



2022-23 Phase One: Executive Summary for  
Districts\_08232022\_14:55

2022-23 Phase One: Executive Summary for Districts

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

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## 2022-23 Phase One: 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. The school district is the largest employer in the county. The district is composed of Northern Elementary, Southern Elementary, Phillip A. Sharp Middle School, and Pendleton County Memorial High School. Pendleton County has 161 teachers and serves approximately 2200 students ranging from preschool to grade 12. We face many barriers including our students' understanding of the critical importance of basic and advanced education and access to opportunities for students to work with a variety of businesses (co-op) where they would gain knowledge and skills necessary for specific trades. The Reno Gazette Journal shows that approximately 3.7% of county residents are unemployed according to June 2022 data. The 2020 American Community Survey data shows approximately 16.5% of county residents are without a high school diploma or equivalent. 14.2% of our county residents have a bachelor's degree or higher. Approximately 62% of our student population qualifies for free and reduced lunch. The school system depends on 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.

### 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. This year through a partnership with Northern Kentucky University and other school districts in our region we have 19 juniors participating in the Young Scholars Academy program. These students are transported to and from NKU's campus each day where they spend their day in college classes. They will do this for two years and when they graduate from high school they will have two years of college courses completed. Pendleton County Schools has also worked with a variety of stakeholders to develop a Portrait of a Graduate. While the final product represents the traits and characteristics our staff, parents, students and the community would like to see in a student who graduates from Pendleton County Schools, students in all grade levels are provided with learning opportunities to develop these skills/traits. We plan to expand our work regarding the Portrait of a Graduate over the next two years.

### 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 is dedicated to utilizing STAR, CERT, Torch Prep (ACT Preparation), Kentucky State Assessment (KSA) and formative assessment data to inform instruction. School and district leadership continues to work 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: the Preschool Partnership grant; two of the FRYSC GEER grants 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 five summers. Danielson's Framework is the foundation of our certified evaluation plan and the superintendent continues to work 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 on KAGAN structures; train all certified staff in trauma-informed cared strategies; observe teachers effectively using 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 both 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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2022-23 Phase One: Continuous Improvement Diagnostic for  
Districts\_08232022\_14:51

2022-23 Phase One: Continuous Improvement Diagnostic for Districts

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## **2022-23 Phase One: Continuous Improvement Diagnostic for Districts**

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 2022-23 diagnostics is as follows:

### **Phase One: August 1 - October 1**

- Continuous Improvement Diagnostic for Districts
- Executive Summary 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
- The Superintendent Gap Assurance

### **Phase Four: January 1 - December 31**

- Continuation of Learning Plan for Districts (Due May 1)
- English Learner Plan for Districts (Lau Plan) (Due May 1)
- Professional Development 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. I also assure that***

Pendleton County

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***the comprehensive district improvement plan is developed by the district with input from parents, faculty, staff, and where applicable, representatives of school councils from each school in the district, and other appropriate groups pursuant to ESSA Section 1112(a)(1)(A).***

Please enter your name and date below to certify.

Joe Buerkley August 23, 2022



2022-23 Phase Two: The Needs Assessment for  
Districts\_08232022\_14:57

2022-23 Phase Two: The Needs Assessment for Districts

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## **2022-23 Phase Two: The Needs Assessment for Districts**

### **Understanding Continuous Improvement: The Needs Assessment for Districts**

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around district goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive district improvement plan to build staff capacity and increase student achievement. The needs assessment 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).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

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 to 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**

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities of this year's needs assessment. Include names of district leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are 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/October, 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 KSA scores as we receive those results. We utilize a School Data Dashboard document specific for each school level based on the template from KDE's site to report information to the district leadership team, each school's SBDM Council, and the local school board four times a year and these meetings are documented with agendas and meeting minutes. Each school provides assessment results to parents/guardians and will give a formal presentation on assessment results along with the next steps during a board meeting in January or February.

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## Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive District Improvement Plan (CDIP). What was successful? How does it inform this year's plan?

### **Summary of Goals/Objectives/Strategies and Activities from previous plan:**

Proficiency and Separate Academic Indicator: Teachers review lessons, learning targets and assessments to ensure congruency with standards. Item analysis methods occur during PLC meetings for CUA data but it is noted that in some instances more in-depth conversation regarding instructional implications is needed as well as a need for more formative assessment opportunities.

Gap Indicator: The Rtl school/districtwide process is followed consistently. Regular meetings take place to monitor the progress of students and make data-driven decisions related to the movement of students between tiers. Students not meeting benchmark the universal screener and on interim assessments are placed on a watch list and discussed during Rtl meetings.

Transition Readiness: Progress toward college/career readiness is monitored closely. A spreadsheet is kept that indicates student progress on EOP, obtaining industry certifications, ACT scores, etc. The high school works with the counselors and FRYSC to address any non-academic barriers to learning.

Graduation Rate: Students enrolled in our virtual program are assigned a teacher to serve as their "coach" for the year. The coach monitors students online assignments and offers assistance as needed. Students at risk of failing are identified by administrators and then a committee of teachers meet to review and develop a plan to assist these students.

Many of the activities in our CDIP related to congruency between standards, learning targets and assessments as well as, using formative and summative data to inform instruction. There were also activities related to reviewing our school and district RTI process. After meeting with school leadership to reflect on the success of the previous plan, it was evident that the activities related to the Rtl process were successfully implemented. Due to staff turnover, the impact of Covid and other factors, activities related to "KCWP #2: Design and Deliver Instruction" is something that we don't feel that we were as successful at implementing and will need to continue to be a focus in this year's plan.

## Trends

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

### **Example of Trends**

- The number of behavior referrals increased from 204 in 2020-21 to 288 in 2021-22.
- From 2020 to 2022, the district saw an 11% increase in novice scores in reading among students in the achievement gap.

### Behavior Data:

- The number of behavior referrals for both elementary schools and high school showed a significant decrease from the 18-19 SY to the 21-22 SY (18-19 was the last "normal year" we could compare it to)

### KSA Data:

- The percentage of P/D elementary reading increased from 38% (20-21) to 49% (21-22) but continued improvement is needed.
- The percentage of P/D elementary math increased from 30% (20-21) to 45% (21-22) but continued improvement is needed.
- The percentage of novices in reading at the middle school level remained constant at 43%.
- The percentage of P/D in reading at the middle school level decreased from 31% (20-21) to 28% (21-22).
- The percentage of novices in math at the middle school level increased from 40.5% (20-21) to 44% (21-22).
- The percentage of P/D in math at the middle school level increased from 16.7% (20-21) to 23% (21-22) but continued improvement is needed.
- The percentage of novices in reading at the high school level increased from 31.8% (20-21) to 38% (21-22).
- The percentage of P/D in reading at the high school level decreased from 41.6% (20-21) to 30% (21-22).
- The percentage of novices in math at the high school level increased from 36.4% (20-21) to 42% (21-22).
- The percentage of P/D in math at the high school level increased from 21.2% (20-21) to 22% (21-22) but continued improvement is needed.

### Star Data:

- From 2020-2022, elementary schools decreased below proficiency percentages from 60% to 56% in reading but continued improvement is still needed.
- From 2020-2022, elementary schools have decreased below proficiency percentages from 49% to 39% in math but continued improvement is still needed.
- From 2020-2022, the number of middle school students scoring below proficiency in reading has increased from 70% to 75%.
- From 2020-2022, the middle school students scoring below proficiency in math remained at 67%.

### CERT Data:

- From 2020-2022, grade 9 percent of students meeting the benchmark in reading decreased 11.5 percentage points from 39.3% to 27.9%

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- From 2020-2022, grade 9 percent of students meeting the benchmark in math decreased 23.6 percentage points from 40% to 16.4%
  - From 2020-2022, grade 10 percent of students meeting the benchmark in reading increased 3.8 percentage points from 25.2% to 28.8%.
  - From 2020-2022, grade 10 percent of students meeting the benchmark in math decreased 4.2 percentage points from 15.4% to 11.2%.

#### ACT Data

- From 2020-2022, the composite score of 18.9 decreased to 17.
- From 2020-2022, the English score decreased from 18.4 to 16.1.
- From 2020-2022, the Math score decreased from 18.2 to 16.3.
- From 2020-2022, the Reading score decreased from 19.3 to 18.1.
- From 2020-2022, the Science score decreased from 19.1 to 17.3.

#### Current State

4. Plainly state the current condition of the district using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

#### **Example of Current Academic State:**

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading.
- 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 rate was 84% for the 2021-22 academic year
- Survey results and perception data indicated 74% of the district's teachers received adequate professional development.

#### **Current Academic State:**

Kentucky State Assessment Results Show:

- The average composite score on the ACT is a 17.
- Fewer than 50% of our students are scoring Proficient/Distinguished in **Reading** across all grade levels with the exception of 4th grade at 57%.
- Fewer than 50% of our students are scoring Proficient/Distinguished in **Math, Science, Social Studies and Writing** across all grade levels.



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- Proficient/Distinguished scores are higher in all subjects at the elementary level (5th and 11th grade social studies scores are the same) than middle and high school
  - Sharp Middle School reading and math scores for the sub-group "Students With Disabilities" is 13.6.
  - Northern Elementary reading and math scores for the sub-group "Students with Disabilities" is 25.4
  - Both elementary schools scored higher than the state average in **Reading, Math, Science and Writing**
  - The Pendleton Co. High School Graduation Indicator is 98.8.

### **Non-Academic Current State:**

- Teacher attendance at both elementary schools and the high school was above 92% for the 21-22 SY.
- Teacher attendance at the middle school is 90% for the 21-22 SY.
- Middle school student referrals decreased from 217 the first quarter of the 21-22 SY to 161 at the end of the 4th quarter.
- The Quality of School Climate Indicator for both elementary schools is above 80.
- The Quality of School Climate for the middle school is 62.7 and 61.1 for the high school.
- The 2022 Impact Kentucky Working Conditions Survey indicates 70% of our teachers feel the quality of resources at their school needs to improve and 62% believe their school struggles due to a lack of resources.

### Priorities/Concerns

5. Clearly and concisely identify the greatest 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 percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

- 50% of elementary students scored below proficient in reading.
- 72% of middle school students scored below proficient in reading.
- 70% of high school students scored below proficient in reading.

- 
- 55% of elementary students are below proficient in math.
  - 85% of middle school students scored below proficient in math.
  - 78% of high school students scored below proficient in math.
  - 65% of elementary students scored below proficient in science.
  - 78% of middle school students scored below proficient in science.
  - 74% of elementary students scored below proficient in social studies.
  - 79% of middle school students scored below proficient in social studies.
  - 74% of high school students scored below proficient in social studies.
  - 53% of elementary students scored below proficient in writing.
  - 77% of middle school students scored below proficient in writing.
  - 79% of high school students scored below proficient in writing.

#### Northern Elementary

- 84% of students with disabilities scored below proficient in reading.
- 91% of students with disabilities scored below proficient in math.

#### Sharp Middle School

- 95% of students with disabilities scored below proficient in reading.
- 96% of students with disabilities scored below proficient in math.

#### Southern Elementary

- 77% of students with disabilities scored below proficient in reading.
- 83% of students with disabilities scored below proficient in math.

#### Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the district. Explain how they may be utilized to improve areas of concern listed above.

**Example:** Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

- Elementary schools scored 66.2 in reading which is higher than the state average of 62.8
- Elementary schools scored 63.4 in math which is higher than the state average of 55.8
- Elementary schools scored 62.9 in science which is higher than the state average of 57.5.

- Elementary schools scored 68.7 in writing which is higher than the state average of 60.4
- Climate indicators for both elementary schools were above 80.
- Participation rates at the elementary schools were both 100.
- High School graduation rate 98.8
- 87% of high school students feel safe in class

Climate indicators in elementary schools indicate students feel confident they are safe and cared about which creates an environment for learning to take place. Students at the elementary school showed high rates of participation.

### Evaluate the Teaching and Learning Environment

7. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in 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](#)

Utilizing implementation data, perception data, and current policies and practices:

- a. Complete the [Key Elements Template](#).
- b. Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, which processes, practices or conditions will the district 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.

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

The district will focus efforts on KCWP #2 Design and Deliver Instruction and KCWP #4 Review, Analyze, and Apply Data Results.

### **ATTACHMENTS**


**Attachment Name**

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## District Key Elements

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 District Key Elements	The completed Key Elements document for districts.	• 7



2022-23 Phase Two: District Assurances\_08232022\_14:57

2022-23 Phase Two: District Assurances

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## 2022-23 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 complies 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

The district hereby ensures that the FY 2022-2023 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

#### **COMMENTS**



# Attachment Summary

Attachment Name	Description	Associated Item(s)
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2022-23 Phase Three: The Superintendent Gap  
Assurance\_08232022\_14:59

2022-23 Phase Three: The Superintendent Gap Assurance

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## 2022-23 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.

The school-based decision making council, or the principal if no council exists, is required to set the school's yearly targets for eliminating any achievement gap. These targets can be found on the Comprehensive School Improvement Plan template for each school. When determining which schools did and did not meet their targets, the superintendent should review the achievement gap objectives (short-term targets) from the previous two years found on the planning template.

### Gap Target Assurance

As superintendent of the district, I hereby certify either:

o 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.

● **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.**

# 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.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Districts, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

## Requirements for Building an Improvement Plan

- There are seven (7) required district goals:
  - State Assessment Results in reading and mathematics
  - State Assessment Results in science, social studies and writing
  - Achievement Gap
  - English Learner Progress
  - Quality of School Climate and Safety
  - Postsecondary Readiness
  - Graduation Rate

## Explanations/Directions

**Goal:** Districts should determine long-term goals that are three to five year targets for each required district level indicator. Long-term targets should be informed by The Needs Assessment for Districts.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Districts should determine short-term objectives to be attained by the end of the current academic year. There can be multiple objectives for each goal.</p>	<p>Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Districts. There can be multiple strategies for each objective. The strategy can be based upon <a href="#">Kentucky's six (6) Key Core Work Processes</a> or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.</p>	<p>Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.</p>	<p>List the specific federal, state, or local funding source(s) used to support each improvement initiative.</p>

## 1: State Assessment Results in reading and mathematics

Goal 1 (State your reading and math goal.): **By 2027, the district will increase reading and math performance scores for all students from:**

- 66.2 in 2022 to 79.4 for elementary reading
- 63.4 in 2022 to 76.1 for elementary math
- 44.5 in 2022 to 57 for middle school reading
- 39.5 in 2022 to 55 for middle school math
- 47.6 in 2022 to 57.6 for high school reading
- 40.6 in 2022 to 53.1 for high school math

as measured by the school report card performance scores.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 <b>By 2023, the elementary school reading and math performance will increase from:</b>  <b>Reading: 66.2 to 68.84</b> <b>Math: 63.4 to 65.94</b>	<b>KCWP #2 Design and Deliver Instruction</b>	*Teachers meet regularly within PLCs to examine student performance along several data lines and determine if instructional adjustments are necessary. * Teachers adhere to curriculum maps and any adjustments are approved by school leadership.	STAR Scores CUA Scores Formative Assessments GradeCam reports State Assessment Results	*School leaders will keep agendas and notes from PLC and grade level meetings. *District leadership will review information on quarterly reports and during meetings with school administrators.	GradeCam \$5445 using Title V funds
	<ul style="list-style-type: none"> <li>• Ensure the instructional program is intentional and of the highest quality.</li> </ul>	*Teachers meet regularly within PLCs to examine student performance along several data lines and determine if instructional adjustments are necessary. * Teachers adhere to curriculum maps and any adjustments are approved by school leadership.	STAR Scores CUA Scores Formative Assessments GradeCam reports State Assessment Results	*School leaders will keep agendas and notes from PLC and grade level meetings. *District leadership will review information on quarterly reports and during meetings with school administrators.	GradeCam \$5445 using Title V funds
	<ul style="list-style-type: none"> <li>• Implement evidence-based strategies with fidelity.</li> </ul>	<b>Review and Implement Evidence-Based Instructional Practices (EBIP)</b> *Using the module from KDE’s Standards website, district leadership will review EBIP #1 Learning Environment and #2 Clarifying and Sharing Learning Goals with principals during monthly Principal PLC meetings. *Principals will take information back to their school and review with teachers during their PLC meetings. *Teachers will incorporate these practices into their daily instruction.	STAR Scores CUA Scores Formative Assessments GradeCam reports State Assessment Results	*School leaders will keep agendas and notes from PLC and grade level meetings. *Classroom Observations *District leadership will keep notes from meetings with school leadership	\$600 for Professional Learning materials to assist leadership with implementation of evidence-based instructional strategies.
	<b>KCWP #4 Review, Analyze and Apply Data</b> <ul style="list-style-type: none"> <li>• Establish a system for examining and interpreting data in order to determine priorities for student success.</li> </ul>	*Use STAR data to create and monitor a “Watch List” for students performing below proficiency.	STAR Scores	*Review progress of students on the “Watch List” after every STAR administration and note progress towards proficiency.	STAR \$22,000/yr using ESSER funds.

Goal 1 (State your reading and math goal.): **By 2027, the district will increase reading and math performance scores for all students from:**

- 66.2 in 2022 to 79.4 for elementary reading
- 63.4 in 2022 to 76.1 for elementary math
- 44.5 in 2022 to 57 for middle school reading
- 39.5 in 2022 to 55 for middle school math
- 47.6 in 2022 to 57.6 for high school reading
- 40.6 in 2022 to 53.1 for high school math

as measured by the school report card performance scores.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 2 <b>By 2023, the middle school reading and math performance will increase from:</b></p> <p><b>Reading: 44.5 to 47</b> <b>Math: 39.5 to 42.6</b></p>	<p><b>KCWP #2 Design and Deliver Instruction</b></p> <ul style="list-style-type: none"> <li>• Ensure the instructional program is intentional and of the highest quality.</li> </ul>	<p>*Teachers meet regularly within PLCs to examine student performance along several data lines and determine if instructional adjustments are necessary. * Teachers adhere to curriculum maps and any adjustments are approved by school leadership.</p>	<p>STAR Scores CUA Scores Formative Assessments GradeCam reports State Assessment Results</p>	<p>*School leaders will keep agendas and notes from PLC/department meetings. *District leadership will review information on quarterly reports and during meetings with school administrators.</p>	<p>GradeCam \$5445 using Title V funds</p>
	<ul style="list-style-type: none"> <li>• Implement evidence-based strategies with fidelity.</li> </ul>	<p><b>Review and Implement Evidence-Based Instructional Practices (EBIP)</b> *Using the module from KDE’s Standards website, district leadership will review EBIP #1 Learning Environment and #2 Clarifying and Sharing Learning Goals with principals during monthly Principal PLC meetings. *Principals will take information back to their school and review with teachers during their PLC meetings. *Teachers will incorporate these practices into their daily instruction.</p>	<p>STAR Scores CUA Scores Formative Assessments GradeCam reports State Assessment Results</p>	<p>*School leaders will keep agendas and notes from PLC and grade level meetings. *Classroom Observations *District leadership will keep notes from meetings with school leadership</p>	<p>\$600 for Professional Learning materials to assist leadership with implementation of evidence-based instructional strategies. Title V Funds</p>
	<p><b>KCWP #4 Review, Analyze and Apply Data</b></p> <ul style="list-style-type: none"> <li>• Establish a system for examining and interpreting data in order to determine priorities for student success.</li> </ul>	<p>*Use STAR and Edgenuity data to create and monitor a “Watch List” for students performing below proficiency.</p>	<p>STAR Scores Edgenuity Reports</p>	<p>* Review progress of students on the “Watch List” after every STAR administration and note progress towards proficiency.  *PC CARES coach/admin will review Edgenuity reports regularly.</p>	<p>STAR \$22,000/yr using ESSER funds.  Edgenuity (Imagine Learning) \$18125 from Title I funds</p>



Goal 1 (State your reading and math goal.): **By 2027, the district will increase reading and math performance scores for all students from:**

- 66.2 in 2022 to 79.4 for elementary reading
- 63.4 in 2022 to 76.1 for elementary math
- 44.5 in 2022 to 57 for middle school reading
- 39.5 in 2022 to 55 for middle school math
- 47.6 in 2022 to 57.6 for high school reading
- 40.6 in 2022 to 53.1 for high school math

as measured by the school report card performance scores.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 3 <b>By 2023, the high school reading and math performance will increase from:</b>  <b>Reading: 47.6 to 49.6</b> <b>Math: 40.6 to 43.1</b>	<b>KCWP #2 Design and Deliver Instruction</b>	*Teachers meet regularly within PLCs to examine student performance along several data lines and determine if instructional adjustments are necessary. * Teachers adhere to curriculum maps and any adjustments are approved by school leadership.	CERT Scores CUA Scores Formative Assessments GradeCam reports State Assessment Results	*School leaders will keep agendas and notes from PLC/department meetings. *District leadership will review information on quarterly reports and during meetings with school administrators.	GradeCam \$5445 using Title V funds
	<ul style="list-style-type: none"> <li>• Ensure the instructional program is intentional and of the highest quality.</li> </ul>				
	<ul style="list-style-type: none"> <li>• Implement evidence-based strategies with fidelity.</li> </ul>	<b>Review and Implement Evidence-Based Instructional Practices (EBIP)</b> *Using the module from KDE’s Standards website, district leadership will review EBIP #1 Learning Environment and #2 Clarifying and Sharing Learning Goals with principals during monthly Principal PLC meetings. *Principals will take information back to their school and review with teachers during their faculty meetings. *Teachers will incorporate these practices into their daily instruction.	CERT Scores CUA Scores Formative Assessments GradeCam reports State Assessment Results	*School leaders will keep agendas and notes from faculty meetings. *Classroom Observations *District leadership will keep notes from meetings with school leadership	\$600 for Professional Learning materials to assist leadership with implementation of evidence-based instructional strategies. Title V funds
	<b>KCWP #4 Review, Analyze and Apply Data</b> <ul style="list-style-type: none"> <li>• Establish a system for examining and interpreting data in order to determine priorities for student success.</li> </ul>	*Use CERT/CUA data to create and monitor a “Watch List” for students performing below proficiency.	CERT Scores CUA Scores Formative Assessments Edgenuity Reports	*Review progress of students on the “Watch List” after CUAs and every CERT administration and note progress towards proficiency. *PC CARES coach will review Edgenuity reports regularly.	CERT is purchased from GEAR Up grant  Edgenuity (Imagine Learning) \$18125 from Title I funds

## 2: State Assessment Results in science, social studies and writing

Goal 2 (State your science, social studies, and writing goal.): By 2027, the district will increase science, social studies and writing performance scores for all students from:

- 62.9 in 2022 to 75.4 for elementary science
- 47.5 in 2022 to 62.5 for elementary social studies
- 68.7 in 2022 to 82.4 for elementary combined writing
- 40.1 in 2022 to 48.1 for middle school science
- 35.9 in 2022 to 48.1 for middle school social studies
- 40.1 in 2022 to 48.1 for middle school combined writing
- 30.4 in 2022 to 41 for high school science
- 42.2 in 2022 to 50.1 for high school social studies
- 42.5 in 2022 to 51 for high school combined writing

as measured by the school report card performance scores.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 By 2023, the elementary school science, social studies and writing performance will increase from:</p> <p>Science: 62.9 to 65.4 Social Studies: 47.5 to 50.5 Writing: 68.7 to 71.44</p>	<p><b>KCWP #2 Design and Deliver Instruction</b></p> <ul style="list-style-type: none"> <li>• Ensure the instructional program is intentional and of the highest quality.</li> </ul>	<p>*Teachers meet regularly within PLCs to examine student performance along several data lines and determine if instructional adjustments are necessary. * Teachers adhere to curriculum maps and any adjustments are approved by school leadership. *Teachers across all grade levels implement a school-wide “RACE” strategy to assist students in answering writing prompts/short answer questions.</p>	<p>CUA Scores Formative Assessments GradeCam reports State Assessment Results</p>	<p>*School leaders will keep agendas and notes from PLC and grade level meetings. *District leadership will review information on quarterly reports and during meetings with school administrators.</p>	<p>GradeCam \$5445 using Title V funds</p>
	<ul style="list-style-type: none"> <li>• Implement evidence-based strategies with fidelity.</li> </ul>	<p><b>Review and Implement Evidence-Based Instructional Practices (EBIP)</b> *Using the module from KDE’s Standards website, district leadership will review EBIP #1 Learning Environment and #2 Clarifying and Sharing Learning Goals with principals during monthly Principal PLC meetings. *Principals will take information back to their school and review with teachers during their PLC meetings. *Teachers will incorporate these practices into their daily instruction.</p>	<p>CUA Scores Formative Assessments GradeCam reports State Assessment Results</p>	<p>*School leaders will keep agendas and notes from PLC and grade level meetings. *Classroom Observations *District leadership will keep notes from meetings with school leadership</p>	<p>\$600 for Professional Learning materials to assist leadership with implementation of evidence-based instructional strategies.</p>

Goal 2 (State your science, social studies, and writing goal.): **By 2027, the district will increase science, social studies and writing performance scores for all students from:**

- 62.9 in 2022 to 75.4 for elementary science
- 47.5 in 2022 to 62.5 for elementary social studies
- 68.7 in 2022 to 82.4 for elementary combined writing
- 40.1 in 2022 to 48.1 for middle school science
- 35.9 in 2022 to 48.1 for middle school social studies
- 40.1 in 2022 to 48.1 for middle school combined writing
- 30.4 in 2022 to 41 for high school science
- 42.2 in 2022 to 50.1 for high school social studies
- 42.5 in 2022 to 51 for high school combined writing

as measured by the school report card performance scores.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<p><b>KCWP #4 Review, Analyze and Apply Data</b></p> <ul style="list-style-type: none"> <li>• Establish a system for examining and interpreting data in order to determine priorities for student success.</li> </ul>	<p>*Use CUA and formative assessment data to create and monitor a “Watch List” for students performing below proficiency.</p>	<p>CUA Scores Formative Assessments</p>	<p>*Review progress of students on the “Watch List” after CUAs are administered and note progress towards proficiency.</p>	<p>GradeCam \$5445 using Title V funds</p>
<p>Objective 2 <b>By 2023, the middle school science, social studies and writing performance will increase from:</b></p> <p>Science: 40.1 to 41.7 Social Studies: 35.9 to 38.34 Writing: 40.1 to 41.7</p>	<p><b>KCWP #2 Design and Deliver Instruction</b></p> <ul style="list-style-type: none"> <li>• Ensure the instructional program is intentional and of the highest quality.</li> </ul>	<p>*Teachers meet regularly within PLCs to examine student performance along several data lines and determine if instructional adjustments are necessary. * Teachers adhere to curriculum maps and any adjustments are approved by school leadership. *Teachers across all grade levels implement a school-wide “RACE” strategy to assist students in answering writing prompts/short answer questions.</p>	<p>*CUA Scores *Formative Assessments *GradeCam reports *State Assessment Results *STAR reports from Informational Reading section *Edgenuity Reports</p>	<p>*School leaders will keep agendas and notes from PLC/department meetings. *District leadership will review information on quarterly reports and during meetings with school administrators.</p>	<p>GradeCam \$5445 using Title V funds</p>

Goal 2 (State your science, social studies, and writing goal.): By 2027, the district will increase science, social studies and writing performance scores for all students from:

- 62.9 in 2022 to 75.4 for elementary science
- 47.5 in 2022 to 62.5 for elementary social studies
- 68.7 in 2022 to 82.4 for elementary combined writing
- 40.1 in 2022 to 48.1 for middle school science
- 35.9 in 2022 to 48.1 for middle school social studies
- 40.1 in 2022 to 48.1 for middle school combined writing
- 30.4 in 2022 to 41 for high school science
- 42.2 in 2022 to 50.1 for high school social studies
- 42.5 in 2022 to 51 for high school combined writing

as measured by the school report card performance scores.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<ul style="list-style-type: none"> <li>• Implement evidence-based strategies with fidelity.</li> </ul>	<p><b>Review and Implement Evidence-Based Instructional Practices (EBIP)</b>            *Using the module from KDE’s Standards website, district leadership will review EBIP #1 Learning Environment and #2 Clarifying and Sharing Learning Goals with principals during monthly Principal PLC meetings.            *Principals will take information back to their school and review with teachers during their PLC meetings.            *Teachers will incorporate these practices into their daily instruction.</p>	<p>CUA Scores            Formative Assessments            GradeCam reports            State Assessment Results</p>	<p>*School leaders will keep agendas and notes from PLC/department meetings.            *Classroom Observations            *District leadership will keep notes from meetings with school leadership</p>	<p>\$600 for Professional Learning materials to assist leadership with implementation of evidence-based instructional strategies.</p>
	<p><b>KCWP #4 Review, Analyze and Apply Data</b>            Establish a system for examining and interpreting data in order to determine priorities for student success.</p>	<p>*Use CUA, Edgenuity and formative assessment data to create and monitor a “Watch List” for students performing below proficiency.</p>	<p>*CUA Scores            *Formative Assessments            *Edgenuity Reports            *STAR Reports from Informational Reading section</p>	<p>*Review progress of students on the “Watch List” after CUAs are administered and note progress towards proficiency.</p>	<p>Edgenuity (Imagine Learning) \$18125 from Title I funds</p>

<p>Objective 3 By 2023, the high school science, social studies and writing performance will increase from:</p> <p>Science: 30.4 to 32.52 Social Studies: 42.2 to 43.78 Writing: 42.5 to 44.2</p>	<p><b>KCWP #2 Design and Deliver Instruction</b></p> <ul style="list-style-type: none"> <li>Ensure the instructional program is intentional and of the highest quality.</li> </ul>	<p>*Teachers meet regularly within PLCs to examine student performance along several data lines and determine if instructional adjustments are necessary. * Teachers adhere to curriculum maps and any adjustments are approved by school leadership.</p>	<p>*CUA Scores *Formative Assessments *GradeCam reports *State Assessment Results *Edgenuity Reports</p>	<p>*School leaders will keep agendas and notes from PLC/department meetings. *District leadership will review information on quarterly reports and during meetings with school administrators.</p>	<p>GradeCam \$5445 using Title V funds</p>
	<ul style="list-style-type: none"> <li>Implement evidence-based strategies with fidelity.</li> </ul>	<p><b>Review and Implement Evidence-Based Instructional Practices (EBIP)</b> *Using the module from KDE’s Standards website, district leadership will review EBIP #1 Learning Environment and #2 Clarifying and Sharing Learning Goals with principals during monthly Principal PLC meetings. *Principals will take information back to their school and review with teachers during their faculty meetings. *Teachers will incorporate these practices into their daily instruction.</p>	<p>CUA Scores Formative Assessments GradeCam reports State Assessment Results</p>	<p>*School leaders will keep agendas and notes from faculty meetings. *Classroom Observations *District leadership will keep notes from meetings with school leadership</p>	<p>\$600 for Professional Learning materials to assist leadership with implementation of evidence-based instructional strategies.</p>
	<p><b>KCWP #4 Review, Analyze and Apply Data</b> Establish a system for examining and interpreting data in order to determine priorities for student success.</p>	<p>*Use CUA, CERT, Edgenuity and formative assessment data to create and monitor a “Watch List” for students performing below proficiency.</p>	<p>*CUA Scores *Formative Assessments *Edgenuity Reports *CERT Data</p>	<p>*Review progress of students on the “Watch List” after CERT, CUAs are administered and note progress towards proficiency.</p>	<p>Edgenuity (Imagine Learning) \$18125 from Title I funds</p>

### 3: Achievement Gap

Districts are not required to establish long term achievement gap goals; however, districts must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>By 2023, elementary schools will increase the “reading and math indicator score” of <b>students with disabilities</b> on the state assessment from: 31.5 to 36.2</p>	<p><b>KCWP #2 Design and Deliver Instruction</b></p> <ul style="list-style-type: none"> <li>Implement evidence-based strategies with fidelity.</li> </ul>	<p><b>Review and Implement Evidence-Based Instructional Practices (EBIP)</b></p> <p>*Using the module from KDE’s Standards website, district leadership will review EBIP #1 Learning Environment and #2 Clarifying and Sharing Learning Goals with principals during monthly Principal PLC meetings.</p> <p>*Principals will take information back to their school and review with teachers during their PLC meetings.</p> <p>*Teachers will incorporate these practices into their daily instruction.</p>	<p>*STAR Scores for this subgroup</p> <p>*CUA Scores for this subgroup</p> <p>*Progress towards IEP goals</p> <p>*GradeCam reports</p> <p>*State Assessment Results</p>	<p>*School leaders will keep agendas and notes from PLC and grade level meetings.</p> <p>*Classroom Observations</p> <p>*District leadership will keep notes from meetings with school leadership</p>	None
		<p><b>Implement Evidence-Based Instructional Programs</b></p> <p>*Students with disabilities will receive supplemental reading instruction using programs such as Fast ForWord, and Voyager</p>	<p>*Voyager and Fast ForWord reports of student progress</p> <p>*STAR Scores for this subgroup</p>	<p>* School leaders will keep agendas and notes from PLC and grade level meetings.</p> <p>*District leadership will keep notes from meetings with school leadership</p>	*Title I funds Fast ForWord\$11,550
<p>Objective 2</p> <p>By 2023, the middle school will increase the “reading and math indicator score” of <b>students with disabilities</b> on the state assessment from: 13.6 to 15.6</p>	<p><b>KCWP #2 Design and Deliver Instruction</b></p> <ul style="list-style-type: none"> <li>Implement evidence-based strategies with fidelity.</li> </ul>	<p><b>Review and Implement Evidence-Based Instructional Practices (EBIP)</b></p> <p>*Using the module from KDE’s Standards website, district leadership will review EBIP #1 Learning Environment and #2 Clarifying and Sharing Learning Goals with principals during monthly Principal PLC meetings.</p> <p>*Principals will take information back to their school and review with teachers during their PLC meetings.</p> <p>*Teachers will incorporate these practices into their daily instruction.</p>	<p>*STAR Scores for this subgroup</p> <p>*CUA Scores for this subgroup</p> <p>*Progress towards IEP goals</p> <p>*GradeCam reports</p> <p>*State Assessment Results</p>	<p>*School leaders will keep agendas and notes from PLC and grade level meetings.</p> <p>*Classroom Observations</p> <p>*District leadership will keep notes from meetings with school leadership</p>	None
		<p><b>Implement Evidence-Based Instructional Programs</b></p> <p>*Students with disabilities will receive supplemental reading instruction using programs such as Reading Plus and Dreambox Math.</p>	<p>*Reading Plus reports of student progress</p> <p>*STAR Scores for this subgroup</p>	<p>* School leaders will keep agendas and notes from PLC and grade level meetings.</p> <p>*District leadership will keep notes from meetings with school leadership</p>	Title V Funds \$8930 split with high school for Reading Plus Title I \$5900 for Dreambox Math split with high school

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 3 By 2023, the high school will increase the “reading and math indicator score” of <b>economically disadvantaged students</b> on the state assessment from: 38.9 to 44.7</p>	<p><b>KCWP #2 Design and Deliver Instruction</b></p> <ul style="list-style-type: none"> <li>Implement evidence-based strategies with fidelity.</li> </ul>	<p><b>Review and Implement Evidence-Based Instructional Practices (EBIP)</b></p> <p>*Using the module from KDE’s Standards website, district leadership will review EBIP #1 Learning Environment and #2 Clarifying and Sharing Learning Goals with principals during monthly Principal PLC meetings.</p> <p>*Principals will take information back to their school and review with teachers during their faculty meetings.</p> <p>*Teachers will incorporate these practices into their daily instruction.</p>	<p>*CERT Scores for this subgroup</p> <p>*CUA Scores for this subgroup</p> <p>*Progress towards IEP goals</p> <p>*GradeCam reports</p> <p>*State Assessment Results</p>	<p>*School leaders will keep agendas and notes from PLC and grade level meetings.</p> <p>*Classroom Observations</p> <p>*District leadership will keep notes from meetings with school leadership</p>	<p>None</p>
		<p><b>Implement Evidence-Based Instructional Programs</b></p> <p>*Students not meeting benchmark will receive supplemental reading instruction using programs such as Reading Plus and Dreambox Math</p>	<p>*Reading Plus reports of student progress</p> <p>*CERT Scores for this subgroup</p> <p>*Dreambox Math reports of student progress</p>	<p>*School leaders will keep agendas and notes from PLC and grade level meetings.</p> <p>*Classroom Observations</p> <p>*District leadership will keep notes from meetings with school leadership</p>	<p>Title V Funds \$8930 split with high school for Reading Plus</p> <p>Title I \$5900 for Dreambox Math split with high school</p>

#### 4: English Learner Progress

Goal 4 (State your English learner goal.): All EL students will make progress towards exiting the EL program as measured by the ACCESS assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p><b>By 2023, all EL students will increase their composite score on the ACCESS assessment by .25.</b></p>	<p><b>KCWP #5 Design, Align, Deliver Support Processes</b></p> <ul style="list-style-type: none"> <li>Align resources to ensure continuous improvement and success.</li> </ul>	<p>*Teachers will consult with the EL Consultant from NKCES to determine evidence-based strategies that can be used with EL students and what modifications to instruction and assessments may be necessary.</p>	<p>*ACCESS results            *State assessment results            *WIDA on-line            *W-APT (Kindergarten)            *STAR results            *CUA results            *CERT results            *Formative Assessment data</p>	<p>*School leaders will review assessment results at PLC and grade level meetings.            *Review progress of EL students after every STAR/CERT administration and note progress towards proficiency.</p>	<p>\$21,423 Title I Funds</p>



## 5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By 2027, the district will increase the index scores for all students from:

- 81.45 in 2022 to 88 for elementary schools Quality of School Climate and Safety.
- 62.7 in 2022 to 71 for middle school Quality of School Climate and Safety.
- 61.1 in 2022 to 68 for high school Quality of School Climate and Safety.

as measured by the school report card performance scores.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2023, elementary schools will increase the “Quality of School Climate and Safety indicator score” on the state assessment from: 81.45 to 82.8	<b>KCWP #6 Establish Learning Culture and Environment</b> <ul style="list-style-type: none"> <li>• Create, nurture and sustain a fair and caring learning community in which all students feel safe and have optimal opportunities for academic success.</li> </ul>	<b>PBIS</b> *Monitor the implementation of the evidence-based framework, PBIS, in all classrooms. *School will promote/acknowledge students demonstrating good behavior	*Number of discipline referrals *Quality of School Climate and Safety Survey data	*Classroom observations/walkthroughs *PBIS meeting notes *Review of discipline data on quarterly reports.	None
		<b>Follow the School Trauma Informed Care Plan</b> *Train all new teachers on trauma informed care strategies. *Each classroom teacher will implement “Morning Meetings” into their schedule at least once a week where they will check-in on students using a rating scale.	*Completion of training for all new teachers *Quality of School Climate and Safety Survey data	*Review of Trauma Informed Care Plan once every quarter with the Trauma Informed Care team at each building. *Classroom observations/walkthroughs	None
		<b>Sources of Strength</b> *The district counselor is piloting this program with 5 <sup>th</sup> grade at both elementary schools. She does a lesson with students once a month from the provided curriculum.	*Number of discipline referrals *Quality of School Climate and Safety Survey data	*Classroom observations/walkthroughs *Review of discipline data on quarterly reports. *District counselor sends data to CHAMPIONS Project Coordinator and meets to review regularly.	None this year
		<b>Review and Implement Evidence-Based Instructional Practices (EBIP)</b> *Using the module from KDE’s Standards website, district leadership will review EBIP #1 Learning Environment and #2 Clarifying and Sharing Learning Goals with principals during monthly Principal PLC meetings. *Principals will take information back to their school and review with teachers during their PLC meetings. *Teachers will incorporate these practices into their daily instruction.	*Quality of School Climate and Safety Survey data	*Principal PLC meeting agenda and notes from meetings. *Teacher PLC meeting agenda and notes from meetings. *Classroom observations/walkthroughs	None

Goal 5 (State your climate and safety goal.): **By 2027, the district will increase the index scores for all students from:**

- 81.45 in 2022 to 88 for elementary schools Quality of School Climate and Safety.
- 62.7 in 2022 to 71 for middle school Quality of School Climate and Safety.
- 61.1 in 2022 to 68 for high school Quality of School Climate and Safety.

as measured by the school report card performance scores.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 2</p> <p><b>By 2023, the middle school will increase the “Quality of School Climate and Safety indicator score” on the state assessment from: 62.7 to 64.4</b></p>	<p><b>KCWP #6 Establish Learning Culture and Environment</b></p> <ul style="list-style-type: none"> <li>• Create, nurture and sustain a fair and caring learning community in which all students feel safe and have optimal opportunities for academic success.</li> </ul>	<p><b>PBIS</b></p> <ul style="list-style-type: none"> <li>*Monitor the implementation of the evidence-based framework, PBIS, in all classrooms.</li> <li>*School will promote/acknowledge students demonstrating good behavior</li> </ul>	<ul style="list-style-type: none"> <li>*Number of discipline referrals</li> <li>*Quality of School Climate and Safety Survey data</li> </ul>	<ul style="list-style-type: none"> <li>*Classroom observations/walkthroughs</li> <li>*PBIS meeting notes</li> <li>*Review of discipline data on quarterly reports.</li> </ul>	None
		<p><b>Follow the School Trauma Informed Care Plan</b></p> <ul style="list-style-type: none"> <li>*Train all new teachers on trauma informed care strategies.</li> <li>*Create a calming space in the building for students to go and “reset”</li> </ul>	<ul style="list-style-type: none"> <li>*Completion of training for all new teachers</li> <li>*Quality of School Climate and Safety Survey data</li> </ul>	<ul style="list-style-type: none"> <li>*Review of Trauma Informed Care Plan once every quarter with the Trauma Informed Care team at each building.</li> <li>*Classroom observations/walkthroughs</li> </ul>	None
		<p><b>Sources of Strength</b></p> <ul style="list-style-type: none"> <li>*The school and/or district counselor will work with the CHAMPIONS Project Coordinator to select peer leaders who will run campaigns designed to promote the eight Sources of Strength to their classmates.</li> </ul>	<ul style="list-style-type: none"> <li>*Number of discipline referrals</li> <li>*Quality of School Climate and Safety Survey data</li> </ul>	<ul style="list-style-type: none"> <li>*Classroom observations/walkthroughs</li> <li>*Review of discipline data on quarterly reports.</li> <li>*Counselor meet with CHAMPIONS Project Coordinator to review program.</li> </ul>	*CHAMPIONS Grant and GEER Grant \$1000
		<p><b>Review and Implement Evidence-Based Instructional Practices (EBIP)</b></p> <ul style="list-style-type: none"> <li>*Using the module from KDE’s Standards website, district leadership will review EBIP #1 Learning Environment and #2 Clarifying and Sharing Learning Goals with principals during monthly Principal PLC meetings.</li> <li>*Principals will take information back to their school and review with teachers during their PLC meetings.</li> <li>*Teachers will incorporate these practices into their daily instruction.</li> </ul>	<ul style="list-style-type: none"> <li>*Quality of School Climate and Safety Survey data</li> </ul>	<ul style="list-style-type: none"> <li>*Principal PLC meeting agenda and notes from meetings.</li> <li>*Teacher PLC meeting agenda and notes from meetings.</li> <li>*Classroom observations/walkthroughs</li> </ul>	None

Goal 5 (State your climate and safety goal.): **By 2027, the district will increase the index scores for all students from:**

- 81.45 in 2022 to 88 for elementary schools Quality of School Climate and Safety.
- 62.7 in 2022 to 71 for middle school Quality of School Climate and Safety.
- 61.1 in 2022 to 68 for high school Quality of School Climate and Safety.

as measured by the school report card performance scores.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 3</p> <p><b>By 2023, the high school will increase the “Quality of School Climate and Safety indicator score” on the state assessment from: 61.1 to 62.5</b></p>	<p><b>KCWP #6 Establish Learning Culture and Environment</b></p> <ul style="list-style-type: none"> <li>• Create, nurture and sustain a fair and caring learning community in which all students feel safe and have optimal opportunities for academic success.</li> </ul>	<p><b>PBIS</b></p> <ul style="list-style-type: none"> <li>*Monitor the implementation of the evidence-based framework, PBIS, in all classrooms.</li> <li>*School will promote/acknowledge students demonstrating good behavior</li> </ul>	<ul style="list-style-type: none"> <li>*Number of discipline referrals</li> <li>*Quality of School Climate and Safety Survey data</li> </ul>	<ul style="list-style-type: none"> <li>*Classroom observations/walkthroughs</li> <li>*PBIS meeting notes</li> <li>*Review of discipline data on quarterly reports.</li> </ul>	None
		<p><b>Follow the School Trauma Informed Care Plan</b></p> <ul style="list-style-type: none"> <li>*Train all new teachers on trauma informed care strategies.</li> <li>* Create a calming space in the building for students to go and “reset”</li> </ul>	<ul style="list-style-type: none"> <li>*Completion of training for all new teachers</li> <li>*Quality of School Climate and Safety Survey data</li> </ul>	<ul style="list-style-type: none"> <li>*Review of Trauma Informed Care Plan once every quarter with the Trauma Informed Care team at each building.</li> <li>*Classroom observations/walkthroughs</li> </ul>	None
		<p><b>Sources of Strength</b></p> <ul style="list-style-type: none"> <li>*The school and/or district counselor will work with the CHAMPIONS Project Coordinator to select peer leaders who will run campaigns designed to promote the eight Sources of Strength to their classmates.</li> </ul>	<ul style="list-style-type: none"> <li>*Number of discipline referrals</li> <li>*Quality of School Climate and Safety Survey data</li> </ul>	<ul style="list-style-type: none"> <li>*Classroom observations/walkthroughs</li> <li>*Review of discipline data on quarterly reports.</li> <li>*Counselor meet with CHAMPIONS Project Coordinator to review program.</li> </ul>	* CHAMPIONS Grant and GEER Grant \$1000
		<p><b>Review and Implement Evidence-Based Instructional Practices (EBIP)</b></p> <ul style="list-style-type: none"> <li>*Using the module from KDE’s Standards website, district leadership will review EBIP #1 Learning Environment and #2 Clarifying and Sharing Learning Goals with principals during monthly Principal PLC meetings.</li> <li>*Principals will take information back to their school and review with teachers during their faculty meetings.</li> <li>*Teachers will incorporate these practices into their daily instruction.</li> </ul>	<ul style="list-style-type: none"> <li>*Quality of School Climate and Safety Survey data</li> </ul>	<ul style="list-style-type: none"> <li>*Principal PLC meeting agenda and notes from meetings.</li> <li>*Teacher PLC meeting agenda and notes from meetings.</li> <li>*Classroom observations/walkthroughs</li> </ul>	None

## 6: Postsecondary Readiness

Goal 6 (State your postsecondary goal.): **By 2027, the district will increase postsecondary readiness performance scores for all students from 69.2 in 2022 to 89 as measured by the school report card performance scores.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 <b>By 2023, the high school will increase the Postsecondary Readiness score reported on the school report card from: 69.2 to 73.2</b>	<b>KCWP #4 Review, Analyze and Apply Data</b> <ul style="list-style-type: none"> <li>Establish a process in which administrators, counselors, and teachers examine and interpret data in order to ensure students are on a path toward postsecondary readiness.</li> </ul>	*Administrators and the school counselor will track student data in the areas of ACT, dual credit enrollments/completion, AP qualifying scores, CTE EOP pass rate and earned industry certifications to determine which students are on track to being postsecondary ready.	*ACT Results *AP Test Results *Dual Credit Completion *Earned Industry Certs. *CTE EOP Results	* Review of postsecondary readiness data on quarterly reports. *Administrators will meet regularly to review information on tracking sheet.	None
		*Teachers, administrators, and the counselor will collaborate during the scheduling process to ensure students have opportunities for dual credit, AP, and CTE courses in order to become postsecondary ready.	*Dual Credit Opportunities and Enrollments *AP Opportunities and Enrollments *CTE Opportunities and Enrollments	*Scheduling Committee will meet to review stakeholder feedback regarding course offerings.	None
	*Utilize Xello to ensure appropriate CTE courses are taken in order to complete pathways.	*TEDS Data	*Administrators will meet with CTE teachers and TEDS Coordinator to review data each semester.	Title I \$4660	

## 7: Graduation Rate

Goal 7 (State your graduation rate goal.): **By 2027, the district will increase the graduation rate from 98.8 in 2022 to 99.4 as measured by the school report card performance scores.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 <b>By 2023, the high school will increase the graduation rate as reported on the school report card from: 98.8 to 98.9</b>	<b>KCWP #4 Review, Analyze and Apply Data</b> <ul style="list-style-type: none"> <li>Utilize a system for examining and interpreting data in order to determine priorities for student success.</li> </ul>	*Create and monitor a “Watch List” for students performing at risk for remediation, failure, and/or untimely graduation.	*Graduation Rate *Number of failures	*Review progress of students on the “Watch List” after every CERT administration and note progress towards on-time graduation during school administrator meetings.	None
	<b>KCWP #5 Design, Align, Deliver Support Processes</b> <ul style="list-style-type: none"> <li>Align resources to ensure continuous improvement and success.</li> </ul>	*Students at risk for remediation, failure, and/or untimely graduation will receive interventions, modifications to schedules, etc. to meet their identified needs.	*Graduation Rate *Number of failures	*Review progress of students on the “Watch List” after every CERT administration and note progress towards on-time graduation during school administrator meetings.	*ESS and ESSER funds for after school tutoring and summer school

## Special Considerations for Districts with Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

Districts with a school identified for TSI (including ATSI) must monitor and provide support to the school to ensure the successful implementation of the school improvement plan (703 KAR 5:280(10)). The local board of education must review and approve the revised school improvement plan for TSI (including ATSI) schools (KRS 160.346(4)(a)).

### Monitoring and Support

**Consider:** Describe the district's plan for monitoring and supporting the school improvement plan of any school identified for TSI/ATSI. Include in your response information regarding the process for local board review and approval.

**Response:**

Northern Elementary and Sharp Middle School were both identified as TSI schools due to their "Students with Disabilities" state test scores. Both schools have been analyzing data, completing needs assessments, and working with stakeholders at their schools and with district leadership to develop their school improvement plans. The school improvement plans are approved by each SBDM Council and submitted to the board of education for review and approval at the December board meeting. Once approved by our board, the improvement plan will be uploaded into eProve and posted to the schools' websites.

District leadership will monitor and support both schools in the implementation of their improvement plans. Monthly meetings will take place with the principals to discuss the activities outlined in the improvement plans, each schools' progress towards reaching their objectives, and what support they may need to carry out the activities. The district will provide training to build capacity among the principals with the implementation of evidence-based practices within their buildings.