



KDE Comprehensive Improvement Plan for Districts

Robertson County

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Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 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.

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?

The Robertson County School District is located in a small, rural area of northeastern Kentucky and is the smallest county, spanning 100 square miles. The county population is just under 2,300 with 98 percent Caucasian. Our student population of 342 is divided among an elementary school, middle school and a high school. The poverty rate for children under age 18 is 33.2 percent which is higher compared to the state rate of 26.1 percent. More than 29 percent of the total county population lives at or below the poverty level. Of this percentage, 46.3 percent are families with a female head of household. In addition, 48 percent of children under age 18 live with their grandparents. Seventy-one percent of the county population over age 25 hold a high school diploma or higher degree.

The district's free/reduced lunch rate currently stands at 76+ percent and ranges from a low of 60.4 at our high school to a high of 87.2 at of our elementary school. This is substantially higher than the state average of 55 percent as reported by the Kentucky Department of Education Qualifying Data 2013. We currently participate in the Community Eligibility Provision program providing free breakfast and lunch to all Robertson County students.

Seventy-one of 25 year olds or older living in Robertson County hold a high school diploma or higher, compared with 83 percent statewide. A mere 9.5 percent of that same population holds a bachelor's degree or higher which is well below the state's 21.5 percent. Major employment sectors in Robertson County are education, followed by health care and retail. Having no major local manufacturers limits employment opportunities.

Despite economic hardship, our community rallies to support its neighbors and schools. For example, a newly implemented education and business partnership program, Operation 360, has seen several employers contributing financially and with in-kind services that enabled the district to provide real-world equipment and training scenarios for students. Employers work with us to provide on the job training opportunities for students so they are career ready upon graduation.

Additional educational opportunities for RCS students includes close proximity to the Maysville campus of KCTCS Community and Technical College. Students and their families can increase their educational attainment and economic opportunities through this local post-secondary option. Our working relationship with the college is already strong, with numerous articulation agreements for technical and core content classes.

We have a quality teaching staff, with an average of 17 years of classroom experience. Nearly 80 percent hold an advanced degree and nearly 100 percent teach in their field of certification. In addition, three of our staff members have earned the prestigious National Board Certification.

Our administrative staff has been relatively consistent. Most Central Office staff and district leadership have been in their roles for at least one to five years. Our superintendent is in his first year in that position. We also have exceptional, dedicated school board members who are always willing to "find a way" to provide for the benefit of our students.

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Although the statewide funding crunch has been felt in Robertson County Schools, the district is in a better financial condition compared to three years ago. Strategic and careful planning allows us to provide facility upgrades and new programming to enhance academics, extra-curricular activities and the learning environment. Investments in energy efficiencies have saved the district money.

In our close-knit community, there is a tremendous level of support for our schools and a high degree of pride and "ownership". The strong belief in family may be attributed to a continued affinity that our students are "everybody's kids". We communicate and stay connected as we watch them excel in academics, athletics, arts, leadership and community service. We celebrate our student successes as an accomplishment for our community.

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.

Robertson County Schools are student-centered. Every decision at any level is made by asking first and foremost, "What will have the most positive outcome for the benefit of our students?" From our forward thinking Board to our senior administration, from our teachers and aides, to cooks and bus drivers, each member of our collective staff makes our kids priority number one - day in and day out.

For several years, the district operated with a motto of "It's all about kids, we know them" and a mission of "preparing students to succeed in a

changing world." That world changes more quickly now than ever before, and in the fall of 2014 the district revisited those statements.

A broad cross section of stakeholders including parents, teachers, and community leaders representing all walks of business, services and professions joined with us to craft a vision and mission which would guide us as we serve our wide-ranging constituency and its many educational and socioeconomic levels.

Their recommendations, based on the needs of our students and our community today were:

Vision: Establishing a work-ready community with a challenging course of study that is related to student and society's needs.

- This vision represents the overarching commitment of Robertson County Schools, to help each student reach their individual potential as we

prepare them to face 21st Century challenges in college and in career.

Mission: Growing a Community of Students who are college and career ready

- Consistently and continually keeping our focus on our vision, we will succeed in accomplishing our mission.

In tandem with our vision and mission, our belief system also guides us daily in how we educate our students, enhance the quality of environment and training we provide our staff, and how we interact with one another, with students, with parents, with our partners and with our community.

Our Beliefs

-- Our schools provide rigorous and relevant educational experiences which inspire lifelong learning.

-- Relationships are the foundation of academic success.

- This is true not only in the classroom, to enable us to best meet the needs of individual students that we know one-on-one, but throughout the community where questions are asked, partnerships are forged and new trails blazed in the best interests of our students and their future - our future.

-- Our schools have high expectations for all students and staff.

-- A partnership among community, home, and school is crucial to the education of every student - even before a child enters our school system.

- We recognize fully our responsibilities and accountability to a broad range of stakeholders (district/school administration, teachers, parents, community members). To continually cultivate and maintain positive relationships with these, we must perpetually communicate our decisions, our actions, our successes and even our shortcomings to all constituents in an open and honest manner at all times.

In addition, we believe our students:

-- Should be able to learn in a safe and secure environment.

- We are perpetually mindful of safety both in school and on the road. The training we provide our staff, the active partnerships and on-site drills we have with law enforcement ensure that we are prepared.

-- Should be able to utilize current technology and develop the 21st Century skills that their generation will need throughout their lives as

"digital citizens".

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- We are committed not only to providing the tools, but the training to use them - for students and for our teachers. New Engage New York Math program were added to all elementary, middle, and high school this past spring.

Our district has been 100% tobacco free since 2012. Nutrition and fitness is emphasized in schools and through community outreach to positively impact families.

We believe that growing college and career ready students takes place in all facets of their lives - academics, college and career preparation, the arts, extracurricular, leadership, service, health and wellness, and safety, and strive to give them opportunities to succeed through multiple channels

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.

The district was disappointed with its 168th ranking in Unbridled Learning's benchmark year. But those results provided us with an excellent roadmap to see how far we had to go and more useful directions on how to get there. They also enabled us to set very precise goals with equally precise measurements for our success.

A concentrated effort has been placed on using data to drill down more in depth, with administrators and teachers focusing on individual students and building relationships with them.

Starting the 2015-16 school year, the district adopted the theme "It's All About Kids, We Know Them", as a reminder of this philosophy and its necessity

in getting each student to the best place they can possibly be, and in getting them all college and career ready.

We believe this is making a significant difference.

This year, the district and individual schools have all made significant gains in think link testing. Every student is now "progressing" and the district is in

process of providing skills to ensure students success." Every school and the district surpassed AMO. Strong gains have been made in achievement, especially in the percentage of students attaining proficient or distinguished status. We are working toward steady gains in gap scores. College and career scores were up at the middle school, and took a significant leap at the high school. Robertson County elementary students made strides in reading, math, social studies, and language mechanics.

Robertson County Middle School moved up significantly on the K-Prep academic index percentile and for the first time, was not categorized as a Focus School.

High School had the second biggest gain in the state on the Unbridled Testing in 14-15.

College and career readiness climbed to 65.1 percent, up over 20 percent from previous year.

Our Teachers are dedicated to doing whatever it takes to help students be successful. They believe they would benefit from more time to collaborate with colleagues to analyze student work, monitor learning and plan differentiated instruction. PLC Days have been added to the calendar to provide additional time for professional learning.

More consistent monitoring, has enabled us to guide our staff to reach new goals in teaching the new Kentucky Core Academic Standards, find resources that are congruent to the standards, provide rigor through cognitively engaging tasks, and develop standards-based assessments to monitor student mastery of standards. We have aggressively taken action to improve, and to address the need to be more intentional and more specific regarding this area. An online comprehensive curriculum and pacing guide gives teachers a consistent pace and format for teaching. These can also engage parents, providing them a means of knowing what their child is learning when, and staying involved in their education. The Infinite Campus

Parent Portal provides parents quick access to their child's attendance information and grades.

We believe RTI initiatives are making significant headway across the board, and continue to make adjustments moving forward.

Our credit recovery program to decrease dropouts and increase graduation rate has seen success and we will continue that focus.

Developing 21st Century skills for students, starts with training our teachers. It is a challenge on many levels, particularly comfort, but also an imperative to help our students become skilled digital citizens. Soft skills training will help ensure that our students are also college/career ready in the intangibles employers demand. These same employers have welcomed our full teaching staff into their facilities to learn about their daily operations, what the employers look for when hiring and how to help prepare students at every level. We are building stronger partnerships than ever before - with industry, businesses, government, healthcare, law enforcement and social

agencies - benefiting our students in particular and our community in general. College and career readiness programs in our schools and our
SY 2015-2016

classrooms are already providing students with tools they will need to make good life decisions. College and Career events for all grade levels feature colleges, universities and technical schools along with area employers as students explore the opportunities ahead of them. Field trips to area colleges allow students to become familiar with options and learn what they can do now to prepare to reach their goals. Area businesses welcome students and staff to learn about the many college and career opportunities has to offer. In class visits with professionals can spur interest in new career ideas by sharing experiences and know-how. We strive to maintain open and positive communications with all, communicating district and school news with stakeholders through print, broadcast, internet and social media. Parents can never have enough information about their children, business and industry can never know too much about what we are teaching their future workforce. Teachers and staff serve as our frontline with students, and also our community. As such, open communication is crucial to their job performance and satisfaction.

Additional Information

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

Student achievement is not reflected solely in the classroom. Life lessons are just as often learned on athletic fields, and through the leadership and teamwork opportunities that extracurricular participation provides.

Our board has been committed to providing opportunities that will engage students of all interests and provide opportunities for them to grow and excel. They have done so time and again as teams and as individuals on regional, state, even national stages.

Our health sciences organization, HOSA, is reaching new heights as is our FCCLA.

In fact, our technical programs and organizations consistently make strong showings at competitive events through SKILLS USA, HOSA and FFA.

Our athletes play hard on the field, competing at ever higher levels. A variety of teams have accomplished "firsts" for the district and their school in recent years.

A large number of our student body use their abilities to serve our community through volunteerism. We typically have dozens of students who each year receive Leaders in Service Awards for their efforts.

Students are given opportunities to learn by doing, whether planting a garden or speaking in front of a room of 100 or more business people. As a result our district frequently has regional, state and even national officers of many organizations. Robertson County students are also often honored on a variety of levels for the leadership and team roles they play with their respective organizations. Student academic and extracurricular and service excellence each year leads to a high number of Robertson County Students being selected for the prestigious Governor's Scholars Program.

We are also extremely proud of our teachers who each year receive awards as outstanding Advisors, Administrators, individually and as teaching teams. They receive scholarships to conferences and symposium to broaden their own knowledge and bring it back to their students. Our Teachers are also active in many after school and community programs, many volunteering both their expertise and their time. All of this equates to tremendous school and community pride as we invest in preparing each child for their future, whether college or career. We are a family and work toward helping each other grow into the best possible version of themselves they can be.

Plan for KDE Comprehensive Improvement Plan for Districts

Overview

Plan Name

Plan for KDE Comprehensive Improvement Plan for Districts

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	By 2020, reduce the percentage of students performing novice by 50% as initially reported on SRC 2015.	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$0
2	Increase the percentage of students who are College and Career Ready from 54.5% (actual) in 14-15 to 61.2% by 15-16.	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$0
3	Meet or exceed 15-16 achievement targets for students scoring P/D (E-Rd. 51.2%, Math 38.7%, S.S. 57.4% & Writ. 25.7%)(M-Rd. 42.2%, Math 37.4%, S.S. 62.6% & Writ. 32.6%)(HS-Rd. 45.4%, Math 26.2%, Sci. 42.1%, S.S. 52.3% & Writ. 34.3%) as measured by SRC.	Objectives: 1 Strategies: 1 Activities: 5	Academic	\$0
4	Increase the five-year adjusted cohort graduation rate from 84.6% (actual) in 2014-2015 to the Delivery Target of 96.5% in 2015-2016.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$0
5	Meet or exceed the 2015-16 Combined Reading and Math Gap delivery targets for gap groups scoring proficient/distinguished in Reading and Math (Free & Reduced Lunch: Elementary - 39.1%, Middle - 36.6%, High - 32.3%) as measured by the school report card.	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$0

Goal 1: By 2020, reduce the percentage of students performing novice by 50% as initially reported on SRC 2015.

Measurable Objective 1:

A 50% decrease of All Students will increase student growth in areas of reading and in Mathematics by 05/22/2020 as measured by School Report Card.

Strategy 1:

Data Analysis & Collaboration - Use multiple data sources to determine targeted instruction for novice students.

Category: Continuous Improvement

Research Cited: Novice Reduction Initiative

Activity - Data Analysis Protocol	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a data analysis protocol which intentionally selects, analyzes and uses data to monitor individual student progress in an effort to create and maintain individual intervention plans for novice students. Schools: All Schools	Academic Support Program	01/15/2016	12/16/2016	\$0	No Funding Required	Administration & teachers
Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a multi-tiered service delivery system for instruction. Development of this system would encompass: <ul style="list-style-type: none"> • Protocols to make decisions between tiers. • Schedule conducive to maximize instructional time and flexibility • Research based interventions implemented with fidelity • Progress monitoring to inform instruction • Data analysis to drive decision making Schools: All Schools	Academic Support Program	01/15/2016	12/16/2016	\$0	No Funding Required	Administration & teachers
Activity - PLC Protocols	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will work within the PLC to design effective lessons that engage students in learning based on a specific and identifiable research-based strategies (high yield instructional strategies) that yields 75-80% student proficiency. PLC's will develop protocols which will include data analysis, sharing of instructional strategies used, unit development, and evidence of scaffolded learning.	Professional Learning	01/15/2016	12/16/2016	\$0	No Funding Required	Administration & Teachers
Schools: All Schools						

Activity - Novice Reduction Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborate with a Kentucky Department of Education's novice reduction coach to research and utilize programs for interventions.	Other - KDE Novice Reduction Support	11/01/2015	05/20/2016	\$0	No Funding Required	Administration & teachers
Schools: All Schools						

Goal 2: Increase the percentage of students who are College and Career Ready from 54.5% (actual) in 14-15 to 61.2% by 15-16.

Measurable Objective 1:

A 100% increase of Twelfth grade students will achieve college and career readiness at Robertson County High School in Career & Technical by 05/20/2016 as measured by Unbridled Learning Formula.

Strategy 1:

Increase College & Career Readiness - Increase College & Career Readiness - Analyze current schedule, course offerings and other education experiences to identify ways to assist our seniors in becoming CCR.

Category: Career Readiness Pathways

Research Cited: Kentucky Department of Education research related to CCR

Activity - Student Scheduling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrative team, advisory council and teachers will develop a written process to schedule students based on individual, academic, and/or intervention needs.	Policy and Process	01/15/2016	12/16/2016	\$0	No Funding Required	Administration
Schools: All Schools						

Activity - College & Career Experiences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Provide college and career experiences to students by participation in off campus college tours to Maysville Community College, MSU, NKU, UK, Georgetown College, etc. Schools: All Schools	Career Preparation/Orientation	01/15/2016	12/16/2016	\$0	No Funding Required	Administration
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Activity - Student Tracking System	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a process/protocol to track Juniors CCR (pathways) and setting goals for ACT prior to March state testing. Schools: All Schools	Policy and Process	01/15/2016	05/20/2016	\$0	No Funding Required	Administration

Activity - Career Pathways	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Due to the uniqueness of the Robertson County Schools' structure (K-12 housed in one building) explore the options of offering CTE courses to students in the middle school. Schools: All Schools	Career Preparation/Orientation, Policy and Process	01/15/2016	12/16/2016	\$0	No Funding Required	Administration

Goal 3: Meet or exceed 15-16 achievement targets for students scoring P/D (E-Rd. 51.2%, Math 38.7%, S.S. 57.4% & Writ. 25.7%)(M-Rd. 42.2%, Math 37.4%, S.S. 62.6% & Writ. 32.6%)(HS-Rd. 45.4%, Math 26.2%, Sci. 42.1%, S.S. 52.3% & Writ. 34.3%) as measured by SRC.

Measurable Objective 1:

A 100% increase of All Students will demonstrate a proficiency in Math, Social Studies, Writing and Reading in Mathematics by 05/27/2016 as measured by K-Prep and End of Course Test Scores..

Strategy 1:

Data Analysis Protocol - Using data to inform tiered instruction - Develop data analysis protocols and systems.

Category: Continuous Improvement

Research Cited: Dufour

Activity - Data Analysis Protocol	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a data analysis protocol which intentionally selects, analyzes and uses data to monitor individual student progress in an effort to create and maintain individual intervention plans for novice students. Schools: All Schools	Direct Instruction	01/15/2016	12/15/2016	\$0	No Funding Required	Administration & Staff

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Activity - Core Instruction Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze and identify core instruction strengths and opportunities for growth. Develop an improvement plan to ensure that students receive a highly effective, culturally responsive, evidence-based, developmentally appropriate instruction within the core that is aligned tightly to state standards. Schools: All Schools	Direct Instruction	01/15/2016	12/15/2016	\$0	No Funding Required	Administration and staff
Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a multi-tiered service delivery system for instruction. Development of this system would encompass: <ul style="list-style-type: none"> • Protocols to make decisions between tiers. • Schedule conducive to maximize instructional time and flexibility • Research based interventions implemented with fidelity • Progress monitoring to inform instruction • Data analysis to drive decision making Schools: All Schools	Academic Support Program	01/15/2016	12/16/2016	\$0	No Funding Required	Administration & Staff
Activity - PLC Protocols	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work within the PLC to design effective lessons that engage students in learning based on a specific and identifiable research-based strategies (high yield instructional strategies) that yields 75-80% student proficiency. PLC's will develop protocols which will include data analysis, sharing of instructional strategies used, unit development, and evidence of scaffolded learning. Schools: All Schools	Professional Learning	01/15/2016	12/16/2016	\$0	No Funding Required	Administration & staff
Activity - Student Data Notebooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a school-wide process for students to maintain their own data (electronically or hard copy) for continuous monitoring and reflection. Students will graph and set goals based on their data. Teachers will monitor the data and also maintain data on the students. Decisions on Tier II instruction should be made based on this data. Schools: All Schools	Other - Continuous Improvement	01/15/2016	12/16/2016	\$0	No Funding Required	Administration & staff

Goal 4: Increase the five-year adjusted cohort graduation rate from 84.6% (actual) in 2014-2015 to the Delivery Target of 96.5% in 2015-2016.

Measurable Objective 1:

12% of Twelfth grade students will collaborate to graduate in Career & Technical in Mathematics by 06/06/2016 as measured by Undbridled Learning Formula.

Strategy 1:

Policy - Review and revise current policies as they relate to earning high school credits towards graduation.

Category: Other - Graduation Policy

Research Cited: Persistence to graduate

Activity - College & Career Experiences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide college and career experiences to students by participation in off campus college tours to Maysville Community College, MSU, NKU, UK, Georgetown etc. In addition, each grade level will be provided opportunities for literacy and math related fieldtrips to enhance student engagement and learning (theater, museums, etc.) Schools: All Schools	Career Preparation/Orientation	01/15/2016	12/16/2016	\$0	No Funding Required	Administration
Activity - Credit Policy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review and revise the earning of credits policy in an effort to improve graduation rate. Schools: All Schools	Other - Policies	01/15/2016	12/16/2016	\$0	No Funding Required	Administration & Superintendent
Activity - Grading Policy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Investigate the need to develop a district policy to determine semester pass/fail to assist in credit recovery and improve graduation rate. Schools: All Schools	Policy and Process	01/15/2016	12/16/2016	\$0	No Funding Required	Administration & Superintendent

Goal 5: Meet or exceed the 2015-16 Combined Reading and Math Gap delivery targets for gap groups scoring proficient/distinguished in Reading and Math (Free & Reduced Lunch: Elementary - 39.1%, Middle - 36.6%, High - 32.3%) as measured by the school report card.

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Measurable Objective 1:

40% of Economically Disadvantaged students will demonstrate a proficiency in reading and in Mathematics by 05/20/2016 as measured by EOC/KPrep.

Strategy 1:

Data Analysis - Data will be used to inform instruction, determine Tiered Instruction, and monitor student improvement towards content mastery.

Category: Continuous Improvement

Research Cited: Dufour

Activity - Data Analysis Protocol	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a data analysis protocol which intentionally selects, analyzes and uses data to monitor individual student progress in an effort to create and maintain individual intervention plans for novice students. Schools: All Schools	Academic Support Program	01/15/2016	12/16/2016	\$0	No Funding Required	Administration & Staff
Activity - Core Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze and identify core instruction strengths and opportunities for growth. Develop an improvement plan to ensure that students receive a highly effective, culturally responsive, evidence-based, developmentally appropriate instruction within the core that is aligned tightly to state standards. Schools: All Schools	Direct Instruction	01/15/2016	12/16/2016	\$0	No Funding Required	Administration & staff
Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a multi-tiered service delivery system for instruction. Development of this system would encompass: <ul style="list-style-type: none">• Protocols to make decisions between tiers.• Schedule conducive to maximize instructional time and flexibility• Research based interventions implemented with fidelity• Progress monitoring to inform instruction• Data analysis to drive decision making Schools: All Schools	Academic Support Program	01/15/2016	12/16/2016	\$0	No Funding Required	Administration & Staff

Strategy 2:

Extended School Services - Provide targeted interventions before and/or after school.

Category: Continuous Improvement

Research Cited: Do After School Programs Give Kids a Boost? Garrett, Rose

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Activity - ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Investigate the feasibility of providing student interventions before and/or after school or during summer months to address deficiencies identified through data analysis. Schools: All Schools	Academic Support Program	01/15/2016	12/16/2016	\$0	No Funding Required	Administration

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Interventions	Develop a multi-tiered service delivery system for instruction. Development of this system would encompass: <ul style="list-style-type: none"> • Protocols to make decisions between tiers. • Schedule conducive to maximize instructional time and flexibility • Research based interventions implemented with fidelity • Progress monitoring to inform instruction • Data analysis to drive decision making 	Academic Support Program	01/15/2016	12/16/2016	\$0	Administration & Staff
PLC Protocols	Teachers will work within the PLC to design effective lessons that engage students in learning based on a specific and identifiable research-based strategies (high yield instructional strategies) that yields 75-80% student proficiency. PLC's will develop protocols which will include data analysis, sharing of instructional strategies used, unit development, and evidence of scaffolded learning.	Professional Learning	01/15/2016	12/16/2016	\$0	Administration & Teachers
Core Instruction	Analyze and identify core instruction strengths and opportunities for growth. Develop an improvement plan to ensure that students receive a highly effective, culturally responsive, evidence-based, developmentally appropriate instruction within the core that is aligned tightly to state standards.	Direct Instruction	01/15/2016	12/16/2016	\$0	Administration & staff
Student Scheduling	Administrative team, advisory council and teachers will develop a written process to schedule students based on individual, academic, and/or intervention needs.	Policy and Process	01/15/2016	12/16/2016	\$0	Administration
Student Tracking System	Develop a process/protocol to track Juniors CCR (pathways) and setting goals for ACT prior to March state testing.	Policy and Process	01/15/2016	05/20/2016	\$0	Administration
Credit Policy	Review and revise the earning of credits policy in an effort to improve graduation rate.	Other - Policies	01/15/2016	12/16/2016	\$0	Administration & Superintendent
Grading Policy	Investigate the need to develop a district policy to determine semester pass/fail to assist in credit recovery and improve graduation rate.	Policy and Process	01/15/2016	12/16/2016	\$0	Administration & Superintendent

KDE Comprehensive Improvement Plan for Districts

Robertson County

ESS	Investigate the feasibility of providing student interventions before and/or after school or during summer months to address deficiencies identified through data analysis.	Academic Support Program	01/15/2016	12/16/2016	\$0	Administration
Data Analysis Protocol	Develop a data analysis protocol which intentionally selects, analyzes and uses data to monitor individual student progress in an effort to create and maintain individual intervention plans for novice students.	Direct Instruction	01/15/2016	12/15/2016	\$0	Administration & Staff
Interventions	Develop a multi-tiered service delivery system for instruction. Development of this system would encompass: <ul style="list-style-type: none"> • Protocols to make decisions between tiers. • Schedule conducive to maximize instructional time and flexibility • Research based interventions implemented with fidelity • Progress monitoring to inform instruction • Data analysis to drive decision making 	Academic Support Program	01/15/2016	12/16/2016	\$0	Administration & teachers
PLC Protocols	Teachers will work within the PLC to design effective lessons that engage students in learning based on a specific and identifiable research-based strategies (high yield instructional strategies) that yields 75-80% student proficiency. PLC's will develop protocols which will include data analysis, sharing of instructional strategies used, unit development, and evidence of scaffolded learning.	Professional Learning	01/15/2016	12/16/2016	\$0	Administration & staff
Core Instruction Analysis	Analyze and identify core instruction strengths and opportunities for growth. Develop an improvement plan to ensure that students receive a highly effective, culturally responsive, evidence-based, developmentally appropriate instruction within the core that is aligned tightly to state standards.	Direct Instruction	01/15/2016	12/15/2016	\$0	Administration and staff
Data Analysis Protocol	Develop a data analysis protocol which intentionally selects, analyzes and uses data to monitor individual student progress in an effort to create and maintain individual intervention plans for novice students.	Academic Support Program	01/15/2016	12/16/2016	\$0	Administration & Staff
Novice Reducation Collaboration	Collaborate with a Kentucky Department of Education's novice reduction coach to research and utilize programs for interventions.	Other - KDE Novice Reduction Support	11/01/2015	05/20/2016	\$0	Administration & teachers
College & Career Experiences	Provide college and career experiences to students by participation in off campus college tours to Maysville Community College, MSU, NKU, UK, Georgetown etc. In addition, each grade level will be provided opportunities for literacy and math related fieldtrips to enhance student engagement and learning (theater, museums, etc.)	Career Preparation/Orientation	01/15/2016	12/16/2016	\$0	Administration
Data Analysis Protocol	Develop a data analysis protocol which intentionally selects, analyzes and uses data to monitor individual student progress in an effort to create and maintain individual intervention plans for novice students.	Academic Support Program	01/15/2016	12/16/2016	\$0	Administration & teachers

KDE Comprehensive Improvement Plan for Districts

Robertson County

College & Career Experiences	Provide college and career experiences to students by participation in off campus college tours to Maysville Community College, MSU, NKU, UK, Georgetown College, etc.	Career Preparation/Orientation	01/15/2016	12/16/2016	\$0	Administration
Career Pathways	Due to the uniqueness of the Robertson County Schools' structure (K-12 housed in one building) explore the options of offering CTE courses to students in the middle school.	Career Preparation/Orientation, Policy and Process	01/15/2016	12/16/2016	\$0	Administration
Interventions	Develop a multi-tiered service delivery system for instruction. Development of this system would encompass: <ul style="list-style-type: none"> • Protocols to make decisions between tiers. • Schedule conducive to maximize instructional time and flexibility • Research based interventions implemented with fidelity • Progress monitoring to inform instruction • Data analysis to drive decision making 	Academic Support Program	01/15/2016	12/16/2016	\$0	Administration & Staff
Student Data Notebooks	Develop a school-wide process for students to maintain their own data (electronically or hard copy) for continuous monitoring and reflection. Students will graph and set goals based on their data. Teachers will monitor the data and also maintain data on the students. Decisions on Tier II instruction should be made based on this data.	Other - Continuous Improvement	01/15/2016	12/16/2016	\$0	Administration & staff
Total					\$0	

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Analysis Protocol	Develop a data analysis protocol which intentionally selects, analyzes and uses data to monitor individual student progress in an effort to create and maintain individual intervention plans for novice students.	Direct Instruction	01/15/2016	12/15/2016	\$0	Administration & Staff
Core Instruction Analysis	Analyze and identify core instruction strengths and opportunities for growth. Develop an improvement plan to ensure that students receive a highly effective, culturally responsive, evidence-based, developmentally appropriate instruction within the core that is aligned tightly to state standards.	Direct Instruction	01/15/2016	12/15/2016	\$0	Administration and staff
Interventions	Develop a multi-tiered service delivery system for instruction. Development of this system would encompass: <ul style="list-style-type: none"> • Protocols to make decisions between tiers. • Schedule conducive to maximize instructional time and flexibility • Research based interventions implemented with fidelity • Progress monitoring to inform instruction • Data analysis to drive decision making 	Academic Support Program	01/15/2016	12/16/2016	\$0	Administration & Staff
PLC Protocols	Teachers will work within the PLC to design effective lessons that engage students in learning based on a specific and identifiable research-based strategies (high yield instructional strategies) that yields 75-80% student proficiency. PLC's will develop protocols which will include data analysis, sharing of instructional strategies used, unit development, and evidence of scaffolded learning.	Professional Learning	01/15/2016	12/16/2016	\$0	Administration & staff
Student Data Notebooks	Develop a school-wide process for students to maintain their own data (electronically or hard copy) for continuous monitoring and reflection. Students will graph and set goals based on their data. Teachers will monitor the data and also maintain data on the students. Decisions on Tier II instruction should be made based on this data.	Other - Continuous Improvement	01/15/2016	12/16/2016	\$0	Administration & staff
College & Career Experiences	Provide college and career experiences to students by participation in off campus college tours to Maysville Community College, MSU, NKU, UK, Georgetown etc. In addition, each grade level will be provided opportunities for literacy and math related fieldtrips to enhance student engagement and learning (theater, museums, etc.)	Career Preparation/Orientation	01/15/2016	12/16/2016	\$0	Administration

KDE Comprehensive Improvement Plan for Districts

Robertson County

Credit Policy	Review and revise the earning of credits policy in an effort to improve graduation rate.	Other - Policies	01/15/2016	12/16/2016	\$0	Administration & Superintendent
Grading Policy	Investigate the need to develop a district policy to determine semester pass/fail to assist in credit recovery and improve graduation rate.	Policy and Process	01/15/2016	12/16/2016	\$0	Administration & Superintendent
Data Analysis Protocol	Develop a data analysis protocol which intentionally selects, analyzes and uses data to monitor individual student progress in an effort to create and maintain individual intervention plans for novice students.	Academic Support Program	01/15/2016	12/16/2016	\$0	Administration & Staff
Core Instruction	Analyze and identify core instruction strengths and opportunities for growth. Develop an improvement plan to ensure that students receive a highly effective, culturally responsive, evidence-based, developmentally appropriate instruction within the core that is aligned tightly to state standards.	Direct Instruction	01/15/2016	12/16/2016	\$0	Administration & staff
Interventions	Develop a multi-tiered service delivery system for instruction. Development of this system would encompass: <ul style="list-style-type: none"> • Protocols to make decisions between tiers. • Schedule conducive to maximize instructional time and flexibility • Research based interventions implemented with fidelity • Progress monitoring to inform instruction • Data analysis to drive decision making 	Academic Support Program	01/15/2016	12/16/2016	\$0	Administration & Staff
ESS	Investigate the feasibility of providing student interventions before and/or after school or during summer months to address deficiencies identified through data analysis.	Academic Support Program	01/15/2016	12/16/2016	\$0	Administration
Data Analysis Protocol	Develop a data analysis protocol which intentionally selects, analyzes and uses data to monitor individual student progress in an effort to create and maintain individual intervention plans for novice students.	Academic Support Program	01/15/2016	12/16/2016	\$0	Administration & teachers
Interventions	Develop a multi-tiered service delivery system for instruction. Development of this system would encompass: <ul style="list-style-type: none"> • Protocols to make decisions between tiers. • Schedule conducive to maximize instructional time and flexibility • Research based interventions implemented with fidelity • Progress monitoring to inform instruction • Data analysis to drive decision making 	Academic Support Program	01/15/2016	12/16/2016	\$0	Administration & teachers
PLC Protocols	Teachers will work within the PLC to design effective lessons that engage students in learning based on a specific and identifiable research-based strategies (high yield instructional strategies) that yields 75-80% student proficiency. PLC's will develop protocols which will include data analysis, sharing of instructional strategies used, unit development, and evidence of scaffolded learning.	Professional Learning	01/15/2016	12/16/2016	\$0	Administration & Teachers

KDE Comprehensive Improvement Plan for Districts

Robertson County

Novice Reducation Collaboration	Collaborate with a Kentucky Department of Education's novice reduction coach to research and utilize programs for interventions.	Other - KDE Novice Reduction Support	11/01/2015	05/20/2016	\$0	Administration & teachers
Student Scheduling	Administrative team, advisory council and teachers will develop a written process to schedule students based on individual, academic, and/or intervention needs.	Policy and Process	01/15/2016	12/16/2016	\$0	Administration
College & Career Experiences	Provide college and career experiences to students by participation in off campus college tours to Maysville Community College, MSU, NKU, UK, Georgetown College, etc.	Career Preparation/Orientation	01/15/2016	12/16/2016	\$0	Administration
Student Tracking System	Develop a process/protocol to track Juniors CCR (pathways) and setting goals for ACT prior to March state testing.	Policy and Process	01/15/2016	05/20/2016	\$0	Administration
Career Pathways	Due to the uniqueness of the Robertson County Schools' structure (K-12 housed in one building) explore the options of offering CTE courses to students in the middle school.	Career Preparation/Orientation, Policy and Process	01/15/2016	12/16/2016	\$0	Administration
Total					\$0	

KDE Needs Assessment

Introduction

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

Data Analysis

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

What does the data/information not tell you?

- ☐ The Robertson County Schools' Curriculum Document developed by the faculty and staff is not being used extensively.
- ☐ Timelines, which were to have been developed around the District Curriculum document, have not been fully developed and shared to the extent they should be among staff.
- ☐ According to an analysis of the K-PREP report, students in the following groups are not achieving at the same rate as other members of the school population: students on free and reduced lunch.
- ☐ According to the RTI implementation checklist, fourth through twelfth grades are not prepared to implement the Response to Intervention program.
- ☐ According to the ACT, PLAN and Explore results, students are not receiving instruction that is aligned to the pre-college curriculum.

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?

One area of strength is our percent of students that are college and career ready (47%). We will be implementing dual credit classes as well as transition courses for college bound students.

Opportunities for Improvement

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

According to 2012 K-PREP data, not every student is performing at the proficient level in all core areas including the areas under No Child Left Behind -Reading, Writing, and Math. By May 2014, all students will have received instruction from a curriculum that is vertically aligned with state core standards, as evidenced by teacher pacing guides.

Oversight and Monitoring

Describe your processes and interventions for monitoring continuous improvement.

Response to Intervention (RtI) is a school wide approach to teaching and learning that combines best practice instruction with a tiered system of remedial interventions for children who need additional help in learning.

Conclusion

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

The next steps in addressing these concerns is to develop programs and processes and train teachers in those areas.

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:

All students in Robertson County School will be proficient in the areas of Math, Reading, Science, and Writing.

Measurable Objective 1:

collaborate to increase the combined reading and math proficiency score from 29.5 to 49.4% elementary; 39.4 to 44.1% middle and 16.6 to 44.1% by 05/20/2016 as measured by as measured by KPREP..

Strategy1:

Drop everything and read - All Teachers and students will participate in "Drop everything and read" every Friday to improve reading and writing skills.

Category: Integrated Methods for Learning

Research Cited: The more you read and the more you write has shown to improve student achievement in all subject areas.

Activity - Drop everything read and write	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate "Drop everything and read" in their classrooms.	Academic Support Program	10/01/2014	05/20/2016	\$0 - No Funding Required	All faculty, staff, and administration of Robertson County School.

Measurable Objective 2:

demonstrate a proficiency in all subject areas to 70% by 05/19/2017 as measured by the number of students proficient in the areas of Math, Reading, Science, and Writing on the K-PREP assessment..

Strategy1:

Curriculum Assessment and Alignment - K-12 teachers will vertically align the core-content and the common core standards. Teachers will create their own curriculum map showing a pacing guide for the academic school year and aligned to the core content and core standards.

Category: Learning Systems

Research Cited:

KDE Comprehensive Improvement Plan for Districts

Robertson County

Activity - Curriculum mapping	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-12 teachers will create curriculum maps and pacing guides.	Policy and Process	06/06/2014	06/30/2015	\$1200 - Title I Part A	All school faculty; Jamey Johnson, school principal; Christy Graves, Special Education Director, David Murray, Superintendent.

Goal 2:

All students of Robertson County School will become College and/or Career Ready upon high school graduation.

Measurable Objective 1:

collaborate to make sure that 60% of the 2015 graduating seniors are college and/or career ready by 05/22/2015 as measured by the results from the Explore, PLAN, and ACT assessments. Also, by those students receiving industry and or KOSSA certificates.

Strategy1:

Targeted Interventions - Transitional courses will be created in Reading and Math for those students not meeting benchmark on the ACT, PLAN, and Explore. Students taking the transitional courses will be monitored by their scores on the KYOTE and COMPASS assessments.

Category: Career Readiness Pathways

Research Cited: Response to Intervention

Activity - Transition courses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Transition courses will be added to the middle and high school schedule to help students reach benchmark on the ACT, PLAN, and Explore assessments.	Academic Support Program	08/14/2013	05/16/2014	\$1500 - Other	All high school and middle school Math and Language Arts teachers.

Goal 3:

Robertson County will decrease their number of drop outs for the 2014-15 year

Measurable Objective 1:

collaborate to decrease the number of drop outs for the 2014-15 school year. by 06/30/2015 as measured by the amount of dropouts during the 2014-15 school years.

Strategy1:

Persistence to Graduation - Students will be identified using the IC Persistence To Graduation Tool as being off track to graduate and will enter intervention to help them back on track toward graduation.

Category: Persistence to Graduation

Research Cited:

KDE Comprehensive Improvement Plan for Districts

Robertson County

Activity - Persistence to Graduation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Persistence to Graduation will be utilized as a tool to implement the credit recovery program. Robertson County School will utilize the Persistence to Graduation evidence based toolkit, as well as, the advising toolkit. Robertson County School will also implement the ILP process.	Academic Support Program	01/31/2013	06/30/2015	\$2500 - Title I Part A	Superintendent, Special Education Director and School Principal

Goal 4:

Robertson County School will decrease the number of suspensions for the 2014-15 school years to be more than two percentage points greater than children without disabilities

Measurable Objective 1:

collaborate to decrease the number of suspensions by 05/16/2014 as measured by the number of suspensions reduced according to the end of the year safe schools report.

Strategy1:

Response to Intervention - Robertson County School will implement a Behavior Response to Intervention session for students who have been suspended five or more days as a strategy for preventing a student from repeating behaviors of concern. Robertson County School will develop and implement individual student intervention plans and support.

Category: Persistence to Graduation

Research Cited: RTI

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who have been suspended five or more days as a strategy for preventing a student from repeating behaviors of concern, Robertson County will develop and implement individual student intervention plans and support.	Behavioral Support Program	01/31/2013	05/16/2014	\$0 - No Funding Required	Director of Pupil Personnel, Guidance Counselor, Special Education Director, and School Principal

Activity - Truancy Diversion Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Truancy Diversion Program is to help students with attendance problems, but will be opened to include students with habitual behavior problems.	Behavioral Support Program	01/30/2013	05/16/2014	\$0 - No Funding Required	Director of Pupil Personnel, Special Education Director, and School Principal

Goal 5:

Robertson County School will meet the state target for Least Restrictive Environment

Measurable Objective 1:

collaborate to assist teachers and students with the implementation of the Individual Education Plan (IEP) by 05/16/2014 as measured by the number of students placed in regular education classrooms with a special education teacher.

KDE Comprehensive Improvement Plan for Districts

Robertson County

Strategy1:

Least Restrictive Environment - A special education teacher will be placed in core content classes to assist teachers and students with implementation of the IEP.

Category:

Research Cited:

Activity - Implementation of IEP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will have input in developing a student's IEP and the IEP will be made available for teachers to review.	Academic Support Program	01/31/2013	05/16/2014	\$0 - No Funding Required	Special Education Director, Classroom Teacher, and Special Education Teacher

Activity - IEP Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A special education teacher will be available to implement supplemental aides and services, accommodations, and specially designed instruction to students with IEPs in all classes.	Academic Support Program	01/31/2013	05/16/2014	\$0 - No Funding Required	Special Education Director, Classroom Teacher, and Special Education Teacher

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Response to Intervention will be reviewed and a plan will be developed to improve areas found to be deficient.	Academic Support Program	01/31/2013	05/16/2014	\$0 - No Funding Required	Special Education Director, Classroom Teacher, and Special Education Teacher

Goal 6:

The district will increase the number of successful transitions according to indicator 13 to 100%

Measurable Objective 1:

collaborate to increase the number of successful transitions to adult life to 100% by 10/12/2015 as measured by Indicator 13 and K-PREP.

Strategy1:

Successful Transition Rate - High school students will complete an interest inventory to determine what their career interest is, they will choose a post secondary goal to be included in their IEP. Transition services will be included in each High school student's IEP. An outside agency (Office of Vocational Rehabilitation) will be invited to each annual review for a student who is 14 or older.

Category: Career Readiness Pathways

Research Cited:

KDE Comprehensive Improvement Plan for Districts

Robertson County

Activity - Interest inventory	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
High school students will complete an interest inventory to determine their career interests, they will then have a post secondary goal included in their IEP. Transition services will be included in each High school student's IEP. And an outside agency (Office of Vocational Rehabilitation) will be invited to each annual review for a student who is 14 or older.	Career Preparation/Orientation	01/31/2013	07/01/2015	\$0 - No Funding Required	Guidance Counselor, Special Education Director, Special Education Teacher, parent, and student.

Goal 7:

All students will have received support services from district and school level staff designed to be proactive measures to reduce at-risk behaviors that are barriers to learning

Measurable Objective 1:

collaborate to give students the opportunity overcome barriers to learning by 06/30/2015 as measured by FRYSC reports..

Strategy1:

Overcoming barriers - Providing resources and interventions to families and students such as clothing, food, and transportation, that will help to alleviate those barriers.

Category: Stakeholder Engagement

Research Cited:

Activity - Community Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District staff provides referrals to local churches and community organizations to link needed resources with families in need. Community food drives are also used to provide needed food for those in need.	Community Engagement	06/01/2013	06/30/2017	\$2000 - Other	FRYSC Coordinator and Superintendent

Goal 8:

Educate parents on school issues such as bullying, drug prevention and literacy.

Measurable Objective 1:

collaborate to Educate parents to get a better understanding of school and student issues so they can help their child at home by 06/30/2016 as measured by the amount of parents participating in parent academies and other parent meetings..

Strategy1:

Parent Academies - Parent academies will be established over issues that pertain to parents needs and the issues that they face when it comes to their children.

Category: Stakeholder Engagement

Research Cited:

KDE Comprehensive Improvement Plan for Districts

Robertson County

Activity - Parent Academies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent academies will be established to educate parents on school issues.	Community Engagement	03/13/2013	06/30/2015	\$0 - No Funding Required	Family Resource Director and school staff

Goal 9:

Increase the percentage of effective teachers from _____% in 2015 to _____% in 2020.

Measurable Objective 1:

collaborate to increase the number of people certified for observations by 08/03/2015 as measured by The number of people that receive certification.

Strategy1:

TeachScape online training and certification - The district will provide professional development based on the Danielson framework and the online observation certification process for principals.

Category: Professional Learning & Support

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PD will be provided by TeachScape online over the Danielson Framework for Teaching.	Professional Learning	05/17/2013	08/03/2015	\$1050 - Race to the Top	Principal, Special Education Director, and Superintendent.

Goal 10:

All teachers at Robertson County School will use CIITS to create student growth goals, self-reflections and professional growth plans.

Measurable Objective 1:

demonstrate a proficiency The amount of teachers creating student growth goals, self-reflections, and professional growth plans through CIITS will increase to 100 percent. by 04/01/2015 as measured by the percentage of teachers creating student growth goals, self-reflections, and professional growth plans in CIITS.

Strategy1:

CIITS training - All teachers will attend a traing on inputing student growth goals, self-reflections, and professional growth plans in CIITS.

Category: Teacher PGES

Research Cited:

KDE Comprehensive Improvement Plan for Districts

Robertson County

Activity - CIITS PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional learning over inputting student growth goals, self-reflections, and professional growth plans into CITTs	Professional Learning	06/02/2014	04/01/2015	\$2000 - Race to the Top	All Robertson County Teachers; Principal, Jamey Johnson; Special Education Director, Christy Graves, Superintendent, David Murray

Goal 11:

Improve school attendance to 97% district wide.

Measurable Objective 1:

complete a portfolio or performance improve school attendance to 97%. by 06/01/2015 as measured by The end of the year SAAR report..

Strategy1:

Set new procedures - New procedures will be created that will outline the process for dealing with attendance and new attendance policies will be adopted by the board of education. An article will be published in the local newspaper stressing the importance of attendance and the research linking student attendance to achievement

Category: Management Systems

Research Cited: None at this time

Activity - Report attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weekly and monthly attendance checks to make sure our district is on track to achieve 97% attendance and report attendance rate at monthly board meetings.	Policy and Process	01/21/2014	06/01/2016	\$0 - No Funding Required	Director of Pupil Personnel

Activity - Procedures	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Procedures will be created that outline the process for dealing with attendance.	Policy and Process	12/09/2013	05/01/2015	\$0 - No Funding Required	Garrick Ratliff, DPP; Diana Wells, FRYSC Director; and Jamey Johnson, Principal

Goal 12:

To reduce the achievement gap of special education students in math.

Measurable Objective 1:

100% of Fourth grade Students with Disabilities students will demonstrate a proficiency by obtaining an average score of 194 in Mathematics by 10/30/2015 as measured by the K-Prep Math Assessment in 4th grade..

Strategy1:

KDE Comprehensive Improvement Plan for Districts

Robertson County

Co-teaching and interventions - Teachers will use the strategies they learned in the summer of 2014 to improve co-teaching effectiveness and implement individualized interventions to support special needs students.

Category: Learning Systems

Research Cited:

Activity - Co-teaching and interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers received training in co-teaching and response to intervention during the summer of 2014. The Kentucky Educational Development Cooperative (KEDC) provided additional support by conducting classroom visits and providing feedback to teachers.	Professional Learning	06/02/2014	06/30/2015	\$5000 - State Funds	Special Education Director, Principal and Superintendent

Goal 13:

Increase the five-year adjusted cohort graduation rate from 84.6% (actual) in 2014-2015 to the Delivery Target of 96.5% in 2015-2016.

Measurable Objective 1:

12% of Twelfth grade students will collaborate to graduate in Career & Technical in Mathematics by 06/06/2016 as measured by Undrilled Learning Formula.

Strategy1:

Policy - Review and revise current policies as they relate to earning high school credits towards graduation.

Category: Other - Graduation Policy

Research Cited: Persistence to graduate

Activity - Credit Policy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review and revise the earning of credits policy in an effort to improve graduation rate.	Other - Policies	01/15/2016	12/16/2016	\$0 - No Funding Required	Administration & Superintendent

Activity - Grading Policy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Investigate the need to develop a district policy to determine semester pass/fail to assist in credit recovery and improve graduation rate.	Policy and Process	01/15/2016	12/16/2016	\$0 - No Funding Required	Administration & Superintendent

Activity - College & Career Experiences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide college and career experiences to students by participation in off campus college tours to Maysville Community College, MSU, NKU, UK, Georgetown etc. In addition, each grade level will be provided opportunities for literacy and math related fieldtrips to enhance student engagement and learning (theater, museums, etc.)	Career Preparation/ Orientation	01/15/2016	12/16/2016	\$0 - No Funding Required	Administration

KDE Comprehensive Improvement Plan for Districts

Robertson County

Goal 14:

Meet or exceed the 2015-16 Combined Reading and Math Gap delivery targets for gap groups scoring proficient/distinguished in Reading and Math (Free & Reduced Lunch: Elementary - 39.1%, Middle - 36.6%, High - 32.3%) as measured by the school report card.

Measurable Objective 1:

40% of Economically Disadvantaged students will demonstrate a proficiency in reading and in Mathematics by 05/20/2016 as measured by EOC/KPrep.

Strategy1:

Data Analysis - Data will be used to inform instruction, determine Tiered Instruction, and monitor student improvement towards content mastery.

Category: Continuous Improvement

Research Cited: Dufour

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop a multi-tiered service delivery system for instruction. Development of this system would encompass: <ul style="list-style-type: none"> • Protocols to make decisions between tiers. • Schedule conducive to maximize instructional time and flexibility • Research based interventions implemented with fidelity • Progress monitoring to inform instruction • Data analysis to drive decision making 	Academic Support Program	01/15/2016	12/16/2016	\$0 - No Funding Required	Administration & Staff

Activity - Core Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze and identify core instruction strengths and opportunities for growth. Develop an improvement plan to ensure that students receive a highly effective, culturally responsive, evidence-based, developmentally appropriate instruction within the core that is aligned tightly to state standards.	Direct Instruction	01/15/2016	12/16/2016	\$0 - No Funding Required	Administration & staff

Activity - Data Analysis Protocol	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop a data analysis protocol which intentionally selects, analyzes and uses data to monitor individual student progress in an effort to create and maintain individual intervention plans for novice students.	Academic Support Program	01/15/2016	12/16/2016	\$0 - No Funding Required	Administration & Staff

Strategy2:

Extended School Services - Provide targeted interventions before and/or after school.

Category: Continuous Improvement

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Research Cited: Do After School Programs Give Kids a Boost? Garrett, Rose

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Investigate the feasibility of providing student interventions before and/or after school or during summer months to address deficiencies identified through data analysis.	Academic Support Program	01/15/2016	12/16/2016	\$0 - No Funding Required	Administration

Goal 15:

By 2020, reduce the percentage of students performing novice by 50% as initially reported on SRC 2015.

Measurable Objective 1:

A 50% decrease of All Students will increase student growth in areas of reading and in Mathematics by 05/22/2020 as measured by School Report Card.

Strategy1:

Data Analysis & Collaboration - Use multiple data sources to determine targeted instruction for novice students.

Category: Continuous Improvement

Research Cited: Novice Reduction Initiative

Activity - PLC Protocols	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work within the PLC to design effective lessons that engage students in learning based on a specific and identifiable research-based strategies (high yield instructional strategies) that yields 75-80% student proficiency. PLC's will develop protocols which will include data analysis, sharing of instructional strategies used, unit development, and evidence of scaffolded learning.	Professional Learning	01/15/2016	12/16/2016	\$0 - No Funding Required	Administration & Teachers

Activity - Data Analysis Protocol	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop a data analysis protocol which intentionally selects, analyzes and uses data to monitor individual student progress in an effort to create and maintain individual intervention plans for novice students.	Academic Support Program	01/15/2016	12/16/2016	\$0 - No Funding Required	Administration & teachers

Activity - Novice Reduction Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaborate with a Kentucky Department of Education's novice reduction coach to research and utilize programs for interventions.	Other - KDE Novice Reduction Support	11/01/2015	05/20/2016	\$0 - No Funding Required	Administration & teachers

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Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop a multi-tiered service delivery system for instruction. Development of this system would encompass: <ul style="list-style-type: none"> • Protocols to make decisions between tiers. • Schedule conducive to maximize instructional time and flexibility • Research based interventions implemented with fidelity • Progress monitoring to inform instruction • Data analysis to drive decision making 	Academic Support Program	01/15/2016	12/16/2016	\$0 - No Funding Required	Administration & teachers

Goal 16:

Increase the percentage of students who are College and Career Ready from 54.5% (actual) in 14-15 to 61.2% by 15-16.

Measurable Objective 1:

A 100% increase of Twelfth grade students will achieve college and career readiness at Robertson County High School in Career & Technical by 05/20/2016 as measured by Unbridled Learning Formula.

Strategy1:

Increase College & Career Readiness - Increase College & Career Readiness - Analyze current schedule, course offerings and other education experiences to identify ways to assist our seniors in becoming CCR.

Category: Career Readiness Pathways

Research Cited: Kentucky Department of Education research related to CCR

Activity - Career Pathways	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Due to the uniqueness of the Robertson County Schools' structure (K-12 housed in one building) explore the options of offering CTE courses to students in the middle school.	Career Preparation/ Orientation Policy and Process	01/15/2016	12/16/2016	\$0 - No Funding Required	Administration

Activity - College & Career Experiences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide college and career experiences to students by participation in off campus college tours to Maysville Community College, MSU, NKU, UK, Georgetown College, etc.	Career Preparation/ Orientation	01/15/2016	12/16/2016	\$0 - No Funding Required	Administration

Activity - Student Scheduling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrative team, advisory council and teachers will develop a written process to schedule students based on individual, academic, and/or intervention needs.	Policy and Process	01/15/2016	12/16/2016	\$0 - No Funding Required	Administration

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Activity - Student Tracking System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop a process/protocol to track Juniors CCR (pathways) and setting goals for ACT prior to March state testing.	Policy and Process	01/15/2016	05/20/2016	\$0 - No Funding Required	Administration

Goal 17:

Meet or exceed 15-16 achievement targets for students scoring P/D (E-Rd. 51.2%, Math 38.7%, S.S. 57.4% & Writ. 25.7%)(M-Rd. 42.2%, Math 37.4%, S.S. 62.6% & Writ. 32.6%)(HS-Rd. 45.4%, Math 26.2%, Sci. 42.1%, S.S. 52.3% & Writ. 34.3%) as measured by SRC.

Measurable Objective 1:

A 100% increase of All Students will demonstrate a proficiency in Math, Social Studies, Writing and Reading in Mathematics by 05/27/2016 as measured by K-Prep and End of Course Test Scores..

Strategy1:

Data Analysis Protocol - Using data to inform tiered instruction - Develop data analysis protocols and systems.

Category: Continuous Improvement

Research Cited: Dufour

Activity - PLC Protocols	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work within the PLC to design effective lessons that engage students in learning based on a specific and identifiable research-based strategies (high yield instructional strategies) that yields 75-80% student proficiency. PLC's will develop protocols which will include data analysis, sharing of instructional strategies used, unit development, and evidence of scaffolded learning.	Professional Learning	01/15/2016	12/16/2016	\$0 - No Funding Required	Administration & staff

Activity - Core Instruction Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze and identify core instruction strengths and opportunities for growth. Develop an improvement plan to ensure that students receive a highly effective, culturally responsive, evidence-based, developmentally appropriate instruction within the core that is aligned tightly to state standards.	Direct Instruction	01/15/2016	12/15/2016	\$0 - No Funding Required	Administration and staff

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Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop a multi-tiered service delivery system for instruction. Development of this system would encompass: <ul style="list-style-type: none"> • Protocols to make decisions between tiers. • Schedule conducive to maximize instructional time and flexibility • Research based interventions implemented with fidelity • Progress monitoring to inform instruction • Data analysis to drive decision making 	Academic Support Program	01/15/2016	12/16/2016	\$0 - No Funding Required	Administration & Staff

Activity - Student Data Notebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop a school-wide process for students to maintain their own data (electronically or hard copy) for continuous monitoring and reflection. Students will graph and set goals based on their data. Teachers will monitor the data and also maintain data on the students. Decisions on Tier II instruction should be made based on this data.	Other - Continuous Improvement	01/15/2016	12/16/2016	\$0 - No Funding Required	Administration & staff

Activity - Data Analysis Protocol	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop a data analysis protocol which intentionally selects, analyzes and uses data to monitor individual student progress in an effort to create and maintain individual intervention plans for novice students.	Direct Instruction	01/15/2016	12/15/2016	\$0 - No Funding Required	Administration & Staff

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

Goal 1:

All students in Robertson County School will be proficient in the areas of Math, Reading, Science, and Writing.

Measurable Objective 1:

collaborate to increase the combined reading and math proficiency score from 29.5 to 49.4% elementary; 39.4 to 44.1% middle and 16.6 to 44.1% by 05/20/2016 as measured by as measured by KPREP..

Strategy1:

Drop everything and read - All Teachers and students will participate in "Drop everything and read" every Friday to improve reading and writing skills.

Category: Integrated Methods for Learning

Research Cited: The more you read and the more you write has shown to improve student achievement in all subject areas.

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Activity - Drop everything read and write	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate "Drop everything and read" in their classrooms.	Academic Support Program	10/01/2014	05/20/2016	\$0 - No Funding Required	All faculty, staff, and administration of Robertson County School.

Measurable Objective 2:

demonstrate a proficiency in all subject areas to 70% by 05/19/2017 as measured by the number of students proficient in the areas of Math, Reading, Science, and Writing on the K-PREP assessment..

Strategy1:

Curriculum Assessment and Alignment - K-12 teachers will vertically align the core-content and the common core standards. Teachers will create their own curriculum map showing a pacing guide for the academic school year and aligned to the core content and core standards.

Category: Learning Systems

Research Cited:

Activity - Curriculum mapping	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-12 teachers will create curriculum maps and pacing guides.	Policy and Process	06/06/2014	06/30/2015	\$1200 - Title I Part A	All school faculty; Jamey Johnson, school principal; Christy Graves, Special Education Director, David Murray, Superintendent.

Goal 2:

All students of Robertson County School will become College and/or Career Ready upon high school graduation.

Measurable Objective 1:

collaborate to make sure that 60% of the 2015 graduating seniors are college and/or career ready by 05/22/2015 as measured by the results from the Explore, PLAN, and ACT assessments. Also, by those students receiving industry and or KOSSA certificates.

Strategy1:

Targeted Interventions - Transitional courses will be created in Reading and Math for those students not meeting benchmark on the ACT, PLAN, and Explore. Students taking the transitional courses will be monitored by their scores on the KYOTE and COMPASS assessments.

Category: Career Readiness Pathways

Research Cited: Response to Intervention

Activity - Transition courses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Transition courses will be added to the middle and high school schedule to help students reach benchmark on the ACT, PLAN, and Explore assessments.	Academic Support Program	08/14/2013	05/16/2014	\$1500 - Other	All high school and middle school Math and Language Arts teachers.

Goal 3:

SY 2015-2016

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Robertson County will decrease their number of drop outs for the 2014-15 year

Measurable Objective 1:

collaborate to decrease the number of drop outs for the 2014-15 school year. by 06/30/2015 as measured by the amount of dropouts during the 2014-15 school years.

Strategy1:

Persistence to Graduation - Students will be identified using the IC Persistence To Graduation Tool as being off track to graduate and will enter intervention to help them back on track toward graduation.

Category: Persistence to Graduation

Research Cited:

Activity - Persistence to Graduation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Persistence to Graduation will be utilized as a tool to implement the credit recovery program. Robertson County School will utilize the Persistence to Graduation evidence based toolkit, as well as, the advising toolkit. Robertson County School will also implement the ILP process.	Academic Support Program	01/31/2013	06/30/2015	\$2500 - Title I Part A	Superintendent, Special Education Director and School Principal

Goal 4:

Robertson County School will decrease the number of suspensions for the 2014-15 school years to be more than two percentage points greater than children without disabilities

Measurable Objective 1:

collaborate to decrease the number of suspensions by 05/16/2014 as measured by the number of suspensions reduced according to the end of the year safe schools report.

Strategy1:

Response to Intervention - Robertson County School will implement a Behavior Response to Intervention session for students who have been suspended five or more days as a strategy for preventing a student from repeating behaviors of concern. Robertson County School will develop and implement individual student intervention plans and support.

Category: Persistence to Graduation

Research Cited: RTI

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Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who have been suspended five or more days as a strategy for preventing a student from repeating behaviors of concern, Robertson County will develop and implement individual student intervention plans and support.	Behavioral Support Program	01/31/2013	05/16/2014	\$0 - No Funding Required	Director of Pupil Personnel, Guidance Counselor, Special Education Director, and School Principal

Activity - Truancy Diversion Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Truancy Diversion Program is to help students with attendance problems, but will be opened to include students with habitual behavior problems.	Behavioral Support Program	01/30/2013	05/16/2014	\$0 - No Funding Required	Director of Pupil Personnel, Special Education Director, and School Principal

Goal 5:

Robertson County School will meet the state target for Least Restrictive Environment

Measurable Objective 1:

collaborate to assist teachers and students with the implementation of the Individual Education Plan (IEP) by 05/16/2014 as measured by the number of students placed in regular education classrooms with a special education teacher.

Strategy1:

Least Restrictive Environment - A special education teacher will be placed in core content classes to assist teachers and students with implementation of the IEP.

Category:

Research Cited:

Activity - IEP Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A special education teacher will be available to implement supplemental aides and services, accommodations, and specially designed instruction to students with IEPs in all classes.	Academic Support Program	01/31/2013	05/16/2014	\$0 - No Funding Required	Special Education Director, Classroom Teacher, and Special Education Teacher

Activity - Implementation of IEP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will have input in developing a student's IEP and the IEP will be made available for teachers to review.	Academic Support Program	01/31/2013	05/16/2014	\$0 - No Funding Required	Special Education Director, Classroom Teacher, and Special Education Teacher

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Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Response to Intervention will be reviewed and a plan will be developed to improve areas found to be deficient.	Academic Support Program	01/31/2013	05/16/2014	\$0 - No Funding Required	Special Education Director, Classroom Teacher, and Special Education Teacher

Goal 6:

The district will increase the number of successful transitions according to indicator 13 to 100%

Measurable Objective 1:

collaborate to increase the number of successful transitions to adult life to 100% by 10/12/2015 as measured by Indicator 13 and K-PREP.

Strategy1:

Successful Transition Rate - High school students will complete an interest inventory to determine what their career interest , they will choose a post secondary goal to be included in their IEP. Transition services will be included in each High school studentâs IEP. An outside agency (Office of Vocational Rehabilitation) will be invited to each annual review for a student who is 14 or older.

Category: Career Readiness Pathways

Research Cited:

Activity - Interest inventory	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
High school students will complete an interest inventory to determine their career interests, they will then have a post secondary goal included in their IEP. Transition services will be included in each High school studentâs IEP. And an outside agency (Office of Vocational Rehabilitation) will be invited to each annual review for a student who is 14 or older.	Career Preparation/ Orientation	01/31/2013	07/01/2015	\$0 - No Funding Required	Guidance Counselor, Special Education Director, Special Education Teacher, parent, and student.

Goal 7:

All students will have received support services from district and school level staff designed to be proactive measures to reduce at-risk behaviors that are barriers to learning

Measurable Objective 1:

collaborate to give students the opportunity overcome barriers to learning by 06/30/2015 as measured by FRYSC reports..

Strategy1:

Overcoming barriers - Providing resources and interventions to families and students such as clothing, food, and transportation, that will help to alleviate those barriers.

Category: Stakeholder Engagement

Research Cited:

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Activity - Community Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District staff provides referrals to local churches and community organizations to link needed resources with families in need. Community food drives are also used to provide needed food for those in need.	Community Engagement	06/01/2013	06/30/2017	\$2000 - Other	FRYSC Coordinator and Superintendent

Goal 8:

Educate parents on school issues such as bullying, drug prevention and literacy.

Measurable Objective 1:

collaborate to Educate parents to get a better understanding of school and student issues so they can help their child at home by 06/30/2016 as measured by the amount of parents participating in parent academies and other parent meetings..

Strategy1:

Parent Academies - Parent academies will be established over issues that pertain to parents needs and the issues that they face when it comes to their children.

Category: Stakeholder Engagement

Research Cited:

Activity - Parent Academies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent academies will be established to educate parents on school issues.	Community Engagement	03/13/2013	06/30/2015	\$0 - No Funding Required	Family Resource Director and school staff

Goal 9:

Increase the percentage of effective teachers from _____% in 2015 to _____% in 2020.

Measurable Objective 1:

collaborate to increase the number of people certified for observations by 08/03/2015 as measured by The number of people that receive certification.

Strategy1:

TeachScape online training and certification - The district will provide professional development based on the Danielson framework and the online observation certification process for principals.

Category: Professional Learning & Support

Research Cited:

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Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PD will be provided by TeachScape online over the Danielson Framework for Teaching.	Professional Learning	05/17/2013	08/03/2015	\$1050 - Race to the Top	Principal, Special Education Director, and Superintendent.

Goal 10:

All teachers at Robertson County School will use CIITS to create student growth goals, self-reflections and professional growth plans.

Measurable Objective 1:

demonstrate a proficiency The amount of teachers creating student growth goals, self-reflections, and professional growth plans through CIITS will increase to 100 percent. by 04/01/2015 as measured by the percentage of teachers creating student growth goals, self-reflections, and professional growth plans in CIITS.

Strategy1:

CIITS training - All teachers will attend a traing on inputing student growth goals, self-reflections, and professional growth plans in CIITS.

Category: Teacher PGES

Research Cited:

Activity - CIITS PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional learning over inputing student growth goals, self-reflections, and professional growth plans into CITTs	Professional Learning	06/02/2014	04/01/2015	\$2000 - Race to the Top	All Robertson County Teachers; Principal, Jamey Johnson; Special Education Director, Christy Graves, Superintendent, David Murray

Goal 11:

Improve school attendance to 97% district wide.

Measurable Objective 1:

complete a portfolio or performance improve school attendance to 97%. by 06/01/2015 as measured by The end of the year SAAR report..

Strategy1:

Set new procedures - New procedures will be created that will outline the process for dealing with attendance and new attendance policies will be adopted by the board of education. An article will be published in the local newspaper stressing the importance of attendance and the research linking student attendance to achievement

Category: Management Systems

Research Cited: None at this time

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Activity - Report attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weekly and monthly attendance checks to make sure our district is on track to achieve 97% attendance and report attendance rate at monthly board meetings.	Policy and Process	01/21/2014	06/01/2016	\$0 - No Funding Required	Director of Pupil Personnel

Activity - Procedures	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Procedures will be created that outline the process for dealing with attendance.	Policy and Process	12/09/2013	05/01/2015	\$0 - No Funding Required	Garrick Ratliff, DPP; Diana Wells, FRYSC Director; and Jamey Johnson, Principal

Goal 12:

To reduce the achievement gap of special education students in math.

Measurable Objective 1:

100% of Fourth grade Students with Disabilities students will demonstrate a proficiency by obtaining an average score of 194 in Mathematics by 10/30/2015 as measured by the K-Prep Math Assessment in 4th grade..

Strategy1:

Co-teaching and interventions - Teachers will use the strategies they learned in the summer of 2014 to improve co-teaching effectiveness and implement individualized interventions to support special needs students.

Category: Learning Systems

Research Cited:

Activity - Co-teaching and interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers received training in co-teaching and response to intervention during the summer of 2014. The Kentucky Educational Development Cooperative (KEDC) provided additional support by conducting classroom visits and providing feedback to teachers.	Professional Learning	06/02/2014	06/30/2015	\$5000 - State Funds	Special Education Director, Principal and Superintendent

Goal 13:

Increase the five-year adjusted cohort graduation rate from 84.6% (actual) in 2014-2015 to the Delivery Target of 96.5% in 2015-2016.

Measurable Objective 1:

12% of Twelfth grade students will collaborate to graduate in Career & Technical in Mathematics by 06/06/2016 as measured by Unbridled Learning Formula.

Strategy1:

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Policy - Review and revise current policies as they relate to earning high school credits towards graduation.

Category: Other - Graduation Policy

Research Cited: Persistence to graduate

Activity - College & Career Experiences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide college and career experiences to students by participation in off campus college tours to Maysville Community College, MSU, NKU, UK, Georgetown etc. In addition, each grade level will be provided opportunities for literacy and math related fieldtrips to enhance student engagement and learning (theater, museums, etc.)	Career Preparation/Orientation	01/15/2016	12/16/2016	\$0 - No Funding Required	Administration

Activity - Credit Policy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review and revise the earning of credits policy in an effort to improve graduation rate.	Other - Policies	01/15/2016	12/16/2016	\$0 - No Funding Required	Administration & Superintendent

Activity - Grading Policy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Investigate the need to develop a district policy to determine semester pass/fail to assist in credit recovery and improve graduation rate.	Policy and Process	01/15/2016	12/16/2016	\$0 - No Funding Required	Administration & Superintendent

Goal 14:

Meet or exceed the 2015-16 Combined Reading and Math Gap delivery targets for gap groups scoring proficient/distinguished in Reading and Math (Free & Reduced Lunch: Elementary - 39.1%, Middle - 36.6%, High - 32.3%) as measured by the school report card.

Measurable Objective 1:

40% of Economically Disadvantaged students will demonstrate a proficiency in reading and in Mathematics by 05/20/2016 as measured by EOC/KPrep.

Strategy1:

Extended School Services - Provide targeted interventions before and/or after school.

Category: Continuous Improvement

Research Cited: Do After School Programs Give Kids a Boost? Garrett, Rose

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Investigate the feasibility of providing student interventions before and/or after school or during summer months to address deficiencies identified through data analysis.	Academic Support Program	01/15/2016	12/16/2016	\$0 - No Funding Required	Administration

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Strategy2:

Data Analysis - Data will be used to inform instruction, determine Tiered Instruction, and monitor student improvement towards content mastery.

Category: Continuous Improvement

Research Cited: Dufour

Activity - Data Analysis Protocol	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop a data analysis protocol which intentionally selects, analyzes and uses data to monitor individual student progress in an effort to create and maintain individual intervention plans for novice students.	Academic Support Program	01/15/2016	12/16/2016	\$0 - No Funding Required	Administration & Staff

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop a multi-tiered service delivery system for instruction. Development of this system would encompass: <ul style="list-style-type: none"> • Protocols to make decisions between tiers. • Schedule conducive to maximize instructional time and flexibility • Research based interventions implemented with fidelity • Progress monitoring to inform instruction • Data analysis to drive decision making 	Academic Support Program	01/15/2016	12/16/2016	\$0 - No Funding Required	Administration & Staff

Activity - Core Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze and identify core instruction strengths and opportunities for growth. Develop an improvement plan to ensure that students receive a highly effective, culturally responsive, evidence-based, developmentally appropriate instruction within the core that is aligned tightly to state standards.	Direct Instruction	01/15/2016	12/16/2016	\$0 - No Funding Required	Administration & staff

Goal 15:

By 2020, reduce the percentage of students performing novice by 50% as initially reported on SRC 2015.

Measurable Objective 1:

A 50% decrease of All Students will increase student growth in areas of reading and in Mathematics by 05/22/2020 as measured by School Report Card.

Strategy1:

Data Analysis & Collaboration - Use multiple data sources to determine targeted instruction for novice students.

Category: Continuous Improvement

Research Cited: Novice Reduction Initiative

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Activity - PLC Protocols	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work within the PLC to design effective lessons that engage students in learning based on a specific and identifiable research-based strategies (high yield instructional strategies) that yields 75-80% student proficiency. PLC's will develop protocols which will include data analysis, sharing of instructional strategies used, unit development, and evidence of scaffolded learning.	Professional Learning	01/15/2016	12/16/2016	\$0 - No Funding Required	Administration & Teachers

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop a multi-tiered service delivery system for instruction. Development of this system would encompass: <ul style="list-style-type: none"> • Protocols to make decisions between tiers. • Schedule conducive to maximize instructional time and flexibility • Research based interventions implemented with fidelity • Progress monitoring to inform instruction • Data analysis to drive decision making 	Academic Support Program	01/15/2016	12/16/2016	\$0 - No Funding Required	Administration & teachers

Activity - Novice Reducation Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaborate with a Kentucky Department of Education's novice reduction coach to research and utilize programs for interventions.	Other - KDE Novice Reduction Support	11/01/2015	05/20/2016	\$0 - No Funding Required	Administration & teachers

Activity - Data Analysis Protocol	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop a data analysis protocol which intentionally selects, analyzes and uses data to monitor individual student progress in an effort to create and maintain individual intervention plans for novice students.	Academic Support Program	01/15/2016	12/16/2016	\$0 - No Funding Required	Administration & teachers

Goal 16:

Increase the percentage of students who are College and Career Ready from 54.5% (actual) in 14-15 to 61.2% by 15-16.

Measurable Objective 1:

A 100% increase of Twelfth grade students will achieve college and career readiness at Robertson County High School in Career & Technical by 05/20/2016 as measured by Unbridled Learning Formula.

Strategy1:

Increase College & Career Readiness - Increase College & Career Readiness - Analyze current schedule, course offerings and other

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education experiences to identify ways to assist our seniors in becoming CCR.

Category: Career Readiness Pathways

Research Cited: Kentucky Department of Education research related to CCR

Activity - College & Career Experiences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide college and career experiences to students by participation in off campus college tours to Maysville Community College, MSU, NKU, UK, Georgetown College, etc.	Career Preparation/Orientation	01/15/2016	12/16/2016	\$0 - No Funding Required	Administration

Activity - Career Pathways	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Due to the uniqueness of the Robertson County Schools' structure (K-12 housed in one building) explore the options of offering CTE courses to students in the middle school.	Career Preparation/Orientation Policy and Process	01/15/2016	12/16/2016	\$0 - No Funding Required	Administration

Activity - Student Scheduling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrative team, advisory council and teachers will develop a written process to schedule students based on individual, academic, and/or intervention needs.	Policy and Process	01/15/2016	12/16/2016	\$0 - No Funding Required	Administration

Activity - Student Tracking System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop a process/protocol to track Juniors CCR (pathways) and setting goals for ACT prior to March state testing.	Policy and Process	01/15/2016	05/20/2016	\$0 - No Funding Required	Administration

Goal 17:

Meet or exceed 15-16 achievement targets for students scoring P/D (E-Rd. 51.2%, Math 38.7%, S.S. 57.4% & Writ. 25.7%)(M-Rd. 42.2%, Math 37.4%, S.S. 62.6% & Writ. 32.6%)(HS-Rd. 45.4%, Math 26.2%, Sci. 42.1%, S.S. 52.3% & Writ. 34.3%) as measured by SRC.

Measurable Objective 1:

A 100% increase of All Students will demonstrate a proficiency in Math, Social Studies, Writing and Reading in Mathematics by 05/27/2016 as measured by K-Prep and End of Course Test Scores..

Strategy1:

Data Analysis Protocol - Using data to inform tiered instruction - Develop data analysis protocols and systems.

Category: Continuous Improvement

Research Cited: Dufour

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Activity - PLC Protocols	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work within the PLC to design effective lessons that engage students in learning based on a specific and identifiable research-based strategies (high yield instructional strategies) that yields 75-80% student proficiency. PLC's will develop protocols which will include data analysis, sharing of instructional strategies used, unit development, and evidence of scaffolded learning.	Professional Learning	01/15/2016	12/16/2016	\$0 - No Funding Required	Administration & staff

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop a multi-tiered service delivery system for instruction. Development of this system would encompass: <ul style="list-style-type: none"> • Protocols to make decisions between tiers. • Schedule conducive to maximize instructional time and flexibility • Research based interventions implemented with fidelity • Progress monitoring to inform instruction • Data analysis to drive decision making 	Academic Support Program	01/15/2016	12/16/2016	\$0 - No Funding Required	Administration & Staff

Activity - Core Instruction Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze and identify core instruction strengths and opportunities for growth. Develop an improvement plan to ensure that students receive a highly effective, culturally responsive, evidence-based, developmentally appropriate instruction within the core that is aligned tightly to state standards.	Direct Instruction	01/15/2016	12/15/2016	\$0 - No Funding Required	Administration and staff

Activity - Student Data Notebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop a school-wide process for students to maintain their own data (electronically or hard copy) for continuous monitoring and reflection. Students will graph and set goals based on their data. Teachers will monitor the data and also maintain data on the students. Decisions on Tier II instruction should be made based on this data.	Other - Continuous Improvement	01/15/2016	12/16/2016	\$0 - No Funding Required	Administration & staff

Activity - Data Analysis Protocol	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop a data analysis protocol which intentionally selects, analyzes and uses data to monitor individual student progress in an effort to create and maintain individual intervention plans for novice students.	Direct Instruction	01/15/2016	12/15/2016	\$0 - No Funding Required	Administration & Staff

KDE Assurances - District

Introduction

KDE Assurances for Districts

District Assurances

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

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

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

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

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

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

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

KDE Comprehensive Improvement Plan for Districts

Robertson County

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

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

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

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

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

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

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

KDE Comprehensive Improvement Plan for Districts

Robertson 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		

KDE Comprehensive Improvement Plan for Districts

Robertson County

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

Label	Assurance	Response	Comment	Attachment
25.	Our district ensures that 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		

KDE Comprehensive Improvement Plan for Districts

Robertson County

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

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

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

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

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

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

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

KDE Comprehensive Improvement Plan for Districts

Robertson County

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		

Equitable Access Diagnostic

Introduction

Description

As part of No Child Left Behind (NCLB) each state is required to develop strategies to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. The results of this effort became a national push to ensure all teachers were highly qualified (HQT); meaning each teacher holds the appropriate certification for the content and/or grade level for which they are assigned. National data show that poor and minority continue to be taught by inexperienced, unqualified, or out-of-field teachers. As a result, in 2014, the United States Department of Education (USDOE) required states to develop equity plans and use evidence based strategies to address this issue. The focus of the plan is to move away from the concept of “highly qualified” to “high effective”.

Needs Assessment

Label	Assurance	Response	Comment	Attachment
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the district?	Yes		

What are the barriers?

Free/Reduced Lunch Students

List the data sources used to identify the barriers.

K-Prep,

What are the root causes of those identified barriers?

Economics and Rural Low Income

What does the Professional Growth and Effectiveness System data say about the effectiveness of teachers and leaders in the district?

Instructions with the use of technology is improving, Reading Score are improving

Equitable Access Strategies

Placement: Describe district policies or procedures that address the assignment of students to ensure low income, minority, Limited English Proficient and Exceptional Children and Youth are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers.

All students for each grade share the same instructor

Placement: How is data used to make student assignment decisions to ensure low income, minority, Limited English Proficient and Exceptional Children and Youth are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers?

All Students in each grade have the same instructor

Recruitment and Retention: How does the district analyze student level data to design targeted recruitment of effective and diverse teachers and leaders?

Data use to determine area of strength and weakness, staff is assign to work together on improving academic areas

Recruitment and Retention: How does the district recruit teachers who are effective in implementing practices that are targeted to support the diverse learning needs of minority students, low income students, Limited English Proficient and Exception Children and Youth?

District recruits teacher in related fields of study

Recruitment and Retention: How does the district recruit effective teachers and leaders to its high poverty, high minority, lowest achieving schools or schools with higher populations of Limited English Proficient or Exceptional Children and Youth?

Assigning teachers in advance to that area

Recruitment and Retention: How does the district retain effective teachers retained in high poverty, high minority, low achieving schools or schools with higher populations of Limited English Proficient and Exceptional Children and Youth? Identify any incentives.

None

Professional Learning: Identify district supports, including mentoring and/or induction, provided to meet the needs of first year, inexperienced and out-of-field teachers.

Teacher are pair up with mentor in that grade area

Professional Learning: Utilizing PGES data, how are the professional learning needs of teacher with an effectiveness rating below accomplished being addressed?

Providing PD to support areas of concerns

Working Conditions: How are TELL Kentucky results being addressed to increase recruitment, retention and professional learning needs of staff?

Use to strengthen areas of weakness

Questions

Identify all goals, objectives, strategies and activities created that support equitable access and the responses in this diagnostic.

The same as CSIP