



Comprehensive District Improvement Plan

Edmonson County School District

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School System

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

The Edmonson County School District is small district in rural South Central Kentucky. Edmonson County has 2022 students enrolled in preschool through 12th grades served by 136 teachers. There are six schools in the district: Two P-4 elementary schools, one 5/6 center, one middle school, one high school, and one alternative school. The district has 55% of the students qualifying for free or reduced lunch and 17% of the students are special education. Approximately a third of the county's land area is comprised of Mammoth Cave National Park reducing the tax base for local revenue.

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 staff of the Edmonson County School District accepts the responsibility to provide meaningful learning experiences that will enable all students to reach high levels of academic and non-academic performance, demonstrate positive social/emotional growth and become productive members of our society.

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 School district has established a tradition of academic success. In 2013 Edmonson County was in the 86th percentile on the school report card and was determined to be a proficient district. Our district has embraced the Kentucky Core Academic Standards movement and continues to score well on the K-PREP test. Challenges for the next three years include transitioning from Core Content 4.1 in Science and Social Studies, meeting school and district delivery targets, and ensuring that all graduates exit our district college and/or career ready.

Additional Information

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

During the coming years, the Edmonson County School District will continue to have high expectations for faculty, staff, and students. We will continue to look for ways to improve instruction, utilizing characteristics of highly effective teaching and learning. Additionally, we will strive to meet the needs of all students.

2013 2014 Comprehensive District Improvement Plan

Overview

Plan Name

2013 2014 Comprehensive District Improvement Plan

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	Edmonson County will reduce the suspension rate gap	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
2	The Edmonson County School District will increase achievement for all student gap groups so that the gap proficiency increases from 44.5% in 2013 to 68.8% in 2017 as measured by the 2017 school report card.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$0
3	The Edmonson County School District will increase achievement for all student gap groups so that the gap proficiency increases from 44.5% in 2013 to 68.8% in 2017 as measured by the 2017 school report card	Objectives: 1 Strategies: 3 Activities: 3	Organizational	\$0
4	50% of all special education students in Edmonson Co Schools will score proficient or distinguished in reading and math by the end of the 14-15 school year.	Objectives: 1 Strategies: 3 Activities: 3	Organizational	\$0

Goal 1: Edmonson County will reduce the suspension rate gap

Measurable Objective 1:

collaborate to reduce the suspension rate gap by 05/29/2015 as measured by Infinite Campus Behavior Reports.

Strategy 1:

Monitoring - Teachers and administration will monitor behavior intervention plans. The Director of Special Education will monitor suspension reports. Specific behavior supports will be implemented.

Activity - Behavior Intervention Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>1. Principals will review Behavior Intervention Plan for student if applicable and note this review in behavior resolution in infinite campus. 2. Special education teachers will review Behavior Intervention Plans for individual students with regular education staff during PLC meetings. All staff will be made aware of specific individual behavior supports.</p> <p>Schools: All Schools</p>	Behavioral Support Program	08/01/2012	05/29/2015	\$0	No Funding Required	Principals, Teachers
Activity - Suspension Reports	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>DOSE will review suspension reports weekly. DOSE will work directly with special education staff and principals to develop, review or revise Behavior Intervention Plans.</p> <p>Schools: All Schools</p>	Behavioral Support Program	08/01/2012	05/29/2015	\$0	No Funding Required	Director of Special Education

Goal 2: The Edmonson County School District will increase achievement for all student gap groups so that the gap proficiency increases from 44.5% in 2013 to 68.8% in 2017 as measured by the 2017 school report card.

Measurable Objective 1:

demonstrate a proficiency of 68.8% of gap students scoring proficient or distinguished on the 2017 combined reading and math K-Prep assessment by 05/31/2017 as measured by The 2017 K-Prep assessment. by 05/31/2017 as measured by 2017 K-Prep.

Strategy 1:

Identification - Teachers will use K-Prep data, CIITS, and Infinite Campus to identify GAP students for specific instructional interventions.

Activity - Identification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use K-Prep data, CIITS, and Infinite Campus to identify GAP students for specific instructional interventions. Schools: All Schools	Academic Support Program	08/01/2013	05/31/2017	\$0	General Fund	Teachers

Strategy 2:

Progress monitoring - Teachers will use formative and other assessments to monitor progress of gap students towards academic proficiency.

Activity - Progress monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use formative and other assessments to monitor progress of gap students towards academic proficiency. Schools: All Schools	Academic Support Program	08/01/2013	05/31/2017	\$0	General Fund	Teachers, PLC's Curriculum resource teachers, Administrators

Goal 3: The Edmonson County School District will increase achievement for all student gap groups so that the gap proficiency increases from 44.5% in 2013 to 68.8% in 2017 as measured by the 2017 school report card

Measurable Objective 1:

demonstrate a proficiency of 68.8% of gap students scoring proficient or distinguished on the 2017 combined reading and math K-Prep assessment by 05/31/2017 as measured by The 2017 K-Prep assessment. by 05/31/2017 as measured by 2017 K-Prep.

Strategy 1:

Identification - Teachers will use K-Prep data, CIITS, and Infinite Campus to identify GAP students for specific instructional interventions.

Activity - Identification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will use K-Prep data, CIITS, and Infinite Campus to identify GAP students for specific instructional interventions. Schools: All Schools	Academic Support Program	08/01/2013	05/31/2017	\$0	General Fund	Teachers
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Strategy 2:

Progress monitoring - Teachers will use formative and other assessments to monitor progress of gap students towards academic proficiency.

Activity - Progress monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use formative and other assessments to monitor progress of gap students towards academic proficiency. Schools: All Schools	Academic Support Program	08/01/2013	05/31/2017	\$0	General Fund	Teachers, PLC's Curriculum Resource staff, Support Staff

Strategy 3:

Remediation - Students falling behind academically will receive targeted interventions designed to bring them back to proficiency.

Activity - Remediation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students falling behind academically will receive targeted interventions designed to bring them back to proficiency. Schools: All Schools	Behavioral Support Program	08/01/2013	05/31/2017	\$0	General Fund	Teachers, Support Staff

Goal 4: 50% of all special education students in Edmonson Co Schools will score proficient or distinguished in reading and math by the end of the 14-15 school year.

Measurable Objective 1:

demonstrate a proficiency of 50% of all special education students in Edmonson Co Schools will score proficient or distinguished in reading and math by the end of the 14-15 school year. by 05/31/2015 as measured by 2015 K-Prep.

Strategy 1:

Evaluation - Schools will use data from evaluations contained within but limited to; Star Enterprise, Think link, Lexia, school wide scrimmage testing, teacher observations.

Activity - Student Needs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School staff will use the data to target specific individual student needs. Special education teachers will also use this data to write specific goals for students and work with regular education staff to specifically design instruction to meet the individual student need. All efforts will be made across the district to provide a majority of instruction for special education students in the regular classroom. Schools: All Schools	Academic Support Program	08/01/2013	05/31/2015	\$0	General Fund	Special Education Staff. Administration . Teachers
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Strategy 2:

Training - District will provide training and or on co-teaching and effective collaboration models. The district will also facilitate training with our education co-op as directed by the individual schools for specific needs in specially designed instruction.

Activity - Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District will provide training and or on co-teaching and effective collaboration models. The district will also facilitate training with our education co-op as directed by the individual schools for specific needs in specially designed instruction. Schools: All Schools	Professional Learning	08/01/2013	05/29/2015	\$0	General Fund	Administration

Strategy 3:

Monitoring - Progress monitoring will be done by the individual special education teacher, regular education teacher, and building administrators on a weekly basis. The special education director will monitor student grades and review progress with special education teachers every 4 weeks. Feedback from teachers on progress will dictate training or support provided by district.

Activity - Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Progress monitoring will be done by the individual special education teacher, regular education teacher, and building administrators on a weekly basis. The special education director will monitor student grades and review progress with special education teachers every 4 weeks. Feedback from teachers on progress will dictate training or support provided by district. Schools: All Schools	Academic Support Program	08/01/2013	05/29/2015	\$0	General Fund	Special Education Teachers. DOSE, Administration , Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Progress monitoring	Teachers will use formative and other assessments to monitor progress of gap students towards academic proficiency.	Academic Support Program	08/01/2013	05/31/2017	\$0	Teachers, PLC's Curriculum resource teachers, Administrators
Identification	Teachers will use K-Prep data, CIITS, and Infinite Campus to identify GAP students for specific instructional interventions.	Academic Support Program	08/01/2013	05/31/2017	\$0	Teachers
Progress monitoring	Teachers will use formative and other assessments to monitor progress of gap students towards academic proficiency.	Academic Support Program	08/01/2013	05/31/2017	\$0	Teachers, PLC's Curriculum Resource staff, Support Staff
Training	District will provide training and or on co-teaching and effective collaboration models. The district will also facilitate training with our education co-op as directed by the individual schools for specific needs in specially designed instruction.	Professional Learning	08/01/2013	05/29/2015	\$0	Administration
Remediation	Students falling behind academically will receive targeted interventions designed to bring them back to proficiency.	Behavioral Support Program	08/01/2013	05/31/2017	\$0	Teachers, Support Staff
Student Needs	School staff will use the data to target specific individual student needs. Special education teachers will also use this data to write specific goals for students and work with regular education staff to specifically design instruction to meet the individual student need. All efforts will be made across the district to provide a majority of instruction for special education students in the regular classroom.	Academic Support Program	08/01/2013	05/31/2015	\$0	Special Education Staff, Administration, Teachers

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Monitoring	Progress monitoring will be done by the individual special education teacher, regular education teacher, and building administrators on a weekly basis. The special education director will monitor student grades and review progress with special education teachers every 4 weeks. Feedback from teachers on progress will dictate training or support provided by district.	Academic Support Program	08/01/2013	05/29/2015	\$0	Special Education Teachers. DOSE, Administration, Teachers
Identification	Teachers will use K-Prep data, CIITS, and Infinite Campus to identify GAP students for specific instructional interventions.	Academic Support Program	08/01/2013	05/31/2017	\$0	Teachers
Total					\$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Behavior Intervention Plan	1. Principals will review Behavior Intervention Plan for student if applicable and note this review in behavior resolution in infinite campus. 2. Special education teachers will review Behavior Intervention Plans for individual students with regular education staff during PLC meetings. All staff will be made aware of specific individual behavior supports.	Behavioral Support Program	08/01/2012	05/29/2015	\$0	Principals, Teachers
Suspension Reports	DOSE will review suspension reports weekly. DOSE will work directly with special education staff and principals to develop, review or revise Behavior Intervention Plans.	Behavioral Support Program	08/01/2012	05/29/2015	\$0	Director of Special Education
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
Behavior Intervention Plan	1. Principals will review Behavior Intervention Plan for student if applicable and note this review in behavior resolution in infinite campus. 2. Special education teachers will review Behavior Intervention Plans for individual students with regular education staff during PLC meetings. All staff will be made aware of specific individual behavior supports.	Behavioral Support Program	08/01/2012	05/29/2015	\$0	Principals, Teachers
Suspension Reports	DOSE will review suspension reports weekly. DOSE will work directly with special education staff and principals to develop, review or revise Behavior Intervention Plans.	Behavioral Support Program	08/01/2012	05/29/2015	\$0	Director of Special Education
Identification	Teachers will use K-Prep data, CIITS, and Infinite Campus to identify GAP students for specific instructional interventions.	Academic Support Program	08/01/2013	05/31/2017	\$0	Teachers
Progress monitoring	Teachers will use formative and other assessments to monitor progress of gap students towards academic proficiency.	Academic Support Program	08/01/2013	05/31/2017	\$0	Teachers, PLC's Curriculum resource teachers, Administrators
Identification	Teachers will use K-Prep data, CIITS, and Infinite Campus to identify GAP students for specific instructional interventions.	Academic Support Program	08/01/2013	05/31/2017	\$0	Teachers
Progress monitoring	Teachers will use formative and other assessments to monitor progress of gap students towards academic proficiency.	Academic Support Program	08/01/2013	05/31/2017	\$0	Teachers, PLC's Curriculum Resource staff, Support Staff
Remediation	Students falling behind academically will receive targeted interventions designed to bring them back to proficiency.	Behavioral Support Program	08/01/2013	05/31/2017	\$0	Teachers, Support Staff

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Student Needs	School staff will use the data to target specific individual student needs. Special education teachers will also use this data to write specific goals for students and work with regular education staff to specifically design instruction to meet the individual student need. All efforts will be made across the district to provide a majority of instruction for special education students in the regular classroom.	Academic Support Program	08/01/2013	05/31/2015	\$0	Special Education Staff. Administration . Teachers
Training	District will provide training and or on co-teaching and effective collaboration models. The district will also facilitate training with our education co-op as directed by the individual schools for specific needs in specially designed instruction.	Professional Learning	08/01/2013	05/29/2015	\$0	Administration
Monitoring	Progress monitoring will be done by the individual special education teacher, regular education teacher, and building administrators on a weekly basis. The special education director will monitor student grades and review progress with special education teachers every 4 weeks. Feedback from teachers on progress will dictate training or support provided by district.	Academic Support Program	08/01/2013	05/29/2015	\$0	Special Education Teachers. DOSE, Administration , Teachers
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 data from the 2011-2012 Kentucky assessment gives the district an overall score of 61.5, placing the district in the Proficient category. This data tells us that the district is in the 86th percentile across the state. The district needs to improve at the elementary and high school level. An additional area for improvement is college and/or career readiness.

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?

The Edmonson County School District data shows strength in all middle school academic areas. Additional strengths are in ACT performance and graduation rate. We are continuing to implement programs to target students performing below ability and to identify students that can improve to meet future goals.

Opportunities for Improvement

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

Achievement, gap, and college career readiness are areas for improvement at the secondary level. Curriculum in the end of course exam courses has been revised to better meet the needs of those students. Data analysis has helped us to identify and better serve gap students. Students are being given more opportunities to become college and career ready through existing programs.

At the Middle School level, college career readiness has been targeted for improvement.

The elementary schools are using professional learning communities to be more deliberate about instruction and to move students up to higher levels of success.

Oversight and Monitoring

Describe your processes and interventions for monitoring continuous improvement.

The Edmonson County School District has several tools for monitoring continuous improvement. At the elementary levels, Star Enterprise and Discovery Education assessments are given regularly to identify individual students working below ability. These students are given interventions and appropriate supports in order to ensure that their progress is enhanced and that they are not left behind educationally. At the middle school level, Discovery Education assessments are used to assess progress with probes utilized to help students maximize their potential. At the high school level, EPAS data along with formative classroom assessments help to move students into developmentally appropriate interventions and educational opportunities.

Conclusion

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

While we are pleased with the progress of students in the Edmonson County School District, we will strive to have continued high expectations and improvement. The area of college career readiness will continue to be a focus and we will utilize the resources available to help our students achieve their maximum potential.

Compliance and Accountability - Districts

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:
50% of all special education students in Edmonson Co Schools will score proficient or distinguished in reading and math by the end of the 14-15 school year.

Measurable Objective 1:
demonstrate a proficiency of 50% of all special education students in Edmonson Co Schools will score proficient or distinguished in reading and math by the end of the 14-15 school year. by 05/31/2015 as measured by 2015 K-Prep.

Strategy1:
Training - District will provide training and or on co-teaching and effective collaboration models. The district will also facilitate training with our education co-op as directed by the individual schools for specific needs in specially designed instruction.

Research Cited:

Tier:

Activity - Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District will provide training and or on co-teaching and effective collaboration models. The district will also facilitate training with our education co-op as directed by the individual schools for specific needs in specially designed instruction.	Professional Learning			08/01/2013	05/29/2015	\$0 - General Fund	Administration

Strategy2:
Monitoring - Progress monitoring will be done by the individual special education teacher, regular education teacher, and building administrators on a weekly basis. The special education director will monitor student grades and review progress with special education teachers every 4 weeks. Feedback from teachers on progress will dictate training or support provided by district.

Research Cited:

Tier:

Comprehensive District Improvement Plan

Edmonson County School District

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Progress monitoring will be done by the individual special education teacher, regular education teacher, and building administrators on a weekly basis. The special education director will monitor student grades and review progress with special education teachers every 4 weeks. Feedback from teachers on progress will dictate training or support provided by district.	Academic Support Program			08/01/2013	05/29/2015	\$0 - General Fund	Special Education Teachers. DOSE, Administration, Teachers

Strategy3:

Evaluation - Schools will use data from evaluations contained within but limited to; Star Enterprise, Think link, Lexia, school wide scrimmage testing, teacher observations.

Research Cited:

Tier:

Activity - Student Needs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School staff will use the data to target specific individual student needs. Special education teachers will also use this data to write specific goals for students and work with regular education staff to specifically design instruction to meet the individual student need. All efforts will be made across the district to provide a majority of instruction for special education students in the regular classroom.	Academic Support Program			08/01/2013	05/31/2015	\$0 - General Fund	Special Education Staff. Administration. Teachers

Goal 2:

The Edmonson County School District will increase the combined reading and math K-Prep scores to the delivery target of 72.3 for Elementary, 74.6 for Middle School and 68.0 for High School by 2017 as evidenced by the school report card.

Measurable Objective 1:

73% of All Students will demonstrate a proficiency of Proficient or Distinguished on K-Prep in English Language Arts by 05/31/2017 as measured by K-Prep.

Strategy1:

CIITS - Edmonson County staff will continue to use CIITS as a tool for student assessment and lesson planning.

Research Cited:

Tier:

Comprehensive District Improvement Plan

Edmonson County School District

Activity - CITS Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will become proficient in creating student formative assessments aligned with the Common Core Standards and use the data to plan instructional strategies to improve student performance.	Academic Support Program			08/01/2013	05/29/2015	\$10000 - Race to the Top	Race to the top coordinator, Principals, CIITS specialists

Strategy2:

PLC - Teachers meet regularly with curriculum team to monitor and modify student services and develop common formative and summative assessments and interventions.

Research Cited:

Tier:

Activity - PLC	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC's will develop common curricula, formative and summative assessments, student supports, and intervention strategies as appropriate for each student.	Academic Support Program			08/01/2013	05/29/2015	\$0 - General Fund	Administration, Teachers

Goal 3:

The Edmonson County School District will increase achievement for all student gap groups so that the gap proficiency increases from 44.5% in 2013 to 68.8% in 2017 as measured by the 2017 school report card.

Measurable Objective 1:

demonstrate a proficiency of 68.8% of gap students scoring proficient or distinguished on the 2017 combined reading and math K-Prep assessment by 05/31/2017 as measured by The 2017 K-Prep assessment. by 05/31/2017 as measured by 2017 K-Prep.

Strategy1:

Progress monitoring - Teachers will use formative and other assessments to monitor progress of gap students towards academic proficiency.

Research Cited:

Tier:

Activity - Progress monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use formative and other assessments to monitor progress of gap students towards academic proficiency.	Academic Support Program			08/01/2013	05/31/2017	\$0 - General Fund	Teachers, PLC's Curriculum resource teachers, Administrators

Strategy2:

Identification - Teachers will use K-Prep data, CIITS, and Infinite Campus to identify GAP students for specific instructional interventions.

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Research Cited:

Tier:

Activity - Identification	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use K-Prep data, CIITS, and Infinite Campus to identify GAP students for specific instructional interventions.	Academic Support Program			08/01/2013	05/31/2017	\$0 - General Fund	Teachers

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

Goal 1:

50% of all special education students in Edmonson Co Schools will score proficient or distinguished in reading and math by the end of the 14-15 school year.

Measurable Objective 1:

demonstrate a proficiency of 50% of all special education students in Edmonson Co Schools will score proficient or distinguished in reading and math by the end of the 14-15 school year. by 05/31/2015 as measured by 2015 K-Prep.

Strategy1:

Training - District will provide training and or on co-teaching and effective collaboration models. The district will also facilitate training with our education co-op as directed by the individual schools for specific needs in specially designed instruction.

Research Cited:

Tier:

Activity - Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District will provide training and or on co-teaching and effective collaboration models. The district will also facilitate training with our education co-op as directed by the individual schools for specific needs in specially designed instruction.	Professional Learning			08/01/2013	05/29/2015	\$0 - General Fund	Administration

Strategy2:

Evaluation - Schools will use data from evaluations contained within but limited to; Star Enterprise, Think link, Lexia, school wide scrimmage testing, teacher observations.

Research Cited:

Tier:

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Activity - Student Needs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School staff will use the data to target specific individual student needs. Special education teachers will also use this data to write specific goals for students and work with regular education staff to specifically design instruction to meet the individual student need. All efforts will be made across the district to provide a majority of instruction for special education students in the regular classroom.	Academic Support Program			08/01/2013	05/31/2015	\$0 - General Fund	Special Education Staff. Administration. Teachers

Strategy3:

Monitoring - Progress monitoring will be done by the individual special education teacher, regular education teacher, and building administrators on a weekly basis. The special education director will monitor student grades and review progress with special education teachers every 4 weeks. Feedback from teachers on progress will dictate training or support provided by district.

Research Cited:

Tier:

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Progress monitoring will be done by the individual special education teacher, regular education teacher, and building administrators on a weekly basis. The special education director will monitor student grades and review progress with special education teachers every 4 weeks. Feedback from teachers on progress will dictate training or support provided by district.	Academic Support Program			08/01/2013	05/29/2015	\$0 - General Fund	Special Education Teachers. DOSE, Administration, Teachers

Goal 2:

The Edmonson County School District will increase the combined reading and math K-Prep scores to the delivery target of 72.3 for Elementary, 74.6 for Middle School and 68.0 for High School by 2017 as evidenced by the school report card.

Measurable Objective 1:

73% of All Students will demonstrate a proficiency of Proficient or Distinguished on K-Prep in English Language Arts by 05/31/2017 as measured by K-Prep.

Strategy1:

PLC - Teachers meet regularly with curriculum team to monitor and modify student services and develop common formative and summative assessments and interventions.

Research Cited:

Tier:

Comprehensive District Improvement Plan

Edmonson County School District

Activity - PLC	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC's will develop common curricula, formative and summative assessments, student supports, and intervention strategies as appropriate for each student.	Academic Support Program			08/01/2013	05/29/2015	\$0 - General Fund	Administration, Teachers

Strategy2:

CIITS - Edmonson County staff will continue to use CIITS as a tool for student assessment and lesson planning.

Research Cited:

Tier:

Activity - CIITS Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will become proficient in creating student formative assessments aligned with the Common Core Standards and use the data to plan instructional strategies to improve student performance.	Academic Support Program			08/01/2013	05/29/2015	\$10000 - Race to the Top	Race to the top coordinator, Principals, CIITS specialists

Goal 3:

The Edmonson County School District will increase achievement for all student gap groups so that the gap proficiency increases from 44.5% in 2013 to 68.8% in 2017 as measured by the 2017 school report card.

Measurable Objective 1:

demonstrate a proficiency of 68.8% of gap students scoring proficient or distinguished on the 2017 combined reading and math K-Prep assessment by 05/31/2017 as measured by The 2017 K-Prep assessment. by 05/31/2017 as measured by 2017 K-Prep.

Strategy1:

Identification - Teachers will use K-Prep data, CIITS, and Infinite Campus to identify GAP students for specific instructional interventions.

Research Cited:

Tier:

Activity - Identification	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use K-Prep data, CIITS, and Infinite Campus to identify GAP students for specific instructional interventions.	Academic Support Program			08/01/2013	05/31/2017	\$0 - General Fund	Teachers

Strategy2:

Progress monitoring - Teachers will use formative and other assessments to monitor progress of gap students towards academic proficiency.

Research Cited:

Comprehensive District Improvement Plan

Edmonson County School District

Tier:

Activity - Progress monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use formative and other assessments to monitor progress of gap students towards academic proficiency.	Academic Support Program			08/01/2013	05/31/2017	\$0 - General Fund	Teachers, PLC's Curriculum resource teachers, Administrators

KDE Assurances - District

Introduction

KDE Assurances for Districts

District Assurances

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

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

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

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

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

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

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

Comprehensive District Improvement Plan

Edmonson County School District

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

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

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

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

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

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

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

Comprehensive District Improvement Plan

Edmonson County School District

Label	Assurance	Response	Comment	Attachment
15.	Procedures have been established for the identification and tracking of purchases made with federal funds, including the retrieval and/or disposal of materials when no longer needed.	Yes		

Label	Assurance	Response	Comment	Attachment
16.	Our district ensures that all federal program complaint procedures have been communicated to all stakeholders and are properly implemented when applicable.	Yes		

Label	Assurance	Response	Comment	Attachment
17.	Our district maintains proper time and effort documentation for all personnel paid with federal funds according to specific federal program requirements.	Yes		

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

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

Label	Assurance	Response	Comment	Attachment
20.	Our district ensures that all federal programs are evaluated annually for program effectiveness and compliance.	Yes		

Label	Assurance	Response	Comment	Attachment
21.	Our district ensures that only eligible schools are served by Title I, Part A.	Yes		

Label	Assurance	Response	Comment	Attachment
22.	Our district ensures that low-income data for all schools is taken on the same day.	Yes		

Label	Assurance	Response	Comment	Attachment
23.	Our district ensures that district and school allocations on the Title I Ranking Report correspond with the MUNIS budget.	Yes		

Comprehensive District Improvement Plan

Edmonson County School District

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

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

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

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

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

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

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

Comprehensive District Improvement Plan

Edmonson County School District

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

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

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

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

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

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

Superintendent Evaluation Assurance

Introduction

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

Superintendent Evaluation Assurance

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

School Safety Assurance

Introduction

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

School Safety Assurance

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

Compulsory Attendance Age (Senate Bill 97) Assurance

Introduction

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

Compulsory Attendance Age (Senate Bill 97)

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