



KDE Comprehensive Improvement Plan for Districts

Trimble County

68 Wentworth Ave.
Bedford, KY 40006

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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?

Trimble County is located in northern Kentucky, and the Ohio River forms the county's northern and western boundaries with the southern and eastern borders formed by Carroll, Henry, and Oldham counties. Trimble County has a population of 8,809 with a school age population of approximately 1585 or 18%. While the county population has not shown a significant population decrease over the last three years, the school enrollment is experiencing a significant decrease. This decline is attributed to the completion of a multi-year construction project at the Trimble County Louisville Gas & Electric Plant and the lack of employment opportunities in the community because of the limited industry located here. The Trimble County Board of Education is the largest employer in the county, while the remainder of the county's workforce depends on employment outside of the county, agriculture, small business retailers for their main source of income. During this time of economic hardship, families have relocated nearer to their employment or moved nearer to family for additional support. Although this movement has resulted in student population decline, the demographic make-up has remained relatively unchanged and reflects the demographics of the general population with 96.1% white, 2.0% Hispanic, and a combined 1.9% African American, Asian, Native Hawaiian, and two or more races. The county's poverty rate is 16.9%, which is significant increase since the 2000 Census and reflects a steady increase in the free/reduced lunch percentages for the district currently at 54%.

Trimble County Public Schools is comprised of four schools, two elementary schools, one middle school, and one high school, with a student enrollment of approximately 1377. The elementary schools are located in the two main communities within the county; one in Bedford and one in Milton. Both Bedford Elementary and Milton Elementary are feeder schools for Trimble County Middle School located in Bedford. Multiple programs are offered in all schools to meet the specific needs of students. The English Language Learners comprise 0.5% of the student population, Gifted and Talented comprises 18.6% of the student population, Migrant students comprise 0.3%, and Special Education students comprise 10.7% of the total population. At the time of this report, 100% of the certified staff district-wide are highly qualified as defined by NCLB, and demographics show the certified staff is 100% white of which 84.5% are female and 15.5% are male. The average number of years of teaching experience is 12; 13.7% hold Bachelor's degrees, 54.7% hold Master's degrees, and 17.9% hold Rank I or Specialist degrees.

Trimble County Schools are dedicated to providing quality education and to developing leadership qualities in all students. We are a small, rural county, and are fortunate to possess a strong sense of community and support for our programs. We are proud to be called the Home of the Raiders and to serve the youth of this 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.

The purpose of Trimble County Public Schools is to provide every student in our district with the best educational experience through its academic and support services ensuring college and career readiness.

Mission Statement: It's about every student, every day...No excuses.

Vision Statement: Trimble County School District will develop graduates who are College and Career Ready.

Belief Statements:

We believe:

- * A student's success is the responsibility of students, teachers, parents, and community.
- * Students become contributing members of society by maximizing their personal potential.
- * Our focus for all students will be thinking and learning in reading, writing, and math. (literacy and numeracy).
- * Every student needs a safe, nurturing environment to achieve at high levels.
- * Data drives our decision-making.
- * Instructional time is valued and protected.

Our school system embodies this purpose through four guiding pillars.

1. Rigorous Curriculum - What do we want students to be able to know and do?
2. Balanced Assessment - How will we know that the curriculum is mastered?
3. Effective Instruction - How will we best teach them?
4. System of Interventions - What will we do when they don't learn?

These four guiding questions provide the focus and road map for our success. Our professional learning experiences, professional discussions, district initiatives and time support these four pillars.

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.

Trimble County is a small, rural community with a limited tax base and little industry; therefore, we rely heavily on the state's SEEK funding. Even though this funding source has decreased because of declining enrollment, the district has been very financially conservative and has been able to provide all-day kindergarten for our students as well as provide facilities upgrades including energy efficient lighting, playgrounds and athletic facilities. Academically, there has been an increased emphasis at the secondary level on student preparation for the ACT and as a result, scores have risen from a composite of 16.9 to 19.9 during the last five years. To continue this effort, the district has secured a Gear-Up Kentucky grant and is participating in the Race to the Top GRECC/OVEC consortium grant.

During the last school year, the district initiatives focused on curriculum, instruction, assessment and leadership. Teachers and administrators were active participants in Leadership Networks, professional learning communities, and instructional trainings such as the PEBC "Thinking Strategies," and Race to the Top initiatives of Covey's 7 Habits work and innovation. This intentional focus was evident at the release of the 2014 District and School Report Cards. Our latest round of state testing showed a district overall improvement of 6.7 points with two schools, Bedford Elementary and Trimble County High School making an increase of approximately 10 points. At the high school, this tremendous accomplishment is partially attributed to the individual student focus on college and career readiness, which resulted in a score that increased from 74.6 in 2013 to 85.9 in 2014. In addition, two schools - Milton Elementary and Trimble County Middle School - met their AMO and improved their overall scores, reaching a Progressing classification.

Although we have these notable achievements, the district also faces challenges and is striving to reduce the educational barriers that exist for some students. Over the next three years, the district is striving to increase the Graduation Rate and increase the overall accountability score for each school and the district, continue improving the College and Career Readiness percentage, and to remove the high school from priority status as defined by the state testing system.

Additional Information

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

Trimble County Public Schools provide numerous support services for our students, including but not limited to:

- Family Resource Center
- Youth Service Center
- Migrant Education
- Extended School Services
- Summer Academies
- Community Education Program
- Trimble CARES (Drug and Alcohol Prevention Coalition)
- Seven County Services
- Head Start and Preschool

2014-2015 DIP Goals

Overview

Plan Name

2014-2015 DIP Goals

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	Increase the averaged combined reading and math K-PREP scores for Trimble County Elementary and middle school students from 37.6% to 70.3% in 2017.	Objectives: 2 Strategies: 4 Activities: 10	Organizational	\$7349
2	Increase the percentage of students who are college- and career-ready from 75% to 80% by 2015	Objectives: 1 Strategies: 2 Activities: 5	Organizational	\$18600
3	Increase the percentage of students ready for kindergarten from 50% to 60% by 2016 as evidenced on the state adopted kindergarten screener.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$250
4	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 34.3% to 66.5% by 2017.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$400
5	Increase the average freshman graduation rate from 65.9% to 90% by 2017	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
6	100% of the certified staff will implement the TPGES and PPGES.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$3200

Goal 1: Increase the averaged combined reading and math K-PREP scores for Trimble County Elementary and middle school students from 37.6% to 70.3% in 2017.

Measurable Objective 1:

demonstrate a proficiency by increasing the averaged combined reading and math scores to 58.4% by 05/31/2015 as measured by 2015 K-PREP scores.

Strategy 1:

CIITS Implementation - The district leadership team will plan, implement, and monitor the use of CIITS.

Category:

Activity - CIITS Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District leaders will monitor the use of CIITS and work with principals and SBDM councils to plan goals for continuous involvement to enhance student learning outcomes and meet the state and district RTTT measures. Schools: All Schools	Policy and Process	08/01/2013	06/30/2015	\$0	No Funding Required	Instructional Supervisor

Activity - CIITS Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of instructional strategies through walk through data, CIITS and Edviation usage. Schools: All Schools	Professional Learning	01/05/2015	12/31/2015	\$3649	Race to the Top	Instructional Supervisor, Principals

Strategy 2:

Curriculum Assessment & Alignment - The district curriculum design team will review, revise and monitor a vertical K-12 alignment of the Kentucky Core Academic Standards for ELA, math and science.

Category: Professional Learning & Support

Activity - K-12 Vertical Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The curriculum design team will develop the K-12 science curriculum and review and revise the vertical alignment for the mathematics and English/Language Arts curriculum. Schools: All Schools	Policy and Process	02/02/2015	07/06/2015	\$1000	Title I Part A	Instructional Supervisor; Principals

Activity - Curriculum Document Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The curriculum design team will disseminate the curriculum alignments for ELA, math and science to teachers to gather feedback and input for revision. Schools: All Schools	Policy and Process	03/02/2015	06/30/2015	\$0	No Funding Required	Instructional Supervisor; Principals
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Activity - Curriculum Document Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The curriculum design team will review all feedback submitted and make revisions as needed. Schools: All Schools	Policy and Process	05/01/2014	07/17/2015	\$800	State Funds	Instructional Supervisor; Principals

Activity - Curriculum Document Dissemination	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The curriculum design team will disseminate the science aligned curriculum documents to all teachers. Schools: All Schools	Policy and Process	08/03/2015	08/14/2015	\$0	No Funding Required	Instructional Supervisor; Principals

Activity - Monitoring Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of the curriculum using best practices for instruction and assessment through walk-throughs, CIITS, and teacher-shared drive. Schools: All Schools	Policy and Process	08/11/2014	12/31/2015	\$0	No Funding Required	Instructional Supervisor; Principals

Strategy 3:

RTI - The district will monitor each school's Intervention Team implementation of two major tasks. Task 1 - review and make recommendations based on the academic and behavioral data of the school, and Task 2 - meet and discuss students who do not meet benchmarks and develop an individual plan for addressing the needs of those students.

Category: Continuous Improvement

Activity - RTI Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train all teachers in the RTI policies, procedures and strategies for Tier I (focusing on differentiation), 2 and 3 interventions. Schools: All Schools	Professional Learning	01/05/2015	12/31/2015	\$1400	State Funds, Title I SIG	Instructional Supervisor; Principals; ER team

Activity - RTI Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Monitor the implementation and progress of the school level Intervention Teams through meeting agendas, minutes, and assigned district liaison. Schools: All Schools	Policy and Process	09/16/2013	06/30/2014	\$0	No Funding Required	Instructional Supervisor; Principals; Director of Special Education
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Measurable Objective 2:

collaborate to ensure that the ELA standards in literacy and writing are an integrated component in the K - 3, Arts/Humanities, Practical Living/Career Studies, and Writing content areas by 06/01/2015 as measured by Program Reviews.

Strategy 1:

Program Reviews - Each school's Program Review Team will consider and review evidence submitted by teachers during the Program Review process. Each team will the submission, timelines for completion, and internal review processes to ensure that all teachers across disciplines are contributing.

Category: Continuous Improvement

Activity - Program Review Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program Review team members will meet periodically to identify appropriate evidence and calibrate evidence for ratings. Schools: All Schools	Policy and Process	08/08/2013	07/01/2014	\$500	State Funds	Instructional Supervisor; Principals

Goal 2: Increase the percentage of students who are college- and career-ready from 75% to 80% by 2015

Measurable Objective 1:

collaborate to increase the percentage of high school students college- and career-ready to 60% by 06/30/2013 as measured by the Unbridled Learning Formula.

Strategy 1:

Course and Assessment Alignment - The curriculum for the career pathways offered will be aligned with KOSSA, industry certifications, and common core standards.

Category:

Activity - CTE Curriculum Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Engage in a CTE pathway audit to ensure alignment with CTE curriculum, KOSSA, industry certification standards and common core standards and to provide students additional CTE pathway options. Schools: Trimble County High School	Policy and Process	09/01/2014	05/31/2015	\$500	Perkins	Instructional Supervisor, Principal, CTE teachers

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Activity - Advanced Placement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Schools will examine previous performance on AP exams and the spring 2015 score reports to determine program improvements. Schools: Trimble County High School	Professional Learning	11/01/2012	07/31/2015	\$400	Title I SIG	Principal, Guidance Counselor, ER team

Activity - Transitional Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Determine and implement targeted transitional interventions to students who did not meet benchmarks on the EXPLORE, PLAN, OR ACT and other level evaluation data. Schools: Trimble County High School, Trimble County Middle School	Policy and Process	07/01/2013	06/30/2015	\$4000	District Funding, School Council Funds	Principal, ER Team

Strategy 2:

Technology Integration - Teachers will integrate technology in all content areas to remediate, instruct, and enrich student learning.

Category:

Activity - Universal Screener	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete an on-line universal screener at least 3 times per year to measure academic progress in reading and math. Schools: All Schools	Technology	08/08/2013	06/30/2015	\$10000	General Fund	Instructional Supervisor, Principals

Activity - Technology Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All schools will develop, revise or amend their School Technology Plan annually to address replacement and upgrades of hardware and software and new purchases to enhance instruction. Schools: All Schools	Technology	09/01/2013	12/31/2015	\$3700	KETS, Race to the Top	CIO

Goal 3: Increase the percentage of students ready for kindergarten from 50% to 60% by 2016 as evidenced on the state adopted kindergarten screener.

Measurable Objective 1:

collaborate to increase the number of students reaching the school readiness benchmark by 09/30/2014 as measured by Brigance Kindergarten Screener.

Strategy 1:

School Readiness - Identify early childcare providers, families and community members to ensure all children experience effective transitions to school entry. This strategy will bring all stakeholders together to discuss, plan, and implement developmentally appropriate practices for young children in preparation for school readiness.

Category:

Activity - Early Learning Leadership Network	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher-leaders participate in the Early Learning Leadership Networks and implement the strategies for PK-3 students learning outcomes. Schools: Bedford Elementary School, Milton Elementary School	Policy and Process	07/01/2013	06/30/2015	\$250	Other	Instructional Supervisor; Principals

Goal 4: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 34.3% to 66.5% by 2017.

Measurable Objective 1:

collaborate to increase the combined reading and math proficiency in the non-duplicated gap group to 58.4% by 05/31/2015 as measured by K-PREP results.

Strategy 1:

Professional Learning - The district will support schools in a series of deployment steps for data-driven decision making.

Category: Continuous Improvement

Activity - Intervention Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide teachers job-embedded professional learning on Tier 1 interventions and data analysis during PLCs, district professional learning days, and other professional learning opportunities. Schools: All Schools	Professional Learning	01/05/2015	06/30/2016	\$400	State Funds	Instructional Supervisor; Principals; Director of Special Education

Activity - At-Risk Identification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize the Persistence to Graduation Tool in Infinite Campus to identify gap/at-risk groups. Cross reference the PtGT results with other forms of data (academic and non-academic) to determine which students are at immediate risk for failure and require intensive interventions and support. Schools: All Schools	Policy and Process	01/01/2014	03/13/2015	\$0	No Funding Required	Instructional Supervisor, Principals, Guidance Counselors

Goal 5: Increase the average freshman graduation rate from 65.9% to 90% by 2017

Measurable Objective 1:

collaborate to ensure the Trimble County High School graduation rate will increase to 90% by 06/30/2015 as measured by the state calculation formula.

Strategy 1:

Targeted Intervention - Counselors, teachers and administrators will assist students in making academic decisions based on their personal interests, career choices, and ILP.

Category:

Activity - ILPs and Scheduling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify at-risk students and schedule courses specific to the student's ILP. Schools: Trimble County High School, Trimble County Middle School	Academic Support Program	01/05/2015	09/30/2015	\$0	No Funding Required	Guidance Counselors; Principals; Teachers

Goal 6: 100% of the certified staff will implement the TPGES and PPGES.

Measurable Objective 1:

demonstrate a proficiency in the implementation of the new evaluation system (TPGES and PPGES) by 08/10/2014 as measured by staff training agendas, sign-in sheets and instructional materials.

Strategy 1:

Certified Evaluation - All administrators that directly supervise certified staff will maintain documentation in the EDS module.

Category: Teacher PGES

Activity - Teachscape Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals, Assistant Principals, Director of Special Education, Instructional Supervisor, and Assistant Superintendent will complete the Teachscape recalibration modules as required. Schools: All Schools	Professional Learning	05/01/2015	12/31/2015	\$3200	Race to the Top	Assistant Superintendent

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
K-12 Vertical Alignment	The curriculum design team will develop the K-12 science curriculum and review and revise the vertical alignment for the mathematics and English/Language Arts curriculum.	Policy and Process	02/02/2015	07/06/2015	\$1000	Instructional Supervisor; Principals
Total					\$1000	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Transitional Interventions	Determine and implement targeted transitional interventions to students who did not meet benchmarks on the EXPLORE, PLAN, OR ACT and other level evaluation data.	Policy and Process	07/01/2013	06/30/2015	\$3000	Principal, ER Team
Total					\$3000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Universal Screener	Students will complete an on-line universal screener at least 3 times per year to measure academic progress in reading and math.	Technology	08/08/2013	06/30/2015	\$10000	Instructional Supervisor, Principals
Total					\$10000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
At-Risk Identification	Utilize the Persistence to Graduation Tool in Infinite Campus to identify gap/at-risk groups. Cross reference the PtGT results with other forms of data (academic and non-academic) to determine which students are at immediate risk for failure and require intensive interventions and support.	Policy and Process	01/01/2014	03/13/2015	\$0	Instructional Supervisor, Principals, Guidance Counselors

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RTI Monitoring	Monitor the implementation and progress of the school level Intervention Teams through meeting agendas, minutes, and assigned district liaison.	Policy and Process	09/16/2013	06/30/2014	\$0	Instructional Supervisor; Principals; Director of Special Education
Curriculum Document Feedback	The curriculum design team will disseminate the curriculum alignments for ELA, math and science to teachers to gather feedback and input for revision.	Policy and Process	03/02/2015	06/30/2015	\$0	Instructional Supervisor; Principals
CIITS Monitoring	District leaders will monitor the use of CIITS and work with principals and SBDM councils to plan goals for continuous involvement to enhance student learning outcomes and meet the state and district RTTT measures.	Policy and Process	08/01/2013	06/30/2015	\$0	Instructional Supervisor
ILPs and Scheduling	Identify at-risk students and schedule courses specific to the student's ILP.	Academic Support Program	01/05/2015	09/30/2015	\$0	Guidance Counselors; Principals; Teachers
Monitoring Implementation	Monitor the implementation of the curriculum using best practices for instruction and assessment through walk-throughs, CIITS, and teacher-shared drive.	Policy and Process	08/11/2014	12/31/2015	\$0	Instructional Supervisor; Principals
Curriculum Document Dissemination	The curriculum design team will disseminate the science aligned curriculum documents to all teachers.	Policy and Process	08/03/2015	08/14/2015	\$0	Instructional Supervisor; Principals
Total					\$0	

Title I SIG

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Advanced Placement	Schools will examine previous performance on AP exams and the spring 2015 score reports to determine program improvements.	Professional Learning	11/01/2012	07/31/2015	\$400	Principal, Guidance Counselor, ER team
RTI Professional Learning	Train all teachers in the RTI policies, procedures and strategies for Tier I (focusing on differentiation), 2 and 3 interventions.	Professional Learning	01/05/2015	12/31/2015	\$400	Instructional Supervisor; Principals; ER team
Total					\$800	

Perkins

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
CTE Curriculum Alignment	Engage in a CTE pathway audit to ensure alignment with CTE curriculum, KOSSA, industry certification standards and common core standards and to provide students additional CTE pathway options.	Policy and Process	09/01/2014	05/31/2015	\$500	Instructional Supervisor, Principal, CTE teachers

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Total \$500

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Early Learning Leadership Network	Teacher-leaders participate in the Early Learning Leadership Networks and implement the strategies for PK-3 students learning outcomes.	Policy and Process	07/01/2013	06/30/2015	\$250	Instructional Supervisor; Principals
Total					\$250	

KETS

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology Plan	All schools will develop, revise or amend their School Technology Plan annually to address replacement and upgrades of hardware and software and new purchases to enhance instruction.	Technology	09/01/2013	12/31/2015	\$1200	CIO
Total					\$1200	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
RTI Professional Learning	Train all teachers in the RTI policies, procedures and strategies for Tier I (focusing on differentiation), 2 and 3 interventions.	Professional Learning	01/05/2015	12/31/2015	\$1000	Instructional Supervisor; Principals; ER team
Intervention Strategies	Provide teachers job-embedded professional learning on Tier 1 interventions and data analysis during PLCs, district professional learning days, and other professional learning opportunities.	Professional Learning	01/05/2015	06/30/2016	\$400	Instructional Supervisor; Principals; Director of Special Education
Program Review Teams	Program Review team members will meet periodically to identify appropriate evidence and calibrate evidence for ratings.	Policy and Process	08/08/2013	07/01/2014	\$500	Instructional Supervisor; Principals
Curriculum Document Review	The curriculum design team will review all feedback submitted and make revisions as needed.	Policy and Process	05/01/2014	07/17/2015	\$800	Instructional Supervisor; Principals
Total					\$2700	

Race to the Top

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Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teachscape Assessment	Principals, Assistant Principals, Director of Special Education, Instructional Supervisor, and Assistant Superintendent will complete the Teachscape recalibration modules as required.	Professional Learning	05/01/2015	12/31/2015	\$3200	Assistant Superintendent
Technology Plan	All schools will develop, revise or amend their School Technology Plan annually to address replacement and upgrades of hardware and software and new purchases to enhance instruction.	Technology	09/01/2013	12/31/2015	\$2500	CIO
CIITS Professional Learning	Monitor the implementation of instructional strategies through walk through data, CIITS and Edviation usage.	Professional Learning	01/05/2015	12/31/2015	\$3649	Instructional Supervisor, Principals
Total					\$9349	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Transitional Interventions	Determine and implement targeted transitional interventions to students who did not meet benchmarks on the EXPLORE, PLAN, OR ACT and other level evaluation data.	Policy and Process	07/01/2013	06/30/2015	\$1000	Principal, ER Team
Total					\$1000	

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
CIITS Monitoring	District leaders will monitor the use of CIITS and work with principals and SBDM councils to plan goals for continuous involvement to enhance student learning outcomes and meet the state and district RTTT measures.	Policy and Process	08/01/2013	06/30/2015	\$0	Instructional Supervisor
K-12 Vertical Alignment	The curriculum design team will develop the K-12 science curriculum and review and revise the vertical alignment for the mathematics and English/Language Arts curriculum.	Policy and Process	02/02/2015	07/06/2015	\$1000	Instructional Supervisor; Principals
Curriculum Document Feedback	The curriculum design team will disseminate the curriculum alignments for ELA, math and science to teachers to gather feedback and input for revision.	Policy and Process	03/02/2015	06/30/2015	\$0	Instructional Supervisor; Principals
Curriculum Document Review	The curriculum design team will review all feedback submitted and make revisions as needed.	Policy and Process	05/01/2014	07/17/2015	\$800	Instructional Supervisor; Principals
Curriculum Document Dissemination	The curriculum design team will disseminate the science aligned curriculum documents to all teachers.	Policy and Process	08/03/2015	08/14/2015	\$0	Instructional Supervisor; Principals
Monitoring Implementation	Monitor the implementation of the curriculum using best practices for instruction and assessment through walk-throughs, CIITS, and teacher-shared drive.	Policy and Process	08/11/2014	12/31/2015	\$0	Instructional Supervisor; Principals
RTI Professional Learning	Train all teachers in the RTI policies, procedures and strategies for Tier I (focusing on differentiation), 2 and 3 interventions.	Professional Learning	01/05/2015	12/31/2015	\$1400	Instructional Supervisor; Principals; ER team
RTI Monitoring	Monitor the implementation and progress of the school level Intervention Teams through meeting agendas, minutes, and assigned district liaison.	Policy and Process	09/16/2013	06/30/2014	\$0	Instructional Supervisor; Principals; Director of Special Education
Program Review Teams	Program Review team members will meet periodically to identify appropriate evidence and calibrate evidence for ratings.	Policy and Process	08/08/2013	07/01/2014	\$500	Instructional Supervisor; Principals

KDE Comprehensive Improvement Plan for Districts

Trimble County

Intervention Strategies	Provide teachers job-embedded professional learning on Tier 1 interventions and data analysis during PLCs, district professional learning days, and other professional learning opportunities.	Professional Learning	01/05/2015	06/30/2016	\$400	Instructional Supervisor; Principals; Director of Special Education
At-Risk Identification	Utilize the Persistence to Graduation Tool in Infinite Campus to identify gap/at-risk groups. Cross reference the PtGT results with other forms of data (academic and non-academic) to determine which students are at immediate risk for failure and require intensive interventions and support.	Policy and Process	01/01/2014	03/13/2015	\$0	Instructional Supervisor, Principals, Guidance Counselors
CIITS Professional Learning	Monitor the implementation of instructional strategies through walk through data, CIITS and Edviation usage.	Professional Learning	01/05/2015	12/31/2015	\$3649	Instructional Supervisor, Principals
Teachscape Assessment	Principals, Assistant Principals, Director of Special Education, Instructional Supervisor, and Assistant Superintendent will complete the Teachscape recalibration modules as required.	Professional Learning	05/01/2015	12/31/2015	\$3200	Assistant Superintendent
Universal Screener	Students will complete an on-line universal screener at least 3 times per year to measure academic progress in reading and math.	Technology	08/08/2013	06/30/2015	\$10000	Instructional Supervisor, Principals
Technology Plan	All schools will develop, revise or amend their School Technology Plan annually to address replacement and upgrades of hardware and software and new purchases to enhance instruction.	Technology	09/01/2013	12/31/2015	\$3700	CIO
Total					\$24649	

Trimble County Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Transitional Interventions	Determine and implement targeted transitional interventions to students who did not meet benchmarks on the EXPLORE, PLAN, OR ACT and other level evaluation data.	Policy and Process	07/01/2013	06/30/2015	\$4000	Principal, ER Team
ILPs and Scheduling	Identify at-risk students and schedule courses specific to the student's ILP.	Academic Support Program	01/05/2015	09/30/2015	\$0	Guidance Counselors; Principals; Teachers
Total					\$4000	

Trimble County High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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KDE Comprehensive Improvement Plan for Districts

Trimble County

CTE Curriculum Alignment	Engage in a CTE pathway audit to ensure alignment with CTE curriculum, KOSSA, industry certification standards and common core standards and to provide students additional CTE pathway options.	Policy and Process	09/01/2014	05/31/2015	\$500	Instructional Supervisor, Principal, CTE teachers
Advanced Placement	Schools will examine previous performance on AP exams and the spring 2015 score reports to determine program improvements.	Professional Learning	11/01/2012	07/31/2015	\$400	Principal, Guidance Counselor, ER team
Transitional Interventions	Determine and implement targeted transitional interventions to students who did not meet benchmarks on the EXPLORE, PLAN, OR ACT and other level evaluation data.	Policy and Process	07/01/2013	06/30/2015	\$4000	Principal, ER Team
ILPs and Scheduling	Identify at-risk students and schedule courses specific to the student's ILP.	Academic Support Program	01/05/2015	09/30/2015	\$0	Guidance Counselors; Principals; Teachers
Total					\$4900	

Milton Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Early Learning Leadership Network	Teacher-leaders participate in the Early Learning Leadership Networks and implement the strategies for PK-3 students learning outcomes.	Policy and Process	07/01/2013	06/30/2015	\$250	Instructional Supervisor; Principals
Total					\$250	

Bedford Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Early Learning Leadership Network	Teacher-leaders participate in the Early Learning Leadership Networks and implement the strategies for PK-3 students learning outcomes.	Policy and Process	07/01/2013	06/30/2015	\$250	Instructional Supervisor; Principals
Total					\$250	

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?**

What does our trend data tell us about our overall performance level? What are our priority areas of need? How did our Gap group perform? Where are interventions needed in reading and math? Which schools showed progress in the percentage of our students making typical to high Growth? What is our CCR percentage? What is our Graduation Rate?

Overall Data:

The district overall score has improved from 55.1 in 2013 to 61.9 in 2014, which places us in the Needs Improvement/Progressing classification. We were also named a High Progress District which means that we met AMO, student participation rate, graduation rate goal, had a graduation rate above 60% for the prior two years, and have an improvement score indicating the district is in the top 10% of improvement.

All four schools - Bedford Elementary, Milton Elementary, Trimble County Middle, and Trimble County High - met their AMO. The CCR goal and Graduation Rate goals were met. However, delivery targets were not met in proficiency, gap and growth.

What does the data tell us?

As a district, we have not met our Combined Reading and Math delivery targets for the past two years. As evidenced in the data, the elementary schools did not meet their targets, but have shown improvement during this two year cycle, from 41.5% Proficient/Distinguished in 2013 to 47.8% Proficient/Distinguished in 2014, but this is not at the pace necessary to meet the delivery targets. The improvement percentage gained annually varies among groups: males - 43.5% P/D in 2013 to 44.4% P/D in 2014, females - 38.8% P/D in 2013 to 51.4% P/D in 2014, and our free/reduced meals - 32.8% P/D in 2013 to 38.0 P/D in 2014. The non-duplicated gap, which is comprised of predominantly of the free/reduced meal population, scores of 31.7% P/D in 2013 and 38.0% P/D in 2014 show almost 10 percentage points below our overall scores in both the 2013 and 2014 school years.

Middle school data shows that the Combined Reading and Math delivery targets were not met for the past two years. The data shows that the percentage of Proficient/Distinguished remained constant, 38.8% P/D in 2013 to 38.7% P/D in 2014, with no improvement gain shown for the 2014 school year. The improvement percentage gains and losses vary annually among groups: males - 32.6% P/D in 2013 to 36.0% P/D in 2014, females - 46.1% P/D in 2013 to 41.9% P/D in 2014, and our free/reduced meals - 29.0% P/D in 2013 to 28.6% P/D in 2014. The non-duplicated gap, which is comprised of predominantly of the free/reduced meal population, scores of 28.2% P/D in 2013 and 27.9% P/D in 2014, which is statistically below our overall scores in both the 2013 and 2014 school years.

High school data shows that the Combined Reading and Math delivery targets were not met for the past two years. The data shows that the percentage of Proficient/Distinguished improved marginally from 38.7% P/D in 2013 to 41.0% P/D in 2014. The improvement percentage gains and losses vary annually among groups: males - 35.1% P/D in 2013 to 34.9% P/D in 2014, females - 42.1% P/D in 2013 to 46.7% P/D in 2014, and our free/reduced meals - 28.6% P/D in 2013 to 34.4% P/D in 2014. The non-duplicated gap, which is comprised of predominantly of the free/reduced meal population, scores of 29.1% P/D in 2013 and 33.5% P/D in 2014 are statistically below our overall scores in both the 2013 and 2014 school years.

Growth scores in Reading and Math declined district-wide in three of the four schools. Positive gains were shown at Bedford Elementary from 38.9 in 2013 to 47.6 in 2014. However, Growth scores declined at Milton Elementary from 41.9 in 2013 to 35.4 in 2014, Trimble County Middle from 59.7 in 2013 to 49.5 in 2014, and Trimble County High School from 63.3 in 2103 to 54.2 in 2104, while showing improvement in K-PREP Reading and Math Proficiency across all grade bands with the exception of middle school math. It is difficult to interpret the data results and determine what the data is telling us when no positive correlation exists between proficiency and growth.

College and Career Readiness:

High School College and Career Readiness scores met the delivery target with percentages showing improvement from 68.2% in 2013 to 82.7% in 2014. No gap exists between the male and female populations with the male scores being 14.3 points above the state average and the female scores being 10.1 points above the state average. Middle school College and Career Readiness scores declined from 46.3% in 2013 to 35.5% in 2014 with an overall decline of 4.6% during the past three years. EXPLORE data shows a significant gap between the percentage of males and females meeting the benchmarks, 27.2% of males compared to 42.2% of females met the EXPLORE benchmarks.

Graduation Rate:

The 4-Year Adjusted Graduation Rate delivery target was met. The district improved from 74.6% in 2013 to 85.9% in 2014, which is within two percentage points of the state average.

What does the data not tell us?

The data does not reveal the specific district-wide systemic issue with math and how to overcome the problem. It also does not reveal the underlying causes for decreases in student growth scores occurring while proficiency scores increase nor does it tell us how to address the non-duplicated achievement gap.

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?

What are the areas of strength and causes to celebrate?

Our Graduation Rate continues to improve showing growth from 65.9% in 2012 to 85.9% in 2014.

Our College and Career Readiness scores have increased from 31.3% in 2012 to to 82.7% in 2014.

K-PREP Scores: Bedford Elementary met all delivery targets - Achievement, Growth, and Gap - showing improvement in all areas.

What actions are you implementing to sustain the areas of strength?

The district will continue to align, implement, and monitor curriculum, PK - 12, with the ACT standards and Quality Core standards. We will continue intentional instructional focus and one-to-one conferencing with high school students to increase CCR and Graduation Rate. In addition, teachers are participating in professional learning experiences around curriculum, instruction, and assessment through district initiatives with Race to the Top and TPGES.

Opportunities for Improvement

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

All areas are in need of improvement with math being the district's lowest achievement score. This is consistent across all schools and grade bands.

Improvement Plan:

The mathematics curriculum is being vertically aligned, PK - 12, starting at the 12th grade and working down. All math teachers will be provided professional learning opportunities on the mathematical practices and best instructional strategies for mathematics. Pre-kindergarten teachers will be provided additional training and resources to improve student's mathematical foundation. A system for monitoring teacher and student progress is being developed with the assistance of KDE and OVEC staff.

The district staff actively participates in the development, implementation and monitoring of intervention services provided, meeting monthly with school intervention teams.

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Oversight and Monitoring

Describe your processes and interventions for monitoring continuous improvement.

Based upon an external review from KDE, Instructional Audits by Gear-Up Kentucky, and classroom walk-through data, the primary focus is to be on the monitoring of instructional practices and curriculum alignment and review systems. With the assistance of KDE, the district is creating a series of systems for monitoring instructional practices, curriculum alignment, interventions, and data for continuous improvement. The district and schools administrative teams meets twice monthly to discuss progress in curriculum alignments, instruction, assessment and RTI. A teacher-shared drive has been created for the collection and sharing of documents as they are completed. The district leadership meets regularly with the school leadership team to discuss their individual progress in these components. In addition, the local board of education meets twice monthly dedicating one of those meetings as a working meeting on student achievement.

Conclusion

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

The district has much work to do in improving student achievement. As we move forward, we will remain focused on four major components- a rigorous, aligned curriculum in all content areas, highly effective instruction, a balanced assessment system, and a system of instructional and behavioral interventions. It is imperative that we prioritize this work and stay the course for continued growth. Our first priority will be to complete the curriculum alignment piece, and then structure and implement more defined systems for the other components. Our next step will be to ensure that teachers have the training and support to implement the curriculum, provide instruction to meet the needs of all students, and to develop assessments that accurately measure the standards. The district is working to improve technology integration at all schools increasing the use of student individualization and differentiation plans.

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

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

Goal 1:

Increase the percentage of students ready for kindergarten from 50% to 60% by 2016 as evidenced on the state adopted kindergarten screener.

Measurable Objective 1:

collaborate to increase the number of students reaching the school readiness benchmark by 09/30/2014 as measured by Brigance Kindergarten Screener.

Strategy1:

School Readiness - Identify early childcare providers, families and community members to ensure all children experience effective transitions to school entry. This strategy will bring all stakeholders together to discuss, plan, and implement developmentally appropriate practices for young children in preparation for school readiness.

Category:

Research Cited:

Activity - Early Learning Leadership Network	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher-leaders participate in the Early Learning Leadership Networks and implement the strategies for PK-3 students learning outcomes.	Policy and Process			07/01/2013	06/30/2015	\$250 - Other	Instructional Supervisor; Principals

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 34.3% to 66.5% by 2017.

Measurable Objective 1:

collaborate to increase the combined reading and math proficiency in the non-duplicated gap group to 58.4% by 05/31/2015 as measured by K-PREP results.

Strategy1:

Professional Learning - The district will support schools in a series of deployment steps for data-driven decision making.

KDE Comprehensive Improvement Plan for Districts

Trimble County

Category: Continuous Improvement

Research Cited:

Activity - At-Risk Identification	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize the Persistence to Graduation Tool in Infinite Campus to identify gap/at-risk groups. Cross reference the PtGT results with other forms of data (academic and non-academic) to determine which students are at immediate risk for failure and require intensive interventions and support.	Policy and Process			01/01/2014	03/13/2015	\$0 - No Funding Required	Instructional Supervisor, Principals, Guidance Counselors

Narrative:

a). We ensure equitable placement of students through student utilizing Infinite Campus to schedule students. Class lists are built randomly and then reviewed to determine if any inequities occur. If changes are necessary, they are made prior to the school start date. At the middle and high schools, there is only one teacher per content area per grade level. For example, there is one 7th grade science teacher and one 9th grade Alegra I teacher. Therefore, all services are equitable for students at each grade level. (b.) Teacher strengths and talents are determined based on teacher certification and endorsements, administrator observation, assessment data analysis and teacher input.

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

Goal 1:

Increase the percentage of students who are college- and career-ready from 75% to 80% by 2015

Measurable Objective 1:

collaborate to increase the percentage of high school students college- and career-ready to 60% by 06/30/2013 as measured by the Unbridled Learning Formula.

Strategy1:

Technology Integration - Teachers will integrate technology in all content areas to remediate, instruct, and enrich student learning.

Category:

KDE Comprehensive Improvement Plan for Districts

Trimble County

Research Cited:

Activity - Technology Plan	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All schools will develop, revise or amend their School Technology Plan annually to address replacement and upgrades of hardware and software and new purchases to enhance instruction.	Technology			09/01/2013	12/31/2015	\$1200 - KETS \$2500 - Race to the Top	CIO

KDE Superintendent Assurances

Introduction

Assurances are intended to provide evidence that the Superintendent has shared and discussed in open board meetings the progress and performance in the areas of goals and targets for student achievement that have/have not been met as well as the operational requirements for the district and the operational needs for schools and support staff.

Evidence of these discussions is required to support all responses through the upload of Board Meeting Minutes that includes each of the areas and feedback received in conjunction with a Comprehensive District Improvement Plan that outlines “the plan” to address, monitor, track progress and sustainability in student achievement, and operational needs for both the district and schools.

Delivery Targets

Five year delivery goals are set for schools and districts to ensure that students are college and career-ready. Within the school and district goals Delivery Targets are set to identify the annual incremental growth needed to achieve the five year goal in the areas of Proficiency, College and Career Readiness, Achievement Gap, and Graduation Rate. These targets shall be used to set goals and monitor progress in student achievement throughout the instructional year.

Next Generation Professionals will be addressed through identifying the district’s plan for implementation of the Professional Growth and Effectiveness System for Teachers and Principals in the 2014-2015 school year. Supporting documentation for these responses can be provided by additional narrative responses, the district Certified Evaluation Plan and an APPROVED Waiver if applicable.

The Superintendent has communicated in open board meetings the progress of the goals and targets throughout the instructional year and has communicated the vision and strategy for moving the work forward through the Comprehensive District Improvement Plan (CDIP).

The CDIP discussions include updates on student achievement through the use of student performance data, goals and plans created to achieve and monitor student success and areas for improvement, sustainability of growth and resources used for student achievement, and measuring the effectiveness of teachers and principals.

	Statement or Question	Response	Rating
1. Proficiency:	Increase the averaged combined reading and math K-Prep scores for elementary students.	Has Not Met District Targets	N/A

	Statement or Question	Response	Rating
2. Proficiency:	Increase the averaged combined reading and math K-Prep scores for middle students.	Has Not Met District Targets	N/A

	Statement or Question	Response	Rating
3. Proficiency:	Increase the averaged combined reading and math EOC scores for high schools.	Has Not Met District Targets	N/A

	Statement or Question	Response	Rating
4. Graduation Rate:	Increase the cohort graduation rate.	Has Met District Targets	N/A

	Statement or Question	Response	Rating
5. College and Career Readiness:	Increase the percentage of students who graduate college and career ready.	Has Met District Targets	N/A

KDE Comprehensive Improvement Plan for Districts

Trimble County

	Statement or Question	Response	Rating
6. Closing Achievement Gap:	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group.	Has Not Met District Targets	N/A

Label	Assurance	Response	Comment	Attachment
7. Next Generation Professionals for Teachers:	The district will:	Fully implement the Kentucky Professional Growth and Effectiveness System for Teachers in 2014-2015 as set forth in the district's Certified Evaluation Plan.		

Label	Assurance	Response	Comment	Attachment
8. Next Generation Professionals for Principals:	The district will:	Fully Implement the Kentucky Professional Growth and Effectiveness System for Principals in 2014-2015 as set forth in the District's Certified Evaluation Plan.		

Label	Assurance	Response	Comment	Attachment
9.	Delivery Targets and PGES implementation artifacts have been documented in The LOCAL BOARD MINUTES (UPLOAD OF BOARD MINUTES TO SUPPORT ALL RESPONSES IS REQUIRED).	Yes		Board Minutes November 19, 2014

Resources and Support Systems

Resources and Support Systems identify the district’s operational areas and their status and progress. In open board meetings the Superintendent must have communicated the health and status of the operational budget for the district and ensures that the district is operating in compliance of all ethical, legal and policy standards of the district, state and federal government.

Label	Assurance	Response	Comment	Attachment
1. Operational Budget:	Establishes a balanced operational budget for school programs and activities which include correct prior year audit findings and submit a balanced working budget and tentative budget that includes the required 2% contingency.	Has developed a balanced Operational Budget		

Label	Assurance	Response	Comment	Attachment
2. Compliance:	Maintains compliance with legal, ethical and policy standards. External audit for 2014-2015 school year will indicate 0 violations of ethics and policy standards.	Is in compliance		

Label	Assurance	Response	Comment	Attachment
3. Direct Communication:	Effectively communicates the district's budget and resource allocation to the local board. Provides budget updates to the board at every regularly scheduled meeting.	Superintendent has provided budget and resource allocation updates		

Label	Assurance	Response	Comment	Attachment
4.	Delivery artifacts have been incorporated into the Superintendent assurances and documented in the artifacts in the areas of budget and resources of LOCAL BOARD MINUTES (UPLOAD OF BOARD MINUTES TO SUPPORT ALL RESPONSES IS REQUIRED).	Yes		Board Minutes September 17, 2014

Facilities/Support Systems

Facilities and Support Systems identify the operational needs and environment for district schools. In open board meetings the Superintendent must have communicated progress, actions taken and updates in the areas of instruction, materials, technology, educational materials and resources and overall environment from the KY TELL Survey. In non-KY TELL Survey years the Superintendent may explain progress and updates to the prior year targets.

	Statement or Question	Response	Rating
a)	Teachers have sufficient access to appropriate instructional materials.	Agree	N/A

	Statement or Question	Response	Rating
b)	Teachers have sufficient access to instructional technology, including computers, printers, software and internet access.	Agree	N/A

	Statement or Question	Response	Rating
c)	Teachers have access to reliable communication technology, including phones, faxes and email.	Agree	N/A

	Statement or Question	Response	Rating
d)	Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	Agree	N/A

	Statement or Question	Response	Rating
e)	Teachers have sufficient access to a broad range of professional support personnel.	Disagree	N/A

	Statement or Question	Response	Rating
f)	The school environment is clean and well maintained.	Agree	N/A

	Statement or Question	Response	Rating
g)	Teachers have adequate space to work productively.	Agree	N/A

	Statement or Question	Response	Rating
h)	The physical environment of classrooms in the school supports teaching and learning.	Agree	N/A

KDE Comprehensive Improvement Plan for Districts

Trimble County

	Statement or Question	Response	Rating
i)	The reliability and speed of internet connections in the school are sufficient to support instructional practices.	Disagree	N/A

Label	Assurance	Response	Comment	Attachment
j)	Delivery artifacts have been incorporated into the Superintendent assurances and have been documented in the artifacts of LOCAL BOARD MINUTES (UPLOAD OF BOARD MINUTES TO SUPPORT ALL RESPONSES IS REQUIRED).	Yes		Board Minutes November 19, 2014

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	SBDM Council Parental Involvement Policies; School Improvement Plans	

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	www.trimble.kyschools.us	

Label	Assurance	Response	Comment	Attachment
3.	All teachers in our district including those providing services to private school students are highly qualified.	Yes	LEAD report and HQ report on file in district office.	

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

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	Letters are on file in central office.	

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	School and district professional development plans of file in central office.	

Label	Assurance	Response	Comment	Attachment
7.	Our district has planned strategies to recruit and retain highly qualified teachers.	Yes	Evidenced in Title I and Title II reports. Reports on file at central office.	

KDE Comprehensive Improvement Plan for Districts

Trimble 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	Budget items may be verified in MUNIS.	

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

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	Title I Ranking Report, Title I Comparability Report, Title II Budget Report, and MUNIS reports on file at central office.	

Label	Assurance	Response	Comment	Attachment
11.	Our district ensure class-size reduction needs are determined by analysis of data compiled through such processes as achievement test results, needs assessments, and class size data reviews.	Yes	District and school needs assessments have been completed and summarized in the school and district improvement plans.	

Label	Assurance	Response	Comment	Attachment
12.	Our district ensure that all personnel compensated from federal program funds are performing assignments aligned to the program purpose according to the program plan and appropriate documentation is maintained.	Yes	Time and Effort logs, Personal Activity Reports, and daily schedules are maintained and located at central office.	

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	Documentation of file at central office.	

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	Currently, we have no private schools requesting federal funds.	

KDE Comprehensive Improvement Plan for Districts

Trimble 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	Asset inventories are maintained and are located at central office. CIO and federal program staff also maintain inventory logs and asset numbers.	

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	Complaint procedures are located in the Student Discipline Handbook, board policies, and on the webpage.	

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	Documentation on file in central office.	

Label	Assurance	Response	Comment	Attachment
18.	Our district ensures proper maintenance of records according to federal program guidelines.	Yes	Documentation located at central office.	

Label	Assurance	Response	Comment	Attachment
19.	Our district has followed the proper procedures for the acquisition of equipment and materials with federal funds.	Yes	Documentation on file at central office.	

Label	Assurance	Response	Comment	Attachment
20.	Our district ensures that all federal programs are evaluated annually for program effectiveness and compliance.	Yes	Evaluation reports on file at central office.	

Label	Assurance	Response	Comment	Attachment
21.	Our district ensures that only eligible schools are served by Title I, Part A.	Yes	All of our schools meet the eligibility guidelines.	

Label	Assurance	Response	Comment	Attachment
22.	Our district ensures that low-income data for all schools is taken on the same day.	Yes	Title I Ranking Report and Food Service reports on on file at central office.	

KDE Comprehensive Improvement Plan for Districts

Trimble County

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	Reports reviewed monthly and are located at central office.	

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	Documentation on file at Central Office Annex - Director of Special Education office.	

Label	Assurance	Response	Comment	Attachment
25.	Our district ensures that setaside funds for neglected institutions in the district are expended on identified student needs.	Yes	We have no setaside funds for neglected institutions as there no institutions located in the district.	

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	Not applicable for our district at this time.	

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	Ranking Report and MUNIS reports on file in central office.	

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	Not applicable for our district.	

Label	Assurance	Response	Comment	Attachment
29.	Our district ensures that parents are involved in deciding ways in which parent involvement funds are used.	Yes	Parents serve on advisory councils at all schools. Documentation is located at the schools and central office.	

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	Documentation located at each school and central office.	

KDE Comprehensive Improvement Plan for Districts

Trimble 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	Information is located in the District Student Handbook and posted on the webpage.	

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	Documentation on file in central office.	

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	Documentation on file in central office.	

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	Not applicable at this time.	

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	Currently, all staff are HQ, but this has been done in past years.	

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	Budget reports are reviewed monthly and maintained on file at central office.	