

TODD COUNTY PUBLIC SCHOOLS

IMPROVEMENT PLAN

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

A complete copy of the current Assurances for each plan is available from the Kentucky Department of Education's Comprehensive Planning Web Page:

<http://www.education.ky.gov/NR/rdonlyres/efgp7cbgltnjyfyyhqzr77s47t7oiptwzcgzaizunhciwzniuoekowm6hgtseudoqpsr72afy4khwpqn2gisw76bh7b/DistrictAssurancesEmailInstructions.pdf>

Mike Kenner, Superintendent

**Matt Perry, Board of Education
Chairperson**

CATEGORICAL PROGRAMS

<u>FEDERAL GRANT PROGRAMS</u>	LOCAL CONTACT EMAIL	LOCAL TELEPHONE
NCLB, Title I: Part A (Improving Basic Programs)	Michael Taylor Michael.Taylor@todd.kyschools.us	270-265-2436
NCLB, Title I: Part B (Even Start Continuation)	Michael Taylor Michael.Taylor@todd.kyschools.us	270-265-2436
NCLB, Title I: Part C (Education of Migratory Children)	Michael Taylor Michael.Taylor@todd.kyschools.us	270-265-2436
NCLB, Title I: Part D (Neglected and Delinquent)	Michael Taylor Michael.Taylor@todd.kyschools.us	270-265-2436
NCLB, Title II: Part A (High Quality Teachers and Principals)	Michael Taylor Michael.Taylor@todd.kyschools.us	270-265-2436
NCLB, Title II: Part D (Education Technology)	Rory Fundora Rory.Fundora@todd.kyschools.us	270-265-2436
NCLB, Title V: Part A (Safe and Drug Free Schools & Communities)	Debra Brown Debbie.Brown@todd.kyschools.us	270-265-2436
NCLB, Title VI: Part B, Subpart 2 (Rural and Low-Income Schools)	Michael Taylor Michael.Taylor@todd.kyschools.us	270-265-2436
Individuals with Disabilities Education Act (IDEA) Basic	Kim Justice Kim.Justice@todd.kyschools.us	270-265-2436
Individuals with Disabilities Education Act (IDEA) Preschool	Kim Justice Kim.Justice@todd.kyschools.us	270-265-2436
McKinney-Vento Homeless Education Act (NCLB Title X Part B)	Vicki Myers Vicki.Myers@todd.kyschools.us	270-265-2436
Carl D. Perkins Vocational and Technical Education Act – Basic	Debra Brown Debbie.Brown@todd.kyschools.us	270-265-2436
Extended School Services	Debra Brown Debbie.Brown@todd.kyschools.us	270-265-2436
Gifted and Talented Education	Kim Justice Kim.Justice@todd.kyschools.us	270-265-2436
State Preschool Program	Vicki Myers Vicki.Myers@todd.kyschools.us	270-265-2436
Kentucky Education Technology System	Rory Fundora Rory.Fundora@todd.kyschools.us	270-265-2436
Textbooks	Debra Brown Debbie.Brown@todd.kyschools.us	270-265-2436
Professional Development	Debra Brown Debbie.Brown@todd.kyschools.us	270-265-2436

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY:

A. The mission, vision and belief statements of the Todd County Board of Education were revised by a committee of stakeholders including board members, principals, certified staff, classified staff, parents, community members and Voluntary Partnership Assistance Team members during the 2007-2008 school year. This was the first revision to the mission statement since its development approximately fifteen years prior. The mission, vision, and belief statements were approved by the Todd County Board of Education in 2008 and have been posted in all schools in the district. During 2010-2011, these statements have been reviewed with all staff members, administrators, and the Council of Councils, which includes members all school councils in the district. The continued commitment to these statements was made by the Todd County Board of Education at its meeting on August 9, 2010.

Did the committee use a Needs Assessment process aligned with Kentucky's Standards and Indicators for School Improvement?

Priority Needs, Causes, Goals and Objectives were developed at the district level using needs assessment data from sources such as KPR data, NCLB reports, GRADE, G-MADE, and Think Link data, as well as committees, instructional teams at the central office, principals and Board input. 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 plan is being set up to align with the standards from the SISI document.

Did the committee identify substantive achievement gaps, set gap targets, and adopt its time schedule for closing the gaps?

Achievement gaps, gap reduction targets, activities/programs, and time frames for closing the gaps are included within the CDIP.

Did the committee review drafts of the components?

A review of the draft of this plan was conducted by central office administrative team, central office instructional team, principals, representatives from each school's council, and the Todd County Board of Education.

Did the committee review estimates for costs?

Yes.

Was the plan presented to the public?

The plan was presented to the public through the district's website and was open for public comment prior to the December 13, 2010 meeting of the Todd County Board of Education.

When did the board officially adopt the plan?

The plan was officially adopted and approved at the December 13, 2010 Board of Education meeting.

How and when will the plan be evaluated?

The plan will be evaluated biannually through Implementation and Impact Checks by component managers. Informal evaluations will occur in monthly district leadership meetings as component managers discuss progress of implementation. Reports of progress will be provided at each Todd County Board of Education Meeting.

Priority Need

According to the recently released 2010 NCLB data, the Todd County Schools did not meet AYP in the content areas of reading and math for students with disabilities, and the content area of reading for the free and reduced student subgroup. As evidenced by the No Child Left Behind Report and Kentucky Interim Performance Report disaggregated data, the district continues to experience achievement gaps in reading, writing, math, science, and social studies for students with disabilities, African-American students, and free/reduced lunch students. Priorities will be established to:

1. Improve the performance of identified subgroup populations that are scoring below proficiency in all content areas of the KCCT, and to meet adequate yearly progress on the NCLB report in the areas of reading and math.
2. To increase the rigor and relevance of teaching and learning for the 21st century through the utilization of continuous on-going formative and summative assessments, research-based instructional practices, analysis of student work, and refinement of technology applications for teachers and students in the classroom setting

Goal (Addresses the Priority Need)

Reading AMO: 76.52		
POPULATION	Total Number	Goal/Projection
All	1202	919
African American	119	91
Free/Reduced Lunch	722	552
With Disability	178	136
Math AMO: 69.84		
All	1202	839
African American	119	83
Free/Reduced Lunch	722	504
With Disability	178	124

- A. All schools in the Todd County School District will have a curriculum which is rigorous, relevant, and intentionally aligned across pre-elementary, elementary, middle, and high school by 2012.
- B. All students in the Todd County Schools will receive specially designed instruction that is intentional, research-based, and data driven.
- C. The District will provide professional development and job-embedded supports for increasing teacher effectiveness and student learning.

Action Component: Academic Performance

District Name: Todd

Component Managers: Debbie Brown and Michael Taylor

Date: December 1, 2010

Causes and Contributing Factors	Objectives with Measures of Success
<p>Analysis of student work is not systematic.</p> <p>A variety of instructional strategies and assessments are not used consistently to address individual learner needs in all student populations.</p> <p>The Kentucky Interim Performance Report shows that African-American students, IEP students, and Free/Reduced Lunch students do not perform commensurate with peers.</p> <p>Formative and summative assessments are not used systematically to drive instruction.</p> <p>There continues to be a need to train instructional staff in research-based, rigorous and relevant instruction to meet the needs of diverse learners, and the implementation of technology based teaching and learning strategies.</p>	<p>A1. All schools, in partnership with the district leadership, will develop, implement and monitor the effectiveness of a seamless curriculum that is aligned to Kentucky's curriculum documents.</p> <p>A2. Teachers will actively engage all students by using effective, varied, and research-based instructional practices to improve student academic performance as measured by walk-through data attaining evidence of integration seventy-five percent of the time.</p> <p>B1. Student work and testing data will be analyzed with the goal of meeting or exceeding NCLB Annual Measurable Objective (AMO) targets and/or College Readiness Benchmarks.</p> <p>B2. The District will implement research-based instructional strategies focusing on achievement gains for identified sub-populations to achieve AMO benchmarks of 76.52 in Reading and 69.84 in Mathematics for the 2010-2011 academic year.</p> <p>C1. Teachers will actively engage all students through rigorous and relevant instruction while establishing supportive relationships with students as measured by walk-through information demonstrating seventy-five percent attainment on student engagement and Blooms taxonomy data.</p> <p>C2. All teachers will be trained on infusing technology and other 21st century skills to enhance instruction and meet the needs of diverse learners as evidenced by professional development on Early Release Fridays and Apple Vanguard training</p>

Action Component: Academic Performance

District Name: Todd

Component Managers: Debbie Brown and Michael Taylor

Date: December 1, 2010

Strategies/Activities

Obj. Label	SISI Standard	Strategy/Activity	Expected Impact in Terms of Progress and Success	Critical Person(s) Involved	Start Date	End Date	Estimated Resources and Costs	I & I Notes
A1.1	1	Representatives from each school will meet in discussions, facilitated by the district, to produce a seamless P-12 curriculum based on Kentucky's common core standards and college readiness skills.	Vertical and horizontal alignment discussions will assist with effective transitions between grade levels and schools to effectively address local, state, and national curriculum standards.	Inst. Supervisor, Principals, Teachers	Sept. 2010	May 2012	Stipends of \$15,000—General Fund & Title 1 PD Time from Early Release Fridays	
A1.2	1	Teachers will be trained to implement new Kentucky common core standards and revise curriculum maps and pacing guides based on new standards.	Development of revised curriculum maps based on new state content standards.	Inst. Supervisor, Principals	Feb. 2011	May 2012	Use of time from Early Release Fridays	
A1.3	1	Following data disaggregation, the district will facilitate an annual review of local curriculum documents to eliminate gaps and overlaps.	Improved curriculum document with clearer instructional expectations and improved student performance.	Inst. Supervisor, DAC Principals, Teachers	Feb. 2010	On-going	Use of time from Early Release Fridays	

Action Component: Academic Performance

District Name: Todd

Component Managers: Debbie Brown and Michael Taylor

Date: December 1, 2010

A2.2	2	Common assessment results will be analyzed in each school with the results used to drive instruction, and design interventions to ensure student mastery.	Improved student mastery of learning due to continuous refinement and review.	Inst. Supervisor, Principals, PLCs	Aug. 2010	On-going	Use of Early Release Fridays	
A2.3	2	District administration will analyze state and federal assessment results and communicate achievement data to building leadership regarding its implications and how to utilize resources to improve student achievement.	Improved student mastery of learning due to continuous refinement and review of disaggregated data.	Superintendent, Inst. Supervisor, District Assessment Coordinator (DAC), Director of Special Education	Aug. 2010	On-going	Leadership Meetings, Use of Early Release Fridays	
A2.4	2	Each school will provide a report of data analysis to the district including specific targeted groups and goals for closing achievement gaps. Reports will be presented to the Board of Education at the November board meeting.	Improved student mastery of learning and elimination of gaps and overlaps will occur due to continuous refinement and review.	Inst. Supervisor, District Assessment Coordinator (DAC), Principals	Aug. 2010	On-going	Schools will use Early Release Fridays to analyze data and develop plans.	

Action Component: Academic Performance

District Name: Todd

Component Managers: Debbie Brown and Michael Taylor

Date: December 1, 2010

B1.1	3	The district will assist the schools in implementation of research-based instructional strategies through Thoughtful Education learning clubs (professional learning communities).	Struggling students will experience success through instructional strategies that more closely meet their developmental level and individual learning style. Student achievement gaps will decrease with higher percentages of students scoring proficient.	Inst. Supervisor, Principals, Professional Learning Communities (PLC)	Aug. 2010		Early Release Fridays for PLCs to meet	
B1.2	3	The district leadership team, in conjunction with school administrators and teachers, will conduct instructional rounds and walk-throughs to record data on instructional practices, lesson planning, and technology integration.	Instruction will address the needs of all student populations and learning styles through the use of research-based strategies.	Superintendent, Inst. Supervisor, DAC, Dir. of Special Education	Aug. 2010	On-going	\$1400 – General Fund for eWalk updates	
B1.3	2	Each school will adopt and implement a protocol that is correlated with state performance level descriptors to analyze student work.	Improved student achievement will result as analysis data are used to monitor and revise teaching and learning for maximum effectiveness.	Inst. Supervisor, Principals	Jan. 2011	May 2012	Additional: training for teachers in the protocol.	

Action Component: Academic Performance

District Name: Todd

Component Managers: Debbie Brown and Michael Taylor

Date: December 1, 2010

C1.1	3	Teachers will receive training on methods to unpack the standards to ensure that instruction is rigorous and relevant	Instructional practices will improve as learning becomes more relevant and rigorous.	Superintendent, Inst. Supervisor, Principals	July, 2010	May 2012	\$5,000-General Fund, PD funds, Title 1 PD	
C1.2	2	District will offer professional development on formative assessment and how it impacts instruction and establishes supportive relationships with students.	Student learning will improve as learning becomes more relevant and rigorous.	Superintendent, Inst. Supervisor, Dir. of Special Education	July, 2010	On-going	\$4,000-General Fund, Additional training	
C1.3	3	All schools will use Professional Learning Communities to discuss implications of student data and plan units that meet the diverse learning needs of students	Job embedded learning for all staff and improved student performance.	Superintendent, Inst. Supervisor, Dir. of Special Education	July, 2010	On-going	Early Release Fridays for PLC work	
C1.4	3	The district will fund ten (10) mini-grants for project-based learning units.	Teacher motivation will improve.	Asst. Superintendent	July, 2010	May 2012	\$2500 – General Fund	
C1.5	1,5	Every middle and high school student will have an adult adviser who will review/discuss Individual Learning Plans (ILPs), guide in scheduling and career development/education and extra-curricular activities. This process may be facilitated through the Community Education Director.	The curriculum will provide experiences and applications that demonstrate current and emerging career options and connections to real-life.	Principals, Guidance Counselors, Director Of Community Education	Aug. 2010	On-going	NA	

Action Component: Academic Performance

District Name: Todd

Component Managers: Debbie Brown and Michael Taylor

Date: December 1, 2010

C2.1	3	Students will integrate technology to complete rigorous and relevant projects facilitated by teachers' use of rubrics and other instructional strategies.	Student engagement and learning will improve as learning becomes more relevant and rigorous.	Inst. Supervisor, Principals, Dir. of Technology	July, 2010	July, 2013	\$1,019,899 General fund for Apple laptops and I-pads	
C2.2	6	All teachers will receive professional development in the area of incorporating student use of technology in project-based learning.	Student engagement and learning will improve as learning becomes more relevant and rigorous.	Superintendent, Principals, Dir. of Technology	July, 2010	July, 2013	\$30,000 - Title I, Title II, General Fund	
C2.3	3	All teachers will receive training on infusing technology into lessons to meet the needs of diverse learners.	Student achievement will improve as instruction becomes more focused.	Superintendent, Principals, Dir. of Technology,	July, 2010	July, 2013	\$30,000- Title I, Title II, General Fund	

Action Component: Learning Environment

District Name: Todd

Component Managers: Michael Taylor, Debbie Brown and Kim Justice

Date: December 1, 2010

Priority Need	Goal (Addresses the Priority Need)
<ol style="list-style-type: none">1. To systematically and consistently monitor district and school improvement efforts and instructional programs.2. To monitor the continued growth and refinement of professional learning communities to address curriculum standards, instructional programs and assessment practices.3. To improve teaching and learning strategies to encompass the needs of diverse learners and enable them to acquire the skills necessary to meet the demands of the 21st century.	<ol style="list-style-type: none">A. The district will monitor school improvement efforts in the following areas: professional development, certified and classified evaluation, implementation of research-based instructional practices, implementation of school-wide instructional discipline programs, school council practices, provisions for equitable access to a common academic core for all students, effective lesson planning, and school improvement planning.B. Each school will use a professional learning community model that allows for discussion of student needs, analysis and exploration of curriculum, instructional practices and assessment, and interventions for students at-risk of not meeting proficiency.C. District and school leadership will evaluate instructional programs and available assets to support professional practices and resources across the district.
Causes and Contributing Factors	Objectives with Measures of Success
<p>There exist significant achievement gaps among African- American students, free/reduced lunch students, and students with disabilities.</p> <p>There is a need for continued professional development and refinement of procedures and processes for professional learning communities (PLCs) to address instructional practices, assessment analysis, and intervention strategies.</p> <p>The District and schools need a systematic process and protocol for identifying and providing equitable resources for students needing academic and/or behavioral interventions.</p>	<ol style="list-style-type: none">A1. District leadership will develop, communicate and implement procedures for monitoring professional development and evaluation, implementation of research-based instructional practices, implementation of school-wide instructional discipline programs, successful school council implementation, provisions for equitable access to a common academic core, effective lesson planning, and school improvement plans.B1. Professional learning communities will be used as a mechanism for improving instruction and measuring student achievement as evidenced through PLC reporting sheets.C1. Training and resources will be allocated equitably to meet identified student needs based on the Kentucky IPR disaggregated data, the NCLB report, ThinkLink assessment data, and ILP development.

Action Component: Learning Environment

District Name: Todd

Component Managers: Michael Taylor, Debbie Brown and Kim Justice

Date: December 1, 2010

Strategies/Activities

Obj. Label	SISI Standard	Strategy/Activity	Expected Impact in Terms of Progress and Success	Critical Person(s) Involved	Start Date	End Date	Estimated Resources and Costs	I & I Notes
A1.1	6	<p>District leadership will meet monthly with all principals to ensure:</p> <ul style="list-style-type: none">• All evaluations are completed according to the district evaluation plan;• All principals are monitoring teacher performance and student achievement through classroom walk-throughs;• All schools are using data to drive decision-making through the review of progress monitoring data, instructional discipline data, attendance data, walk-through data, and other data points;• All principals have an understanding of resource allocation; and,• All principals are monitoring the efficient and effective use of Early Release Friday time.	Student achievement will increase as greater accountability occurs at both the district and school level. Decisions will be data-driven and in the best interest of student needs.	Superintendent, Inst. Supervisor, Principals	July,2010	On-going	NA	
					July,2010	On-going	NA	

Action Component: Learning Environment

District Name: Todd

Component Managers: Michael Taylor, Debbie Brown and Kim Justice

Date: December 1, 2010

A1.2	9	District leadership will bring together representatives from all stakeholder groups to review the vision, mission, and belief statements annually.	All decisions made within the district stay focused on the vision and mission.	Superintendent	Aug. 2010	On-going	\$200 per yr. – General Fund	
A1.3	2,8	District leadership will attend SBDM meetings in schools and serve as a resource to councils in areas such as: <ul style="list-style-type: none">• Review of assessment data on a continuous basis• Compliance with all state and federal standards• Best practice programs• Equity of all programs• Resource allocation to meet the unique needs of individual students	School councils will function more efficiently and effectively with support from the district level.	District leadership	Aug. 2010	On-going	NA	
A1.4	8,9	The Superintendent will facilitate biannual meetings of a "Vision 20/20" long-term planning council, with representation from school councils, board of education, parents, and students to discuss district improvement plans, effective allocation of resources, and improvement of student achievement.	Decisions will be grounded in the district mission and vision statements as all stakeholders gain greater awareness of district and school operations.	Superintendent	July 2010	On-going	\$500 per-year General Fund	

Action Component: Learning Environment

District Name: Todd

Component Managers: Michael Taylor, Debbie Brown and Kim Justice

Date: December 1, 2010

A1.5	5	Each school council shall submit to the district a plan of parent involvement activities for the year (e.g., Family Reading Night, Family Math Night, Parent Conferences, Leap Start, Orientation meetings, etc.).	Parents will become more active partners in their students' educations.	District and School leadership	July, 2010	On-going		
A1.6	2,3	District and school leadership will conduct walk-throughs and instructional rounds to monitor instructional practices and analyze the results to guide improvement efforts.	Student achievement will increase as teachers, school leadership and district leadership work to achieve common expectations and use data for decision-making and program improvement.	District and school leadership	July, 2010	On-going	\$1400 service fee – General Fund	
A1.7	7,9	District leadership will meet regularly and use various data sources to monitor and revise the District Improvement Plan.	School and district leadership work together to achieve common expectations and use data for decision-making and program improvement.	Superintendent	July, 2010	On-going		
A1.8	3	The Director of Special Education will meet regularly with school principals and teaching staff to follow-up on collaboration training and set goals for reaching proficiency for students with disabilities.	Students at-risk of not meeting proficiency will be provided developmentally-appropriate instructional accommodations and specially designed instruction.	Director of Special Education	July 2010	On-going		

Action Component: Learning Environment

District Name: Todd

Component Managers: Michael Taylor, Debbie Brown and Kim Justice

Date: December 1, 2010

B1.1	8	Each school will utilize the Professional Learning Community model to analyze and refine professional practice and increase student achievement.	All staff members will become active participants in school improvement efforts.	District and School leadership	July, 2010	On-going	NA	
B1.2	8	School and district leadership will attend random PLC meetings to monitor their implementation and effectiveness.	Support provided will allow for greater ownership of school improvement efforts at the building level.	District and school leadership	July, 2010	On-going	NA	
B1.3	8	Teachers will utilize the PLC model to review and refine curriculum, instruction, and assessment to determine student interventions.	All staff members will become active participants in school improvement efforts.	Principals	July, 2010	On-going	NA	
C1.1	3,8	The District will facilitate and monitor training for certified staff to develop differentiated teaching and learning strategies to close achievement gaps.	Increase the proficient scores of all students and close achievement gaps.	District and School leadership	July, 2010	June 2012	\$3,000 Title I, Title II, General Fund	
C1.2	5	.Community Education will offer training sessions for parents to access their child's ILP and Infinite Campus information.	Parents will be more involved and informed about their child's progress in school.	Inst. Supervisor Community Ed. Coordinator	Aug. 2010	June 2010	\$250 General fund	
C1.3	7,8	District Leadership will monitor and provide equitable resources for ILP completion, student diagnostic and skill assessment programs, and academic and behavioral intervention programs.	Resources and programs will be allocated to meet student learning needs.	Inst. Supervisor Community Ed. Coordinator	Aug. 2010	On-going	\$20,000 per year- Title 1, General Fund	

Priority Need	Goal (Addresses the Priority Need)
<ol style="list-style-type: none"> 1. There continues to be a need for professional development in academic and behavior intervention programs to address students who are at risk of not meeting proficiency. 2. According to the 2010 NCLB AYP data, there is a need for a more targeted focus on the diverse population of learners, especially minority students and students who qualify for free and/or reduced lunch. 3. The 2010 NCLB AYP data reveals that there continues to be a significant gap between the achievement of special needs students and the general population. 4. There continues to be an under- representation of minority certified staff throughout the district. 	<ol style="list-style-type: none"> A. Using the Response to Intervention model, all staff will be trained in the Universal, Secondary, and Tertiary intervention tiers of academic and behavioral support systems. B. District/School Leadership will provide professional development opportunities that focus on improvement of instructional practices and to ensure all staff is highly qualified in their content areas. C. The District will reduce the achievement gap between special needs students, free and /or reduced lunch students and the general population in reading and math. D. The District will actively recruit and hire under-represented community groups to reflect the diversity of the student population.
Causes and Contributing Factors	Objectives with Measures of Success
<p>There continues to be significant achievement gaps in reading and math, as reported in the 2010 NCLB AYP data and the KCCT Interim Progress Report (IPR), among minority students, free and/or reduced lunch students, and special needs students.</p> <p>Special needs students did not meet AYP in reading or math by a significant margin. Students with disabilities scored an overall district AMO of 34.62 percent proficiency in reading and an overall district AMO of 30.52 percent proficiency in mathematics.</p> <p>Free and/or Reduced lunch students did not meet AYP in reading. Free and/or lunch students scored an overall district AMO of 59.57 percent proficiency in reading.</p> <p>Recruiting efforts for certified minority applicants have been limited in occurrence and geographic location.</p>	<ol style="list-style-type: none"> A1. Proactive intervention strategies will be implemented, to decrease barriers to learning, increase student achievement, and reduce the number of discipline referrals that result in lost instructional time. A2. There will be no significant discrepancy in the number of discipline referrals and suspensions between special needs students and the general population. B1. The District will provide high quality job embedded professional development on research-based instructional strategies that address the specific academic needs and learning styles of all students. B2. The District will continue using a process for data analysis, program evaluation, and intervention to support at-risk students to raise overall student achievement. C1. By September 2011, NCLB AYP results will indicate that students with disabilities and free & reduced lunch students will have met the overall District AMO of 76.52 percent proficiency in reading and 69.84 percent proficiency in math. D1. The District will recruit at Ky. and Tn. historically minority universities; advertise in minority publications; and post vacancies on the District web-site and KyREAP application system.

Strategies/Activities

Obj. Label	SISI Standard	Strategy/Activity	Expected Impact in Terms of Progress and Success	Critical Person(s) Involved	Start Date	End Date	Estimated Resources and Costs	I & I Notes
A1.1	4,9	Each school will implement and refine Academic and Positive Behavior Support intervention programs based on the RTI model of universal, secondary, and tertiary strategies.	Student achievement will increase as a result of intervention and support strategies	District And School Leadership	July, 2010	On-going	NA	
A1.2	4,6	Training in PBS and academic RTI will continue through professional development offerings from the Ky. Positive Behavior and Intervention Support System.	Student achievement will increase as a result of intervention and support strategies	District and School Leadership, PD Committees	July, 2010	On-going	\$500 per-year travel expenses, Title 1 PD, PD Funds	
A1.3	4,9	All schools will implement and monitor a process and procedure to identify and address targeted and intensive students through individualized behavior plans.	The needs of students who are at risk of not meeting proficiency will be met with greater success.	District and School Leadership, PBIS Committees	July, 2010	On-going	NA	
A1.4	4,9	The district will implement a district-wide "Name and Claim" program to identify and support at-risk students and monitor progress monthly.	.. Continuous progress monitoring will allow student achievement to increase as interventions are determined and delivered in a timely manner.	District and School Leadership, Classroom Teachers	July, 2010	On-going	NA	
A2.1	4,9	The district will monitor the implementation and effectiveness of intervention programs through data collection and provide feedback to schools.	. Schools will use data to reflect on practice and complete program improvements..	District And School Leadership	July, 2010	On-going	NA	

Action Component: Efficiency

District Name: Todd

Component Managers: Mike Kenner and Vicki Myers

Date: December 1, 2010

B1.1	6	The District will provide professional development opportunities related to school and district improvement needs (i.e. Apple one-to-one Project 21c technology initiative, Response to Intervention, High Schools that Work, and school-wide instructional discipline programs,) that is focused on improvement of instruction.	Improved instructional practice will result in increased student achievement.	PD Coordinator, Director of Technology	July, 2010	On-going	\$20,000 Title I Title II General Fund	
B1.2	6,8	The District will monitor the use of time on Early Release Fridays to ensure that opportunities are provided for embedded professional development, curriculum alignment, analysis of student work, PLC planning, and other school and district needs.	Schools will effectively use time to improve professional practice and increase student achievement	District Leadership	July, 2010	On-going	NA	
B1.3	6	District leadership will establish a district-wide PD committee to address the needs and resources of all teachers, including those who are conditionally certified.	Professional development will become a vehicle that is used to drive school and district improvement	PD Coordinator	July, 2010	May. 2010	NA	
B1.4	6	The District will work with principals and provisionally certified teachers to assist them with the program requirements and process necessary to become highly qualified in the content areas.	Improved instructional practice will result in increased student achievement as growth plans are tied to individual growth needs of teachers	PD Coordinator	July, 2010	On-going	Title II PD Funds, General Fund	
B1.5	5	The District will collaborate with post-secondary institutions to utilize and access their alternative certification and on-line programs to certify personnel in critical content areas.	Barriers to employing highly qualified personnel will be reduced.	Director of Personnel	Aug, 2010	On-going	Title II PD Funds, General fund	
B2.1 C1.3	2,3,8	ThinkLink assessments will be administered three times each year with data analyzed to determine appropriate interventions and/or enrichments to raise student achievement in all core subjects.	. Continuous progress monitoring will allow student achievement to increase as interventions are determined and delivered in a timely manner.	DAC, Principals, Classroom Teachers	July, 2010	On-going	\$18,000 per-year, General Fund	

Action Component: Efficiency

District Name: Todd

Component Managers: Mike Kenner and Vicki Myers

Date: December 1, 2010

B2.2 C1.3	2,9	Data from Think Link will be used to monitor students' progress toward state proficiency standards three times each year.	. Instruction/interventions will be adjusted according to student data.	District and School Leadership, Classroom Teachers	July, 2010	On-going	NA	
C1.1	1,3	There will be an increased amount of collaboration and inclusion versus pullout resource instruction for students with disabilities.	Student achievement will increase for special needs students due to greater access to the core curriculum combined with support and intervention provided by resource teachers.	Director Of Special Education, Principals, Classroom and Resource Teachers	July, 2010	On-going	NA	
C1.2	2,3	The District will provide training for Resource teachers on differentiation of instruction, interpreting data, and research-based teaching and learning strategies.	Improved instructional practice will result in increased student achievement for special needs students.	Director Of Special Education, Principals, Resource Teachers	July, 2010	On-going	\$2,000 Sp. Ed Funds & General Fund	
C1.3	2,3,6	In cooperation with Caveland Cooperative, District staff will monitor Resource teachers' implementation of the Kentucky Collaboration Project Model.	Improved instructional practice will result in increased student achievement for special needs students.	Director Of Special Education, Principals, Resource Teachers	July, 2010	May 2011	\$1,000 Special Education Funds	
D1.1	6,7,9	Attend recruiting opportunities at Ky. and Tn. predominantly minority colleges, advertise in minority publications, and post vacancies in the KyREAP system.	Increased employment of under-represented groups to better reflect the diverse student population.	Director of Personnel	Nov. 2010	Aug. 2011	\$1,000 General Fund	