

# 2019-2021 Plan

## Pendleton County High School

### Vision

Achieving Greatness, Every Student, Every Day

### Mission

Pendleton County High School is a gateway that inspires, challenges and empowers students in their individual quests for

### Beliefs

We believe all students can learn given equitable opportunities. It is our responsibility to prepare students for the future and provide a safe and secure learning environment.

#### Ach. Gap

##### Objectives

- Provide active, personalized learning opportunities to support student readiness.

##### Critical Initiatives

- Plan for and implement active student engagement strategies.
- Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.
- Dev. clearly defined RtI sch/dist-wide proc. w/ applicable checklist(s) and doc. tools, include. such info. as srv. freq., interv. prog/strat, SMART goals, & prog. monitoring checks.

##### Key Measures

- List of students being measured.

#### Trans. Ready/Grad. Ready

##### Objectives

- Provide more opportunities & support for all students to meet academic & career readiness measures.

##### Critical Initiatives

- Create a fluid and systemic functionality enabled by solid academic planning, schedule creation, and collegial participation in PLCs to enhance and promote a culture of/for learning.
- Implement student participation in conducting student-led data conferences and goal setting. (class selection and graduation readiness measures.)

##### Key Measures

- Student conferencing and scheduling forms

#### Prof/Sep. Acad. Ind.

##### Objectives

- Provide students with relevant and rigorous learning opportunities.

##### Critical Initiatives

- Ensure congruency is present between standards, learning targets, and assessment measures.
- Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what are those adjustments.
- Create formative and summative assessments that are aligned to the standards.
- Design and deliver instruction that is congruent to standards.

##### Key Measures

- Lesson Plans

Key Measures

- RTI Documentation
- CERT Data
- Tier III RTI

Key Measures

- Course Catalog
- Student Surveys
- PLC Documentation

Key Measures

- Formative and Summative Assessments
- PLC Document Sheets
- Unit Tests
- CERT Data
- Formative Assessments

### Objective

Provide active, personalized learning opportunities to support student readiness.

#### Critical Initiative

Plan for and implement active student engagement strategies.

Start Date: 11/28/2019

End Date: 06/30/2020

#### Key Measures

List of students being measured.

#### Critical Initiative

Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.

Start Date: 11/29/2019

End Date: 02/03/2020

#### Key Measures

RTI Documentation

CERT Data

#### Critical Initiative

Dev. clearly defined RtI sch/dist-wide proc. w/ applicable checklist(s) and doc. tools, include. such info. as srv. freq., interv. prog/strat, SMART goals, & prog. monitoring checks.

Start Date: 12/02/2019

End Date: 06/30/2020

#### Key Measures

Tier III RTI

### Objective

Provide more opportunities & support for all students to meet academic & career readiness measures.

#### Critical Initiative

Create a fluid and systemic functionality enabled by solid academic planning, schedule creation, and collegial participation in PLCs to enhance and promote a culture of/for learning.

Start Date: 07/01/2020

End Date: 06/30/2021

#### Key Measures

Student conferencing and scheduling forms

#### Critical Initiative

Implement student participation in conducting student-led data conferences and goal setting. (class selection and graduation readiness measures.)

Start Date: 11/11/2019

End Date: 06/30/2021

#### Key Measures

Course Catalog

Student Surveys

PLC Documentation

### Objective

Provide students with relevant and rigorous learning opportunities.

#### Critical Initiative

Ensure congruency is present between standards, learning targets, and assessment measures.

Start Date: 01/01/2020

End Date: 06/30/2021

#### Key Measures

Lesson Plans

Formative and Summative Assessments

#### Critical Initiative

Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what are those adjustments.

Start Date: 02/28/2020

End Date: 06/30/2020

#### Key Measures

PLC Document Sheets

#### Critical Initiative

Create formative and summative assessments that are aligned to the standards.

Start Date: 12/10/2019

End Date: 06/30/2020

#### Key Measures

Unit Tests

CERT Data

Formative Assessments

#### Critical Initiative

Design and deliver instruction that is congruent to standards.

Start Date: 11/19/2019

End Date: 06/30/2025

#### Key Measures

## 2019-20 Phase Two: School Assurances\_09042019\_14:24

2019-20 Phase Two: School Assurances

### **Pendleton County High School**

Tony Dietrich  
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Falmouth, Kentucky, 41040  
United States of America

Last Modified: 10/24/2019

Status: Locked

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## 2019-20 Phase Two: School Assurances

### 2019-20 Phase Two: School Assurances



## Introduction

Assurances are a required component of the CSIP process (703 KAR 5:225). Please read each assurance and indicate whether your school is in compliance by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

## Teacher Performance

1. The Every Student Succeeds Act (ESSA) requires each school to report data regarding ineffective teachers. An ineffective teacher receives a summative effectiveness rate of “Ineffective” as determined through the local performance evaluation system that meets the requirements established by KRS 157.557. An ineffective teacher consistently fails to meet expectations as determined by a trained evaluator, in competencies identified as the performance criteria in the Kentucky Framework for Teaching.

Responses to this assurance will be collected in the [Kentucky Teacher Performance survey](#). Responses to each survey question should be based on data from the 2018-19 school year. Once you have completed the survey, return to the 2019-20 Phase Two: School Assurances diagnostic to certify that your school has completed the survey and to complete the remaining assurances on the diagnostic.

I certify this school has completed the Kentucky Teacher Performance survey.

- Yes**
- No
- N/A

## Title I Schoolwide Programs

2. If the school is implementing a schoolwide program, the school developed a comprehensive plan during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

- Yes**
- No
- N/A

3. If the school is implementing a schoolwide program, the school developed a comprehensive plan with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

- Yes**
- No
- N/A

4. If the school is implementing a schoolwide program, the school developed a comprehensive plan that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

- Yes**
- No
- N/A

5. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

- Yes**
- No
- N/A

6. If the school is implementing a schoolwide program, the school developed a comprehensive plan that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

- Yes**
- No
- N/A

7. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA.

- Yes**
- No
- N/A

8. If the school is implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

- Yes**
- No
- N/A

## Title I Targeted Assistance School Programs

9. If the school is implementing a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

- Yes
- No
- N/A**

10. If the school is implementing a targeted assistance school program, the school serves participating students using resources under Title I, Part of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

- Yes
- No
- N/A**

11. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

- Yes
- No
- N/A**

12. If the school is implementing a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

- Yes
- No
- N/A**

13. If the school is implementing a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

- Yes
- No
- N/A**

14. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

- Yes
- No
- N/A**

15. If the school is implementing a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

- Yes
- No
- N/A**

16. If the school is implementing a targeted assistance school program, the school serves participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

- Yes
- No
- N/A**

## Schools Identified for Targeted Support and Improvement

17. If identified for targeted support and improvement pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, “evidence-based” is defined in ESSA Section 8101(21).

- Yes
- No
- N/A**

## All School Programs

18. The school provides professional development for staff that is in accordance with the purpose of Title II of ESSA; addresses the needs of all students; and, strives to ensure all students are college, career and transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II funding.

- Yes**
- No
- N/A

19. The school collects and publicly disseminates, in compliance with Kentucky's Consolidated State Plan and in alignment with Section 1111(g)(1)(B), data through the School Report Card that addresses students' access to effective/experienced teachers.

- Yes**
- No
- N/A

20. The school ensures that, if the Title I application includes funding for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), there is documentation indicating such is needed to improve student achievement. This ensures the use is reasonable and necessary in compliance with the Code of Federal Regulations (CFR), including 2 CFR 200.403 and 200.405.

- Yes**
- No
- N/A

21. The school ensures that all teachers and paraprofessionals working in a program supported with Title I, Part A funding meet applicable state certification and licensure requirements as required by Section 1111(g)(2)(J) of ESSA.

- Yes**
- No
- N/A

22. The school distributes to parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that complies with Section 1116(c)-(f) of ESSA and is in an understandable and uniform format as required by Section 1116(b) of ESSA. For reference, Section 1116(b) of ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

- Yes**
- No
- N/A



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## Attachment Summary

Attachment Name	Description	Associated Item(s)
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## 2019-20 Phase Two: School Safety Report\_09042019\_14:25

2019-20 Phase Two: School Safety Report

### **Pendleton County High School**

Tony Dietrich  
2359 Hwy 27 N  
Falmouth, Kentucky, 41040  
United States of America

Last Modified: 10/30/2019

Status: Locked

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## 2019-20 Phase Two: School Safety Report

### 2019-20 Phase Two: School Safety Report

## School Safety Diagnostic for Schools

Pursuant to KRS 158.162, the local board of education shall require the school council or, if none exists, the principal in each school to adopt an emergency plan that must be utilized in case of fire, severe weather, earthquake, or a building lockdown and that: establishes evacuation routes; identifies the best available severe weather zones; develops earthquake protocols for students; and, develops and adheres to practices controlling access to the school building. The emergency plan shall be annually reviewed by the council, principal, and first responders and revised as needed.

In addition to the emergency plan requirements in KRS 158.162, KRS 158.164 requires the local board of education to direct the school council or, if none exists, the principal in each school to establish procedures to perform a building lockdown and to invite local law enforcement to assist in establishing lockdown procedures.

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition, required fire drills shall be conducted according to administrative regulations promulgated by the Department of Housing, Buildings and Construction.

## Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the school council or, where applicable, principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3)?

*If the answer is "no", please explain in the comment box. Please note that Senate Bill 1 (2019) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, should not be reported herein until the 2022-2023 school year and beyond.*

Yes

2. Has the school provided local first responders with a copy of the school's emergency plan along with a diagram of the school as required by KRS 158.162(2)(b)?

*If the answer is "no", please explain in the comment box.*

Yes

3. Has the school posted primary and secondary evacuation routes in each room by any doorway used for evacuation as required by KRS 158.162(3)(a)?

*If the answer is "no", please explain in the comment box.*

Yes

4. Has the school posted the location of severe weather safe zones in each room as required by KRS 158.162(3)(b)?

*If the answer is "no", please explain in the comment box.*

Yes

5. Was the school's emergency plan reviewed following the end of the prior school year by the school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c)?

*Please provide the most recent date of review/revision of the school's emergency plan in the district in the comment box. If the answer is "no", please explain in the comment box.*

Yes- July 25, 2019

6. Did the principal discuss the emergency plan with **all** school staff prior to the first instructional day of the current school year and appropriately document the time and date of such discussion as required by KRS 158.162(2)(d)?

*Please provide the date the school completed this discussion in the comment box. If the answer is "no", please explain in the comment box.*

Yes

7. During the first 30 instructional days of the current school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5)?

*If the answer is "no", please explain in the comment box.*

Yes

8. During the month of January during the prior school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5)?

*If the answer is "no", please explain in the comment box.*

Yes

9. Over the immediately preceding twelve months, did each school within the district conduct fire drills in accordance with administrative regulations promulgated by the Department of Housing, Buildings and Construction as required by KRS 158.162(5)?

*If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.*

Yes

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## Attachment Summary

Attachment Name	Description	Associated Item(s)
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## 2019-20 Phase Three: Title I Annual Review Diagnostic\_09042019\_14:25

2019-20 Phase Three: Title I Annual Review Diagnostic

**Pendleton County High School**

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United States of America

Last Modified: 11/07/2019

Status: Open

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## 2019-20 Phase Three: Title I Annual Review Diagnostic

### 2019-20 Phase Three: Title I Annual Review Diagnostic

Schools with a Title I schoolwide program must conduct a yearly evaluation of the program as required under [34 CFR §200.26](#) and ESSA Section 1114(b)(3). Please respond to each of the following questions about the annual evaluation of your school's schoolwide program. For more information about schoolwide program requirements, consult the [Title I Handbook](#) and 34 CFR §200.26. Documentation is not required and, therefore, is optional.

## Comprehensive Needs Assessment

**Rationale:** A school operating a schoolwide program must conduct a comprehensive needs assessment in accordance with ESSA Section 1114(b). Through the needs assessment, a school must consult with a broad range of stakeholders and examine relevant data to understand students' needs and their root causes.

1. Describe the effectiveness of your needs assessment process.

Administration works with staff to identify areas of need inclusive of curricular, behavioral, and systematic areas to promote student success both within and outside of the classroom. Also, community and parent stakeholders are addressed through multiple methods to encourage and foster positive relationships to ensure open lines of communications. In tandem with these efforts, parents are asked to complete surveys and attend face to face meetings to provide input regarding schoolwide programs including plus/delta lines of communications.

## Schoolwide Plan

**Rationale:** The schoolwide program must incorporate strategies to improve academic achievement throughout the school, but particularly for the lowest-achieving students, by addressing the needs identified in the comprehensive needs assessment. ESSA Section 1114(b)(7). The schoolwide plan must include a description of how the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students. The plan must explain how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education. ESSA Section 1114(b)(7)(A)(ii).

2. Describe the effectiveness of the strategies that were implemented as part of the schoolwide program in meeting the requirements above. Please cite the data sources used in the evaluation of the strategies.

Based upon our accountability data, CERT data, STAR data, teacher and parent feedback, course grades, Edgenuity scores, and transition readiness indicators our program was achieving gains, although minimal, and a renewed focus was made in the areas of deficit in particular CCR. These changes included staff training on the CERT program, staff training in MasteryPrep, staff Kagan training, revamping PLC processes to include student achievement gap and standards gap awareness, staff goal setting training and goal setting implementation, and triannual student assessment practice. These data based and content rich activities and trainings will allow our lowest performing students to close state achievement gaps while helping all students to increase achievement marks on school, state, and national level indicators. TO further help those most at risk, and in particular our exceptional children subgroup, our collaborative teachers have integrated new Tier II interventions to coincide with previous intervention tools with readily available resultant data that is used as a data point for decisions and changes to our program.

3. Describe the method used to evaluate the effectiveness of the strategies to improve academic achievement throughout the school, but particularly for the lowest achieving students.

The effectiveness of our school wide programs at the high school level is primarily gauged by CERT results, course grades, classroom observations, PLC notes, state accountability data, and student feedback. Upon the conclusion of our initial CERT exam in tandem with the release of our accountability results staff used data to find gaps in student understanding and used question analysis, standards analysis, and class deficiency analysis to help lead teaching to correct and erase these issues followed by individual goal setting for our students. These processes were inclusive of collecting, analyzing, and reflecting upon our exceptional children subgroup as a specific focus to determine the effectiveness of the strategies upon learning and achieving student growth toward their particular goals.

## Evaluation of the Schoolwide Program

### Rationale:

Schools with Title I schoolwide programs are required to annually evaluate the schoolwide plan, using data from state assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement. ESSA Section 1114(b)(3); 34 C.F.R. § 200.26(c).

#### 4. What revisions will be made to next year's schoolwide plan based on the results of the evaluation?

Based on the data from our most recent evaluation we will focus upon increasing readiness in both reading and math. Our program will be modified to include our reading intervention program and our math intervention program with staff tied to the interventions allowing our students who start their high school careers designated as behind to close their achievement gaps. These interventions will be assessed in their effectiveness and validity by using data from multiple resources but primarily CERT and associated growth scores after staff training in the program, staff training in student goal setting, staff training in test prep strategies, and in student test prep and content focus. These revisions to our program were for the entirety of our student population but our most struggling sub group was also focused upon to close achievement gaps with the placement of extra personnel and staff to work with them on tiered interventions and to continue to monitor their progress and completion. This particular sub group of exceptional children was also focused upon with scheduling by ensuring that those in need had collaborative courses to work with them on a smaller scale and also ensuring least restrictive environments.

## Parent and Family Engagement (ESSA Section 1116)

### Rationale:

Each school receiving Title I, Part A funds is required to conduct parent and family involvement activities as specified in ESSA Section 1116 (c)(1)-(5). Title I, Part A requires schools to develop jointly with, and distribute to, parents and family members of participating children a written parent and family engagement policy. In addition, as a component of the school-level parent and family engagement policy, each school shall jointly develop with parents for all children served a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high academic standards. ESSA Section 1116(d).

Districts must build the capacity for involvement of parents and family members as described in ESSA Section 1116(e). To the extent practicable, districts must provide opportunities for the informed participation of parents and family members, including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, as described in ESSA Section 1116(f).

5. Describe the effectiveness of your school's parent and family engagement program and the processes and data sources used to make this determination.

As part of our district's and school's continued efforts to increase stakeholder and parent involvement we will continue to use multiple platforms to communicate not only information but, also, instances where they may participate and help to influence school functionality. Our parent and family engagement policy is sent home with students yearly. Historically and currently, our school subscribes to a parent webpage that offers weekly information and updates to support parents in helping their student(s) be successful in high school and our school has also purchased resources for parents on topics such as substance abuse, depression/anxiety, peer pressure, organization skills and communication skills with these pamphlets available for parents in the main office and guidance office. Lastly, our Title 1 meetings are scheduled to align with our school's highest parent turnout nights, our Parent Teacher Conference Night, to ensure that we are able to reach and engage the largest number possible. The processes used for these determinations of effectiveness are inclusive of many factors from survey to meeting sign in sheets and seek to gain an overall snapshot of the impact of the program on the district as a whole but also on the individual.

6. Describe any changes that will be made to next year's parent and family engagement program based on your evaluation.

To help foster our Title 1 program's success and to increase parent engagement we plan on increasing the focus upon the program by making the program a stand alone as well as component of our program by starting an independent Title 1 event to ensure that as many parents and stakeholders are reached as possible. The school will continue to increase the availability of materials and forums in which to attain these materials in the spirit of reaching as many stakeholders as possible to ensure program stability and growth.

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## Attachment Summary

Attachment Name	Description	Associated Item(s)
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