment Coordinator

Activity - RTI Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District staff will support building administration in quarterly RTI meetings at each school, providing support and resources as needed. Schools: All Schools	Academic Support Program, Behavioral Support Program	01/02/2017	01/02/2018	$0	No Funding Required	Principals District Assessment Coordinator Director of Special Education

(shared) Strategy 2:

PLC Structure - The district will support building administrators with analyzing assessment and non-cognitive data in connection with novice reduction and assist with coaching staff in the use of instructional best practices for all students.

Category: Continuous Improvement

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District support will be offered for the refinement of data teams who are interpreting growth data and achievement gap data among identified sub groups in reading and math and determining instructional changes based upon this data analysis. Schools: All Schools	Academic Support Program, Behavioral Support Program	01/02/2017	01/02/2018	$0	No Funding Required	Chief Academic Officer Principals

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District staff will provide support to school administrators to implement school level PLCs for the refinement of district curriculum and novice reduction. Schools: All Schools	Academic Support Program	01/02/2017	01/02/2018	$500	State Funds	District Assessment Coordinator Director of Special Education

Activity - Instructional Rounds	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District staff will facilitate the Instructional Rounds process each year and provide support for school-based instructional rounds as requested by school administrators. Schools: All Schools	Academic Support Program, Behavioral Support Program	01/02/2017	01/02/2018	$3500	District Funding	Chief Academic Officer Director of Special Education Superintendent

Measurable Objective 2:

A 10% increase of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will increase student growth from novice to apprentice or higher in mathematics in Mathematics by 01/02/2018 as measured by a reduction of students scoring novice in mathematics on the 2016 KPREP.

(shared) Strategy 1:

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

Category: Learning Systems

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 ACT and/or STAR 360 will be identified and targeted for remediation. Schools: All Schools	Academic Support Program	01/02/2017	01/02/2018	$10000	District Funding	Building Administrators Director of Special Education District Assessment Coordinator

Activity - RTI Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District staff will support building administration in quarterly RTI meetings at each school, providing support and resources as needed. Schools: All Schools	Academic Support Program, Behavioral Support Program	01/02/2017	01/02/2018	$0	No Funding Required	Principals District Assessment Coordinator Director of Special Education

(shared) Strategy 2:

PLC Structure - The district will support building administrators with analyzing assessment and non-cognitive data in connection with novice reduction and assist with coaching staff in the use of instructional best practices for all students.

Category: Continuous Improvement

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District support will be offered for the refinement of data teams who are interpreting growth data and achievement gap data among identified sub groups in reading and math and determining instructional changes based upon this data analysis. Schools: All Schools	Academic Support Program, Behavioral Support Program	01/02/2017	01/02/2018	$0	No Funding Required	Chief Academic Officer Principals

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District staff will provide support to school administrators to implement school level PLCs for the refinement of district curriculum and novice reduction. Schools: All Schools	Academic Support Program	01/02/2017	01/02/2018	$500	State Funds	District Assessment Coordinator Director of Special Education

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

| District staff will facilitate the Instructional Rounds process each year and provide support for school-based instructional rounds as requested by school administrators.

Schools: All Schools | Academic Support Program, Behavioral Support Program | 01/02/2017 | 01/02/2018 | $3500 | District Funding | Chief Academic Officer Director of Special Education Superintendent |

Goal 6: Equitable Access Goal - To reduce teacher turnover rate to less than 10% at each school by providing support to teachers in the gaining of knowledge of instruction and curriculum within specific content/grade levels through the PLC structure by June 2018.

Measurable Objective 1:

collaborate to increase the capacity of new teachers in the areas of curriculum and instruction through the PLC structure by 06/30/2018 as measured by a decrease in teacher turnover rates to less than 10%.

Strategy 1:

Professional Learning - Professional learning opportunities and support will be provided to teachers by school and district administration during regularly scheduled PLC times, early release Fridays, and Curriculum Days.

Category: Professional Learning & Support

Research Cited: Use of PLCs, Defour

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate to ensure all curriculum in the areas of math and writing are aligned in grades K-12. Schools: All Schools	Professional Learning	01/02/2017	12/31/2017	$2000	District Funding	Building Principals and Assistant Principals, Chief Academic Officer

Activity - Next Generation Learners Network	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators and teachers from each school will participate in the Next Generation Learners Network to improve systems within the district to help guide PLC work at each school. Schools: All Schools	Professional Learning	08/01/2016	06/30/2018	$8000	District Funding	Building Administration, Chief Academic Officer

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Rounds	District staff will facilitate the Instructional Rounds process each year and provide support for school-based instructional rounds as requested by school administrators.	Academic Support Program, Behavioral Support Program	01/02/2017	01/02/2018	$3500	Chief Academic Officer Director of Special Education Superintendent
RTI	Students not performing at grade level or meeting benchmarks on ACT and/or STAR 360 will be identified and targeted for remediation.	Academic Support Program	01/02/2017	01/02/2018	$10000	Building Administrators Director of Special Education District Assessment Coordinator
Curriculum Alignment	Teachers will collaborate to ensure all curriculum in the areas of math and writing are aligned in grades K-12.	Professional Learning	01/02/2017	12/31/2017	$2000	Building Principals and Assistant Principals, Chief Academic Officer
Next Generation Learners Network	Administrators and teachers from each school will participate in the Next Generation Learners Network to improve systems within the district to help guide PLC work at each school.	Professional Learning	08/01/2016	06/30/2018	$8000	Building Administration, Chief Academic Officer
				Total	$23500	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible

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Professional Learning	District staff will provide support to school administrators to implement school level PLCs for the refinement of district curriculum and novice reduction.	Academic Support Program	01/02/2017	01/02/2018	$500	District Assessment Coordinator Director of Special Education
Next Generation Learners Network	District staff will facilitate district content leadership team meetings for the refinement of district curriculum.	Academic Support Program	01/02/2017	06/30/2018	$2500	Instructional Supervisor Director of Special Education
				Total	$3000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
RTI Process	District staff will provide support to principals to implement quarterly RTI meetings at each school, providing support and resources as needed.	Academic Support Program, Behavioral Support Program, Career Preparation/Orientation	01/02/2017	01/02/2018	$0	Principals Director of Special Education
RTI Documentation	District staff will monitor school level documentation of the RTI process through the intervention tab and district RTI forms on Infinite Campus	Academic Support Program, Behavioral Support Program	01/02/2017	01/02/2018	$0	Director of Special Education
RTI Procedures	District staff will participate in quarterly RTI meetings at each school to provide support and resources as needed.	Academic Support Program	01/02/2017	01/02/2018	$0	Director of Special Education
RTI Fidelity Checks	District staff will assist principals in monitoring school level documentation of the RTI process through the intervention tab and district RTI forms on Infinite Campus.	Academic Support Program	01/02/2017	01/02/2018	$0	Director of Special Education Principals
Curriculum Support	District staff will provide support to school administrator and school PLCs in the continuous improvement of curriculum documents. Support will be given to ensure that assessments and unit plans are congruent with state standards.	Academic Support Program	01/02/2017	01/02/2018	$0	Chief Academic Officer Director of Special Education
Data Analysis	District Staff will implement a district data teams process with school/district administrators and provide support for the implementation of school based data teams.	Academic Support Program	01/02/2017	06/30/2018	$0	Director of Instruction

CT4GC	Focus schools in the district will participate in Co-Teaching for Gap Closure professional development and coaching/feedback in the areas of co-teaching, instructional practices, continuous classroom improvement, and student supports.	Academic Support Program	01/02/2017	06/30/2017	$0	Director of Special Education
RTI/Targeted Interventions	District staff will participate in quarterly RTI meetings at each school to provide support and resources as needed to increase student achievement.	Academic Support Program, Behavioral Support Program	01/02/2017	01/02/2018	$0	Special Education Director School Principals School Staff to provide interventions
Drop-out Prevention	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	01/02/2017	01/02/2018	$0	DPP High School Principal Guidance Counselor Director of Special Education
RTI Process	District staff will support building administration in quarterly RTI meetings at each school, providing support and resources as needed.	Academic Support Program, Behavioral Support Program	01/02/2017	01/02/2018	$0	Principals District Assessment Coordinator Director of Special Education
Data Analysis	District support will be offered for the refinement of data teams who are interpreting growth data and achievement gap data among identified sub groups in reading and math and determining instructional changes based upon this data analysis.	Academic Support Program, Behavioral Support Program	01/02/2017	01/02/2018	$0	Chief Academic Officer Principals
Data analysis	District staff will consult with building administrators on the refinement of the district data teams process and provide support for the refinement of school based data teams.	Academic Support Program, Behavioral Support Program, Career Preparation/Orientation	01/02/2017	01/02/2018	$0	Chief Academic Officer Principals
				Total	$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible

Instructional Rounds	District staff will facilitate the Instructional Rounds process each year and provide support for school-based instructional rounds as requested by school administrators.	Academic Support Program	01/02/2017	06/30/2018	$2500	Superintendent Director of Instruction Director of Special Education
Data Analysis Training	District support will be offered to principals for continuous improvement of data teams who are interpreting growth data and achievement gap data among identified sub groups in reading and math and how that impacts classroom instruction.	Academic Support Program	01/02/2017	01/02/2018	$2000	District Assessment Coordinator (DAC) Director of Special Education Principals
Next Generation Learners Network	District staff will facilitate district content leadership team meetings for the refinement of district curriculum.	Academic Support Program	01/02/2017	06/30/2018	$3000	Instructional Supervisor Director of Special Education
				Total	$7500	

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	District staff will participate in quarterly RTI meetings at each school to provide support and resources as needed.	Academic Support Program	01/02/2017	01/02/2018	$0	Director of Special Education
CT4GC	Focus schools in the district will participate in Co-Teaching for Gap Closure professional development and coaching/feedback in the areas of co-teaching, instructional practices, continuous classroom improvement, and student supports.	Academic Support Program	01/02/2017	06/30/2017	$0	Director of Special Education
Data Analysis Training	District support will be offered to principals for continuous improvement of data teams who are interpreting growth data and achievement gap data among identified sub groups in reading and math and how that impacts classroom instruction.	Academic Support Program	01/02/2017	01/02/2018	$2000	District Assessment Coordinator (DAC) Director of Special Education Principals
RTI Fidelity Checks	District staff will assist principals in monitoring school level documentation of the RTI process through the intervention tab and district RTI forms on Infinite Campus.	Academic Support Program	01/02/2017	01/02/2018	$0	Director of Special Education Principals
RTI/Targeted Interventions	District staff will participate in quarterly RTI meetings at each school to provide support and resources as needed to increase student achievement.	Academic Support Program, Behavioral Support Program	01/02/2017	01/02/2018	$0	Special Education Director School Principals School Staff to provide interventions
RTI	Students not performing at grade level or meeting benchmarks on ACT and/or STAR 360 will be identified and targeted for remediation.	Academic Support Program	01/02/2017	01/02/2018	$10000	Building Administrators Director of Special Education District Assessment Coordinator

Next Generation Learners Network	District staff will facilitate district content leadership team meetings for the refinement of district curriculum.	Academic Support Program	01/02/2017	06/30/2018	$5500	Instructional Supervisor Director of Special Education
Curriculum Support	District staff will provide support to school administrator and school PLCs in the continuous improvement of curriculum documents. Support will be given to ensure that assessments and unit plans are congruent with state standards.	Academic Support Program	01/02/2017	01/02/2018	$0	Chief Academic Officer Director of Special Education
Instructional Rounds	District staff will facilitate the Instructional Rounds process each year and provide support for school-based instructional rounds as requested by school administrators.	Academic Support Program	01/02/2017	06/30/2018	$2500	Superintendent Director of Instruction Director of Special Education
RTI Documentation	District staff will monitor school level documentation of the RTI process through the intervention tab and district RTI forms on Infinite Campus	Academic Support Program, Behavioral Support Program	01/02/2017	01/02/2018	$0	Director of Special Education
Data Analysis	District Staff will implement a district data teams process with school/district administrators and provide support for the implementation of school based data teams.	Academic Support Program	01/02/2017	06/30/2018	$0	Director of Instruction
RTI Process	District staff will provide support to principals to implement quarterly RTI meetings at each school, providing support and resources as needed.	Academic Support Program, Behavioral Support Program, Career Preparation/Orientation	01/02/2017	01/02/2018	$0	Principals Director of Special Education
Data analysis	District staff will consult with building administrators on the refinement of the district data teams process and provide support for the refinement of school based data teams.	Academic Support Program, Behavioral Support Program, Career Preparation/Orientation	01/02/2017	01/02/2018	$0	Chief Academic Officer Principals

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Todd County

Data Analysis	District support will be offered for the refinement of data teams who are interpreting growth data and achievement gap data among identified sub groups in reading and math and determining instructional changes based upon this data analysis.	Academic Support Program, Behavioral Support Program	01/02/2017	01/02/2018	$0	Chief Academic Officer Principals
RTI Process	District staff will support building administration in quarterly RTI meetings at each school, providing support and resources as needed.	Academic Support Program, Behavioral Support Program	01/02/2017	01/02/2018	$0	Principals District Assessment Coordinator Director of Special Education
Professional Learning	District staff will provide support to school administrators to implement school level PLCs for the refinement of district curriculum and novice reduction.	Academic Support Program	01/02/2017	01/02/2018	$500	District Assessment Coordinator Director of Special Education
Instructional Rounds	District staff will facilitate the Instructional Rounds process each year and provide support for school-based instructional rounds as requested by school administrators.	Academic Support Program, Behavioral Support Program	01/02/2017	01/02/2018	$3500	Chief Academic Officer Director of Special Education Superintendent
Curriculum Alignment	Teachers will collaborate to ensure all curriculum in the areas of math and writing are aligned in grades K-12.	Professional Learning	01/02/2017	12/31/2017	$2000	Building Principals and Assistant Principals, Chief Academic Officer
Next Generation Learners Network	Administrators and teachers from each school will participate in the Next Generation Learners Network to improve systems within the district to help guide PLC work at each school.	Professional Learning	08/01/2016	06/30/2018	$8000	Building Administration, Chief Academic Officer
				Total	$34000	

Todd County Central High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible

Drop-out Prevention	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	01/02/2017	01/02/2018	$0	DPP High School Principal Guidance Counselor Director of Special Education
				Total	$0	

Horizons High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Drop-out Prevention	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	01/02/2017	01/02/2018	$0	DPP High School Principal Guidance Counselor Director of Special Education
				Total	$0	

Phase II - Assurances - District

Introduction

KDE Assurances for Districts

District Assurances

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Comprehensive District Improvement Plan

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		

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

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

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

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

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

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

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

Label	Assurance	Response	Comment	Attachment
31.	Our district ensures that all parents of students in Title I schools have been notified that they may request information regarding the professional qualifications of their child's teachers.	Yes		

Label	Assurance	Response	Comment	Attachment
32.	Our district ensures that it communicates with school councils/school staff on an ongoing basis including information on program requirements, analysis of data and review of the schoolwide program (SWP) or targeted assistance (TAS) program plan to ensure compliance and effectiveness.	Yes		

Label	Assurance	Response	Comment	Attachment
33.	Our district ensures that private schools (within and outside the district) serving students from participating public school attendance areas have been contacted to offer equitable services.	Yes		

Label	Assurance	Response	Comment	Attachment
34.	Our district ensures that written affirmation signed by an official from each of the participating private schools that consultation occurred during the design, implementation, and assessment of the Title I activities in the private schools is maintained.	Yes		

Label	Assurance	Response	Comment	Attachment
35.	For any staff member that does not meet the highly qualified teacher status, the district develops an individual plan to assist them with becoming highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
36.	Our district ensures that district and school allocations on the Title II Teacher Quality Program Budget correspond with the MUNIS budget.	Yes		

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

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

Phase II - Compliance and Accountability - Districts

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

Proficiency Goal - Increase the average combined reading and math proficiency ratings for all students from 47.9% (elementary), 40.8% (middle), 52.4 (high) in 2015 to 73.6% (elementary), 71.0% (middle), 79.6 (high) in 2019.

Measurable Objective 1:

demonstrate a proficiency for all students, moving high school students from 52.4 to 67.3, middle school students from 40.8 to 53.5 and elementary school students from 47.9 to 57.8 by 05/30/2016 as measured by K-PREP and EOC.

Strategy1:

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.

Category: Continuous Improvement

Research Cited:

Activity - Data Analysis Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District support will be offered for the implementation of data teams who are interpreting growth data and achievement gap data among identified sub groups in reading and math and how that impacts classroom instruction.	Academic Support Program	01/04/2016	01/02/2017	$2000 - General Fund	Instructional Supervisor District Assessment Coordinator (DAC) Director of Special Education

Strategy2:

Curriculum Refinement - District staff will assist and support teachers and administrators in the development and revision of curriculum documents.

Category: Continuous Improvement

Research Cited:

Activity - Curriculum Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District staff will provide support to school PLCs in the continuous improvement of curriculum documents. Support will be given to ensure that assessments and unit plans are congruent with state standards.	Academic Support Program	01/04/2016	01/02/2017	$0 - No Funding Required	Instructional Supervisor Director of Special Education

Strategy3:

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

will increase student achievement.

Category: Continuous Improvement

Research Cited:

Activity - RTI Fidelity Checks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District staff will monitor school level documentation of the RTI process through the intervention tab and district RTI forms on Infinite Campus.	Academic Support Program	01/04/2016	01/02/2017	$0 - No Funding Required	Director of Special Education Director of Instruction Principals

Goal 2:

CCR Goal - to increase the percentage of graduating students who are college and career ready from 45.9% in 2015 to 56.7% in 2016.

Measurable Objective 1:

demonstrate a proficiency where 56.7% of seniors are college and career ready by 05/30/2016 as measured by by increased student

success on ACT, EOC, COMPASS and KOSSA testing..

Strategy1:

District PLC Team - The district will assist all schools with analyzing assessment and non-cognitive data in connection with CCR and assist

with coaching staff in the use of instructional best practices for all students.

Category: Continuous Improvement

Research Cited:

Activity - Data analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District staff will implement a district data teams process with school/district administrators and provide support for the implementation of school based data teams.	Behavioral Support Program Academic Support Program Career Preparation/ Orientation	01/04/2016	01/02/2017	$0 - No Funding Required	Director of Instruction

Strategy2:

RTI/Targeted Interventions - District staff will continue to monitor and provide support for the district process for intervention systems to

ensure program fidelity and student success.

Category: Learning Systems

Research Cited: Response to Intervention

Activity - RTI Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District staff will participate in quarterly RTI meetings at each school to provide support and resources as needed.	Career Preparation/ Orientation Behavioral Support Program Academic Support Program	01/04/2016	01/02/2017	$0 - No Funding Required	Director of Instruction Director of Special Education

Goal 3:

Novice Reduction Goal - Todd County Schools will reduce the percent of novice by 50% in the areas of Reading and Math for identified demographic groups and the non-duplicated gap group by 2020.

Measurable Objective 1:

A 10% increase of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency in achievement in Reading by 01/02/2017 as measured by 2016 K-PREP scores.

Strategy1:

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

Category: Learning Systems

Research Cited:

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students not performing at grade level or meeting benchmarks on EXPLORE, PLAN, ACT, and/or MAP will be identified and targeted for remediation.	Academic Support Program	01/04/2016	01/02/2017	$0 - No Funding Required	Building Administrators Director of Instruction Director of Special Education District Assessment Coordinator

Activity - RTI Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District staff will participate in quarterly RTI meetings at each school to provide support and resources as needed.	Academic Support Program Behavioral Support Program	01/04/2016	01/02/2017	$0 - No Funding Required	Director of Instruction District Assessment Coordinator Director of Special Education

Strategy2:

PLC Structure - The district will support schools with analyzing assessment and non-cognitive data in connection with novice reduction and assist with coaching staff in the use of instructional best practices for all students.

Category: Continuous Improvement

Research Cited:

Activity - Content Leadership Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District staff will facilitate district content leadership team meetings for the refinement of district curriculum and novice reduction.	Academic Support Program	01/04/2016	01/04/2016	$500 - State Funds	Director of Instruction District Assessment Coordinator Director of Special Education

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District support will be offered for the implementation of data teams who are interpreting growth data and achievement gap data among identified sub groups in reading and math and determining instructional changes based upon this data analysis.	Behavioral Support Program Academic Support Program	01/04/2016	01/02/2017	$0 - No Funding Required	Director of Instruction

Activity - Instructional Rounds	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District staff will facilitate the Instructional Rounds process each year and provide support for school-based instructional rounds as requested by school administrators.	Behavioral Support Program Academic Support Program	01/04/2016	01/02/2017	$0 - No Funding Required	Director of Instruction Director of Special Education Superintendent

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

Goal 1:

Gap Goal - Increase the averaged combined reading and math proficiency ratings for all students in the non-duplicated gap group from 39.5% (elementary), 34.15% (middle), 38.85% (high) in 2015 to 69.7% (elementary), 66.7% (middle), 73.7% (high) in 2019.

Measurable Objective 1:

demonstrate a proficiency from 39.5% (elementary), 34.15% (middle), 38.85% (high) in 2015 to 51.4% (elementary), 46.7% (middle), 57.9% (high) in 2016 for the district non-duplicated gap group in reading and math by 05/30/2016 as measured by 2016 K-PREP scores.

Strategy1:

RTI/KSI - District staff will continue to monitor and provide support for the district process for intervention systems to ensure program fidelity.

Category: Learning Systems

Research Cited: Response to Intervention

Activity - RTI Documentation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District staff will monitor school level documentation of the RTI process through the intervention tab and district RTI forms on Infinite Campus	Behavioral Support Program Academic Support Program	01/04/2016	01/06/2017	$0 - No Funding Required	Director of Instruction Director of Special Education

Activity - RTI Procedures	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District staff will participate in quarterly RTI meetings at each school to provide support and resources as needed.	Academic Support Program	01/04/2016	01/06/2017	$0 - No Funding Required	Director of Special Education Instructional Supervisor

Strategy2:

District PLC Team - The district will assist all schools with analyzing assessment and non-cognitive data for gap groups and coaching staff in the use of instructional best practices for all students.

Category: Continuous Improvement

Research Cited:

Activity - Content Leadership Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District staff will facilitate district content leadership team meetings for the refinement of district curriculum.	Academic Support Program	01/04/2016	01/06/2017	$500 - State Funds	Instructional Supervisor Director of Special Education

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District Staff will implement a district data teams process with school/district administrators and provide support for the implementation of school based data teams.	Academic Support Program	01/04/2016	01/06/2017	$0 - No Funding Required	Director of Instruction

Activity - Co-teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District staff will complete walkthroughs in co-teaching classrooms with an opportunity to provide descriptive feedback and recommendations.	Academic Support Program	01/04/2016	01/06/2017	$0 - No Funding Required	District Leadership

Activity - CT4GC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Focus schools in the district will participate in Co-Teaching for Gap Closure professional development and coaching/feedback in the areas of co-teaching, instructional practices, continuous classroom improvement, and student supports.	Academic Support Program	01/04/2016	01/06/2017	$0 - No Funding Required	Superintendent Director of Special Education Director of Instruction

Comprehensive District Improvement Plan

Todd County

Activity - Instructional Rounds	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District staff will facilitate the Instructional Rounds process each year and provide support for school-based instructional rounds as requested by school administrators.	Academic Support Program	01/04/2016	01/06/2017	$2500 - General Fund	Superintendent Director of Instruction Director of Special Education

Goal 2:

Proficiency Goal - Increase the average combined reading and math proficiency ratings for all students from 47.9% (elementary), 40.8% (middle), 52.4 (high) in 2015 to 73.6% (elementary), 71.0% (middle), 79.6 (high) in 2019.

Measurable Objective 1:

demonstrate a proficiency for all students, moving high school students from 52.4 to 67.3, middle school students from 40.8 to 53.5 and elementary school students from 47.9 to 57.8 by 05/30/2016 as measured by K-PREP and EOC.

Strategy1:

Curriculum Refinement - District staff will assist and support teachers and administrators in the development and revision of curriculum documents.

Category: Continuous Improvement

Research Cited:

Activity - Curriculum Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District staff will provide support to school PLCs in the continuous improvement of curriculum documents. Support will be given to ensure that assessments and unit plans are congruent with state standards.	Academic Support Program	01/04/2016	01/02/2017	$0 - No Funding Required	Instructional Supervisor Director of Special Education

Strategy2:

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.

Category: Continuous Improvement

Research Cited:

Activity - Data Analysis Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District support will be offered for the implementation of data teams who are interpreting growth data and achievement gap data among identified sub groups in reading and math and how that impacts classroom instruction.	Academic Support Program	01/04/2016	01/02/2017	$2000 - General Fund	Instructional Supervisor District Assessment Coordinator (DAC) Director of Special Education

Strategy3:

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

will increase student achievement.

Category: Continuous Improvement

Research Cited:

Activity - RTI Fidelity Checks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District staff will monitor school level documentation of the RTI process through the intervention tab and district RTI forms on Infinite Campus.	Academic Support Program	01/04/2016	01/02/2017	$0 - No Funding Required	Director of Special Education Director of Instruction Principals

Goal 3:

Graduation Rate Goal - To increase the average cohort graduation rate from 93.7% in 2015 to 95.7% by 2016.

Measurable Objective 1:

collaborate to increase graduation rate from 93.7% in 2015 to 95.7% by 05/30/2016 as measured by graduation data.

Strategy1:

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.

Category: Persistance to Graduation

Research Cited: Response to Intervention

Activity - RTI/Targeted Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District staff will participate in quarterly RTI meetings at each school to provide support and resources as needed to increase student achievement.	Behavioral Support Program Academic Support Program	01/05/2015	01/05/2016	$0 - No Funding Required	Special Education Director School Principals School Staff to provide interventions

Strategy2:

Persistance 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.

Category: Persistance to Graduation

Research Cited: Persistence to Graduation Report, KDE

Comprehensive District Improvement Plan

Todd County

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	01/04/2016	01/02/2017	$0 - No Funding Required	DPP High School Principal Guidance Counselor Director of Special Education

Goal 4:

CCR Goal - to increase the percentage of graduating students who are college and career ready from 45.9% in 2015 to 56.7% in 2016.

Measurable Objective 1:

demonstrate a proficiency where 56.7% of seniors are college and career ready by 05/30/2016 as measured by by increased student success on ACT, EOC, COMPASS and KOSSA testing..

Strategy1:

District PLC Team - The district will assist all schools with analyzing assessment and non-cognitive data in connection with CCR and assist with coaching staff in the use of instructional best practices for all students.

Category: Continuous Improvement

Research Cited:

Activity - Data analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District staff will implement a district data teams process with school/district administrators and provide support for the implementation of school based data teams.	Career Preparation/ Orientation Behavioral Support Program Academic Support Program	01/04/2016	01/02/2017	$0 - No Funding Required	Director of Instruction

Strategy2:

RTI/Targeted Interventions - District staff will continue to monitor and provide support for the district process for intervention systems to ensure program fidelity and student success.

Category: Learning Systems

Research Cited: Response to Intervention

Activity - RTI Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District staff will participate in quarterly RTI meetings at each school to provide support and resources as needed.	Career Preparation/ Orientation Academic Support Program Behavioral Support Program	01/04/2016	01/02/2017	$0 - No Funding Required	Director of Instruction Director of Special Education

Goal 5:

Novice Reduction Goal - Todd County Schools will reduce the percent of novice by 50% in the areas of Reading and Math for identified

demographic groups and the non-duplicated gap group by 2020.

Measurable Objective 1:

A 10% increase of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English

Learners students will demonstrate a proficiency in achievement in Reading by 01/02/2017 as measured by 2016 K-PREP scores.

Strategy1:

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

Category: Learning Systems

Research Cited:

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students not performing at grade level or meeting benchmarks on EXPLORE, PLAN, ACT, and/or MAP will be identified and targeted for remediation.	Academic Support Program	01/04/2016	01/02/2017	$0 - No Funding Required	Building Administrators Director of Instruction Director of Special Education District Assessment Coordinator

Activity - RTI Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District staff will participate in quarterly RTI meetings at each school to provide support and resources as needed.	Academic Support Program Behavioral Support Program	01/04/2016	01/02/2017	$0 - No Funding Required	Director of Instruction District Assessment Coordinator Director of Special Education

Strategy2:

PLC Structure - The district will support schools with analyzing assessment and non-cognitive data in connection with novice reduction and

assist with coaching staff in the use of instructional best practices for all students.

Category: Continuous Improvement

Research Cited:

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District support will be offered for the implementation of data teams who are interpreting growth data and achievement gap data among identified sub groups in reading and math and determining instructional changes based upon this data analysis.	Behavioral Support Program Academic Support Program	01/04/2016	01/02/2017	$0 - No Funding Required	Director of Instruction

Activity - Content Leadership Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District staff will facilitate district content leadership team meetings for the refinement of district curriculum and novice reduction.	Academic Support Program	01/04/2016	01/04/2016	$500 - State Funds	Director of Instruction District Assessment Coordinator Director of Special Education

Activity - Instructional Rounds	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District staff will facilitate the Instructional Rounds process each year and provide support for school-based instructional rounds as requested by school administrators.	Behavioral Support Program Academic Support Program	01/04/2016	01/02/2017	$0 - No Funding Required	Director of Instruction Director of Special Education Superintendent

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 Elton, Trenton, and Guthrie and the smaller communities of Allegre, Allensville, Clifty, Daysville, Fairview, Kirkmansville, Sharon Grove and Tiny Town.

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 and career ready upon graduation.

District and school leaders ensure student achievement by: (1) analyzing data to identify achievement gaps; (2) designing instructional activities that are congruent with standards; (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 KPREP and ACT data.

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.

Achievements:

South Todd Elementary scored 78.4 overall on the Spring 2016 K-PREP testing designating it as Distinguished-School of Distinction.

Todd County Central High School's graduation rate of 95.6 ranks well above the state average of 87.9.

According to the TELL and Val-Ed survey results, Todd County Middle School culture is one that is focused on student learning, inside and outside of the classroom.

Todd County Central High School scored 74.4 overall on the accountability performance designating it as a proficient school. TCCHS graduation rate and CCR scores were above the state scores.

Areas of improvement:

While all schools showed improvement in the area of writing, the district and schools will continue to focus on writing to see more gains with this subject.

Additional Information

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

A variety of data was reviewed along with each schools Improvement Plan when designing the District Improvement Plan.