

**2020-21 Phase One: Continuous Improvement Diagnostic for
Districts_09082020_14:42**

2020-21 Phase One: Continuous Improvement Diagnostic for Districts

Pendleton County

Joe Buerkley
2525 Hwy 27 N
Falmouth, Kentucky, 41040
United States of America

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The **Comprehensive District Improvement Plan or CDIP** is defined as *a plan developed by the local school district with input of parents, faculty, staff, and representatives of school councils from each school in the district, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students.*

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the district's 2020-21 diagnostics is as follows:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Districts

Phase Two: October 1 - November 1

- The Needs Assessment for Districts
- District Assurances
- District Safety Report

Phase Three: November 1 - January 1

- Comprehensive District Improvement Plan
- Executive Summary for Districts
- The Superintendent Gap Assurance
- Professional Development Plan for Districts

Phase Four: January 1 - December 31

- Continuation of Learning Plan for Districts (Due May 1)
- Progress Monitoring

As superintendent of the district, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students.

Please enter your name and date below to certify.

Joe Buerkley September 9, 2020

2020-21 Phase Two: The Needs Assessment for Districts_09082020_14:45

2020-21 Phase Two: The Needs Assessment for Districts

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2020-21 Phase Two: The Needs Assessment for Districts

2020-21 Phase Two: The Needs Assessment for Districts

Understanding Continuous Improvement: The Needs Assessment

In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (e.g. 2-3 years). It is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the district as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for **all** districts to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for districts, each district complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

Protocol

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of district leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

District leadership meets to review each school's data and then meets with the school leadership teams to discuss next steps. Typically, we meet around September, December/January, March and May/June to review data from local assessments such as STAR, CERT and CUAs. We meet to discuss state assessments such as ACT, Brigance, and KPREP scores as we receive those results. We utilize a School Data Dashboard document specific for each school based on the template from KDE's site to report information to the district leadership team, each school's SBDM Council and local school board four times a year and these meetings are documented with agendas and meeting minutes. Each school will give a formal presentation on assessment results and next steps during a board meeting in January or February.

Current State

Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

Example of Current Academic State:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2018 to 2020, the district saw an 11% increase in novice scores in reading among students in the achievement gap.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 84% for the 2019-20 school year – a decrease from 92% in 2018-19.
- The number of behavior referrals increased from 204 in 2018-19 to 288 in 2019-20.
- Survey results and perception data indicated 74% of the district's teachers received adequate professional development.

Due to the current pandemic and the absence of 19-20 academic data we are utilizing the 18-19 data . This data shows that 49% of elementary students scored proficient/distinguished on KPREP Reading compared to the state average of 54.6% 53% of elementary students scored proficient/distinguished on KPREP Math compared to the state average of 48.8%. 27.2% of elementary students with disabilities scored proficient/distinguished on KPREP Reading and 16.3% scored proficient/distinguished on KPREP Math. 54.1% of middle school students scored proficient/distinguished on KPREP Reading compared to the state average of 60% and 32% scored proficient on KPREP Math compared to the state average of 47%. 20% of our middle school students with disabilities scored proficient/distinguished on KPREP Reading and 5% scored proficient/distinguished on KPREP Math. 48.9% of our high school students scored proficient/distinguished on state reading assessments compared to the state average of 45.4%. 35% of our high school students scored proficient/distinguished on state math compared to the state average of 37.5%. 17.6% of our high school students with disabilities scored proficient/distinguished on state reading assessments and 6.7% scored proficient/distinguished on state math assessments. Our number of on time graduates with high school diplomas is 94.9% and our number of on time graduates with disabilities with high school diplomas is 80%. Our "Non-Academic" data shows an increase of 257 behavior referrals across the district since the 2016-2017 school year.

Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages.

NOTE: These priorities will be thoroughly addressed in the Comprehensive District Improvement Plan (CDIP) diagnostic and template.

Example: Sixty-eight (68%) of students in the achievement gap scored below proficiency on the KPREP test in reading as opposed to just 12% of non-gap learners.

Based on 18-19 assessment data 22.1% of our elementary students scored novice on KPREP Reading and 17.9% scored novice on KPREP Math. 24% of our middle school students scored novice on KPREP Reading and 23.6 scored novice on KPREP Math. 26.9% of our high school students scored novice on state reading assessments and 27.2% scored novice on state math assessments. 43.5% of elementary students with disabilities scored novice on KPREP Reading and 50% scored novice on KPREP Math. 60% of middle school student s with disabilities scored novice on KPREP Reading and 45% scored novice on KPREP Math. 47.1% of high school students with disabilities scored novice on the state reading assessments and 73.3% scored novice on state math assessments. Behavior referrals increased by 14.6% across the district.

Trends

Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

Data trends based on 17-18 and 18-19 show there must be a continued focus on decreasing the number of students scoring novice in reading and math at all levels. We must also address the large percentage of students with disabilities who are not reaching proficiency at each level. The increase in student behavior referrals is also cause for concern and an area where we should focus our improvement efforts.

Potential Source of Problem

Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six Key Core Work Processes outlined below:

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establishing Learning Culture and Environment](#)

KCWP 2: Design and Deliver Instruction - 1. Ensure congruency is present between standards, learning targets and assessment measures. 2. 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. 3. Plan for and implement active student engagement strategies. KCWP 5: Design, Align and Deliver Support - 1. Assure consideration and addressment of non-academic barriers to learning. 2. Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs. 3. Create and monitor a "Watch (Cusp) List" for students performing below proficiency. 4. 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.

Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the district.

Example: Graduation rate has increased from 67% the last five years to its current rate of 98%.

The high school has exceeded the state graduation rate goal of 80% for the past 6 years. All schools are performing above the cut scores for proficiency, separate academic indicator, transition readiness and graduation rate. See attachment.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Strengths and Leverages	Data from 2018-2019 school year.	•

2020-21 Phase Two: District Assurances_09082020_14:46

2020-21 Phase Two: District Assurances

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2020-21 Phase Two: District Assurances

2020-21 Phase Two: District Assurances

Introduction

Assurances are a required component of the CDIP process (703 KAR 5:225). Please read the assurance and indicate whether your district 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.

District Assurances

1. The district hereby ensures that the FY 2020-2021 District Funding Assurances have been signed by the local superintendent, submitted to the Kentucky Department of Education, and remain on file with the local board of education.

- Yes**
- No
- N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Phase Three: Professional Development Plan for Districts_09082020_14:50

2020-21 Phase Three: Professional Development Plan for Districts

Pendleton County

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2020-21 Phase Three: Professional Development Plan for Districts

2020-21 Phase Three: Professional Development Plan for Districts

The purpose of this diagnostic is to support the district in designing and implementing a professional development plan that aligns to the goals established in KRS 158.6451 and the local needs assessment. The basis of the professional development plan aligns to [704 KAR 3:035](#), which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in KRS 158.6451 and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

1. What is the district's mission?

Pendleton County Schools is committed to graduating every student college and/or career ready by empowering staff to deliver high quality instruction and services in a safe and trusting environment.

2. The needs assessment provides the framework for **all** districts to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies, and activities.

Based on the most critical areas for improvement identified in the completed needs assessment per [703 KAR 5:225](#) (3), what are the district's **top two priorities** for professional development that support continuous improvement?

The first priority is Utilizing Technology to Deliver Instruction. The second priority is Using Data to Support Intervention and Enrichment.

3. How do the identified **top two priorities** for professional development relate to district goals?

In our current state, in order to provide students with relevant and rigorous learning opportunities teachers need training and support in learning new methods for providing this instruction in a digital or hybrid setting. Utilizing Technology to Deliver Instruction is vital for teachers to be able to reach all students. Teachers must be trained to efficiently use the tools and to train not only students but parents. Teachers will also need to rely heavily on data to identify gaps in student learning and adjust instruction accordingly. Teachers need training on how to use the programs and interpret reports in order to make data-based decisions on students' progress.

4a. For the first priority need, what are the specific objectives for the professional development aligned to the district goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

Utilizing Technology to Deliver Instruction: 1. Utilize technology to provide students with relevant and rigorous learning opportunities.

4b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

Students will achieve mastery of standards in all core subject areas. Teachers will demonstrate proficiency with online learning programs and platforms and utilize these systems in their daily instruction.

4c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

A combination of state and local assessment data will be used to measure students' mastery of standards in core subjects. Teachers implementing online programs without assistance. Teachers interacting regularly with students using online platform and learning programs. Teachers communicating with parents regarding online assignments and student progress.

4d. Who is the targeted audience for the professional development?

Classroom teachers and administrators will be the targeted audience for the professional development.

4e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

Students, parents, teachers, school administrators, and district leaders will all be impacted by this component of professional development.

4f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Title and CARES Act funds will be utilized to support the professional development needed to meet goals. Support from district and school administrators along with school Technology Resource Teachers (TRTs) will also be necessary. Staff will participate in training through vendors of online programs. Each teacher will be assigned a teacher issued device. Time is built into each school's professional development plan.

4g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Training and support for online learning programs and platform will be ongoing. TRTs will provide monthly trainings on topics relevant to their school and teacher needs. Follow up to trainings will be held based on needs identified in PLCs.

4h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

School and district administrators will monitor teacher participation in trainings pertinent to online learning programs and platforms as evidenced by online sign in. School administrators have access to weekly program utilization reports which will demonstrate teacher program usage and weekly analytics will provide evidence of platform usage.

5a. For the second priority need, what are the specific objectives for the professional development aligned to the district goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

Using Data to Support Intervention and Enrichment: Students will receive personalized instruction based on identified skill deficits and opportunities for enrichment.

5b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

All students will meet benchmark on local and state assessments. Teachers will utilize data to identify gaps in student learning and opportunities for enrichment.

5c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

A combination of state and local assessment data will be used to identify students who have not met benchmark in all core subjects. Minutes from PLC meetings and classroom observations will demonstrate teachers are utilizing an interactive online system to analyze data and make necessary adjustments to instruction.

5d. Who is the targeted audience for the professional development?

Teachers, school administrators and district leaders are the targeted audience for the professional development.

5e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

Students, teachers, school administrators and district leaders are those impacted by this component.

5f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Title and CARES Act funds will be utilized to support the professional development needed to meet goal. Support from district and school administrators along with school Technology Resource Teachers (TRTs) will also be necessary. Staff will participate in training through the vendor of online data management program. Each teacher will be assigned a teacher issued device. Time is built into each school's professional development plan.

5g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Training and support for the online data management program will be ongoing. Follow up to trainings will be held based on needs identified in PLCs.

5h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

School and district administrators will monitor teacher participation in trainings pertinent to online data management program as evidenced by online sign in. School administrators have access to weekly analytics which will demonstrate teacher program usage. School administrators will also monitor the usage to complete Rtl records and the implementation of appropriate supports based on student data.

6. Optional Extension: If your district has identified additional professional development priorities that you would like to include, you may upload an attachment with the answers to question 3 and a-h as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
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Comprehensive District Improvement Plan (CDIP)

Rationale

District improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, district funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive District Improvement Plan (CDIP) cultivates an environment that promotes student growth and achievement.

Operational Definitions

Goal: Long-term three to five year targets based on the six (6) required district goals: proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness. Long-term targets should be informed by The Needs Assessment for Districts.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the district will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldrige, etc.*).

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:
 - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
 - For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

1: Proficiency Goal

Goal 1 (State your proficiency goal.): By the year 2025, the proficiency indicator score for each school on the state assessment will increase by 15%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2021, elementary schools will increase the proficiency indicator from: (NES) 73.7 to 75.9 (SES) 67.5 to 69.5	KCWP 2: Design and Deliver Instruction	Ensure congruency is present between standards, learning targets, and assessment measures.	K-PREP results for proficiency; STAR proficiency results; CUA results	PLC Meeting agendas and notes should reflect these activities.	Title I, Tile V, General Fund, SBDM Allocation, IT Grant funds, 21 st CCLC grant
		Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments are.		GradeCam, EduClimber and STAR reports will be analyzed during PLC and RTI meetings.	
		Use formative and summative evidence to inform what comes next for individual students and groups of students.			
	KCWP 5: Design, Align, Deliver Support Processes	Assure consideration and addressment of non-academic barriers to learning (Student Devices and Internet)	Student/Parent Surveys, Report from secretaries of students who need flashdrives/packets	Monitor the district spreadsheet to determine if the number of students without internet service is declining.	CARES Act Funds, SBDM Allocation, General Fund
Objective 2 By 2021, SMS will increase the proficiency indicator from 61.9 to 63.76	KCWP 2: Design and Deliver Instruction	Ensure congruency is present between standards, learning targets, and assessment measures.	K-PREP results for proficiency; STAR proficiency results; CUA results	PLC Meeting agendas and notes should reflect these activities.	Title I, Tile V, General Fund, SBDM Allocation, IT Grant funds, 21 st CCLC grant
		Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments are.		GradeCam, EduClimber and STAR reports will be analyzed during PLC and RTI meetings.	
		Use formative and summative evidence to inform what comes next for individual students and groups of students.			

Goal 1 (State your proficiency goal.): By the year 2025, the proficiency indicator score for each school on the state assessment will increase by 15%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 5: Design, Align, Deliver Support Processes	Assure consideration and addressment of non-academic barriers to learning (Student Devices and Internet)	Student/Parent Surveys, Report from secretaries of students who need flashdrives/packets	Monitor the district spreadsheet to determine if the number of students without internet service is declining.	CARES Act Funds, SBDM Allocation, General Fund,
Objective 3 By 2021, PHS will increase the proficiency indicator from 53.5 to 55.1.	KCWP 2: Design and Deliver Instruction	Ensure congruency is present between standards, learning targets, and assessment measures.	K-PREP results for proficiency; CERT results for students meeting benchmark; CUA results	PLC Meeting agendas and notes should reflect these activities.	Title I, Tile V, General Fund, SBDM Allocation, IT Grant funds
		Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments are.		GradeCam, EduClimber and CERT reports will be analyzed during PLC and RTI meetings.	
		Use formative and summative evidence to inform what comes next for individual students and groups of students.			
	KCWP 5: Design, Align, Deliver Support Processes	Assure consideration and addressment of non-academic barriers to learning (Student Devices and Internet)	Student/Parent Surveys, Report from secretaries of students who need flashdrives/packets	Monitor the district spreadsheet to determine if the number of students without internet service is declining.	CARES Act Funds, SBDM Allocation, General Fund

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): By the year 2025, the Separate Academic Indicator score for each school on the state assessment will increase by 15%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2021, elementary schools will increase the separate academic indicator from: (NES) 71.1 to 73.2 (SES) 60.9 to 62.7	KCWP 2: Design and Deliver Instruction	Ensure congruency is present between standards, learning targets, and assessment measures.	K-PREP results for proficiency; CUA results	PLC Meeting agendas and notes should reflect these activities.	Title I, Tile V, General Fund, SBDM Allocation, IT Grant funds,
		Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments are.		GradeCam, EduClimber and CERT reports will be analyzed during PLC and RTI meetings.	
		Use formative and summative evidence to inform what comes next for individual students and groups of students.			
	KCWP 5: Design, Align, Deliver Support Processes	Assure consideration and addressment of non-academic barriers to learning (Student Devices and Internet)	Student/Parent Surveys, Report from secretaries of students who need flashdrives/packets	Monitor the district spreadsheet to determine if the number of students without internet service is declining.	CARES Act Funds, SBDM Allocation, General Fund
Objective 2 By 2021, SMS will increase the separate academic indicator from 57.9 to 59.64.	KCWP 2: Design and Deliver Instruction	Ensure congruency is present between standards, learning targets, and assessment measures.	K-PREP results for proficiency; CUA results	PLC Meeting agendas and notes should reflect these activities.	Title I, Tile V, General Fund, SBDM Allocation, IT Grant funds,
		Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments are.		GradeCam, EduClimber and CERT reports will be analyzed during PLC and RTI meetings.	
		Use formative and summative evidence to inform what comes next for individual students and groups of students.			

Goal 2 (State your separate academic indicator goal.): By the year 2025, the Separate Academic Indicator score for each school on the state assessment will increase by 15%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 5: Design, Align, Deliver Support Processes	Assure consideration and addressment of non-academic barriers to learning (Student Devices and Internet)	Student/Parent Surveys, Report from secretaries of students who need flashdrives/packets	Monitor the district spreadsheet to determine if the number of students without internet service is declining.	CARES Act Funds, SBDM Allocation, General Fund
Objective 3 By 2021, PHS will increase the proficiency indicator from 62.5 to 64.38.	KCWP 2: Design and Deliver Instruction	Ensure congruency is present between standards, learning targets, and assessment measures.	K-PREP results for proficiency; CUA results	PLC Meeting agendas and notes should reflect these activities.	Title I, Tile V, General Fund, SBDM Allocation, IT Grant funds
		Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments are.		GradeCam, EduClimber and CERT reports will be analyzed during PLC and RTI meetings.	
		Use formative and summative evidence to inform what comes next for individual students and groups of students.			
	KCWP 5: Design, Align, Deliver Support Processes	Assure consideration and addressment of non-academic barriers to learning (Student Devices and Internet)	Student/Parent Surveys, Report from secretaries of students who need flashdrives/packets	Monitor the district spreadsheet to determine if the number of students without internet service is declining.	CARES Act Funds, SBDM Allocation, General Fund

3: Growth

Goal 3 (State your growth goal.): By the year 2025, the average student growth score for each school on the state assessment will increase by 15%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2021, elementary average student growth scores will increase from: NES: 52 to 53.56 SES: 61.6 to 63.4	KCWP 2: Design and Deliver Instruction	Plan for and implement active student engagement strategies (KAGAN Training)	Growth as measured by state assessment. PLC/RtI Meeting Notes STAR growth scores	New staff members will receive KAGAN training as it becomes available. School administrators will look for evidence of KAGAN structures during classroom observations and in lesson plans.	Title I and V Funds, Intr. Res. Funds, General Fund, SBDM Allocation, IT Grant, CARES Act funds, 21 st CCLC grant
	KCWP 5: Design, Align, Deliver Support Processes	Utilize daily formative data collection tools, benchmark data, summative data, non-academic data, formative and summative teacher observations, and/or learning walk details to ensure high levels of teacher effectiveness and student achievement.		Classroom Observations, EduClimber reports reviewed during PLCs, Edgenuity Reports	
Objective 2 By 2021, middle school average student growth scores will increase from 45.4 to 46.76	KCWP 2: Design and Deliver Instruction	Plan for and implement active student engagement strategies (KAGAN Training)	Growth as measured by state assessment. PLC/RtI Meeting Notes STAR growth scores	New staff members will receive KAGAN training as it becomes available. School administrators will look for evidence of KAGAN structures during classroom observations and in lesson plans.	Title I and V Funds, Intr. Res. Funds, General Fund, SBDM Allocation, IT Grant, CARES Act funds, 21 st CCLC grant
	KCWP 5: Design, Align, Deliver Support Processes	Utilize daily formative data collection tools, benchmark data, summative data, non-academic data, formative and summative teacher observations, and/or learning walk details to ensure high levels of teacher effectiveness and student achievement.		Classroom Observations, EduClimber reports reviewed during PLCs, Edgenuity Reports	

4: Achievement Gap

Goal 4 (State your achievement gap goal.): By the year 2025, the performance of students with disabilities on the state assessment will increase by 15%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2021, elementary schools will increase the performance of students with disabilities from: (NES) 38 to 39.14 (SES) 41.8 to 43.05	KCWP 2: Design and Deliver Instruction	Review and refine the RTI school/districtwide process with applicable checklist(s) and documentation tools for tiered intervention movement considerations.	K-PREP, STAR, and CUA results for identified sub-group (students with disabilities).	RTI meetings will include reviewing the established school/district process/protocols/forms (EduClimber) as reflected in meeting agenda/minutes.	Title I and V, IT Grant funds, 21 st CCLC grant
	KCWP 5: Design, Align, Deliver Support Processes	Create and monitor a “Watch (Cusp) List” for students performing below proficiency.		Discussions regarding the performance of identified students will take place during PLC and RTI meetings and next steps will be identified.	
		Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.		PLC/RTI meetings will review progress on assessments as well as student progress on interventions such FastForWord, MobyMax, Voyager, etc.	
Objective 2 By 2021, SMS will increase the performance of students with disabilities from 26.5 to 27.3.	KCWP 2: Design and Deliver Instruction	Review and refine the RTI school/districtwide process with applicable checklist(s) and documentation tools for tiered intervention movement considerations.	K-PREP, STAR, and CUA results for identified sub-group (students with disabilities).	RTI meetings will include reviewing the established school/district process/protocols/forms (EduClimber) as reflected in meeting agenda/minutes.	Title I and IT Grant funds, General Funds, SBDM Allocation, 21 st CCLC
	KCWP 5: Design, Align, Deliver Support Processes	Create and monitor a “Watch (Cusp) List” for students performing below proficiency.		Discussions regarding the performance of identified students will take place during PLC and RTI meetings and next steps will be identified.	
		Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.		PLC/RTI meetings will review progress on assessments as well as student progress on interventions such Edgenuity My Path, Khan Academy, MobyMax, Read Works, FRECKLE, etc.	

Goal 4 (State your achievement gap goal.): By the year 2025, the performance of students with disabilities on the state assessment will increase by 15%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 3 By 2021, PHS will increase the performance of students with disabilities from 26.6 to 27.4.	KCWP 5: Design, Align, Deliver Support Processes	Create and monitor a “Watch (Cusp) List” for students performing below proficiency.	K-PREP, CUA, Risk Protective Factors Assessment, CERT scores and ACT Scrimmage results for identified sub-group (students with disabilities).	Discussions regarding the performance of identified students will take place during PLC and RTI meetings and next steps will be identified.	Title I and IT Grant funds, General Funds, SBDM Allocation
		Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.		PLC/RTI meetings will review progress on assessments as well as student progress on interventions such as Reading Plus, ALEKS, etc.	

5: Transition Readiness

Goal 5 (State your transition readiness goal.): By the year 2025, the high school transition readiness indicator will increase by 15%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2021, the high school will increase the transition readiness indicator from 72.1 to 74.26.	KCWP 2: Design and Deliver Instruction	Use formative and summative evidence to inform what comes next for individual students and groups of students (ACT Scrimmage, CUA)	Increase in the percentage of students meeting benchmark on Transition Readiness Indicators	GradeCam, EduClimber and CERT reports will be analyzed during PLC meetings.	Title I and V Funds, General Fund, SBDM Allocation, FRYSC, ESS, Industry Certification Grant
	KCWP 4: Review, Analyze and Apply Data	Develop a tracking system for monitoring of student achievement progress by learning target and by standard. (GradeCam)			
		Assure consideration and addressment of non-academic barriers to learning. (Low SEC)			

6: Graduation Rate

Goal 6 (State your graduation rate goal.): By the year 2025, the graduation rate (4 year adjusted cohort) will increase to 100%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2021, PHS will increase the 4 year adjusted cohort graduation rate from 98.3% to 98.64%.	KCWP 5: Design, Align, Deliver Support Processes	Create and monitor a “Watch (Cusp) List” for students performing below proficiency. (P.A.V.E., Edgenuity, GradeCam)	Increased Graduation Rate	Discussions regarding the performance of identified students will take place during PLC and next steps will be identified.	Title I and V Funds, General Fund, SBDM Allocation.
		Utilize the Persistence to Graduation Tool/Early Warning Tool to assist in identifying students at risk for remediation, failure, and/or untimely graduation.			

2020-21 Phase Three: Executive Summary for Districts_09082020_14:49

2020-21 Phase Three: Executive Summary for Districts

Pendleton County
Joe Buerkley
2525 Hwy 27 N
Falmouth, Kentucky, 41040
United States of America

Last Modified: 09/10/2020
Status: Open

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2020-21 Phase Three: Executive Summary for Districts

2020-21 Phase Three: Executive Summary for Districts

Description of the District

Describe the district'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 district serves?

Pendleton County is a rural district located in Northern Kentucky about 35 miles south of Cincinnati and about 50 miles north of Lexington. Pendleton County is a rural community that takes pride in the school system. The school district is the largest employer of the county. Our educational needs are great due to the many environmental factors of the county. We face many barriers with our students understanding the critical importance of basic and advanced education. The Kentucky Center for Statistics shows that approximately 7.2% of county residents are unemployed according to May 2020 data. The 2019 American Community Survey data shows approximately 17% of county residents are without a high school diploma or equivalent, 11.3% of our county residents have a Bachelors Degree or higher, an additional 28% have some college or an Associates Degree. Approximately 61% of our student population qualifies for free and reduced lunch. The school system needs the support of parents, the school board and the community in order to provide quality education to all students. The district is focused on student growth and closing the achievement gap. We are committed to excellence in teaching and learning and we believe we can prepare students to succeed in life if we meet the individual needs of students using response to intervention, ensure quality instruction, and develop strong learning communities. The District is composed of Northern Elementary, Southern Elementary, Phillip A. Sharp Middle School and Pendleton County Memorial High School. Pendleton County has 131 teachers and serves approximately 2,200 students ranging from preschool to grade 12.

District's Purpose

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

Pendleton County Schools' mission statement says, "Pendleton County Schools is committed to graduating every student college and/or career ready by empowering staff to deliver high quality instruction and services in a safe and trusting environment." The district's vision statement is "United in Pursuing Excellence." We believe: Our schools deserve leaders, teachers and staff who: -have passion and vision to lead and teach with a servant heart -value the uniqueness of every student and are committed to seeing every student succeed -are willing to grow professionally to improve outcomes for all students -hold themselves and others to a high level of individual and professional accountability -make data-driven decisions based on what is in the best interests of our students -create a safe and welcoming environment for all members of the school and community. Our schools are filled with students who: -learn in engaging, thoughtful, and creative ways -involve themselves as active partners in their own learning -thrive on positive relationships with caring adults -participate as active and vital members of the school community -are motivated to achieve at high levels as life-long learners Our schools are supported by parents and the community who: -value education and life-long learning -engage in the life of our schools through positive relationships and active participation -take pride as collaborative partners and stakeholders in the success of our schools. We have made a conscious effort to increase the dual credit and industry certification opportunities available to our students.

Notable Achievements and Areas of Improvement

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

Pendleton County School District has made notable improvement in the last three years as demonstrated by the most recent test scores. We are utilizing STAR, CERT, Torch Prep (ACT Preparation), KPREP and formative assessment data to inform instruction. School and district leadership have worked with staff to create a growth mindset culture. Students have gained skills in personal and academic goal setting so that they take ownership of their learning. We have worked to develop leadership capacity and teacher capacity around the standards and implement programs that support more rigorous work. Schools have trained numerous teachers and administrators on KAGAN structures in order to more effectively engage all learners. Teams of educators have submitted grants to support students needs which include: Rural School Grant to provide job-embedded professional development and tools for teachers; \$125,000 for one of the elementary schools as well as the middle school (4th year funding) and the other elementary school received \$100,000 (grant renewal) for the 21st CCLC grant; Innovative Approaches to Literacy grant \$120,000 to improve the accessibility our students have to books in their own home and improve our school libraries; and several smaller grants awarded to schools to improve the accessibility to technology. Summer learning has been identified as a strategy to close the achievement gap and each school provided that support to students during the past three summers including virtual support this past summer. Danielson's Framework is the foundation of our certified evaluation plan and the superintendent is working with building leadership to develop and support their roles as instructional leaders. There are many student, staff and district-wide accomplishments to celebrate in Pendleton County Schools. These accomplishments are highlighted in each school's CSIP. Over the next three years we want to achieve the following: train any new teachers in each building trained on KAGAN structures; all staff participate in trauma informed care strategies; teachers effectively use technology to positively impact learners for both in-person and virtual instruction; close the achievement gap with the students with disabilities group; move towards all students meeting benchmark in reading and math.

Additional Information

Districts Supporting CSI/TSI (including ATSI) Schools Only: Describe the procedures for monitoring and providing support for (a) CSI/TSI school(s) so as to ensure the successful implementation of the school improvement plan.

N/A

Additional Information

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

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Phase Three: The Superintendent Gap Assurance_09082020_14:50

2020-21 Phase Three: The Superintendent Gap Assurance

Pendleton County

Joe Buerkley
2525 Hwy 27 N
Falmouth, Kentucky, 41040
United States of America

Last Modified: 09/09/2020

Status: Locked

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2020-21 Phase Three: The Superintendent Gap Assurance

This district-level report fulfills KRS 158.649(9), which requires superintendents to report to the Commissioner of Education any school within the district that fails to meet its targets to reduce the gap in student achievement for any student group for two consecutive years.

Gap Target Assurance

As superintendent of the district, I hereby certify either:

- No school within my district failed to meet its targets to reduce the gap in student achievement for any student group for both of the last two (2) consecutive years; or.
- Pursuant to KRS 158.649(9), one or more school(s) in my district failed to meet its targets to reduce the gap in student achievement for any student group for both of the last two (2) consecutive years. If this option is selected, completion of this assurance is contingent on the name(s) of any school being reported pursuant to KRS 158.649(9). Superintendents selecting this option, must complete the supplemental form hyperlinked below.**