



2023-2024 Phase One: Continuous Improvement Diagnostic for
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2023-2024 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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2023-2024 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 2023-24 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

- Non-Traditional Instruction 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 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 08-29-2023



2023-2024 Phase One: Executive Summary for
Districts_08292023_14:19

2023-2024 Phase One: Executive Summary for Districts

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2023-2024 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 distance from a major city and the lack of job opportunities within the county could be the cause for our declining student enrollment. 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 Stakeholders

Identify and describe the district's stakeholder groups. How does the district ensure stakeholder involvement and engagement in the improvement planning process?

The district involves representatives from various stakeholder groups in the improvement planning process. These groups include students, parents, teachers, community members, principals, district administrators, board members, and school council members. Meetings are held throughout the year with these groups to discuss items related to the improvement planning process such as (state test score results; results from surveys of students, staff and parents; district assessment data; various diagnostics/components of the school and district improvement plans; etc.) A meeting with the CDIP committee is scheduled to review the diagnostics and for members to provide feedback prior to submission.

District's Purpose

Provide the district's purpose statement and ancillary content such as mission, vision, values, and/or beliefs, including the year in which they were last reviewed or revised. Describe how the district embodies its purpose through its program offerings and expectations for students and how stakeholders are involved in its development.

Pendleton County Schools' purpose statements were revised approximately nine years ago but we believe they still communicate our purpose, goals, values and beliefs. The 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. Last year, we partnered with Northern Kentucky University to offer a unique opportunity for 18 juniors to be part of NKU's Young Scholars Academy program. This year, we have expanded that to

include the juniors from last year (current seniors) and include 10 new juniors.

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 year.

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, Kentucky State Assessment (KSA), CUA, 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, the School-based Mental Health grant, and Trauma Informed Care grant awards. Summer learning has been identified as a strategy to close the achievement gap and each school provided that support to students during the past six 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; support teachers new to the profession through a New Teacher Cohort and Support Program, focus on data analysis and instructional implications of data; close the achievement gap with the students with disabilities group; move towards all students meeting benchmark in both reading and math.

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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2023-2024 Phase Two: The Needs Assessment for
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2023-2024 Phase Two: The Needs Assessment for Districts

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2023-24 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.

The district leadership team includes the Superintendent, Executive Director of Teaching and Learning, Director of Curriculum and Assessment, and the Director of Special Education. This team meets to review each school's data and then meets with the school leadership teams (principals and assistant principals) to discuss next steps. We review STAR scores after each administration which is typically in September, December/January, March and May/June and state test scores as they are made available - usually September/October. We also review common unit assessment (CUA) results with principals monthly. Principals bring a district created

document to these meetings that includes assessment data and implications for instruction. We utilize a School Data Dashboard document specific for each school level based on the template from KDE's site to report information to each school's SBDM council and the local school board four times a year. Principals use a district created document to analyze STAR and CUA scores with teachers during PLC meetings. All meetings are documented with agendas and meeting minutes. Each school provides assessment results to parents/guardians as they are available and will give a formal presentation on assessment results along with the next steps during a board meeting in January or February.

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:

State Assessment Results in reading and mathematics: The 5-year goals for elementary for both reading and math were written to show about a 20% increase from 2022. Middle and high school goals were written so that they increased enough to put them in the next performance level by 2027. The strategies focused on designing and delivering instruction and reviewing, analyzing and applying data. Our activities across the district involved teachers meeting to look at data and make adjustments to instruction as necessary. Principals were trained on Evidence-Based Instructional Practices and were expected to take the information back to teachers to share during PLC meetings.

State Assessment Results in science, social studies and writing: These goals were written similarly to the reading and math goals. The strategies and activities were similar as well. Teachers at both the elementary and middle school implemented the "RACE" strategy to assist students in answering writing prompts/short answer questions.

Achievement Gap: Students with Disabilities is our target subgroup at the elementary and middle school level and the objective was to see a 15% increase in their score. Implementing Evidence-Based Instructional Practices into daily instruction was a focus. 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 on the universal screener and on interim assessments were placed on a watch list and their progress was discussed during Rtl meetings.

Quality of School Climate and Safety: The 5-year goals were written to move schools into the next performance level. The objectives call for a 1.3 to a 1.66 (depending on the level) increase in scores each year to reach the goal.

Establishing a fair and caring learning community where all students feel safe was the strategy. Implemented activities include PBIS, training teachers on the School

Trauma Informed Care Plan, and training elementary teachers on the Sources of Strength program.

Postsecondary Readiness: The 5-year goal was written to increase the high school's score by 28.6%. There was a focus on reviewing , analyzing and applying data and activities involved establishing a more effective data tracking system and creating opportunities for students to take dual credit, AP and CTE courses through an efficient scheduling process.

Graduation Rate: While our scores did decrease slightly from a 98.8 to a 98.2, our graduation rate scores are still very high. Identifying students at risk for remediation, failure and/or untimely graduation and providing interventions, modifications to schedules and other supports to meet their individual needs has proven effective.

Local assessment data indicated that we weren't moving students towards proficiency at an acceptable rate. Conversations with building leaders and review of survey data indicated that there was a need for more rigorous and evidence-based instructional resources so at the end of the year, the district made a large investment in purchasing new reading and math textbooks across all grade levels. Implementing these new programs with fidelity will be a focus of this year's plan. It was also shared that we needed additional evidence-based intervention programs so decisions could be made that were tailored to the specific needs of the student. Tracking of students to determine Postsecondary Readiness was much more effective last year and will be continued this year.

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 2021-22 to 288 in 2022-23.
- From 2021 to 2023, the district saw an 11% increase in novice scores in reading among students with achievement gaps.

Behavior Data: The number of district behavior referrals has stayed pretty consistent the past two school years. Two schools increased the number of referrals and two have decreased. The percentage of students across the district scoring Proficient/Distinguished in reading has increased and has stayed consistent in math.

- The total number of behavior events in the district has stayed about the same: 1493 (21-22) to 1504 (22-23).
- The total number of behavior events at Southern Elementary increased from 96 (21-22) to 147 (22-23).

- The total number of behavior events at Northern Elementary decreased from 45 (21-22) to 33 (22-23).
- The total number of behavior events at the middle school decreased from 786 (21-22) to 659(22-23).
- The total number of behavior events at the high school increased from 566 (21-22) to 665 (22-23).

KSA Data: Although there was some minimal change (increase and decrease) in the percentage of students scoring novice in reading and math across all schools, novice reduction continues to be a significant area for improvement.

- The percentage of P/D in **elementary reading** remained constant, 49% (21-22) to 49%(22-23).
- The percentage of P/D in **elementary math** increased from 45% (21-22) to 51% (22-23).
- The percentage of students scoring novice in **reading at the middle school** decreased from 43% (21-22) to 40%(22-23).
- The percentage of P/D in **middle school reading** increased from 28% (21-22) to 30% (22-23).
- The percentage of students scoring novice in **math at the middle school** increased from 44% (21-22) 49% (22-23).
- The percentage of P/D in **middle school math** decreased from 23% (21-22) to 20% (22-23).
- The percentage of students scoring novice in **reading at the high school** decreased from 38% (21-22) to 27% (22-23).
- The percentage of P/D in **high school reading** increased from 30% (21-22) to 40% (22-23).
- The percentage of students scoring novice in **math at the high school** decreased from 42% (21-22) to 41%(22-23).
- The percentage of P/D in **high school math** remained constant, 22% (21-22) to 22% (22-23).

STAR Data:

- Elementary comparison of fall scores
 - The percent of students scoring below proficiency in reading has decreased from 63.3% (22-23) to 52.9% (23-24).
 - The percent of students scoring below proficiency in math has decreased from 73.2% (22-23) to 54.8% (23-24).
- Middle School comparison of fall scores
 - The percent of students scoring below proficiency in reading has decreased from 61.3% (22-23) to 57.6% (23-24).
 - The percent of students scoring below proficiency in math has decreased from 69.6% (22-23) to 64.6% (23-24).

- The High School took the STAR test for the first time in February of the 22-23 school year.
 - The percent of students scoring below proficiency in reading has decreased from 71.5% (22-23) to 64% (23-24).
 - The percent of students scoring below proficiency in math has decreased from 68.5% (22-23) to 61.5% (23-24)

ACT Data: ACT scores declined in all areas with the exception of science which showed a .1 increase.

- The composite score of 17 (21-22) decreased to 16.7 (22-23).
- The English score of 16.1 (21-22) decreased to 15.7 (22-23).
- The Math score of 16.3 (21-22) decreased to 15.9 (22-23).
- The Reading score of 18.1 (21-22) decreased to 17.3 (22-23).
- The Science score of 17.3 (21-22) increased to 17.4 (22-23).

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 2022-23 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 16.7.
- Less than 50% of our students are scoring Proficient/Distinguished in **Reading** across all grade levels.
- Elementary schools scored at 51% Proficient/ Distinguished with less than 50% of our middle and high students scoring Proficient/Distinguished in **Math**.
- Less than 50% of our students are scoring Proficient/Distinguished in **Science and Social Studies** across all grade levels.
- Elementary schools scored 60% Proficient and Distinguished with less than 50% of our middle and high school students scoring Proficient/Distinguished in **Writing**.
- Proficient/Distinguished scores are higher in all subjects at the elementary level than middle and high school.
- Sharp Middle School **Reading and Math** scores for the sub-group "Students With Disabilities" is 15.8.
- Pendleton County High School Graduation Indicator is 98.2.

Non-Academic Current State:

- Student attendance 93.4%.
- The Quality of School Climate indicator for both elementary schools is Green.
- The Quality of School Climate indicator for the middle school is Yellow.
- The Quality of School Climate indicator for the high school is Yellow
- 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.

- 51% of elementary students scored below proficient in reading.
- 70% of middle school students scored below proficient in reading.
- 60% of high school students scored below proficient in reading.
- 51% of elementary students scored below proficient in math.
- 80% of middle school students scored below proficient in math.
- 78% of high school students scored below proficient in math.
- 72% of elementary students scored below proficient in science.
- 90% of middle school students scored below proficient in science.
- 92% of high school students scored below proficient in science.
- 55% of elementary students scored below proficient in social studies.
- 79% of middle school students scored below proficient in social studies.
- 72% of high school students scored below proficient in social studies.
- 40% of elementary students scored below proficient in writing.
- 73% of middle school students scored below proficient in writing.
- 67% of high school students scored below proficient in writing.

Northern Elementary:

- 72% of students with disabilities scored below proficient in reading.
- 72% of students with disabilities scored below proficient in math.

Southern Elementary:

- 78% of students with disabilities scored below proficient in reading.
- 79% 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.

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 increased overall score by 6.3 points. Teachers and staff will continue to use STAR scores to target specific skill deficits of students and reduce the number of students scoring below benchmark.
- Middle school increased QSCS to 67.7 with a rating of green. With the increase in the quality of the school climate and students and staff feeling safe, the school is in a better place to move forward with the implementation of new instructional resources and monitoring systems designed to enhance teaching and learning.
- High school increased overall score by 8.1 points. Teachers and staff will continue to work on providing opportunities for students to read and write across all content areas. Administrators will also continue to monitor students who are "postsecondary ready" and those at-risk of failing or in need of remediation.
- New reading and math instructional resources have been purchased across all levels. Teachers will work to implement these resources with and administrators will monitor to ensure they are implemented with fidelity.

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 Results](#)

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

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

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 directly below.**

ATTACHMENTS

Attachment Name



Pendleton Key Elements 23-24

8. 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.

KCWP #1 Design and Deploy Standards: Establish a district-wide process and monitoring system to ensure lesson plans, instruction and assessments are aligned to state standards, pacing is accurate, and the intended curriculum is being implemented

KCWP #4 Review, Analyze and Apply Data: Create and implement a protocol for data analysis for teachers and school administrators to ensure data is utilized to inform instructional decisions.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Pendleton Key Elements 23-24		• 7

Key Elements of the Teaching and Learning Environment – District

Utilizing implementation data, perception data, and current policies and practices, analyze the Key Elements of your teaching and learning environment. Identify in the chart below any processes, practices or conditions the district will focus its resources and efforts upon in order to produce the desired changes and improvement. Note that each element identified for focus should be addressed in the strategies of the Comprehensive District Improvement Plan (CDIP).

Key Elements	Is this an area of focus? Yes/No	Specific Processes, Practices or Conditions Identified for Focus
<p>KCWP 1: Design and Deploy Standards Does our district continually assess, review, and revise curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success?</p>	Yes	<p>The district followed KDE’s guidance on selecting high quality instructional resources for reading and math across all grade levels. This school year is our first year implementing the new textbooks. Each grade level has been asked to complete a standards checklist and a pacing guide for both subjects that aligns to the textbook. Every teacher is expected to upload unit/lesson plans using a district-wide template that aligns with district policy. Building principals and district administrators have been reviewing these documents. Principals are including a curriculum pacing check during each PLC meeting to ensure that students will be given an opportunity to demonstrate mastery of the standards. Principals will share PLC agendas and minutes electronically with district administrators. A common walkthrough document has been created that will be utilized across the districts and results will be reviewed during monthly Principal PLC meetings. The document monitors the communication of learning goals and success criteria, learning environment (what is the teacher doing, what are the students doing), adherence to the unit/lesson plans, materials being utilized, etc.</p>
<p>KCWP 2: Design and Deliver Instruction Does our instructional program include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research?</p>	No	
<p>KCWP 3: Design and Deliver Assessment Literacy Does our district have a comprehensive, balanced assessment system that provides a variety of evidence to support educational decision making and includes four</p>	No	

Key Elements of the Teaching and Learning Environment – District

<p>primary assessment purposes: formative, diagnostic, interim/benchmark, and summative?</p>		
<p>KCWP 4: Review, Analyze and Apply Data Does our district communicate and implement a sustainable system for reviewing, analyzing, and applying data results to ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning?</p>	<p>Yes</p>	<p>The district has created a protocol for data analysis for both teachers and administrators. Teachers are required to complete a specific document after the administration of each STAR assessment and after Common Unit Assessments (CUAs) and bring those to their PLC meetings. School administrators and other members of the PLC will review the document and discuss instructional implications and next steps. School administrators have been provided with questions designed to further data discussions that could be asked as applicable. Principals are also required to complete a specific document after the administration of each STAR assessment and CUAs and bring those to their monthly PLC meetings. District administrators and other members of the Principal PLC will review the document and discuss results and next steps needed to ensure student learning.</p>
<p>KCWP 5: Design, Align and Deliver Support Has our district established a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students?</p>	<p>No</p>	
<p>KCWP 6: Establishing Learning Culture and Environment Has our district intentionally designed the learning environment to be inclusive and accessible for all students within a culture where learning and continued growth is the primary focus and foundation for all actions?</p>	<p>No</p>	



2023-2024 Phase Two: District Assurances_09192023_09:22

2023-2024 Phase Two: District Assurances

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2023-24 Phase Two: District Assurances

Introduction

Assurances are a required component of the CDIP process (703 KAR 5:225) and must contain a signed declaration by the superintendent that all schools in the district are in compliance with the necessary federal and state requirements for school improvement, including:

- KRS 158.649 (achievement gaps),
- 158.6455 (school accountability system),
- 158.782 (monitoring and review of turnaround plan),
- 160.346 (targeted and comprehensive improvement)
- 703 KAR 5:280 (school improvement procedures).
- Elementary and Secondary Education Act (ESSA)
- 20 U.S.C. 6301 et seq. (fair, equitable, and high-quality education, and close educational achievement gaps),
- 2 C.F.R. Part 200 (uniform administrative requirements) and
- 34 C.F.R. Part 200 (Title I).

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_UAT

The district hereby ensures that the FY 2023-2024 District General and 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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2023-2024 Phase Three: Comprehensive District Improvement
Plan_09192023_12:01

2023-2024 Phase Three: Comprehensive District Improvement Plan

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2023-24 Phase Three: Comprehensive District Improvement Plan

Rationale

District improvement efforts are a collaborative process involving multiple stakeholders. During the improvement planning process, leaders focus on priority needs, district funding, and closing achievement gaps between 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).

Operational Definitions

Goal: Long-term three- to five-year targets based on the 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, and graduation rate. 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. Objectives should address state assessment results and/or aligned formative assessments. 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, as identified in the Needs Assessment for Districts, 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, Baldridge, etc.*).

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 Results](#)

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

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

Activity: Actionable steps the district will take to deploy the chosen strategy. There can be

multiple activities for each strategy.

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. The description should include the artifacts to be reviewed, specific 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 seven (7) required district goals:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- English Learner Progress
- Quality of School Climate and Safety
- Postsecondary Readiness
- Graduation Rate
- Achievement Gap

Using the Comprehensive District Improvement Plan Template

The template is a complement to the Needs Assessment for Districts. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

a. Develop your Strategic Goals using the [Comprehensive District Improvement Plan \(CDIP\)](#)

- **b. Upload your completed template in the attachment area directly below.**

ATTACHMENTS

Attachment Name



PC CDIP 23_24

Summarize the plan of action developed through your goal setting process.

Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.


The objectives under every goal have been revised to reflect the most recent state assessment scores and what each level needs to do by the end of the current school year in order to meet the 5 year goals established last year. Strategies and activities have been revised across the board to reflect the implementation of the new high-quality instructional materials for both reading and math across all levels

and also to include the establishment of the new data protocol we are using with teachers and administrators.

The elementary and middle school's identified gap group continues to be "Students with Disabilities." More thorough examination of assessment data has been added to the improvement plan for this group. Students will also benefit from evidence-based programs for reading and math.

The high school's identified gap group continues to be students who are "economically disadvantaged." Teachers and administrators will also spend more time reviewing assessment data and students may be enrolled in intervention programs.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 PC CDIP 23_24	This is the district's completed plan.	•

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

Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive district improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

Priorities/Concerns from Needs Assessment for Districts

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Districts that will be thoroughly addressed in the strategies and activities outlined in this template.

1. The percentage of students scoring below proficiency in the area of reading on the Kentucky Summative Assessment (KSA) is too high across all levels (elementary, middle, and high.)
2. The percentage of students scoring below proficiency in the area of math on the Kentucky Summative Assessment (KSA) is too high across all levels (elementary, middle, and high.)

Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the District Key Elements Template that the district will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

KCWP #1: Design and Deploy Standards: Focus on instruction and assessment alignment to state standards and pacing; Implementation of monitoring systems to ensure intended curriculum is being implemented and new HQIRs are being implemented with fidelity.

KCWP #4: Review, Analyze, and Apply Data: Implementation of a protocol for data analysis for both teachers and administrators to ensure student learning results inform instructional decision-making.

Indicator

List the overall scores of status and change for each indicator and select which indicator(s) will be of priority focus through the strategies and activities outlined in this template.

Indicator	Elementary		Middle		High	
	Status	Change	Status	Change	Status	Change
State Assessment Results in reading and mathematics	66.6	1.8	41.3	-0.7	49.8	5.7
State Assessment Results in science, social studies, and writing	64.7	5.0	39	.3	40.2	1.8
English Learner Progress	N/A	N/A	N/A	N/A	N/A	N/A
Quality of School Climate and Safety	83.3	1.8	65.2	2.5	61	-.1
Postsecondary Readiness (high schools and districts only)					74	4.8
Graduation Rate (high schools and districts only)					98.5	-.3

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 index 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 67.6 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 1 By 2024, the elementary school reading and math index scores will increase from: Reading: 66.3 to 69.58 Math: 66.9 to 69.2</p>	<p>KCWP #1 Design and Deploy Standards</p> <ul style="list-style-type: none"> • Establish a district-wide process and monitoring system to ensure the curriculum is taught at a high level of fidelity. 	<ul style="list-style-type: none"> • Ensure congruency is present between standards, learning targets, and assessment measures. • Review and conduct curriculum checks within PLCs • Utilize knowledge of best practices to make curricular adjustments when students fail to meet mastery. 	<ul style="list-style-type: none"> • PLC notes follow the Plan, Do, Study, and Act protocol and summarize alignment between learning goals, success criteria, and state standards. • PLC notes indicate evidence-based instructional strategies being utilized to help students master content. • Lesson plans, standards checklists, and pacing guides are monitored and reviewed. 	<ul style="list-style-type: none"> • A school administrator will participate in weekly teacher PLC meetings and complete the district-created PLC document. • A school administrator will monitor lesson plans regularly to ensure congruency to standards and that the curriculum is being implemented with fidelity. • Building principals will participate in monthly principal PLC meetings with district administrators. Walkthrough data and curriculum documents (ex. standards checklists, pacing guides, and lesson plans) will be reviewed and discussed and the next steps will be identified. 	
	<p>KCWP #4 Review, Analyze and Apply Data</p> <ul style="list-style-type: none"> • Establish a system/protocol for examining and interpreting data that both teachers and administrators will use to inform instructional decisions. 	<ul style="list-style-type: none"> • Train school administrators on the protocol for data analysis for both teachers and administrators. • Train school administrators and Digital Learning Coaches on the new online assessment tool (Edulastic). DLCs will provide training opportunities to teachers throughout the school year. • Analysis of STAR and CUA scores will be shared using the district forms. • Teachers will use STAR data to create and monitor a “Watch List” for students below proficiency. Kindergarten teachers may utilize reports from ESGI (data monitoring system). 	<ul style="list-style-type: none"> • Teachers use Edulastic and STAR reports to complete the classroom data analysis document. • Principals use Edulastic and STAR reports to complete the school data analysis document. • PLC notes indicate instructional changes or priorities based on data. 	<ul style="list-style-type: none"> • During PLC meetings, a school administrator will collect and review the classroom data analysis documents with teachers after each CUA and STAR administration and the next steps for students at risk of not being proficient will be identified. • Principals will complete the school data analysis document and it will be discussed at monthly principal PLC meetings. The next steps will be identified. 	<p>Title I Funds for:</p> <ul style="list-style-type: none"> • Edulastic: \$8400 • ESGI: \$1722 • Student devices for online programs, STAR assessment, etc. • Intervention programs for those not meeting benchmark <p>ESSER funds:</p> <ul style="list-style-type: none"> • STAR Assessments: \$26732 for all four schools. • STAR Phonics: \$2327 for elementary

Goal 1 (State your reading and math goal.): **By 2027, the district will increase reading and math index 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 67.6 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 By 2024, the middle school reading and math index scores will increase from: Reading: 46.8 to 49.4 Math: 35.7 to 40.5</p>	<p>KCWP #1 Design and Deploy Standards Establish a district-wide process and monitoring system to ensure the curriculum is taught at a high level of fidelity.</p>	<ul style="list-style-type: none"> • Ensure congruency is present between standards, learning targets, and assessment measures. • Review and conduct curriculum checks within PLCs • Utilize knowledge of best practices to make curricular adjustments when students fail to meet mastery. 	<ul style="list-style-type: none"> • PLC notes follow the Plan, Do, Study, and Act protocol and summarize alignment between learning goals, success criteria, and state standards. • PLC notes indicate evidence-based instructional strategies being utilized to help students master content. • Lesson plans, standards checklists, and pacing guides are monitored and reviewed. 	<ul style="list-style-type: none"> • A school administrator will participate in weekly teacher PLC meetings and complete the district-created PLC document. • A school administrator will monitor lesson plans regularly to ensure congruency to standards and that the curriculum is being implemented with fidelity. • Building principals will participate in monthly principal PLC meetings with district administrators. Walkthrough data and curriculum documents (ex. standards checklists, pacing guides, and lesson plans) will be reviewed and discussed and the next steps will be identified. 	
	<p>KCWP #4 Review, Analyze and Apply Data Establish a system/protocol for examining and interpreting data that both teachers and administrators will use to inform instructional decisions.</p>	<ul style="list-style-type: none"> • Train school administrators on the protocol for data analysis for both teachers and administrators. • Train school administrators and Digital Learning Coaches on the new online assessment tool (Edulastic). DLCs will provide training opportunities to teachers throughout the school year. • Analysis of STAR and CUA scores will be shared using the district forms. • Teachers will use STAR data to create and monitor a "Watch List" for students below proficiency. Edgenuity data will be utilized for students participating in online courses. 	<ul style="list-style-type: none"> • Teachers use Edulastic and STAR reports to complete the classroom data analysis document. • Principals use Edulastic and STAR reports to complete the school data analysis document. • PLC notes indicate instructional changes or priorities based on data. 	<ul style="list-style-type: none"> • During PLC meetings, a school administrator will collect and review the classroom data analysis documents with teachers after each CUA and STAR administration and the next steps for students at risk of not being proficient will be identified. • Principals will complete the school data analysis document and it will be discussed at monthly principal PLC meetings. The next steps will be identified. 	<p>Title I Funds for:</p> <ul style="list-style-type: none"> • Edulastic: \$8400 • Edgenuity: \$15000 (middle and high school) • Student devices for online programs, STAR assessment, etc. • Intervention programs for those not meeting benchmark <p>ESSER funds:</p> <ul style="list-style-type: none"> • STAR Assessments: \$26732 for all four schools.

Goal 1 (State your reading and math goal.): **By 2027, the district will increase reading and math index 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 67.6 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 3 By 2024, the high school reading and math index scores will increase from: Reading: 58.3 to 60.6 Math: 41.3 to 44.3</p>	<p>KCWP #1 Design and Deploy Standards Establish a district-wide process and monitoring system to ensure the curriculum is taught at a high level of fidelity.</p>	<ul style="list-style-type: none"> • Ensure congruency is present between standards, learning targets, and assessment measures. • Review and conduct curriculum checks within PLCs • Utilize knowledge of best practices to make curricular adjustments when students fail to meet mastery. 	<ul style="list-style-type: none"> • PLC notes follow the Plan, Do, Study, and Act protocol and summarize alignment between learning goals, success criteria, and state standards. • PLC notes indicate evidence-based instructional strategies being utilized to help students master content. • Lesson plans, standards checklists, and pacing guides are monitored and reviewed. 	<ul style="list-style-type: none"> • A school administrator will participate in weekly teacher PLC meetings and complete the district-created PLC document. • A school administrator will monitor lesson plans regularly to ensure congruency to standards and that the curriculum is being implemented with fidelity. <p>Building principals will participate in monthly principal PLC meetings with district administrators. Walkthrough data and curriculum documents (ex. standards checklists, pacing guides, and lesson plans) will be reviewed and discussed and the next steps will be identified.</p>	
	<p>KCWP #4 Review, Analyze and Apply Data Establish a system/protocol for examining and interpreting data that both teachers and administrators will use to inform instructional decisions.</p>	<ul style="list-style-type: none"> • Train school administrators on the protocol for data analysis for both teachers and administrators. • Train school administrators and Digital Learning Coaches on the new online assessment tool (Edulastic). DLCs will provide training opportunities to teachers throughout the school year. • Analysis of STAR and CUA scores will be shared using the district forms. • Teachers will use STAR and CERT data to create and monitor a “Watch List” for students below proficiency. Edgenuity data will be utilized for students participating in online courses. 	<ul style="list-style-type: none"> • Teachers use Edulastic and STAR reports to complete the classroom data analysis document. • Principals use Edulastic and STAR reports to complete the school data analysis document. • PLC notes indicate instructional changes or priorities based on data. 	<ul style="list-style-type: none"> • During PLC meetings, a school administrator will collect and review the classroom data analysis documents with teachers after each CUA and STAR administration and the next steps for students at risk of not being proficient will be identified. • Principals will complete the school data analysis document and it will be discussed at monthly principal PLC meetings. The next steps will be identified. 	<p>Title I Funds for:</p> <ul style="list-style-type: none"> • Edulastic: \$8400 • Edgenuity: \$15000 (middle and high school) • Student devices for online programs, STAR assessment, etc. <p>ESSER funds: STAR Assessments: \$26732 for all four schools.</p> <p>GEAR UP Grant:</p> <ul style="list-style-type: none"> • CERT Testing

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 index 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 2024, the elementary school science, social studies, and writing index scores will increase from: Science: 55.9 to 60.8 Social Studies: 61 to 61.4 Writing: 77.2 to 78.5</p>	<p>KCWP #1 Design and Deploy Standards Establish a district-wide process and monitoring system to ensure the curriculum is taught at a high level of fidelity.</p>	<ul style="list-style-type: none"> • Ensure congruency is present between standards, learning targets, and assessment measures. • Review and conduct curriculum checks within PLCs • Utilize knowledge of best practices to make curricular adjustments when students fail to meet mastery. 	<ul style="list-style-type: none"> • PLC notes follow the Plan, Do, Study, and Act protocol and summarize alignment between learning goals, success criteria, and state standards. • PLC notes indicate evidence-based instructional strategies being utilized to help students master content. • Lesson plans, standards checklists, and pacing guides are monitored and reviewed. 	<ul style="list-style-type: none"> • A school administrator will participate in weekly teacher PLC meetings and complete the district-created PLC document. • A school administrator will monitor lesson plans regularly to ensure congruency to standards and that the curriculum is being implemented with fidelity. • Building principals will participate in monthly principal PLC meetings with district administrators. Walkthrough data and curriculum documents (ex. standards checklists, pacing guides, and lesson plans) will be reviewed and discussed and the next steps will be identified. 	
	<p>KCWP #4 Review, Analyze and Apply Data Establish a system/protocol for examining and interpreting data that both teachers and administrators will use to inform instructional decisions.</p>	<ul style="list-style-type: none"> • Train school administrators on the protocol for data analysis for both teachers and administrators. • Train school administrators and Digital Learning Coaches on the new online assessment tool (Edulastic). DLCs will provide training opportunities to teachers throughout the school year. • Analysis of CUA scores will be shared using the district forms. 	<ul style="list-style-type: none"> • Teachers use Edulastic reports to complete the classroom data analysis document. • Principals use Edulastic reports to complete the school data analysis document. • PLC notes indicate instructional changes or priorities based on data. 	<ul style="list-style-type: none"> • During PLC meetings, a school administrator will collect and review the classroom data analysis documents with teachers after each CUA administration and the next steps for students at risk of not being proficient will be identified. • Principals will complete the school data analysis document and it will be discussed at monthly principal PLC meetings. The next steps will be identified. 	<p>Title I Funds for:</p> <ul style="list-style-type: none"> • Edulastic: \$8400 • ESGI: \$1722

Goal 2 (State your science, social studies, and writing goal.): **By 2027, the district will increase science, social studies and writing index 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 2 By 2024, the middle school science, social studies, and writing index scores will increase from: Science: 36.4 to 39.3 Social Studies: 32.3 to 36.3 Writing: 48.4 to 50.3</p>	<p>KCWP #1 Design and Deploy Standards Establish a district-wide process and monitoring system to ensure the curriculum is taught at a high level of fidelity.</p>	<ul style="list-style-type: none"> • Ensure congruency is present between standards, learning targets, and assessment measures. • Review and conduct curriculum checks within PLCs • Utilize knowledge of best practices to make curricular adjustments when students fail to meet mastery. 	<ul style="list-style-type: none"> • PLC notes follow the Plan, Do, Study, and Act protocol and summarize alignment between learning goals, success criteria, and state standards. • PLC notes indicate evidence-based instructional strategies being utilized to help students master content. • Lesson plans, standards checklists, and pacing guides are monitored and reviewed. 	<ul style="list-style-type: none"> • A school administrator will participate in weekly teacher PLC meetings and complete the district-created PLC document. • A school administrator will monitor lesson plans regularly to ensure congruency to standards and that the curriculum is being implemented with fidelity. • Building principals will participate in monthly principal PLC meetings with district administrators. Walkthrough data and curriculum documents (ex. standards checklists, pacing guides, and lesson plans) will be reviewed and discussed and the next steps will be identified. 	
	<p>KCWP #4 Review, Analyze and Apply Data Establish a system/protocol for examining and interpreting data that both teachers and administrators will use to inform instructional decisions.</p>	<ul style="list-style-type: none"> • Train school administrators on the protocol for data analysis for both teachers and administrators. • Train school administrators and Digital Learning Coaches on the new online assessment tool (Edulastic). DLCs will provide training opportunities to teachers throughout the school year. • Analysis of CUA scores will be shared using the district forms. • Edgenuity data will be utilized for students participating in online courses. 	<ul style="list-style-type: none"> • Teachers use Edulastic reports to complete the classroom data analysis document. • Principals use Edulastic reports to complete the school data analysis document. • PLC notes indicate instructional changes or priorities based on data. 	<ul style="list-style-type: none"> • During PLC meetings, a school administrator will collect and review the classroom data analysis documents with teachers after each CUA administration and the next steps for students at risk of not being proficient will be identified. • Principals will complete the school data analysis document and it will be discussed at monthly principal PLC meetings. The next steps will be identified. 	<p>Title I Funds for:</p> <ul style="list-style-type: none"> • Edulastic: \$8400 • Edgenuity: \$15000 (middle and high school)

Goal 2 (State your science, social studies, and writing goal.): **By 2027, the district will increase science, social studies and writing index 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 3 By 2024, the high school science, social studies, and writing index scores will increase from: Science: 24.4 to 28.6 Social Studies: 42.6 to 44.5 Writing: 53.6 to 55.8</p>	<p>KCWP #1 Design and Deploy Standards Establish a district-wide process and monitoring system to ensure the curriculum is taught at a high level of fidelity.</p>	<ul style="list-style-type: none"> • Ensure congruency is present between standards, learning targets, and assessment measures. • Review and conduct curriculum checks within PLCs • Utilize knowledge of best practices to make curricular adjustments when students fail to meet mastery. 	<ul style="list-style-type: none"> • PLC notes follow the Plan, Do, Study, and Act protocol and summarize alignment between learning goals, success criteria, and state standards. • PLC notes indicate evidence-based instructional strategies being utilized to help students master content. • Lesson plans, standards checklists, and pacing guides are monitored and reviewed. 	<ul style="list-style-type: none"> • A school administrator will participate in weekly teacher PLC meetings and complete the district-created PLC document. • A school administrator will monitor lesson plans regularly to ensure congruency to standards and that the curriculum is being implemented with fidelity. • Building principals will participate in monthly principal PLC meetings with district administrators. Walkthrough data and curriculum documents (ex. standards checklists, pacing guides, and lesson plans) will be reviewed and discussed and the next steps will be identified. 	
	<p>KCWP #4 Review, Analyze and Apply Data Establish a system/protocol for examining and interpreting data that both teachers and administrators will use to inform instructional decisions.</p>	<ul style="list-style-type: none"> • Train school administrators on the protocol for data analysis for both teachers and administrators. • Train school administrators and Digital Learning Coaches on the new online assessment tool (Edulastic). DLCs will provide training opportunities to teachers throughout the school year. • Analysis of CUA scores will be shared using the district forms. • Teachers will use CERT data to create and monitor a "Watch List" for students below proficiency. Edgenuity data will be utilized for students participating in online courses. 	<ul style="list-style-type: none"> • Teachers use Edulastic reports to complete the classroom data analysis document. • Principals use Edulastic reports to complete the school data analysis document. • PLC notes indicate instructional changes or priorities based on data. 	<ul style="list-style-type: none"> • During PLC meetings, a school administrator will collect and review the classroom data analysis documents with teachers after each CUA administration and the next steps for students at risk of not being proficient will be identified. • Principals will complete the school data analysis document and it will be discussed at monthly principal PLC meetings. The next steps will be identified. 	<p>Title I Funds for:</p> <ul style="list-style-type: none"> • Edulastic: \$8400 • Edgenuity: \$15000 (middle and high school) <p>GEAR UP Grant:</p> <ul style="list-style-type: none"> • CERT Testing

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
Objective 1 By 2024, elementary schools will increase the “reading and math status score” of the students with disabilities subgroup on the state assessment from: 39.5 to 43.5	KCWP #2 Design and Deliver Instruction Implement evidence-based strategies with fidelity.	Implement Evidence-Based Instructional Programs *Students with disabilities will receive supplemental reading and math instruction using evidence-based programs	Students with disabilities subgroup will show an improvement in their overall reading and math STAR and CUA scores.	The teachers and principal will participate in weekly PLC meetings and discuss the progress of this subgroup on STAR and CUAs and in the intervention programs as applicable.	IDEA Funds: Voyager VMath Touch Math
	KCWP #4 Review, Analyze and Apply Data Establish a system/protocol for examining and interpreting data that both teachers and administrators will use to inform instructional decisions.	Analysis of STAR and CUA scores will be shared using the district forms. The progress of this subgroup of students will be reviewed after the administration of these assessments.	PLC notes indicate instructional changes or priorities based on data.		
Objective 2 By 2024, the middle school will increase the “reading and math status score” of the students with disabilities subgroup on the state assessment from: 15.1 to 18	KCWP #2 Design and Deliver Instruction Implement evidence-based strategies with fidelity.	Implement Evidence-Based Instructional Programs *Students with disabilities will receive supplemental reading and math instruction using evidence-based programs	Students with disabilities subgroup will show an improvement in their overall reading and math STAR and CUA scores.	The teachers and principal will participate in weekly PLC meetings and discuss the progress of this subgroup on STAR and CUAs and in the intervention programs as applicable.	IDEA Funds: Language Live VMath
	KCWP #4 Review, Analyze and Apply Data Establish a system/protocol for examining and interpreting data that both teachers and administrators will use to inform instructional decisions.	Analysis of STAR and CUA scores will be shared using the district forms. The progress of this subgroup of students will be reviewed after the administration of these assessments.	PLC notes indicate instructional changes or priorities based on data.		
Objective 3 By 2024, the high school will increase the “reading and math status score” of the economically disadvantaged subgroup on the state assessment from: 41.8 to 46	KCWP #2 Design and Deliver Instruction Implement evidence-based strategies with fidelity.	Implement Evidence-Based Instructional Programs *Students in the economically disadvantaged subgroup will receive supplemental reading and math instruction using evidence-based programs	Students in the economically disadvantaged subgroup will show an improvement in their overall reading and math STAR, CERT, and CUA scores.	The teachers and principal will participate in weekly PLC meetings and discuss the progress of this subgroup on STAR, CERT, and CUAs and in the intervention programs as applicable.	Title I Funds: Reading Plus \$8695 (for M.S. and H.S.)
	KCWP #4 Review, Analyze and Apply Data Establish a system/protocol for examining and interpreting data that both teachers and administrators will use to inform instructional decisions.	Analysis of STAR and CUA scores will be shared using the district forms. The progress of this subgroup of students will be reviewed after the administration of these assessments.	PLC notes indicate instructional changes or priorities based on data.		ESSER Funds: Mathia

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
Objective 1 By 2024, all EL students will increase their composite score on the ACCESS assessment by .25.	KCWP #5 Design, Align, Deliver Support Processes Align resources to ensure continuous improvement and success.	*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.	*ACCESS results *State assessment results *WIDA online *W-APT (Kindergarten) *STAR results *CUA results *CERT results *Formative Assessment data	*School leaders will review assessment results at PLC and grade-level meetings. *Review the progress of EL students after every STAR/CERT administration and note progress towards proficiency.	\$21,423 Title I Funds

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): **By 2027, the district will increase the status 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 1 By 2024, elementary schools will increase the “Quality of School Climate and Safety Status Score on the state assessment from: 83.3 to 84.5</p>	<p>KCWP #6 Establish Learning Culture and Environment Create, nurture, and sustain a fair and caring learning community in which all students feel safe and have optimal opportunities for academic success.</p>	<p>PBIS *Monitor the implementation of the evidence-based framework, PBIS, in all classrooms and common areas. *School will promote/acknowledge students demonstrating good behavior</p>	<p>*Students will demonstrate positive behavior in classrooms and common areas resulting in the number of discipline referrals not exceeding the goal the schools set for each quarter. *Teachers will incorporate trauma-informed care strategies and Sources of Strength lessons into their classroom instruction.</p>	<ul style="list-style-type: none"> • Student behavior will be noted during an administrator's formal and informal classroom observations. • Student behavioral data may be discussed during weekly PLC meetings as applicable. • The number of behavioral referrals will be reported to the district quarterly. • The principal and staff will review KSA Quality of School Climate and Safety results as results are made available. 	<p>SBDM Councils, FRYSC, and/or school PTOs will provide items needed for incentives and rewards.</p>
		<p>Follow the School Trauma Informed Care Plan *Train all new teachers on trauma-informed care strategies and provide a refresher on strategies for experienced teachers. * Classroom teachers will implement “Morning Meetings” into their schedule at least once a week where they check in on students.</p>	<p>*Quality of School Climate and Safety Survey results will indicate students feel safe, cared about, have a sense of belonging, etc.</p>	<ul style="list-style-type: none"> • The principal will review sign-in sheets to ensure all teachers have attended the training. • Teachers will be observed by the principal incorporating Sources of Strength lessons and providing instruction on trauma-informed care strategies during formal and informal observations. 	<p>Trauma Informed Care Grant will cover expenses associated with programs and training.</p>
		<p>Sources of Strength *All teachers will be trained on this program, receive the curriculum, and incorporate lessons into their classroom instruction.</p>		<ul style="list-style-type: none"> • The principal and staff will review KSA Quality of School Climate and Safety results as results are made available. 	<p>CHAMPIONS Grant paid for the curriculum and provided \$100 to each classroom teacher for supplies needed to implement the program.</p>

Goal 5 (State your climate and safety goal.): **By 2027, the district will increase the status 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 By 2024, the middle school will increase the “Quality of School Climate and Safety Status Score on the state assessment from: 65.2 to 66.7</p>	<p>KCWP #6 Establish Learning Culture and Environment Create, nurture, and sustain a fair and caring learning community in which all students feel safe and have optimal opportunities for academic success.</p>	<p>PBIS *Monitor the implementation of the evidence-based framework, PBIS, in all classrooms. *School will promote/acknowledge students demonstrating good behavior</p>	<p>*Students will demonstrate positive behavior in classrooms and common areas resulting in the number of discipline referrals not exceeding the goal the schools set for each quarter.</p>	<ul style="list-style-type: none"> • Student behavior will be noted during the administrator’s formal and informal classroom observations. • Student behavioral data may be discussed during weekly PLC meetings as applicable. • The number of behavioral referrals will be reported to the district quarterly. • The principal and staff will review KSA Quality of School Climate and Safety results as results are made available. 	<p>*Funds from various fundraisers, donations, and/or school funds will be used for incentives and rewards.</p>
		<p>Follow the School Trauma Informed Care Plan *Train all new teachers on trauma-informed care strategies and provide a refresh on strategies for experienced teachers.</p>	<p>*Teachers will incorporate trauma-informed care strategies into their classroom instruction. *PLC notes indicate trauma-informed care strategies being shared.</p>	<ul style="list-style-type: none"> • A school administrator will observe the implementation of trauma-informed care strategies during formal and informal observations of teachers. • The district counselor will review trauma-informed care strategies with teachers once a month during PLC meetings. 	
		<p>Sources of Strength *Students will be selected as peer leaders and trained to assist with the implementation of the program.</p>	<p>*Students will run campaigns designed to promote the eight Sources of Strength to their classmates.</p>	<ul style="list-style-type: none"> • The school and/or district counselor will work with the CHAMPIONS Project Coordinator to monitor the implementation of the program. 	<p>CHAMPIONS Grant will cover the cost of any materials needed.</p>

Goal 5 (State your climate and safety goal.): **By 2027, the district will increase the status 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 By 2024, the high school will increase the “Quality of School Climate and Safety Status Score on the state assessment from: 61 to 62.8</p>	<p>KCWP #6 Establish Learning Culture and Environment Create, nurture, and sustain a fair and caring learning community in which all students feel safe and have optimal opportunities for academic success.</p>	<p>PBIS *Monitor the implementation of the evidence-based framework, PBIS, in all classrooms. *School will promote/acknowledge students demonstrating good behavior</p>	<p>*Students will demonstrate positive behavior in classrooms and common areas resulting in the number of discipline referrals not exceeding the goal the schools set for each quarter.</p>	<ul style="list-style-type: none"> • Student behavior will be noted during the administrator’s formal and informal classroom observations. • Student behavioral data will be discussed during PBIS committee monthly meetings. • The number of behavioral referrals will be reported to the district quarterly. • The principal and staff will review KSA Quality of School Climate and Safety results as results are made available. 	<p>FRYSC will provide items needed for incentives and rewards.</p>
		<p>Follow the School Trauma Informed Care Plan * Train all new teachers on trauma-informed care strategies and provide a refresh on strategies for experienced teachers. *Create a calming space for students to go to when they need to reset.</p>	<p>*Teachers will incorporate trauma-informed care strategies into their classroom instruction. *Faculty meeting notes indicate trauma-informed care strategies being shared. *Students utilize the calming space which has fidgets, and motivational posters and is located in a quiet area of the building.</p>	<ul style="list-style-type: none"> • A school administrator will observe the implementation of trauma-informed care strategies during formal and informal observations of teachers. • A counselor or social worker will review trauma-informed care strategies with teachers at monthly faculty meetings. • The social worker monitors students in the calming room when they need to “reset” their emotions. 	<p>Trauma Informed Care grant provides the funds for:</p> <ul style="list-style-type: none"> • Items needed for the calming space. • Social Worker salary
		<p>Sources of Strength * Students will be selected as peer leaders and trained to assist with the implementation of the program.</p>	<p>* Students will run campaigns designed to promote the eight Sources of Strength to their classmates.</p>	<ul style="list-style-type: none"> • The school and/or district counselor will work with the CHAMPIONS Project Coordinator to monitor the implementation of the program. 	<p>CHAMPIONS Grant will cover the cost of any materials needed.</p>

6: Postsecondary Readiness

Goal 6 (State your postsecondary goal.): **By 2027, the district will increase postsecondary readiness status scores for all students from 69.2 in 2022 to 89 as measured by the state accountability system and reported as the status score.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 By 2024, the high school will increase the Postsecondary Readiness status score from 74 to 77.75 as measured by the state accountability system.</p>	<p>KCWP #4 Review, Analyze and Apply Data Continue to refine the process in which administrators, counselors, and teachers examine and interpret data to ensure students are on a path toward postsecondary readiness.</p>	<p>*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.</p>	<p>PLC notes indicate which students are on track to being postsecondary ready and the next steps for those not on track have been identified</p>	<ul style="list-style-type: none"> The school principal will include the number of seniors who are “postsecondary ready” on each quarterly report and the report will be shared with the district leadership team. The school administrator will participate in weekly CTE PLCs 	<p>Title I Funds: Xello \$4610 for M.S. and H.S.</p>
		<p>*Students will utilize Xello three times each year to build self-knowledge, explore postsecondary options, and create a plan to become postsecondary-ready.</p>	<p>Students have established education goals and/or identified career options based on their interests and skills.</p>	<p>The counselor and school administrators will meet a minimum of three times a year to review Xello's reports.</p>	

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 state accountability system and reported as the status score.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2024, the high school will increase the graduation rate from 98.5 to 98.73 as measured by the state accountability system.	KCWP #4 Review, Analyze and Apply Data Utilize a system for examining and interpreting data to determine priorities for student success.	*Create and monitor a “Watch List” for students at risk for remediation, failure, and/or untimely graduation.	PLC notes indicate which students are at risk for remediation, failure, and/or untimely graduation.	<ul style="list-style-type: none"> The school principal will include the number of students failing core courses on each quarterly report and the report will be shared with the district leadership team. 	
	KCWP #5 Design, Align, Deliver Support Processes Align resources to ensure continuous improvement and success.	*Students at risk for remediation, failure, and/or untimely graduation will receive interventions, modifications to schedules, etc. to meet their identified needs.	Students on the “Watch List” will improve their grades in identified courses.	<ul style="list-style-type: none"> School administrators, teachers, and the counselor will review the progress of students on the “Watch List” quarterly and note progress towards on-time graduation. 	ESS and ESSER funds for tutoring and summer learning

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: Sharp Middle School has been identified as a TSI school due to their “Students with Disabilities” state test scores. A new protocol for data analysis has been implemented with teachers and school administrators. The teachers utilize the protocol (classroom level) during weekly PLC meetings and the agendas/minutes are uploaded into Teams for the district to review. The school has completed a needs assessment and has worked with stakeholders at their school and with district leadership to develop their school improvement plan. The plan is approved by the SBDM Council and submitted to the board of education for review and approval at the December board meeting.

District leadership will monitor and support Sharp Middle School in the implementation of its improvement plan. Monthly meetings will take place with the principal to discuss the activities outlined in the improvement plan, progress towards reaching their objectives, and what support they may need to carry out the activities. During the monthly meetings, the protocol for data analysis (school level) will be utilized.



2023-2024 Phase Three: The Superintendent Gap
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2023-2024 Phase Three: The Superintendent Gap Assurance

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

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2023-2024 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.**



2023-2024 Phase Four: Professional Development Plan for Districts
for School Year 2024-2025_01162024_10:55

2023-2024 Phase Four: Professional Development Plan for Districts for School Year
2024-2025

Pendleton County
Joe Buerkley
2525 Hwy 27 N
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2023-24 Phase Four: Professional Development Plan for Districts for School Year 2024-2025

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

Research demonstrates a positive link between high-quality professional learning (HQPL),

teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of [High-Quality Professional Learning](#).

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 focus areas** requiring professional development that support continuous improvement? The critical areas should focus on the needs assessment findings.

Our needs assessment identified "KCWP #1 Design and Deploy Standards: Establish a district-wide process and monitoring system to ensure lesson plans, instruction and assessments are aligned to state standards, pacing is accurate, and the intended curriculum is being implemented" AND "KCWP #4 Review, Analyze and Apply Data: Create and implement a protocol for data analysis for teachers and school administrators to ensure data is utilized to inform instructional decisions" as our focus for the 23_24 school year. Staff did receive professional development in both areas.

#1: There will be additional training relating to KCWP #1 Design and Deploy Standards for the 24_25 school year to ensure instruction and assessments are aligned to the state standards. Elementary schools will receive follow-up training for the 24_25 school year on the math and language arts instructional resources purchased at the beginning of the 23_24 school year. Teachers will also have the opportunity to participate in training related to deconstructing standards and developing learning goals and success criteria.

#2: Formal and informal observations and survey results show the need for professional development in classroom and behavior management rather than reviewing, analyzing, and applying data.

3. How do the identified **top two focus areas** requiring professional development relate to district goals?

Focus Area 1: The district purchased evidence-based instructional ELA and math resources for all students in grades K-11 for the 23-24 school year. Teachers were provided with training on these resources before the 23-24 school year began but there will be some available follow-up training for elementary teachers during the

24-25 school year which will address any areas (such as alignment to standards, pacing, etc.) identified as a concern with the new materials. Both elementary schools see a need to ensure that teachers can deconstruct standards and develop learning goals and success criteria for their lessons. Providing training in these areas will allow teachers to effectively plan lessons aligned to our state standards.

Focus Area 2: All K-12 teachers will be offered training in classroom and behavior management. Teachers have expressed frustration in dealing with inappropriate behaviors in their classroom and we have observed the need to create a positive classroom culture throughout the district. If we can assist teachers in developing a positive classroom culture, we hope it will have a positive impact on student learning and lead to fewer instances of “teacher burnout” which would allow us to retain quality educators.

4a. For the first focus area, 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.

KCWP #1 Design and Deploy Standards

*Teachers will gain a better understanding of the state standards and be able to effectively plan lessons with learning goals and success criteria aligned to those standards.

4b. What are the intended results of the professional development as related to the specific objectives in (a)? (student outcomes; educator beliefs, practices, etc.)

Teachers will include learning goals and success criteria aligned to state standards in their unit plans and convey these ideas to students by consistently clarifying and sharing the learning goals and success criteria during daily instruction. Students will demonstrate mastery of state standards if teachers have a better understanding of the standards and instruction is aligned to the standards.

4c. How will professional development be monitored for evidence of implementation?

i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?

ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)

iii. How frequently will data be analyzed? (monthly, quarterly, etc.).

Adherence to the agreed-upon pacing guides will ensure students are provided with the opportunity to learn all applicable standards. Administrators will monitor the pacing guides monthly during PLC meetings, conduct regular classroom walkthroughs, and review unit/lesson plans looking for evidence of student and teacher clarity of learning goals and success criteria.

Student achievement will be monitored during PLC meetings after each common unit assessment and STAR administration.

4d. 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.

Please describe in detail.

Across all grade levels, updated curriculum documents will include applicable state standards, instructional activities aligned to those standards, learning goals, success criteria, pacing guides, differentiation, and a list of high-quality instructional resources used to provide instruction. The district has provided a template for these curriculum documents to ensure consistency across all grade levels and subject areas. If we ensure students are receiving instruction on all applicable standards, scores on STAR, CUAs, and the state assessment are expected to show an improvement.

4e. Who is the **specific** targeted audience for the professional development? (i.e., elementary mathematics teachers)

Since all elementary teachers are required to teach the state standards for their assigned content area, they are all the target audience for this professional development.

4f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional development support from vendors, release time for professional learning, etc.)

Representatives of the newly purchased textbooks will provide follow-up training to elementary staff on the new high-quality instructional resources for reading and math.

NKCES consultant will provide training to the elementary and middle school staff centered around deconstructing standards and developing learning goals and success criteria for their lessons. The Teacher Clarity Playbook will serve as a resource for this work.

4g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, release time for groups of teachers to plan together using specific instructional resources, a mathematics consultant to meet once a

month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

If it is determined that there is still a need for additional training around the reading and math instructional resources after the follow-up session, the district will arrange for that to take place with the vendor.

The NKCES consultant facilitating the professional learning around standards, learning goals, and success criteria will be available for follow-up training and/or discussions during PLC meetings.

The district Teaching and Learning Department will work with the school leadership team as needed to answer questions about the curriculum. During PLC meetings, school leaders will regularly review pacing guides with each grade level/content area to ensure students will have access to instruction on all applicable standards. KDE's modules on learning goals and success criteria will continue to serve as a resource for teachers and administrators.

5a. For the second focus area, 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.

*Teachers will gain strategies for effective classroom and behavior management.

5b. What are the intended results of the professional development as related to the specific objectives in (a)?

*Teachers will be empowered to develop a positive classroom culture that minimizes disruptions and incidents of inappropriate student behavior. We hope this will lead to fewer reports of teacher frustration and allow teachers to focus on delivering high-quality instruction. With fewer classroom disruptions, student learning will improve.

5c. How will the professional development be monitored for evidence of implementation?

i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?

ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)

iii. How frequently will data be analyzed? (monthly, quarterly, etc.)

Administrators will conduct classroom observations to monitor evidence of the implementation of classroom management strategies. These observations will take place during the formal observations (once or twice during the school year) and informal classroom walkthroughs. Teacher feedback and discussion about the implementation of strategies will take place during PLC meetings and recorded in

the PLC meeting minutes. The number of discipline referrals occurring in the classroom setting will also be monitored by the building principals.

5d. 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.

Please describe in detail.

Administrators will observe effective classroom management strategies being implemented with little loss of instructional time because of established routines and procedures. Observations will yield evidence of a positive classroom culture where learning is valued by all. There will be fewer reports of inappropriate student behavior within the classroom.

5e. Who is the **specific** targeted audience for the professional development impacted by this component of professional development? (i.e., elementary mathematics teachers)

Any K-12 teacher who indicated on the district's professional development survey that classroom and behavior management was an area they needed additional training and support would be the target audience.

5f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional learning support from a vendor, release time for professional learning, etc.)

Teachers who choose to take advantage of this professional learning opportunity will receive a copy of Every Student, Every Day. Some teachers may choose to take professional development hours, some may choose to take a stipend, and some may choose a combination of professional development hours and stipend. A NKCES consultant will lead the book study with interested teachers.

5g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

Teachers will be asked to read the book Every Student, Every Day and attend four in-person after-school sessions with the NKCES consultant to discuss the reading assignments. During these in-person sessions, there will be time for teachers to ask questions and receive feedback. Teachers who would like additional support as

they implement the strategies for effective classroom management may request the consultant come to their classroom to observe and offer suggestions.

6. Optional Extension: If your district has identified additional professional development priorities you would like to include, you may upload an attachment with the answers to question 3 and a-g 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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