



Comprehensive School Improvement Plan

Todd County Central High School
Todd County

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 Goal 1: Program Review Goal: Todd County Central High School will create a professional development action plan for all program reviews as included in the CSIP. 33

 Goal 2: State Gap Reduction Goal: Increase the average reading percent proficient and distinguished for all students in the non-duplicated gap group from 41.2% to 42.0% in 2016-2017. 33

 Goal 3: Novice Reduction Goal: Todd County Central High School will reduce the reduce the overall percentage of students scoring at the novice level by 50% over the next five years. 34

 Goal 4: Proficiency Goal: Increase the average reading proficiency ratings for all students by 2017. 35

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Introduction

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: <http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf>

Goals: <http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf>

Objectives: <http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf>

Strategies: <http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf>

Activities: <http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf>

Executive Summary: <http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf>

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive School Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

<http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf>

Equitable Access to Effective Educators - School

Label	Assurance	Response	Comment	Attachment
School Equity Data (1)	Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration. *Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover. **The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:	I acknowledge that I have uploaded the School Equity Data.		TCCHS School Equity Diagnostic

Provide a brief analysis the school data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.

Todd County Central High School, located in Elkton, Kentucky, is a blend of professional faculty members and support staff who care about student growth and achievement and are committed to excellence in education through the partnership of students, staff, and the community.

The current enrollment of TCCHS is 560 students, comprised of 132 freshmen, 129 sophomores, 134 juniors, and 120 seniors. TCCHS School demographics are 54.82% Free/Reduced lunch; 12.68% of the population receive special education services; the ethnicity demographics of TCCHS population are 76.25% Caucasian, 17.68% minority students (10.7 % African-American, 5% Hispanic, and 1.96% two or more races).

TCCHS curriculum focuses on the ACT Quality Core and Career and College Readiness for all high school students.

The Board of Education reviews applications prior to submission to the Principal and SBDM to ensure only certified applicants are interviewed and hired. Thirteen new teachers were hired this year to fill vacancies, left by retirement and non-renewals.

Students are assigned to classes according to individual career and college readiness needs. Class numbers and courses are balanced through the development of the master schedule.

Honors Class Placement policy for incoming Freshmen, Sophomore, Juniors and Seniors is in place and the class requirements for all students, according to their diploma track is reviewed by the guidance counselor, student advisers, and CTE coordinator.

After the data analysis is complete, the school will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.

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After a review of the data, a barrier to achieve equitable access is the teacher turnover rate for TCCHS during the 2016-17 school year. Sources of data used to determine the barriers included the LEAD Report, EPSB, KY REAP, and Infinite Campus KDE Report-Teacher Turnover Details.

As part of the scheduling process, all teacher certifications and qualifications were reviewed when developing the master schedule. Student needs are used to develop the master schedule, in respect of courses offered and course sequence. All teachers are highly qualified in their certified area or are working on certification through alternative education pathways to become highly qualified. Positions at TCCHS were posted in a timely manner, and all qualified applicants were screened before being interviewed and hired for certified positions.

Root causes of the identified barrier of teacher turnover included:

Teachers leaving positions for other opportunities

Teachers leaving profession (retiring)

Teachers released with non-renewal at end of contract

Local pay rate for certified teachers, location of school district in a rural area, and the stringent certification requirements for teachers to be certified within a high school setting are barriers to maintaining long term, effective educators within the school.

Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover. ***Goals should reflect an analysis of barriers, root causes and strategies.	I acknowledge that I have uploaded the School Equity Goal Data.		TCCHS School Equity Goals

Equitable access to effective educators must be reflected in the Comprehensive School Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the school in meeting the goals set in the previous section.

If there are strategies and activities within one of the five major goals of the CSIP, which adequately addresses equitable access, the school may select the appropriate goal, objective, strategies and activities.

OR

The school may create a new goal to address equitable access to effective educators. Once a new goal has been created, the school will need to include appropriate objectives, strategies and activities.

The school may choose to provide an optional narrative response to include any additional information, but this is not required.

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Goal 1:

TCCHS will work to improve teacher effectiveness

Measurable Objective 1:

increase student growth in Core Content (EOC) and Career & Vocational Classes by 05/25/2020 as measured by increased student passage of EOC, KOSSA, Compass, and Workkeys; including providing necessary course sequence for increased opportunities for pathway completion.

Strategy1:

PLC Meetings - Weekly PLC and Departmental meetings with time focused on planning and analysis of assessments, standards review, and planning for instructional strategies to improve school achievement and increase professional collaboration.

Category: Professional Learning & Support

Research Cited: TELL Survey, Marzano Instructional Strategies, Data Team Training

Activity - Instructional Rounds (school based)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Rounds and School based rounds are being implemented to effectively implement high yield teaching strategies.	Professional Learning	01/09/2017	05/22/2017	\$0 - No Funding Required	All Teachers, PLC Team leaders, Principal, Guidance Counselor, District Office Support Staff

Phase I - The Missing Piece

Introduction

This report provides a comprehensive response to the six objectives of The Missing Piece set for the by the Commissioner's Parent Advisory Council (CPAC). This diagnostic uses performance measurement and progress, as well as relationship building, resources and support to build capacity within schools and districts measure parent involvement and the desired outcome being made. Use the links below to navigate the diagnostic content and respond to the questions.

Stakeholders

What stakeholders (name and title) did you engage for the purpose of completing the Missing Piece diagnostic?

Jason Gibson - special ducation teacher

Natassja Clark - English teacher

Leigh Ellen Bristow - mathematics teacher

Billy Shanks - social studies teacher

Courtney Brown - parent

Sarah Brooks - parent

Keli Penick - parent

Jennifer Pope - Principal

Relationship Building

Overall Rating: 3.43

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Proficient

	Statement or Question	Response	Rating
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods).	Proficient

	Statement or Question	Response	Rating
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	District and school staff provide training to involve all stakeholders in the process of improving the interaction between school, home and community.	Distinguished

	Statement or Question	Response	Rating
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Proficient

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	District and school staffs encourage continuous and meaningful communication with all parents about their student's academic goals and progress.	Distinguished

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Proficient

	Statement or Question	Response	Rating
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	Students/family feedback data on school welcoming and engagement efforts is retained in a usable confidential format and can be retrieved for district or school assistance to families.	Distinguished

Communications

Overall Rating: 3.14

	Statement or Question	Response	Rating
3.1	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	Multiple two-way communications in the home language are used to communicate academic goals, class work, and homework, and grades. (See Proficient Examples)	Distinguished

	Statement or Question	Response	Rating
3.2	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	School staff offers varied ways to that parent can see share information with teachers about their children's learning needs. (For example, phone and email contact, offering parent conferences, and making home visits).	Proficient

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement.	Proficient

	Statement or Question	Response	Rating
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Proficient

	Statement or Question	Response	Rating
3.5	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, opportunities for student-led conferences).	Proficient

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	At least 50% of parents respond to annual school and/or district stakeholder surveys.	Proficient

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	Statement or Question	Response	Rating
3.7	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Proficient

Decision Making

Overall Rating: 2.14

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	Parents elected to serve on school council and some other parents who serve on SBDM committees are invited to attend training offered by school or district.	Apprentice

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council chair reports feedback to head of largest parent organization who then decides further dissemination methods or input. There is no provision for parent input other than as required by school law.	Apprentice

	Statement or Question	Response	Rating
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council has some parent involvement components and action items that deal with specific academic areas. Little or no funding is provided. Little or no implementation and impact checking is done.	Apprentice

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council encourages parents to serve only on SBDM committees that deal with parent involvement and/or school climate.	Apprentice

	Statement or Question	Response	Rating
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient

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	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff provides opportunities for outgoing parent council members to meet with new parent council members to share knowledge of serving on the council.	Apprentice

Advocacy

Overall Rating: 2.67

	Statement or Question	Response	Rating
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the students' academic goals and learning needs.	Proficient

	Statement or Question	Response	Rating
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Some parents are involved in informal conversation with school staff to address their child's individual learning needs.	Apprentice

	Statement or Question	Response	Rating
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Proficient

	Statement or Question	Response	Rating
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School council has a policy and a process to resolve issues or complaints and outcomes are sometimes tracked and reported to the council.	Apprentice

	Statement or Question	Response	Rating
5.5	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff ensures that parents and community members are well informed about how to become an educational advocate or how to access an educational advocate when needed.	Proficient

	Statement or Question	Response	Rating
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that the parent has the option to use a trained advocate to assist them in speaking for their child's needs.	Proficient

Learning Opportunities

Overall Rating: 2.17

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such as the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	School provides open house and family nights for some parents to learn about: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities for parents to participate on councils and SBDM committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning.	Apprentice

	Statement or Question	Response	Rating
6.2	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	School staff makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school.	Proficient

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	Proficient

	Statement or Question	Response	Rating
6.4	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	School staff offers targeted parent workshops and meetings to help parents develop skills to support their child's learning.	Apprentice

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School council has a classroom observation policy that allows parents access to most classrooms by appointment only.	Apprentice

	Statement or Question	Response	Rating
6.6	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	There is little or no development of parent leaders.	Novice

Community Partnerships

Overall Rating: 3.0

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	Proficient

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Proficient

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Proficient

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Proficient

	Statement or Question	Response	Rating
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	Parents make active use of school and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title 1 coordinators connect family with community resources and follow up).	Proficient

	Statement or Question	Response	Rating
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff offers and publicizes community-based learning activities, such as tutoring linked to the curriculum, for all students and parents.	Proficient

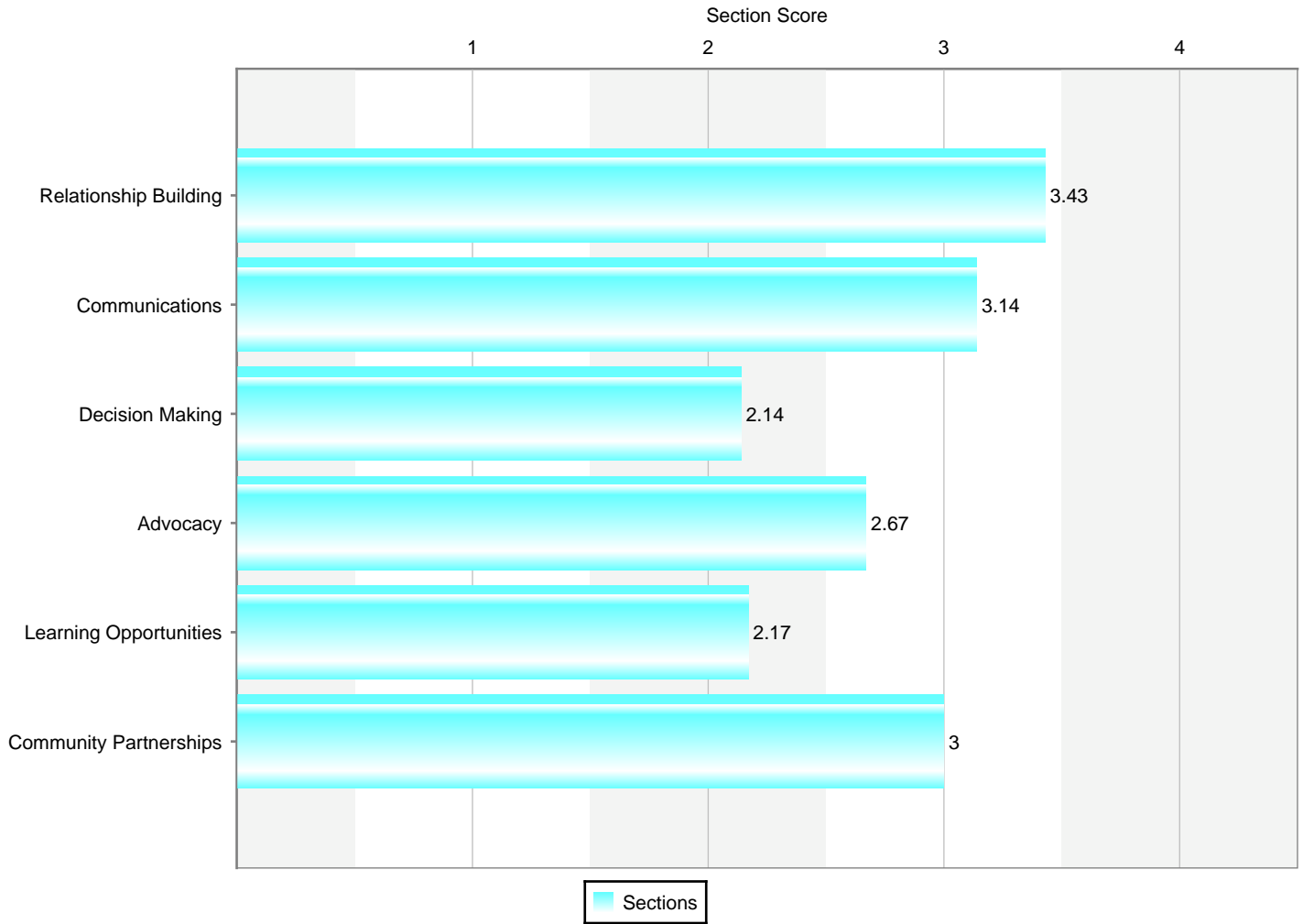
Reflection

Reflect upon your responses to each of the Missing Piece objectives.

Todd County Central staff and teachers work to promote TCCHS, provide information, access and opportunities for parents, students and stakeholders. Todd County Central Staff are not as intentional about actively recruiting parents and community stakeholders to participate in all activities to promote and encourage the success of all students.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

All staff at Todd County Central High School have been involved in the Improvement Planning Process. This was accomplished by whole staff discussion, SBDM committee meetings, SBDM ad-hoc committees, PLC's/ Data Teams, and parent involvement.

Department PLC's meet on a bi-weekly basis to implement school policies and improve instruction; meetings were set to accommodate PLC members schedules.

SBDM ad-hoc committee meet as needed to review policies and school procedures.

SBDM council meets monthly; meeting times were established at the first meeting of the new year (July).

Guidelines and expectations for committees are established by the administration and SBDM at the beginning of each school year.

Committees voted on and assigned roles in their various committees (PLC's, SBDM, SBDM ad-hoc committees). Department Heads are assigned by administration.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Certified and classified staff and parents were involved in the planning process.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

PLC meeting, Data Team meeting, SBDM meetings, staff meetings, and parent communications home. Components of the plan are discussed during weekly ERF staff meetings, PLC meetings and SBDM meetings.

Phase I - Needs Assessment

Introduction

The purpose of the School 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 information we are trying to answer with data provided is how to best help each individual student at Todd County Central School achieve proficiency and reach Career & College Readiness. The data tells us that we have to have a variety of support systems in place, such as PLC monitoring of assessments and student data, use of student needs to plan the master schedule, in respect of courses offered and course sequence, and having in place highly qualified teachers in their certified area or teachers who are working on their certification through alternative pathways to become highly qualified. The data does not give a clear picture as to why some students at TCCHS are achieving at such a low level. We address this through classroom walkthroughs, Instructional Rounds, PLC's, Data Teams, and professional learning opportunities as the administration and Team Leaders target best practices to be implemented school wide via new SBDM policies.

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?

TCCHS is classified as a Proficient School, according to the KDE Accountability Profile. The Accountability Profile summarizes the status of a school or district in the state accountability system, Unbridled Learning: College- and Career-Ready for All.

The administration and the Site Base Council at TCCHS support the philosophy that all students can become proficient learners. Educational equality is attained at the high school by: providing additional support for students with programs such as Extended School Services, Peer Tutoring, Gifted and Talented, Read 180 and System 44 reading intervention programs; promoting student participation in co-curricular activities and clubs; enhancing personal and career development by providing leadership programs, counseling services, peer mediation, drug, alcohol, and tobacco prevention programs, co-op opportunities; and by offering a variety of sports and other extra-curricular activities. ACT gaps are addressed in our Mathematics and English classrooms through interventions based on ACT and classroom benchmark assessments and successful completion of core content classes.

- The number career ready students for TCCHS was 77 (65.3%) The Career Ready indicator includes graduates who met benchmarks for Career Ready Academic (ASVAB or ACT WorkKeys). This is an increase of 19.4, from of 45.9% career ready in 2014-15
- The number career ready students technical students for TCCHS was 54 (49%) The Career Ready Technical (KOSSA or received an Industry-Recognized Career Certificate). This is an increase in the percentage of career ready students from 27% to 49% from the 2014-15 school year.
- The number college ready students at TCCHS was 58 (49%) The College Ready indicator includes graduates who met the Kentucky Council on Postsecondary Education (CPE) System wide Benchmarks for Reading (20), English (18), and Mathematics (19) on any administration of the ACT. The College Placement Tests indicator includes students who passed a college placement test (ACT Compass). This was an increase from 37% during the 2014-15 school year.
- 4 year adjusted Cohort Graduation Rate Targets were met with a score of 98.3.
- TCCHS Graduation rate went up - 95.3 last year to 96.9 during the 2015-16 school year, which is above the state average of 89.7.
- Mathematics students scoring proficient and distinguished increased to 67.2% for the 2015-16 school year.
- Writing students scoring distinguished went up from 5.6% to 7.8% distinguished in 2015-16.
- Language Mechanics scores increased, to 45% proficient and distinguished.

At TCCHS we feel the incorporation of consistent writing across the curriculum will help meet our targets and lead to student success in all academic aspects. True comprehension goes beyond literal understanding and involves the reader's interaction with text. If students are to become thoughtful, insightful readers, they must extend their thinking, writing and comprehension beyond a superficial understanding of the text. Departmental Representatives have attended the GRREC Literacy Institute and are working with their respective PLCs to implement literacy strategies school wide.

Career and technical education is a focus this year with the new opportunities provided by the Todd County Career Path Institute. The Institute provides training for students in key regional workforce needs such as welding, program logistic controllers, electrical circuit training, robotics, hydraulics and pneumatics. Classes began in Fall 2016 and are taught by Hopkinsville Community College faculty.

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ACT, KOSSA, ASVAB and college readiness assessments. These strategies will be monitored through PLC, Advisory classes, and Program Review committees. Juniors also focus on ACT preparation and practice in their advisory classes, and focused review occur in English and Mathematics classes on a consistent basis.

We are extremely proud of the improvements made on our state accountability scores, and delighted to announce Todd County Central High School is classified as a Proficient School. Achievement gains at TCCHS illustrate our high level of professional collaboration, competitive Rebel spirit, and strategies designed to support continuous improvement.

TCCHS took a focused look at each individual student last year and worked to meet each students' need for College and Career Readiness Benchmarks, testing students on the ASVAB, ACT, Compass, KOSSA, and others. This individual attention helped us reach our classification of Proficient.

TCCHS' scores exemplify the commitment of ALL individuals involved. At TCCHS, our most pressing academic issues moving forward will be maintaining the standard of excellence we've come to expect, continuing a focus on the needs of all students, and being committed to the college and career readiness of every graduate.

Opportunities for Improvement

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

At TCCHS we feel the incorporation of consistent writing across the curriculum will help meet our targets and lead to student success in all academic aspects. True comprehension goes beyond literal understanding and involves the reader's interaction with text. If students are to become thoughtful, insightful readers, they must extend their thinking, writing and comprehension beyond a superficial understanding of the text. Departmental Representatives have attended the GRREC Literacy Institute and are working with their respective PLCs to implement literacy strategies school wide.

Career and technical education is a focus this year with the new opportunities provided by the Todd County Career Path Institute. The Institute provides training for students in key regional workforce needs such as welding, program logistic controllers, electrical circuit training, robotics, hydraulics and pneumatics. Classes began in Fall 2016 and are taught by Hopkinsville Community College faculty. JGROTC was also implemented in 2016-17. Over the upcoming years this program will grow and provide leadership opportunities and career avenues for our students at TCCHS.

Career and College Readiness strategies will be implemented throughout all classes to help students successfully meet benchmark on the ACT, KOSSA, ASVAB and college readiness assessments. These strategies will be monitored through PLC, Advisory classes, and Program Review committees. Juniors also focus on ACT preparation and practice in their advisory classes, and focused review occur in English and Mathematics classes on a consistent basis.

Conclusion

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

Our next steps include the following:

1. All content areas are creating priority standards based on EOC and KOSSA testing.
2. Pacing guides aligned with new priority standards.
3. Revision of the writing plan, with a focus on language mechanics and alignment with the revised district writing plan.
4. Implementation of school based rounds to effectively implement high yield instructional strategies.

Plan for Comprehensive School Improvement Plan

Overview

Plan Name

Plan for Comprehensive School 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	Program Review Goal: Todd County Central High School will create a professional development action plan for all program reviews as included in the CSIP.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
2	State Gap Reduction Goal: Increase the average reading percent proficient and distinguished for all students in the non-duplicated gap group from 41.2% to 42.0% in 2016-2017.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$500
3	Novice Reduction Goal: Todd County Central High School will reduce the reduce the overall percentage of students scoring at the novice level by 50% over the next five years.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$500
4	Proficiency Goal: Increase the average reading proficiency ratings for all students by 2017	Objectives: 2 Strategies: 2 Activities: 3	Academic	\$500
5	TCCHS will work to improve teacher effectiveness	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: Program Review Goal: Todd County Central High School will create a professional development action plan for all program reviews as included in the CSIP.

Measurable Objective 1:

demonstrate a proficiency by providing all teachers professional development for each individual program review. by 05/23/2017 as measured by artifacts provided by 80% of the faculty. .

Strategy 1:

Program review committees - Departmental PLCs will work on consistent strategies and contributions to Visual & Performing Arts, World Language, Practical Living & Career Studies, and Writing Program Reviews.

Category: Professional Learning & Support

Research Cited: <http://education.ky.gov/curriculum/pgmrev/Pages/Program-Review-Resources.aspx>

Activity - Program review PLC meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each program review PLC will meet monthly and Implementation and Improvement Checks will be completed bi-annually to ensure components of program reviews are met.	Professional Learning	08/05/2015	05/16/2016	\$0	No Funding Required	District Office, Administration, Teachers,
Activity - Professional Growth	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Bi-Monthly PLC meetings will be held to utilize the data team process to assist in identifying gap areas and student weaknesses, for improving school achievement and increasing professional collaboration (Marzano Instructional Strategies, Data Team Training).	Academic Support Program	09/02/2016	05/23/2017	\$0	No Funding Required	All Teachers, PLC Team leaders, Principal, Guidance Counselor, District Office Support Staff

Goal 2: State Gap Reduction Goal: Increase the average reading percent proficient and distinguished for all students in the non-duplicated gap group from 41.2% to 42.0% in 2016-2017.

Measurable Objective 1:

Comprehensive School Improvement Plan

Todd County Central High School

4% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in Reading and in Mathematics by 05/23/2017 as measured by an Increase in the reading percent proficient and distinguished in the non-duplicated gap group from 41.2% to 42.0% .

Strategy 1:

Professional Development - Special Education teachers will participate in professional development to learn about effective instructional strategies and best practices for collaboration.

Category: Professional Learning & Support

Research Cited: Kentucky Best Practices

Activity - Provide Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special Education teachers will attend training on effective literacy strategies (i.e. SPED Conference, Due Process, CT4GC, behavior management, classroom structure, ABA, and Autism)	Professional Learning	09/01/2016	05/23/2017	\$500	General Fund	Principal, Guidance Counselor, Special Education Department, Special Education Director, Special Education Coordinator
Activity - Professional Growth	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Bi-Monthly PLC meetings will be held to utilize the data team process to assist in identifying gap areas and student weaknesses, for improving school achievement and increasing professional collaboration (Marzano Instructional Strategies, Data Team Training).	Academic Support Program	08/05/2015	05/16/2016	\$0	No Funding Required	All Teachers, PLC Team leaders, Principal, Guidance Counselor, District Office Support Staff

Goal 3: Novice Reduction Goal: Todd County Central High School will reduce the overall percentage of students scoring at the novice level by 50% over the next five years.

Measurable Objective 1:

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A 10% increase of Black or African-American, Economically Disadvantaged and Students with Disabilities students will increase student growth in Mathematics and in Reading by 05/23/2017 as measured by K-Prep and EOC exams.

Strategy 1:

Professional Development - Special Education teachers will participate in professional development to learn about effective instructional strategies and best practices

Category: Professional Learning & Support

Research Cited: Kentucky Best Practices

Activity - Provide Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special Education teachers will attend training on effective literacy strategies (i.e. SPED Conference, Due Process, CT4GC, behavior management, classroom structure, ABA, and Autism)	Professional Learning	08/10/2016	05/23/2017	\$500	General Fund	Principal, Guidance Counselor, Special Education Director, Special Education Coordinator

Activity - PLC Structure	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Bi-Monthly PLC meetings will be held to utilize the data team process to assist in identifying gap areas and student weaknesses, for improving school achievement and increasing professional collaboration (Marzano Instructional Strategies, Data Team Training).	Academic Support Program	08/10/2016	05/23/2017	\$0	No Funding Required	All Teachers, PLC Team leaders, Principal, Guidance Counselor, District Office Support Staff

Goal 4: Proficiency Goal: Increase the average reading proficiency ratings for all students by 2017

Measurable Objective 1:

A 50% increase of Tenth grade students will demonstrate a proficiency by increasing the proportion of students who are proficient from 51.9% to 52.9% in Reading by 05/23/2017 as measured by the English II EOC.

Strategy 1:

Professional Development - Special Education teachers will participate in professional development to learn about effective instructional strategies and best practices for collaboration.

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Category: Professional Learning & Support

Research Cited: Kentucky Best Practices

Activity - Provide Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special Education teachers will attend training on effective literacy strategies (i.e. SPED Conference, Due Process, CT4GC, behavior management, classroom structure, ABA, and Autism)	Professional Learning	08/10/2016	05/23/2017	\$500	General Fund	Principal, Guidance Counselor, Special Education Department, Special Education Director, Teachers

Activity - PLC Structure	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Bi-Monthly PLC meetings will be held to utilize the data team process to assist in identifying gap areas and student weaknesses, for improving school achievement and increasing professional collaboration (Marzano Instructional Strategies, Data Team Training).	Academic Support Program	08/10/2016	05/23/2017	\$0	No Funding Required	All teachers, PLC Team leaders, Principal, Guidance Counselor, District Office Support Staff

Measurable Objective 2:

A 50% increase of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency increasing the proportion of students proficient in Algebra II from 52.2% to 56.3% in Mathematics by 05/13/2016 as measured by Algebra II EOC.

Strategy 1:

Provide targeted interventions - Identify students needing extra opportunities to succeed on the EOC

Category: Continuous Improvement

Research Cited: Kentucky Research Initiative

Activity - PLC Structure	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Bi-Monthly PLC meetings will be held to utilize the data team process to assist in identifying gap areas and student weaknesses, for improving school achievement and increasing professional collaboration (Marzano Instructional Strategies, Data Team Training).	Academic Support Program	08/05/2015	05/13/2016	\$0	All Teachers, PLC Team Leaders, Principal, Guidance Counselor, District Office Support Staff
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Goal 5: TCCHS will work to improve teacher effectiveness

Measurable Objective 1:

increase student growth in Core Content (EOC) and Career & Vocational Classes by 05/25/2020 as measured by increased student passage of EOC, KOSSA, Compass, and Workkeys; including providing necessary course sequence for increased opportunities for pathway completion.

Strategy 1:

PLC Meetings - Weekly PLC and Departmental meetings with time focused on planning and analysis of assessments, standards review, and planning for instructional strategies to improve school achievement and increase professional collaboration.

Category: Professional Learning & Support

Research Cited: TELL Survey, Marzano Instructional Strategies, Data Team Training

Activity - Instructional Rounds (school based)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Rounds and School based rounds are being implemented to effectively implement high yield teaching strategies.	Professional Learning	01/09/2017	05/22/2017	\$0	No Funding Required	All Teachers, PLC Team leaders, Principal, Guidance Counselor, District Office Support Staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Program review PLC meetings	Each program review PLC will meet monthly and Implementation and Improvement Checks will be completed bi-annually to ensure components of program reviews are met.	Professional Learning	08/05/2015	05/16/2016	\$0	District Office, Administration , Teachers,
Professional Growth	Bi-Monthly PLC meetings will be held to utilize the data team process to assist in identifying gap areas and student weaknesses, for improving school achievement and increasing professional collaboration (Marzano Instructional Strategies, Data Team Training).	Academic Support Program	09/02/2016	05/23/2017	\$0	All Teachers, PLC Team leaders, Principal, Guidance Counselor, District Office Support Staff
Professional Growth	Bi-Monthly PLC meetings will be held to utilize the data team process to assist in identifying gap areas and student weaknesses, for improving school achievement and increasing professional collaboration (Marzano Instructional Strategies, Data Team Training).	Academic Support Program	08/05/2015	05/16/2016	\$0	All Teachers, PLC Team leaders, Principal, Guidance Counselor, District Office Support Staff
PLC Structure	Bi-Monthly PLC meetings will be held to utilize the data team process to assist in identifying gap areas and student weaknesses, for improving school achievement and increasing professional collaboration (Marzano Instructional Strategies, Data Team Training).	Academic Support Program	08/10/2016	05/23/2017	\$0	All teachers, PLC Team leaders, Principal, Guidance Counselor, District Office Support Staff
PLC Structure	Bi-Monthly PLC meetings will be held to utilize the data team process to assist in identifying gap areas and student weaknesses, for improving school achievement and increasing professional collaboration (Marzano Instructional Strategies, Data Team Training).	Academic Support Program	08/10/2016	05/23/2017	\$0	All Teachers, PLC Team leaders, Principal, Guidance Counselor, District Office Support Staff

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Instructional Rounds (school based)	Instructional Rounds and School based rounds are being implemented to effectively implement high yield teaching strategies.	Professional Learning	01/09/2017	05/22/2017	\$0	All Teachers, PLC Team leaders, Principal, Guidance Counselor, District Office Support Staff
Total					\$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Provide Professional Development	Special Education teachers will attend training on effective literacy strategies (i.e. SPED Conference, Due Process, CT4GC, behavior management, classroom structure, ABA, and Autism)	Professional Learning	08/10/2016	05/23/2017	\$500	Principal, Guidance Counselor, Special Education Director, Special Education Coordinator
Provide Professional Learning	Special Education teachers will attend training on effective literacy strategies (i.e. SPED Conference, Due Process, CT4GC, behavior management, classroom structure, ABA, and Autism)	Professional Learning	08/10/2016	05/23/2017	\$500	Principal, Guidance Counselor, Special Education Department, Special Education Director, Teachers
Provide Professional Development	Special Education teachers will attend training on effective literacy strategies (i.e. SPED Conference, Due Process, CT4GC, behavior management, classroom structure, ABA, and Autism)	Professional Learning	09/01/2016	05/23/2017	\$500	Principal, Guidance Counselor, Special Education Department, Special Education Director, Special Education Coordinator
Total					\$1500	

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes		

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes		

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	N/A		

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes		

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	N/A		

Comprehensive School Improvement Plan

Todd County Central High School

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes		

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	N/A		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	N/A		

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	Yes		

Comprehensive School Improvement Plan

Todd County Central High School

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	N/A		

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	N/A		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	N/A		

Comprehensive School Improvement Plan

Todd County Central High School

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes	http://tcchs.todd.kyschools.us/?PageName=bc&n=246655	

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school 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
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	N/A		

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

Comprehensive School Improvement Plan

Todd County Central High School

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for para-educators demonstrating that the duties are on a limited basis only.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only.	Yes		

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	N/A		

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	N/A		

Phase II - KDE Compliance and Accountability - Schools

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 school has identified specific strategies to address areas for improvement identified in the TELLKY Survey results.

Goal 1:

TCCHS will work to improve teacher effectiveness

Measurable Objective 1:

increase student growth in Core Content (EOC) and Career & Vocational Classes by 05/25/2020 as measured by increased student passage of EOC, KOSSA, Compass, and Workkeys; including providing necessary course sequence for increased opportunities for pathway completion.

Strategy1:

PLC Meetings - Weekly PLC and Departmental meetings with time focused on planning and analysis of assessments, standards review, and planning for instructional strategies to improve school achievement and increase professional collaboration.

Category: Professional Learning & Support

Research Cited: TELL Survey, Marzano Instructional Strategies, Data Team Training

Activity - Instructional Rounds (school based)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Rounds and School based rounds are being implemented to effectively implement high yield teaching strategies.	Professional Learning	01/09/2017	05/22/2017	\$0 - No Funding Required	All Teachers, PLC Team leaders, Principal, Guidance Counselor, District Office Support Staff

The school identified specific strategies to increase the average combined reading and math K-Prep proficiency scores.

N/A (this question does not apply)

All children-were screened for kindergarten readiness. If yes, name the assessment.

N/A (this question does not apply)

The school identified specific strategies to increase the percentage of students who are Kindergarten ready.

N/A (this question does not apply)

Comprehensive School Improvement Plan

Todd County Central High School

The school identified specific K-3 strategies to increase the average 3rd grade math and reading combined K-Prep proficiency scores.

N/A (this question does not apply)

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

State Gap Reduction Goal: Increase the average reading percent proficient and distinguished for all students in the non-duplicated gap group from 41.2% to 42.0% in 2016-2017.

Measurable Objective 1:

4% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in Reading and in Mathematics by 05/23/2017 as measured by an Increase in the reading percent proficient and distinguished in the non-duplicated gap group from 41.2% to 42.0% .

Strategy1:

Professional Development - Special Education teachers will participate in professional development to learn about effective instructional strategies and best practices for collaboration.

Category: Professional Learning & Support

Research Cited: Kentucky Best Practices

Activity - Professional Growth	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bi-Monthly PLC meetings will be held to utilize the data team process to assist in identifying gap areas and student weaknesses, for improving school achievement and increasing professional collaboration (Marzano Instructional Strategies, Data Team Training).	Academic Support Program	08/05/2015	05/16/2016	\$0 - No Funding Required	All Teachers, PLC Team leaders, Principal, Guidance Counselor, District Office Support Staff

Activity - Provide Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education teachers will attend training on effective literacy strategies (i.e. SPED Conference, Due Process, CT4GC, behavior management, classroom structure, ABA, and Autism)	Professional Learning	09/01/2016	05/23/2017	\$500 - General Fund	Principal, Guidance Counselor, Special Education Department, Special Education Director, Special Education Coordinator

Goal 2:

Novice Reduction Goal: Todd County Central High School will reduce the reduce the overall percentage of students scoring at the novice

Comprehensive School Improvement Plan

Todd County Central High School

level by 50% over the next five years.

Measurable Objective 1:

A 10% increase of Black or African-American, Economically Disadvantaged and Students with Disabilities students will increase student growth in Mathematics and in Reading by 05/23/2017 as measured by K-Prep and EOC exams.

Strategy1:

Professional Development - Special Education teachers will participate in professional development to learn about effective instructional strategies and best practices

Category: Professional Learning & Support

Research Cited: Kentucky Best Practices

Activity - Provide Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education teachers will attend training on effective literacy strategies (i.e. SPED Conference, Due Process, CT4GC, behavior management, classroom structure, ABA, and Autism)	Professional Learning	08/10/2016	05/23/2017	\$500 - General Fund	Principal, Guidance Counselor, Special Education Director, Special Education Coordinator

Activity - PLC Structure	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bi-Monthly PLC meetings will be held to utilize the data team process to assist in identifying gap areas and student weaknesses, for improving school achievement and increasing professional collaboration (Marzano Instructional Strategies, Data Team Training).	Academic Support Program	08/10/2016	05/23/2017	\$0 - No Funding Required	All Teachers, PLC Team leaders, Principal, Guidance Counselor, District Office Support Staff

Goal 3:

Proficiency Goal: Increase the average reading proficiency ratings for all students by 2017

Measurable Objective 1:

A 50% increase of Tenth grade students will demonstrate a proficiency by increasing the proportion of students who are proficient from 51.9% to 52.9% in Reading by 05/23/2017 as measured by the English II EOC.

Strategy1:

Professional Development - Special Education teachers will participate in professional development to learn about effective instructional strategies and best practices for collaboration.

Category: Professional Learning & Support

Research Cited: Kentucky Best Practices

Comprehensive School Improvement Plan

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Activity - PLC Structure	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bi-Monthly PLC meetings will be held to utilize the data team process to assist in identifying gap areas and student weaknesses, for improving school achievement and increasing professional collaboration (Marzano Instructional Strategies, Data Team Training).	Academic Support Program	08/10/2016	05/23/2017	\$0 - No Funding Required	All teachers, PLC Team leaders, Principal, Guidance Counselor, District Office Support Staff

Activity - Provide Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education teachers will attend training on effective literacy strategies (i.e. SPED Conference, Due Process, CT4GC, behavior management, classroom structure, ABA, and Autism)	Professional Learning	08/10/2016	05/23/2017	\$500 - General Fund	Principal, Guidance Counselor, Special Education Department, Special Education Director, Teachers

The school identified specific strategies to increase the average freshman graduation rate.

Goal 1:

Todd County Central High School will increase the four year adjusted cohort graduation rate from 94.4% to 95.8%.

Measurable Objective 1:

collaborate to Increase the four year adjusted cohort graduation rate from 94.4% to 95.8% by 05/18/2015 as measured by the state accountability graduation formula.

Strategy1:

Academic and Career Advisory Classes - The SBDM created an Advisor/Advisee program in order to utilize the ILP program and Career Pathways persistent to the state graduation requirements. Students will be monitored and advised of student career and academic goals. Advisory classes meet daily for 20 minutes to assess the Individual Learning Plan and graduation requirements of students.

Category: Stakeholder Engagement

Research Cited: Johnson, Bill. "Linchpins or Lost Time: Creating Effective Advisories." Coalition of Essential Schools. N.p., 2009. Web. 01 Dec. 2014. <<http://essentialschools.org/resources/517>>.

Horace 20.4, "Advisories in Essential Schools," and Horace 7.1, "Are Advisory Groups 'Essential'? What They Do, How They Work?" provide additional information on the ways that advisories work to support the mission of Essential schools.

Activity - Career Readiness Pathways	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize the ILP in order to place students in CTE courses aligned with their career interest.	Policy and Process	08/11/2014	05/18/2015	\$0 - No Funding Required	Advisory Teachers

Comprehensive School Improvement Plan

Todd County Central High School

The school identified specific strategies to increase the percentage of students who are college and career ready.

Goal 1:

State CCR Goal: Todd County Central High School will Increase the percentage of students who are college and career ready from 45.9% to 67% by 2017.

Measurable Objective 1:

collaborate to increase the percentage of students who are college and career ready from 45.9% to 67% by 05/16/2016 as measured by increased student success on ACT, EOC, COMPASS and KOSSA testing.

Strategy1:

Provide targeted interventions - Identify students needing extra opportunities to succeed on ACT, EOC, COMPASS and KOSSA testing

Category: Continuous Improvement

Research Cited: Kentucky Research Initiative

Activity - Provide Instructional Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use ACT Aspire data to identify students with common deficiencies in their subject area to provided targeted interventions for these students.	Academic Support Program	10/12/2015	05/13/2016	\$0 - No Funding Required	Departmental Staff, PLC Teams, Advisory Teachers

Activity - Provide Instructional Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Advisory Teachers will use ACT and PLAN data to identify students with common deficiencies in subject area to provided targeted interventions for these students during advisory time and incorporated into mathematics and English classes.	Academic Support Program	10/12/2015	05/13/2016	\$0 - No Funding Required	Departmental Teachers, PLC Teams, Advisory Teachers

Activity - Provide Instructional Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Verify the list of students not meeting benchmarks on PLAN or ACT and incorporate instructional support in English and Mathematics for these students during the school day through the use of ESS Daytime Waiver.	Academic Support Program	10/12/2015	05/13/2016	\$0 - No Funding Required	Departmental Teachers, PLC Teams, Advisory Teachers

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Activity - Professional Growth	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bi-Monthly PLC meetings will be held to utilize the data team process to assist in identifying gap areas and student weaknesses, for improving school achievement and increasing professional collaboration (Marzano Instructional Strategies, Data Team Training).	Academic Support Program	08/05/2015	05/16/2016	\$0 - No Funding Required	All Teachers, PLC Team leaders, Principal, Guidance Counselor, District Office Support Staff

The school identified specific strategies to increase the percentage of distinguished programs in the arts and humanities, PL/CS and writing.

Goal 1:
 Program Review Goal: Todd County Central High School will create a professional development action plan for all program reviews as included in the CSIP.

Measurable Objective 1:
 demonstrate a proficiency by providing all teachers professional development for each individual program review. by 05/23/2017 as measured by artifacts provided by 80% of the faculty. .

Strategy1:
 Program review committees - Departmental PLCs will work on consistent strategies and contributions to Visual & Performing Arts, World Language, Practical Living & Career Studies, and Writing Program Reviews.
 Category: Professional Learning & Support
 Research Cited: <http://education.ky.gov/curriculum/pgmrev/Pages/Program-Review-Resources.aspx>

Activity - Professional Growth	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bi-Monthly PLC meetings will be held to utilize the data team process to assist in identifying gap areas and student weaknesses, for improving school achievement and increasing professional collaboration (Marzano Instructional Strategies, Data Team Training).	Academic Support Program	09/02/2016	05/23/2017	\$0 - No Funding Required	All Teachers, PLC Team leaders, Principal, Guidance Counselor, District Office Support Staff

Activity - Program review PLC meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each program review PLC will meet monthly and Implementation and Improvement Checks will be completed bi-annually to ensure components of program reviews are met.	Professional Learning	08/05/2015	05/16/2016	\$0 - No Funding Required	District Office, Administration, Teachers,

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school 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, and the kinds of programs and services that a school implements to support student learning.

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

Description of the School

Describe the school'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 serves?

Todd County Central High School, located in Elkton, Kentucky, is a blend of professional faculty members and support staff who care about student growth and achievement and are committed to excellence in education through the partnership of students, staff, and the community. The current enrollment of TCCHS is 560 students. TCCHS School demographics are 54.8% Free/Reduced lunch; 10.3% of the population receive special education services and 16.1% are classified as gifted and talented; the ethnicity demographics of TCCHS population are 76.9% Caucasian, 11.07% African American, 5% Hispanic, and 1.9% two or more races. TCCHS curriculum focuses on the ACT Quality Core and Career and College Readiness for all high school students.

School's Purpose

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

It is the mission of Todd County Central High School to provide a student centered environment that promotes post-secondary success. The vision of Todd County Central High School is to provide a curriculum that is both rigorous and relevant in order to prepare students to become productive citizens. We believe that all students have the ability to learn at higher levels; that all students are entitled to a safe, nurturing learning environment; that TCCHS will be competitive with high schools from across the nation; that with support of all stakeholders, students will be recognized for their achievements and success.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

The administration and the Site Base Council at TCCHS support the philosophy that all students can become proficient learners. Educational equality is attained at the high school by: providing additional support for students with programs such as Extended School Services, Peer Tutoring, Gifted and Talented, Read 180 and System 44 reading intervention programs; promoting student participation in co-curricular activities and clubs; enhancing personal and career development by providing leadership programs, counseling services, peer mediation, drug, alcohol, and tobacco prevention programs, co-op opportunities; and by offering a variety of sports and other extra-curricular activities. ACT gaps are addressed in our Mathematics and English classrooms through interventions based on ACT and classroom benchmark assessments and successful completion of core content classes.

- The number career ready students for TCCHS was 77 (65.3%) The Career Ready indicator includes graduates who met benchmarks for Career Ready Academic (ASVAB or ACT WorkKeys). This is an increase of 19.4, from of 45.9% career ready in 2014-15

- The number career ready students technical students for TCCHS was 54 (49%) The Career Ready Technical (KOSSA or received an Industry-Recognized Career Certificate). This is an increase in the percentage of career ready students from 27% to 49% from the 2014-15 school year.

- The number college ready students at TCCHS was 58 (49%) The College Ready indicator includes graduates who met the Kentucky Council on Postsecondary Education (CPE) System wide Benchmarks for Reading (20), English (18), and Mathematics (19) on any administration of the ACT. The College Placement Tests indicator includes students who passed a college placement test (ACT Compass). This was an increase from 37% during the 2014-15 school year.

- 4 year adjusted Cohort Graduation Rate Targets were met with a score of 98.3.

- TCCHS Graduation rate went up - 95.3 last year to 96.9 during the 2015-16 school year, which is above the state average of 89.7.

- Mathematics students scoring proficient and distinguished increased to 67.2% for the 2015-16 school year.

- Writing students scoring distinguished went up from 5.6% to 7.8% distinguished in 2015-16.

- Language Mechanics scores increased, to 45% proficient and distinguished. At TCCHS we feel the incorporation of consistent writing across the curriculum will help meet our targets and lead to student success in all academic aspects. True comprehension goes beyond literal understanding and involves the reader's interaction with text. If students are to become thoughtful, insightful readers, they must extend their thinking, writing and comprehension beyond a superficial understanding of the text. Departmental Representatives have attended the GRREC Literacy Workshops and are working with their respective PLCs to implement literacy strategies school wide.

Career and technical education is a focus this year with the new opportunities provided by the Todd County Career Path Institute. The Institute provides training for students in key regional workforce needs such as welding, program logistic controllers, electrical circuit training, robotics, hydraulics and pneumatics. Classes began in Fall 2016 and are taught by Hopkinsville Community College faculty. Career and College Readiness strategies will be implemented throughout all classes to help students successfully meet benchmark on the ACT, KOSSA, ASVAB and college readiness assessments. These strategies will be monitored through PLC, Advisory classes, and Program Review committees. Juniors also focus on ACT preparation and practice in their advisory classes, and focused review occur in English and Mathematics classes on a consistent basis.

We are extremely proud of the improvements made on our state accountability scores, and delighted to announce Todd County Central High School is classified as a Proficient School. Achievement gains at TCCHS illustrate our high level of professional collaboration, competitive Rebel spirit, and strategies designed to support continuous improvement. TCCHS took a focused look at each individual student last year

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and worked to meet each students' need for College and Career Readiness Benchmarks, testing students on the ASVAB, ACT, Compass, KOSSA, and others. This individual attention helped us reach our classification of Proficient. TCCHS' scores exemplify the commitment of ALL individuals involved. At TCCHS, our most pressing academic issues moving forward will be maintaining the standard of excellence we've come to expect, continuing a focus on the needs of all students, and being committed to the college and career readiness of every graduate.

Additional Information

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

Todd County Central High School is aggressively pursuing methods and strategies to assist students improvement within the classroom. TCCHS utilizes Standards and Indicators for School Improvement, has aligned the curriculum to ACT Quality Core Standards, and utilizes "Best Practice" teaching techniques. We are differentiating instruction, using formative and summative assessment, RTI, and KYCID while also using ESS as an enrichment tool.