



# **KDE Comprehensive Improvement Plan for Districts**

Raceland-Worthington Independent

600 Ram Blvd  
Raceland, KY 41169

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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?**

Raceland-Worthington Independent School District is a small, rural community just a few miles west of Ashland, Ky. We are a district deeply rooted in tradition and community support . There are approximately 1000 students spread among Campbell Elementary, Worthington Elementary, and Raceland High School. Raceland-Worthington Independent has limited diversity in the student population reflecting a minimal representation of minority students . Approximately 40% of our students qualify for the Free and Reduced Lunch program. Our high school graduation rate is above the state average, and our attendance rate is 96.28% across the District. We are a small community with very little economic development.

## **System's Purpose**

**Provide the school system's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school system embodies its purpose through its program offerings and expectations for students.**

The mission of the Raceland-Worthington Board of Education is to ensure equal access to education and to promote educational excellence throughout the system. We feel the individual schools have the primary responsibility for the education of learners of all ages. The Board of Education supports these efforts through effective partnership with teachers, parents, businesses and the general public. Our commitment is to strengthen these essential partnerships.

The administrative and instructional personnel of the system shall present a planned educational program that will be child-centered: to teach with imagination and intelligence and to present a personality that will give the child a feeling of belonging. We will attempt to prepare our children to meet the needs, interests, and demands of the home, school, community, and the world, and thereby, they will be able to accept their place in society. We will work to uphold the standards of good discipline with firmness, dignity, and fairness. We believe all students can learn at high levels.

Raceland-Worthington schools offer students the opportunities to participate in college courses, career and technical courses, and attend vocational school in an effort to build skills that will prepare them to be productive citizens of the 21st century. Students today, leaders tomorrow!

## **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.**

Raceland-Worthington Schools consistently strive to reduce our novice rate, close the gaps that have been present in free-reduced populations and special education, and increase the percentage of students scoring proficient and distinguished on all state testing. Improvement is needed in the areas of reading and math. We will continue to disaggregate MAP data at all levels to revisit and revise our intervention strategies. A noted area of improvement is our response to intervention program. As a result, we will work at the district and building levels to build understanding and implementation of RTI. College and Career readiness is an area of improvement for us as well. We are working to align courses and make intentional changes and additions to our CTE programs in an effort to improve college and career readiness.

Achievements that we consider to be notable are continued improvements in our ACT, Plan, and Explore scores, and graduation rate. Our district ADA continues to average around 96.28% attendance. We have three Nationally Board Certified teachers, and we encourage others to seek this status. We have also implemented planned and intentional recognition of students and staff which supports district efforts to continuously build positive school cultures.

## **Additional Information**

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

Raceland-Worthington Independent Schools will seek input from staff, students, parents, and community through surveys in an effort to meet the needs of all stakeholders. This information will be utilized to inform instruction, curriculum, and district initiatives. Our superintendent, Larry Coldiron, has established a group of students from all levels called "Coldiron's Kids" to gather information from the student perspective in an effort to meet student needs and provide district improvement .

# **Raceland-Worthington CDIP 15-16**

## Overview

### Plan Name

Riceland-Worthington CDIP 15-16

### 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 elementary and middle school students from 43.75 to 71.9 by 2017 and increase the combined reading and math End of Course scores for high school students from 51.4 to 75.7 by 2017.	Objectives: 3 Strategies: 7 Activities: 14	Organizational	\$348067
2	Non-duplicated gap group	Objectives: 1 Strategies: 3 Activities: 5	Organizational	\$1000
3	Increase the average freshman graduation rate from 77% to 78.9% by 2013	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$0
4	Increase the percentage of students who are college and career ready from 40.8% to 63% by 2015.	Objectives: 1 Strategies: 2 Activities: 6	Organizational	\$12000
5	Technology	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$79200
6	Process for Review and Revision	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
7	Postsecondary Transition	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$400

**Goal 1: Increase the averaged combined reading and Math K-Prep scores for elementary and middle school students from 43.75 to 71.9 by 2017 and increase the combined reading and math End of Course scores for high school students from \_51.4 to 75.7 by 2017.**

**Measurable Objective 1:**

collaborate to increase the averaged combined reading and math K-prep scores for elementary and middle school students to 49.4% and high school students to 56.3. by 05/23/2013 as measured by Unbridled Learning .

**Strategy 1:**

RTI/KSI - All students are grouped based on data from MAP and K-Prep and End of course .

Category:

Research Cited: NWEA- for MAP and KDE initiative for RTI

Activity - RTI /Core Extensions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Daily , scheduled opportunities for students to address RTI issues as well as to allow time to extend core lessons for reading and math classes.  Schools: Worthington Elementary School	Direct Instruction	08/15/2012	05/15/2013	\$0	No Funding Required	Principal, Jason McAllister and SBDM members

Activity - Supplemental Educational Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I schools will continue to utilize Title I funding to implement supplemental activities to improve reading and math performance of students in our elementary schools  Schools: All Schools	Academic Support Program	08/13/2012	05/30/2014	\$161834	Title I Part A	Principals and Title I Coordinator

Activity - Parent Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parental Involvement after school activities that are focused on reading and math and parental involvement education materials regarding reading , math , nutritioun, and discipline will continue to be provided to parents through Title I funding .  Schools: Campbell Elementary School, Worthington Elementary School	Academic Support Program	08/13/2012	05/30/2014	\$161834	Title I Part A	Titl e I coordinator , principals and teachers

**Strategy 2:**

Development of Common Assessments - Teachers will be trained in CIITS and provided collaborative time for the creation of commom assessments

# KDE Comprehensive Improvement Plan for Districts

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Category:

Research Cited: Common Core Standards, KDE initiative

Activity - Common Core Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will utilize CIITS to collaborate and create common core assessments at all appropriate grade levels  Schools: All Schools	Professional Learning	08/13/2012	05/30/2014	\$0	No Funding Required	Principal

### Strategy 3:

Professional Learning - Professional Learning activities will be provided to all staff in schools .

Category:

Research Cited: NWEA , Danielson Framework , KDE initiatives , Kentucky Education Cooperatives

Activity - Professional Learning of all teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be provided on going , job embedded , research based , professional learning in the following areas : Professional growth and evaluation system (PGES) , Map capabilities implementation , literacy strategies , math literacy  Schools: All Schools	Professional Learning	08/13/2012	05/30/2014	\$4203	State Funds	Superintendent and Principals

Activity - Teacher /Leader Effectiveness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Introduce and implement the Professional Growth and Effectiveness System of Evaluation increase teacher/leader effectiveness.  Schools: All Schools	Professional Learning	08/15/2013	05/30/2014	\$1396	School Council Funds	Superintendent , Principals

### Strategy 4:

Equity - Administration will ensure that all students are provide with a quality education by highly qualified teachers

Category:

Research Cited: Educational professional standards board.

Activity - Gender Equity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intentional efforts will be made to reduce gender gaps in academic performance through differentiated instruction , classroom assessments, and high interest , gender based , supplementary materials.  Schools: All Schools	Academic Support Program	08/13/2012	05/30/2014	\$1000	Title I Part A	Principals, teachers , and paraprofessional staff.

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Activity - Economic Factors	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC's at each building will address student specific economic issues through poverty studies / training to enlighten staff on factors that affect low income student performance .  Schools: All Schools	Academic Support Program	08/13/2012	05/30/2014	\$200	Other	District Administration and Teachers

## Strategy 5:

ESS - All buildings will implement after school ESS program targeting Reading and Math strategies and instruction . Our high school and Worthington Elementary also do daytime ESS program.

Category:

Activity - ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ESS will provide additional instruction and remediation in Math and Reading .  Schools: All Schools	Academic Support Program	08/13/2012	05/23/2013	\$17600	State Funds	ESS coordinator and ESS teachers

## Measurable Objective 2:

collaborate to produce an aligned curriculum to ensure that all students receive the common core academic curriculum. by 05/30/2014 as measured by documentation of curriculum mapping at all schools .

## Strategy 1:

Curriculum mapping - All teachers will use develop and revise curriculum maps based on common core standards .

Category:

Research Cited: Common Core Standards and 4.1 standards and KDE resources

Activity - Verticle and Horizontal Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Verticle and Horizontal discussions will occur among teachers and principals in an effort to refine the curriculum to eliminate overlaps and gaps and guide instruction.  Schools: All Schools	Academic Support Program	08/13/2012	05/30/2014	\$0	No Funding Required	Principals and teachers

Activity - Implementation of Curriculum Documents	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will collaborate to utilize aligned common core curriculum documents to improve daily instruction  Schools: All Schools	Academic Support Program	08/13/2012	05/30/2014	\$0	No Funding Required	Principals and teachers

## KDE Comprehensive Improvement Plan for Districts

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### Measurable Objective 3:

demonstrate a proficiency by using the program review and other evidence to determine if the school literacy / writing plans, as well as other content areas curriculums , should be revised or updated . by 05/31/2013 as measured by the analysis of the data and the review of the data .

#### Strategy 1:

Program Review - Teachers will be provided with information about the purpose and process of the review . Emphasize the important role of the teacher in the implementing high quality instructional programs.

Category:

Activity - Program Review Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The program review committee will continue to inform the staff of the expectation and procedures for conducting a program review. They will consider the existing evidence to inform the overall program assessment. Schools: All Schools	Academic Support Program	08/13/2012	05/23/2013	\$0	No Funding Required	Principal , Assessment Coordinator , Program Review committee chair .

Activity - Parent and Community Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Seek parental and community input in an effort to determine if there are other contributions or evidence to support specific program reviews. Schools: All Schools	Parent Involvement	02/28/2013	05/23/2013	\$0	No Funding Required	Principals , Superintendent , and teachers

Activity - Identify and Analyze Gaps	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Begin identifying and analyzing gaps in particular program areas to determine net steps for continuous improvement Schools: All Schools	Academic Support Program	08/13/2012	05/30/2013	\$0	No Funding Required	Principal , Program Review Committee

## Goal 2: Non-duplicated gap group

### Measurable Objective 1:

collaborate to increase the average combine reading and math proficiency ratings for all students in the non-duplicated gap group for Elementary , Middle and High from 28.1 to 64 by 2017. We will increase to 35.3 by May 2013. by 05/23/2013 as measured by Unbrided Learning .

#### (shared) Strategy 1:

MAP Data - This will allow instruction to be specifically differentiated to student academic needs

Category:

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Research Cited: NWEA

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Specific academic needs for specific individual students will be determined by Map data and DesCartes resources  Schools: All Schools	Direct Instruction	08/13/2012	05/30/2014	\$1000	General Fund	Principals and teachers

## Strategy 2:

Response to Intervention - Students are group for targeted interventions based on their individual performance and academic needs.

Category:

Research Cited: MAP and Unbridled Learning data

Activity - RTI Schedule	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each school will continue to schedule, implement, and revise targeted instructional intervention time.  Schools: All Schools	Academic Support Program	08/13/2012	05/30/2014	\$0	No Funding Required	Principals and Teachers

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a district wide system of monitoring intervention.  Schools: All Schools	Academic Support Program	08/13/2012	05/30/2014	\$0	No Funding Required	Superintendent, Principals and Director of Special Education, Title I coordinator and teachers

## Strategy 3:

Special Education Progress Monitoring - Academic progress and IEP implementation for identified students will be monitored regularly by Director of special, Special ed resource teachers, and principals

Category:

Research Cited: Special Ed regulation, KDE initiatives and Special education cooperatives.

Activity - Special Ed Staff Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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DOse and Special Education teachers will continue to meet on a regular basis to discuss and analyze test data related to identified special education students and monitor and revise progress monitoring of identified students .  Schools: All Schools	Other	08/13/2012	05/30/2014	\$0	No Funding Required	Director of Special Education , special ed teachers , and principals
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Activity - DOSE Updates	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Director of Special Education will continue to attend monthly Special Ed coop meeting to be updated on KDE updates .  Schools: All Schools	Other	08/13/2012	05/30/2014	\$0	No Funding Required	Special Ed . Director

### Goal 3: Increase the average freshman graduation rate from 77% to 78.9% by 2013

#### Measurable Objective 1:

collaborate to increase the Average Freshman Graduation Rate to 78.9 by 5/23/2013 . by 05/23/2013 as measured by Unbridled Learning .

#### Strategy 1:

Target Intervention for Graduation Rate - Persistence to Graduation Tool will be utilized by the administrators to identify students at risk for dropping out and measures will be implemented to address their identified risk areas .

Category:

Research Cited: KDE initiative

Activity - Targeted Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Necessary supports will provided to students identified as being at risk of dropping out based on Persistence to Graduation Tool ranking.  Schools: All Schools	Academic Support Program	08/13/2012	05/30/2014	\$0	No Funding Required	Principal and Counselor

#### Strategy 2:

Individual Learning Plans - As required by state , all students from 6th to 12th grades will develop and revise their ILP annually to reflect individual interest and aptitudes and to provide direction and guidance for post secondary transition and college and career readiness.

Category:

Research Cited: KDE initiative

Activity - Individual Learnig Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**KDE Comprehensive Improvement Plan for Districts**

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Scheduled and intentional time is devoted to students developing and revising their individual ILP's to maximize the benefits of reflecting appropriate post secondary pathways.  Schools: Raceland-Worthington High School, Worthington Elementary School	Career Preparation/Orientation	08/30/2012	05/30/2014	\$0	No Funding Required	Principals and Counselors
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**Goal 4: Increase the percentage of students who are college and career ready from 40.8% to 63% by 2015.**

**Measurable Objective 1:**

collaborate to increase the percentage of students that are college and career ready to 48.2% . by 05/23/2013 as measured by Unbridled Learning .

**Strategy 1:**

College and Career Readiness Pathway Progressing - Students will receive academic and career counseling from the administration, teachers ,and counselor.

Category:

Research Cited: The research used to support this strategy is based on the state mandated and recommended programs and tools that will be implemented.

Activity - Increase Career Pathways	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Re-evaluating and restructuring the career pathways and co-op program to better meet the needs of our students.  Schools: Raceland-Worthington High School	Career Preparation/Orientation	08/13/2012	05/30/2014	\$6000	Perkins	Principal , CTE teachers , and Perkins coordinator

Activity - Planning and Alignment of CTE course offerings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Individual students will be counseled by guidance counselor , prinipals , and teachers in an effort to align student class schedules with CTE course offerings and college preparatory course to enable students to complete college/ career pathways .  Schools: Raceland-Worthington High School	Career Preparation/Orientation	08/13/2012	05/30/2014	\$0	No Funding Required	Principals , counselor and teachers.

Activity - Assessment Constructed Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will be provided with constructive feedback following all required state assessments in an effort to improve student understanding and performance .  Schools: Raceland-Worthington High School	Academic Support Program	08/13/2012	05/30/2014	\$0	No Funding Required	Principal , teachers and counselor

## KDE Comprehensive Improvement Plan for Districts

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Activity - Career and Technical Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CTE teachers will ensure that standards related to the CTE courses are being taught with fidelity and that supplemental instructional resources related to the KOSSA assesment are being utilized in an effort to better prepare prepatory students for KOSSA assessment .  Schools: Raceland-Worthington High School	Career Preparation/Orientation	08/13/2012	05/30/2014	\$6000	Perkins	Principal and CTE Teachers

### Strategy 2:

Assessment - Collaboration by teachers and administrators to administer and analyze assessments

Category:

Research Cited: KDE and State Assessment requirements

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data analysis will be conducted by principals , teachers and counselor for required assessments in effort to determine adequate progress and inform instruction.  Schools: Raceland-Worthington High School	Academic Support Program	08/13/2012	05/30/2014	\$0	No Funding Required	Principal, counselor and teachers

Activity - Utilization of CIITS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All high school staff will be required to utilize the CIITS resources to improve instruction and assessment  Schools: Raceland-Worthington High School	Academic Support Program	08/13/2012	05/30/2014	\$0	No Funding Required	Principals and Teachers

## Goal 5: Technology

### Measurable Objective 1:

collaborate to continue to upgrade and implement innovative district technology in an effort to continuously focus on student , staff, parent , and stakeholder access and achievement . by 05/30/2014 as measured by the requirements of the district technology plan and KDE requirements and monitoring .

### Strategy 1:

Technology Access - Communication access between staff, parents ,and students via district phone system, individual student devices , e-mail , Infinite Campus , and internet access is vital to the continued advancement of our students and will be maintained and improved continuously.

Category:

## KDE Comprehensive Improvement Plan for Districts

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Activity - Technology Upgrades	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Systematic and continuous upgrades will be implemented along with instruction for students and staff. Schools: All Schools	Technology	08/13/2012	05/30/2014	\$39600	General Fund, State Funds	Technology Coordinator
Activity - Bring Your Own Device	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Technology Coordinator will continue to work to build the capacity of the district technology resources in an effort to allow for the implementation of the initiative to allow students to bring their own technology devices to school for academic use. Schools: All Schools	Technology	08/13/2012	05/30/2014	\$39600	District Funding, State Funds	District Technology Coordinator and Superintendent

## Goal 6: Process for Review and Revision

### Measurable Objective 1:

collaborate to review and revise the comprehensive district improvement plan . by 05/30/2014 as measured by progress notes for CDIP and CSIPs that will be completed monthly and school administrators will report Implementation and Impact quarterly to the superintendent. The superintendent will then report to the school board. .

### Strategy 1:

Implementation and Impact - Implementation and Impact checks will occur quarterly and will determine if the goals of the CDIP and CSIP are being met.

Category:

Activity - Implementation and Impact Checks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals will submit their implementation and impact check sheet to the superintendent quarterly . The superintendent will then report quarterly to the board. Schools: All Schools	Other	05/30/2013	05/30/2014	\$0	No Funding Required	Principals and Superintendent

## Goal 7: Postsecondary Transition

### Measurable Objective 1:

collaborate to be intentional in our efforts as a district to meet the transitional needs of our identified special needs students in an effort to keep them in school , have them graduate , and be successful in postsecondary efforts. by 05/30/2014 as measured by graduation rate of special needs students annually .

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## Strategy 1:

Parent Involvement - Increase parental involvement by continuing to be aggressive in our efforts to have parents attend ARC meetings , provide input in the ILP development for their child , provide input in the annual course scheduling , and offering opportunities for parents to participate in annual transition fairs, postsecondary transition program and facility visits and by providing them community resource information through our resource handbook that is provided to all special ed students.

Category:

Activity - Transition Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Selected teachers will continue to be trained annually through the Transition Cadre at our local Special Education Cooperative in the Transition requirements related to special needs students  Schools: Raceland-Worthington High School	Academic Support Program	08/13/2012	05/30/2014	\$300	Other	Director of Special Ed and Special Education Teachers
Activity - Successful Transition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase successful transition rates by increasing the opportunities for our students to be exposed to realistic educational and job opportunities through the ILP Process , Transition Fairs , University and Technical school visits , Vocational Rehab participation and evaluation , Family Resource Center involvement , supervised technology research and community based in struction opportunities  Schools: Raceland-Worthington High School	Career Preparation/Orientation	08/13/2012	05/23/2014	\$100	Other	Director of Special Ed and Special Education teachers

## 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
Gender Equity	Intentional efforts will be made to reduce gender gaps in academic performance through differentiated instruction , classroom assessments, and high interest , gender based , supplementary materials.	Academic Support Program	08/13/2012	05/30/2014	\$1000	Principals, teachers , and paraprofessional staff.
Parent Involvement	Parental Involvement after school activities that are focused on reading and math and parental involvement education materials regarding reading , math , nutrition, and discipline will continue to be provided to parents through Title I funding .	Academic Support Program	08/13/2012	05/30/2014	\$161834	Title I coordinator , principals and teachers
Supplemental Educational Activities	Title I schools will continue to utilize Title I funding to implement supplemental activities to improve reading and math performance of students in our elementary schools	Academic Support Program	08/13/2012	05/30/2014	\$161834	Principals and Title I Coordinator
<b>Total</b>					<b>\$324668</b>	

### Perkins

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Increase Career Pathways	Re-evaluating and restructuring the career pathways and co-op program to better meet the needs of our students.	Career Preparation/Orientation	08/13/2012	05/30/2014	\$6000	Principal , CTE teachers , and Perkins coordinator
Career and Technical Assessment	CTE teachers will ensure that standards related to the CTE courses are being taught with fidelity and that supplemental instructional resources related to the KOSSA assessment are being utilized in an effort to better prepare preparatory students for KOSSA assessment .	Career Preparation/Orientation	08/13/2012	05/30/2014	\$6000	Principal and CTE Teachers
<b>Total</b>					<b>\$12000</b>	

### General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology Upgrades	Systematic and continuous upgrades will be implemented along with instruction for students and staff.	Technology	08/13/2012	05/30/2014	\$1000	Technology Coordinator

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Differentiated Instruction	Specific academic needs for specific individual students will be determined by Map data and DesCartes resources	Direct Instruction	08/13/2012	05/30/2014	\$1000	Principals and teachers
<b>Total</b>					<b>\$2000</b>	

### School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher /Leader Effectiveness	Introduce and implement the Professional Growth and Effectiveness System of Evaluation increase teacher/leader effectiveness.	Professional Learning	08/15/2013	05/30/2014	\$1396	Superintendent , Principals
<b>Total</b>					<b>\$1396</b>	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Targeted Intervention	Necessary supports will provided to students identified as being at risk of dropping out based on Persistence to Graduation Tool ranking.	Academic Support Program	08/13/2012	05/30/2014	\$0	Principal and Counselor
Verticle and Horizontal Alignment	Verticle and Horizontal discussions will occur among teachers and principals in an effort to refine the curriculum to eliminate overlaps and gaps and guide instruction.	Academic Support Program	08/13/2012	05/30/2014	\$0	Principals and teachers
Implementation and Impact Checks	Principals will submit their implementation and impact check sheet to the superintendent quarterly . The superintendent will then report quarterly to the board.	Other	05/30/2013	05/30/2014	\$0	Principals and Superintendent
Special Ed Staff Meetings	DOse and Special Education teachers will continue to meet on a regular basis to discuss and analyze test data related to identified special education students and monitor and revise progress monitoring of identified students .	Other	08/13/2012	05/30/2014	\$0	Director of Special Education , special ed teachers , and principals
RTI Schedule	Each school will continue to schedule , implement , and revise targeted instructional intervention time .	Academic Support Program	08/13/2012	05/30/2014	\$0	Principals and Teachers
Identify and Analyze Gaps	Begin indentifying and analyzing gaps in particular program areas to determine net steps for continuous improvement	Academic Support Program	08/13/2012	05/30/2013	\$0	Principal , Program Review Committee
Parent and Community Engagement	Seek parental and community input in an effort to determine if there are other contributions or evidence to support specific program reviews.	Parent Involvement	02/28/2013	05/23/2013	\$0	Principals , Superintendent , and teachers

# KDE Comprehensive Improvement Plan for Districts

Raceland-Worthington Independent

Assessment Constructed Feedback	All students will be provided with constructive feedback following all required state assessments in an effort to improve student understanding and performance .	Academic Support Program	08/13/2012	05/30/2014	\$0	Principal , teachers and counselor
Planning and Alignment of CTE course offerings	Individual students will be counseled by guidance counselor , prinipals , and teachers in an effort to align student class schedules with CTE course offerings and college preparatory course to enable students to complete college/ career pathways .	Career Preparation/Orientation	08/13/2012	05/30/2014	\$0	Principals , counselor and teachers.
Implementation of Curriculum Documents	Teacher will collaborate to utilize aligned common core curriculum documents to improve daily instruction	Academic Support Program	08/13/2012	05/30/2014	\$0	Principals and teachers
Program Review Committee	The program review committee will continue to inform the staff of the expectation and procedures for conducting a program review. They will consider the existing evidence to inform the overall program assessment.	Academic Support Program	08/13/2012	05/23/2013	\$0	Principal , Assessment Coordinator , Program Reveiw committee chair .
Utilization of CIITS	All high school staff will be required to utilize the CIITS resources to improve instruction and assessment	Academic Support Program	08/13/2012	05/30/2014	\$0	Principals and Teachers
Common Core Assessment	All teachers will utilize CIITS to collaborate and create common core assessments at all appropriate grade levels	Professional Learning	08/13/2012	05/30/2014	\$0	Principal
DOSE Updates	Director of Special Education will continue to attend monthly Special Ed coop meeting to be updated on KDE updates .	Other	08/13/2012	05/30/2014	\$0	Special Ed . Director
RTI /Core Extensions	Daily , scheduled opportunities for students to address RTI issues as well as to allow time to extend core lessons for reading and math classes.	Direct Instruction	08/15/2012	05/15/2013	\$0	Principal, Jason McAllister and SBDM members
Progress Monitoring	Develop a district wide system of monitoring intervention.	Academic Support Program	08/13/2012	05/30/2014	\$0	Superintende nt , Principals and Director of Special Education , Title I coordinator and teachers
Individual Learnig Plan	Scheduled and intentional time is devoted to students developing and revising their individual ILP's to maximize the benefits of reflecting appropriate post secondary pathways.	Career Preparation/Orientation	08/30/2012	05/30/2014	\$0	Principals and Counselors
Data Analysis	Data analysis will be conducted by principals , teachers and counselor for required assessments in effort to determine adequate progress and inform instruction.	Academic Support Program	08/13/2012	05/30/2014	\$0	Principal, counselor and teachers
<b>Total</b>					<b>\$0</b>	

# KDE Comprehensive Improvement Plan for Districts

Raceland-Worthington Independent

## District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Bring Your Own Device	District Technology Coordinator will continue to work to build the capacity of the district technology resources in an effort to allow for the implementation of the initiative to allow students to bring their own technology devices to school for academic use.	Technology	08/13/2012	05/30/2014	\$1000	District Technology Coordinator and Superintendent
<b>Total</b>					\$1000	

## State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology Upgrades	Systematic and continuous upgrades will be implemented along with instruction for students and staff.	Technology	08/13/2012	05/30/2014	\$38600	Technology Coordinator
ESS	ESS will provide additional instruction and remediation in Math and Reading .	Academic Support Program	08/13/2012	05/23/2013	\$17600	ESS coordinator and ESS teachers
Professional Learning of all teachers	All teachers will be provided on going , job embedded , research based , professional learning in the following areas : Professional growth and evaluation system (PGES) , Map capabilities implementation , literacy strategies , math literacy	Professional Learning	08/13/2012	05/30/2014	\$4203	Superintendent and Principals
Bring Your Own Device	District Technology Coordinator will continue to work to build the capacity of the district technology resources in an effort to allow for the implementation of the initiative to allow students to bring their own technology devices to school for academic use.	Technology	08/13/2012	05/30/2014	\$38600	District Technology Coordinator and Superintendent
<b>Total</b>					\$99003	

## Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Economic Factors	PLC's at each building will address student specific economic issues through poverty studies / training to enlighten staff on factors that affect low income student performance .	Academic Support Program	08/13/2012	05/30/2014	\$200	District Administration and Teachers

**KDE Comprehensive Improvement Plan for Districts**

Raceland-Worthington Independent

Transition Training	Selected teachers will continue to be trained annually through the Transition Cadre at our local Special Education Cooperative in the Transition requirements related to special needs students	Academic Support Program	08/13/2012	05/30/2014	\$300	Director of Special Ed and Special Education Teachers
Successful Transition	Increase successful transition rates by increasing the opportunities for our students to be exposed to realistic educational and job opportunities through the ILP Process , Transition Fairs , University and Technical school visits , Vocational Rehab participation and evaluation , Family Resource Center involvement , supervised technology research and community based instruction opportunities	Career Preparation/Orientation	08/13/2012	05/23/2014	\$100	Director of Special Ed and Special Education teachers
<b>Total</b>					\$600	

## 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
Common Core Assessment	All teachers will utilize CIITS to collaborate and create common core assessments at all appropriate grade levels	Professional Learning	08/13/2012	05/30/2014	\$0	Principal
Professional Learning of all teachers	All teachers will be provided on going , job embedded , research based , professional learning in the following areas : Professional growth and evaluation system (PGES) , Map capabilities implementation , literacy strategies , math literacy	Professional Learning	08/13/2012	05/30/2014	\$4203	Superintendent and Principals
Differentiated Instruction	Specific academic needs for specific individual students will be determined by Map data and DesCartes resources	Direct Instruction	08/13/2012	05/30/2014	\$1000	Principals and teachers
RTI Schedule	Each school will continue to schedule , implement , and revise targeted instructional intervention time .	Academic Support Program	08/13/2012	05/30/2014	\$0	Principals and Teachers
Progress Monitoring	Develop a district wide system of monitoring intervention.	Academic Support Program	08/13/2012	05/30/2014	\$0	Superintendent , Principals and Director of Special Education , Title I coordinator and teachers
Special Ed Staff Meetings	DOSE and Special Education teachers will continue to meet on a regular basis to discuss and analyze test data related to identified special education students and monitor and revise progress monitoring of identified students .	Other	08/13/2012	05/30/2014	\$0	Director of Special Education , special ed teachers , and principals
DOSE Updates	Director of Special Education will continue to attend monthly Special Ed coop meeting to be updated on KDE updates .	Other	08/13/2012	05/30/2014	\$0	Special Ed . Director
Targeted Intervention	Necessary supports will provided to students identified as being at risk of dropping out based on Persistence to Graduation Tool ranking.	Academic Support Program	08/13/2012	05/30/2014	\$0	Principal and Counselor

# KDE Comprehensive Improvement Plan for Districts

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Verticle and Horizontal Alignment	Verticle and Horizontal discussions will occur among teachers and principals in an effort to refine the curriculum to eliminate overlaps and gaps and guide instruction.	Academic Support Program	08/13/2012	05/30/2014	\$0	Principals and teachers
Implementation of Curriculum Documents	Teacher will collaborate to utilize aligned common core curriculum documents to improve daily instruction	Academic Support Program	08/13/2012	05/30/2014	\$0	Principals and teachers
Gender Equity	Intentional efforts will be made to reduce gender gaps in academic performance through differentiated instruction , classroom assessments, and high interest , gender based , supplementary materials.	Academic Support Program	08/13/2012	05/30/2014	\$1000	Principals, teachers , and paraprofessional staff.
Economic Factors	PLC's at each building will address student specific economic issues through poverty studies / training to enlighten staff on factors that affect low income student performance .	Academic Support Program	08/13/2012	05/30/2014	\$200	District Administration and Teachers
ESS	ESS will provide additional instruction and remediation in Math and Reading .	Academic Support Program	08/13/2012	05/23/2013	\$17600	ESS coordinator and ESS teachers
Technology Upgrades	Systematic and continuous upgrades will be implemented along with instruction for students and staff.	Technology	08/13/2012	05/30/2014	\$39600	Technology Coordinator
Bring Your Own Device	District Technology Coordinator will continue to work to build the capacity of the district technology resources in an effort to allow for the implementation of the initiative to allow students to bring their own technology devices to school for academic use.	Technology	08/13/2012	05/30/2014	\$39600	District Technology Coordinator and Superintendent
Implementation and Impact Checks	Principals will submit their implementation and impact check sheet to the superintendent quarterly . The superintendent will then report quarterly to the board.	Other	05/30/2013	05/30/2014	\$0	Principals and Superintendent
Supplemental Educational Activities	Title I schools will continue to utilize Title I funding to implement supplemental activities to improve reading and math performance of students in our elementary schools	Academic Support Program	08/13/2012	05/30/2014	\$161834	Principals and Title I Coordinator
Teacher /Leader Effectiveness	Introduce and implement the Professional Growth and Effectiveness System of Evaluation increase teacher/leader effectiveness.	Professional Learning	08/15/2013	05/30/2014	\$1396	Superintendent , Principals
Program Review Committee	The program review committee will continue to inform the staff of the expectation and procedures for conducting a program review. They will consider the existing evidence to inform the overall program assessment.	Academic Support Program	08/13/2012	05/23/2013	\$0	Principal , Assessment Coordinator , Program Review committee chair .
Parent and Community Engagement	Seek parental and community input in an effort to determine if there are other contributions or evidence to support specific program reviews.	Parent Involvement	02/28/2013	05/23/2013	\$0	Principals , Superintendent , and teachers

# KDE Comprehensive Improvement Plan for Districts

Raceland-Worthington Independent

Identify and Analyze Gaps	Begin indentifying and analyzing gaps in particular program areas to determine net steps for continuous improvement	Academic Support Program	08/13/2012	05/30/2013	\$0	Principal , Program Review Committee
<b>Total</b>					\$266433	

## Worthington Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
RTI /Core Extensions	Daily , scheduled opportunities for students to address RTI issues as well as to allow time to extend core lessons for reading and math classes.	Direct Instruction	08/15/2012	05/15/2013	\$0	Principal, Jason McAllister and SBDM members
Individual Learnig Plan	Scheduled and intentional time is devoted to students developing and revising their individual ILP's to maximize the benefits of reflecting appropriate post secondary pathways.	Career Preparation/Orientation	08/30/2012	05/30/2014	\$0	Principals and Counselors
Parent Involvement	Parental Involvement after school activities that are focused on reading and math and parental involvement education materials regarding reading , math , nutrituion, and discipline will continue to be provided to parents through Title I funding .	Academic Support Program	08/13/2012	05/30/2014	\$161834	Titl e I coordinator , principals and teachers
<b>Total</b>					\$161834	

## Raceland-Worthington High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Individual Learnig Plan	Scheduled and intentional time is devoted to students developing and revising their individual ILP's to maximize the benefits of reflecting appropriate post secondary pathways.	Career Preparation/Orientation	08/30/2012	05/30/2014	\$0	Principals and Counselors
Increase Career Pathways	Re-evaluating and restructuring the career pathways and co-op program to better meet the needs of our students.	Career Preparation/Orientation	08/13/2012	05/30/2014	\$6000	Principal , CTE teachers , and Perkins coordinator
Data Analysis	Data analysis will be conducted by principals , teachers and counselor for required assessments in effort to determine adequate progress and inform instruction.	Academic Support Program	08/13/2012	05/30/2014	\$0	Principal, counselor and teachers
Utilization of CIITS	All high school staff will be required to utilize the CIITS resources to improve instruction and assessment	Academic Support Program	08/13/2012	05/30/2014	\$0	Principals and Teachers

## KDE Comprehensive Improvement Plan for Districts

Raceland-Worthington Independent

Planning and Alignment of CTE course offerings	Individual students will be counseled by guidance counselor , prinipals , and teachers in an effort to align student class schedules with CTE course offerings and college preparatory course to enable students to complete college/ career pathways .	Career Preparation/Orientation	08/13/2012	05/30/2014	\$0	Principals , counselor and teachers.
Assessment Constructed Feedback	All students will be provided with constructive feedback following all required state assessments in an effort to improve student understanding and performance .	Academic Support Program	08/13/2012	05/30/2014	\$0	Principal , teachers and counselor
Career and Technical Assessment	CTE teachers will ensure that standards related to the CTE courses are being taught with fidelity and that supplemental instructional resources related to the KOSSA assesement are being utilized in an effort to better prepare preparatory students for KOSSA assessment .	Career Preparation/Orientation	08/13/2012	05/30/2014	\$6000	Principal and CTE Teachers
Transition Training	Selected teachers will continue to be trained annually through the Transition Cadre at our local Special Education Cooperative in the Transition requirements related to special needs students	Academic Support Program	08/13/2012	05/30/2014	\$300	Director of Special Ed and Special Education Teachers
Successful Transition	Increase successful transition rates by increasing the opportunities for our students to be exposed to realistic educational and job opportunities through the ILP Process , Transition Fairs , University and Technical school visits , Vocational Rehab participation and evaluation , Family Resource Center involvement , supervised technology research and community based in struction opportunities	Career Preparation/Orientation	08/13/2012	05/23/2014	\$100	Director of Special Ed and Special Education teachers
<b>Total</b>					<b>\$12400</b>	

### Campbell Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Involvement	Parental Involvement after school activities that are focused on reading and math and parental involvement education materials regarding reading , math , nutrituion, and discipline will continue to be provided to parents through Title I funding .	Academic Support Program	08/13/2012	05/30/2014	\$161834	Titte I coordinator , principals and teachers
<b>Total</b>					<b>\$161834</b>	

# **Phase I - Needs Assessment**

## **Introduction**

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

## **Data Analysis**

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

**What does the data/information not tell you?**

The data tells us that we are performing well according to our academic index which indicates that our teachers are teaching core content . We are performing at or above state levels in most content areas. The data shows that areas of continued concern are reading and math for Campbell Elementary, Raceland Middle and High School. Language Mechanics is a concern for Worthington Elementary School. The data does not tell us specific strategies needed for improvement. We have also identify that CCR at the high school and Middle school have become an area of focus. With our data putting us at the top in most areas in the region except CCR gives us a new focus for the upcoming year.

## **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?**

Overall score of 70.2 with a percentile in KY of 89

- Reading - Above state level in Elementary

-Math - Above state level in Elementary and High School

- Science- Above State level in Elementary , Middle , and High School - Writing - Above state average in Elementary, Middle and High School - Language Mechanics - Above state average in Middle, and High Gap Performance

---Science - Above state level in Elementary levels

---Writing - Above state level in Middle School

-- Math - High school and Elementary level

- SS --High school

Growth

High School Graduation Rate is above state average High School ACT is above state average.

Above state level in CCR

Sustainability Actions :

-Monitoring of Programs and Initiatives

-CDIP, CSIP review and development

-Writing Plans

-ISLN participation

-Math and English Cadre meetings

-Transition Cadre- High school Special Ed staff attends

-Directors of Special Ed monthly meetings- attended by DOSE -Title I meetings - Title I coordinator attends

Cause for Celebration- Overall achievement -Elementary Science score

-Attendance of 96 %

- CCR increased by

We are a proficient district district and 2.8 away from distinguished.

## **Opportunities for Improvement**

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

Performance levels (NAPD Calculations)

We are above state levels in everything except Language Mechanics in the Elementary area.

## **Oversight and Monitoring**

**Describe your processes and interventions for monitoring continuous improvement.**

We will use a formative assessment system with MAP to drive our intervention and monitoring of SMART Goals.

## **Conclusion**

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

In order to improve our scores we have used to identify the areas of weakness and have provided more ESS funds to daytime waivers to address those areas.

# **Phase II - Compliance and Accountability - Districts**

## **Introduction**

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

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

## Planning and Accountability Requirements

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

**Goal 1:**

Increase the percentage of students who are college and career ready from 64.1 to 65% by 2015

**Measurable Objective 1:**

collaborate to increase the percentage of students that are college and career ready to 65% by 05/22/2015 as measured by Unbridled Learning .

**Strategy1:**

CCR Assessments - Collaboration by teachers and administrators to administer and analyze assessments.

Category: Career Readiness Pathways

Research Cited: KDE and State Assessment requirements

Activity - Utilization of CIITS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will be required to utilize the CIITS resources to improve instruction and assessment in college and career readiness.	Academic Support Program	08/14/2014	05/22/2015	\$0 - No Funding Required	Principals and Teachers

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data analysis will be conducted by principals, teachers and counselor for required assessments in effort to determine adequate progress and inform instruction.	Academic Support Program	08/14/2014	05/22/2015	\$0 - No Funding Required	Principal, counselor and teachers

**Strategy2:**

CCR Progression - Students will receive academic and career counseling from the administration, teachers , and counselor.

Category: Career Readiness Pathways

Research Cited: The research used to support this strategy is based on the state mandated and recommended programs and tools that will be implemented.

# KDE Comprehensive Improvement Plan for Districts

Raceland-Worthington Independent

Activity - Increase Career Pathways	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will be re-evaluating and restructuring the career pathways and co-op program to better meet the needs of our students.	Career Preparation/ Orientation	08/14/2014	05/22/2015	\$0 - No Funding Required	Principal , CTE teachers , and Perkins coordinator

Activity - Assessment Constructed Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will be provided with constructive feedback following all required state assessments in an effort to improve student understanding and performance .	Academic Support Program	08/14/2014	05/22/2015	\$0 - No Funding Required	Principal , teachers and counselor

Activity - Planning and Alignment of CTE course offerings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Individual students will be counseled by guidance counselor, principals, and teachers in an effort to align student class schedules with CTE course offerings and college preparatory courses to enable students to complete college/career pathways .	Career Preparation/ Orientation	08/14/2014	05/22/2015	\$0 - No Funding Required	Principals , counselor and teachers.

Activity - Career and Technical Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop, promote and implement operation preparation for 8th and 10th grade students.	Career Preparation/ Orientation	08/14/2014	05/22/2015	\$100 - Perkins	Counselor , Principal and Superintendent to coordinate business volunteer and school staff.

Activity - Career and Technical Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CTE teachers will ensure that standards related to the CTE courses are being taught with fidelity and that supplemental instructional resources related to the KOSSA and Workkeys assesment are being utilized in an effort to better instruct prepatory students for KOSSA and Workkeys assessment .	Career Preparation/ Orientation	08/14/2014	05/22/2015	\$6044 - Perkins	Principal and CTE Teachers

Activity - College and Career Awareness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Establish a college day/career where all students (P-12) wear college shirts and career day wher all students (P-12) dress in career related to their ILp career choice .	Career Preparation/ Orientation	08/14/2014	05/22/2015	\$0 - Career and Technical Education Funds	Superintendent , principals and counselors.

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

## Goal 1:

Technology

# KDE Comprehensive Improvement Plan for Districts

Raceland-Worthington Independent

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## Measurable Objective 1:

collaborate to continue to upgrade and implement innovative district technology in an effort to continuously focus on student, staff, and parent access and student achievement by 05/22/2015 as measured by the requirements of the district technology plan and KDE requirements and monitoring ..

## Strategy1:

Technology Accessibility - Communication access between staff, parents, and students via district phone system, individual student devices, e-mail, Infinite Campus, and Internet access is vital to the continued advancement of our students and will be maintained and improved continuously.

Category: Management Systems

Research Cited:

Activity - Bring Your Own Device	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District Technology Coordinator will continue to work to build the capacity of the district technology resources in an effort to allow for the implementation of the initiative to allow students to bring their own technology devices to school for academic use.	Technology	08/14/2014	05/22/2015	\$0 - Other	District Technology Coordinator and Superintendent

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will integrate and receive training on new technology to enhance daily instruction.	Technology	08/14/2014	05/22/2015	\$0 - No Funding Required	Technology Coordinator, Teachers, and Superintendent

Activity - Technology Upgrades	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Systematic and continuous upgrades will be implemented along with instruction for students and staff.	Technology	08/22/2014	05/22/2015	\$27516 - KETS	Technology Coordinator

## Goal 2:

Next Generation Professionals- Increase the percentage of effective teachers and principals from \_\_\_% to 100% by 2020.

## Measurable Objective 1:

collaborate to ensure that every school consist of effective leaders and teachers by 05/22/2015 as measured by TPGES and PPGES.

## Strategy1:

Professional Growth and Effectiveness System - Ensure that all teachers and principals are effectively trained in the evaluation process

Category: Professional Learning & Support

SY 2015-2016

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# KDE Comprehensive Improvement Plan for Districts

Raceland-Worthington Independent

Research Cited: KDE Requirement and Danielson Framework

<b>Activity - Professional effectiveness</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Establish a district leadership team to develop an implementation plan for PPGES/TPGES for 2014-2015 statewide implementation	Professional Learning	08/14/2014	05/22/2015	\$1260 - District Funding	Superintendent , Principals and Teachers

<b>Activity - Effectiveness Training</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Develop and complete a plan of training for teachers and principals in the use of CLITS with intentional focus on: Educator Development Suite , PD 360.	Professional Learning	08/14/2014	05/22/2015	\$0 - No Funding Required	Superintendent , Principals , Teachers

## **Phase II - Assurances - District**

## **Introduction**

KDE Assurances for Districts

### District Assurances

Label	Assurance	Response	Comment	Attachment
1.	All schools in our district have planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of data and information.	Yes	Through a strong presents on Social Media and after school actives we have been able to involve all stakeholders with data and information of our schools.	

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

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

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

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

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

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

**KDE Comprehensive Improvement Plan for Districts**

Raceland-Worthington Independent

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
9.	Our district ensures that program funds are targeted to schools that have the lowest proportion of highly qualified teachers, have the largest average class size, or are identified as focus or priority schools.	Yes	Our schools have 100% highly qualified teachers	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

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

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

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

**KDE Comprehensive Improvement Plan for Districts**

Raceland-Worthington Independent

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

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

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

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

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

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

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

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

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

**KDE Comprehensive Improvement Plan for Districts**

Raceland-Worthington Independent

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

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

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

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

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

# KDE Comprehensive Improvement Plan for Districts

Raceland-Worthington Independent

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

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

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

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

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

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

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

# KDE Comprehensive Improvement Plan for Districts

Raceland-Worthington Independent

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

# **Equitable Access Diagnostic**

## **Introduction**

### Description

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

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**Needs Assessment**

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

**What are the barriers?**

In a small district this is not really an issue

**List the data sources used to identify the barriers.**

We look at school schedules and teacher reports with KPREP

**What are the root causes of those identified barriers?**

Don't really have any identified barriers

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

We have implemented an district walkthrough system that uses the PGES and have been able to see that formative assessment is an area that we will start focus on next semester.

## Equitable Access Strategies

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

Our placement of students get to experience all our teachers due to our size.

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

Small district does allows us to make sure everyone is place with all our teachers.

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

We have used MAP Data and KPREP to be able to create positions to provide more support. Example day time wavier.

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

Our district has created a place people want to be and because of this we get to experience a very high level of applicants. Also we post our position very early so that we can hire from a larger pool of teachers.

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

This is not a problem for our school

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

Our culture does not create a large turnover of teachers.

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

We provide mentoring and person of contact to help our new teachers become better in their first year.

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

We use this data to provide Professional Development for the areas of weakness.

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

We have looked at the TELL survey and come up with plans to address the areas of concerns. This year it was the Technology and we have address that area.

## Questions

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

A small school really does not have an issue with this problem