



2024-2025 Phase One: Executive Summary for  
Districts\_08292024\_11:26

2024-2025 Phase One: Executive Summary for Districts

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

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## 2024-2025 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 134 teachers and serves approximately 2150 students ranging from preschool to grade 12. We face many barriers including 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' 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. We partner with Northern Kentucky University to offer a unique opportunity for students to be part of NKU's Young Scholars Academy (YSA) program during their junior and senior year. These

students are transported to and from NKU's campus each day where they spend their day in college classes. When YSA students graduate from high school, they will have two years of college courses completed and some may even have an associate's degree. 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.

### 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: 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 provides that support to students. 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 Mentorship Program, focus on data analysis and instructional implications of data; close the achievement gap with the students with disabilities group; and 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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2024-2025 Phase One: Continuous Improvement Diagnostic for  
Districts\_08292024\_11:25

2024-2025 Phase One: Continuous Improvement Diagnostic for Districts

**Pendleton County**  
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2525 Hwy 27 N  
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## **2024-2025 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 2024-2025 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**

Pendleton County

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- 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).***

***I also assure that upon the completion of all diagnostics included in the four improvement phases, the most recent version of the CDIP will be posted to the district's website pursuant to 703 KAR 5:225 Section 3(5)(a).***

Please enter your name and date below to certify.

Joe Buerkley

08-29-2024



2024-2025 Phase Two: The Needs Assessment for  
Districts\_08292024\_11:29

2024-2025 Phase Two: The Needs Assessment for Districts

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## **2024-2025 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 aspects of teaching and learning that affect performance must guide the work. 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 they will address 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 as you conducted 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 were 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 the next steps. We review STAR scores after each administration, typically in September, December/January, and May/June, and state test scores as they are made available - usually in 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. They will

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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?

Reading, Math, Science, Social Studies, and Writing: State assessment results in reading, mathematics, science, social studies, and writing were used to develop 5-year goals for all levels and were written to show approximately 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 objectives were written with a target score that reflected the gain that would be necessary each year to meet the 2027 goals in each area. The strategies focused on establishing and monitoring a district-wide process to ensure the curriculum is taught at a high level of fidelity and establishing a protocol for examining and interpreting data. Our activities across the district involved ensuring that congruency is present between standards, learning goals, and success criteria and conducting curriculum/pacing checks within PLCs. Building administrators and teachers were trained on the district's data protocol and the new online assessment tool.

Achievement Gap: The objective for the elementary schools was to increase the reading and math status score of the students with disabilities subgroup by 10% and the objective for the middle school for that subgroup was to increase the reading and math status score by 19%. The objective for the high school was to increase the reading and math status scores of the economically disadvantaged subgroup by 10%. 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 student progress and make data-driven decisions related to the movement of students between tiers. Students not meeting the benchmark on the universal screener and interim assessments were placed on a watch list and their progress was discussed during Rtl meetings. The implementation of IEPs for students with disabilities is monitored and adjustments are made if warranted and agreed on during ARC meetings.

Quality of School Climate and Safety: The 5-year goals were written to move schools to the next performance level. The objectives call for a 1.2 to a 1.8 (depending on the level) increase in scores by the end of the 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%. In order to reach the goal, the objective by the end of the year was to increase this score by 3.75 points. There was a focus on reviewing, analyzing, and applying data and activities involved in establishing a more effective data-tracking

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system and creating opportunities for students to take dual credit, AP, and CTE courses through an efficient scheduling process.

**Graduation Rate:** Our 5-year goal was to score a 99.4. Our end-of-the-year objective was to score 98.73. Our scores did decrease to 97.1; however, that score is 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 in maintaining such a high graduation rate.

Building and district leaders agree that the established district process for reviewing and analyzing data and the data protocols are appropriate. The review of data takes place during PLC meetings; however, upon the review of PLC agendas and discussions with our school and district leaders, it is evident we need to strengthen our PLC and data review process.

The data-tracking system the high school has put into place to monitor postsecondary readiness has proven successful and will be continued.

## 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 2022-2023 to 288 in 2023-2024.
- From 2022 to 2024, the district saw an 11% increase in novice scores in reading among students with achievement gaps.

**Behavior Data:** The number of behavior referrals across the district increased from 1504 in 2022-2023 to 1623 in 2023-2024.

**ACT:** There has been little change in the district's ACT scores over the past several years. In 2022, the average composite score was 17; in 2023 it was 16.7, and in 2024 it was 16.9.

## STAR Data:

- 24-25 first round middle school reading and math STAR scores are showing an increase in the percentages of students scoring P/D as compared to 23-24 first round scores.
  - 7th grade P/D reading scores show an increase of 10 percentage points (42 to 52)
  - 8th grade P/D reading scores show an increase of 14 percentage points (33 to 47)



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- 7th grade P/D math scores show an increase of 20 percentage points (32 to 52)
  - 8th grade P/D math scores show an increase of 11 percentage points (27 to 38)
  - 24-25 first round high school reading and math STAR scores stayed about the same in their percentages of students scoring P/D as compared to the 23-24 first round scores.
    - 9th grade P/D reading scores show an increase of 4 percentage points (33 to 37)
    - 10 grade P/D reading scores show an increase of 1 percentage point (40 to 41)
    - 9th grade P/D math scores show an increase of 4 percentage points (35 to 39)
    - 10th grade P/D math scores show an increase of 1 percentage points (42 to 43)
  - 24-25 first round elementary reading and math STAR scores:
    - Northern Elementary scores were about the same but they did show a 17 percentage point decrease in the 2nd grade students scoring P/D on the math assessment as compared to 23-24 (47 to 30)
    - Northern Elementary scores show a 5 percentage point increase in the 5th grade students scoring P/D on the math assessment as compared to 23-24 (52 to 57)
    - Southern Elementary scores were about the same but the percent of kindergarteners scoring at/above benchmark showed an increase of 30 percentage points as compared to 23-24 (14 to 44)
    - Southern Elementary reading scores show an increase of 11 percentage points for 2nd graders scoring P/D as compared to 23-24 (42 to 53)
    - Southern Elementary math scores show a decrease of 16 percentage points for 4th graders scoring P/D as compared to 23-24 (49 to 33)
  - **KSA Scores:**
    - The percentage of students scoring novice in **reading at the elementary** level increased from 26% (22-23) to 32% (23-24).
    - The percentage of students scoring novice in **math at the elementary** level remained constant at 23% (22-23 and 23-24).
    - The percentage of students scoring P/D in **reading at the elementary** level decreased from 49% (22-23) to 42% (23-24).
    - The percentage of students scoring P/D in **math at the elementary** level decreased from 51% (22-23) to 41% (23-24).
    - The percentage of students scoring novice in **reading at the middle** school decreased from 40% (22-23) to 37% (23-24).
    - The percentage of students scoring novice in **math at the middle** school decreased from 49% (22-23) to 41% (23-24).

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- The percentage of students scoring P/D in **reading at the middle** school increased from 30% (22-23) to 39% (23-24).
  - The percentage of students scoring P/D in **math at the middle** school increased from 20% (22-23) to 28% (23-24).
  - The percentage of students scoring novice in **reading at the high** school increased from 27% (22-23) to 29% (23-24).
  - The percentage of students scoring novice in **math at the high** school decreased from 41% (22-23) to 39% (23-24).
  - The percentage of students scoring P/D in **reading at the high** school increased from 40% (22-23) to 42% (23-24).
  - The percentage of students scoring P/D in **math at the high** school increased from 22% (22-23) to 31% (23-24).

### Current State

4. Describe in narrative form 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 of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading. Local benchmark data indicates that thirty-two percent of all students receive Tier II intervention in reading.
- Fifty-four percent of our students scored proficient in math on the KSA compared to the state average of 57%. Local formative assessments show 53% of students are on grade level in math.

### Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2023-2024 academic year. 2023-2024 Impact survey data shows that 71% of staff feel like they belong at our school.
- Survey results and perception data indicated 74% of the district's teachers received adequate professional development.

### Current Academic State:

- The average composite score on the ACT is 16.9 with only 19% of students who took the exam meeting benchmark in math and 35% meeting benchmark in reading.
- KSA elementary school status scores declined in all areas:
  - Reading and Math went from 66.6 in 22-23 to 60.3 in 23-24

- Science, Social Studies and Writing went from 64.7 in 22-23 to 61.7 in 23-24
- KSA middle school status scores increased in all areas:
  - Reading and Math went from 41.3 in 22-23 to 48.2 in 23-24
  - Science, Social Studies and Writing went from 39 in 22-23 to 42.8 in 23-24
- KSA high school status scores increased in the following areas:
  - Reading and Math went from 49.8 in 22-23 to 53.6 in 23-24
  - Post Secondary Readiness went from 74 in 22-23 to 78.4 in 23-24
- KSA high school status scores decreased in the following areas:
  - Science, Social Studies and Writing went from 40.2 in 22-23 to 39.3 in 23-24
  - Graduation Rate went from 98.5 in 22-23 to 97.1 in 23-24
- 24-25 first round overall STAR scores at the middle school:
  - 6th grade reading shows 51% scoring P/D and 21% scoring novice
  - 7th grade reading shows 52% scoring P/D and 32% scoring novice
  - 8th grade reading shows 47% scoring P/D and 33% scoring novice
  - 6th grade math shows 48% scoring P/D and 25% scoring novice
  - 7th grade math shows 52% scoring P/D and 35% scoring novice
  - 8th grade math shows 38% scoring P/D and 43% scoring novice
- 24-25 first round overall STAR scores at the high school:
  - 9th grade reading shows 37% scoring P/D and 41% scoring novice
  - 10th grade reading shows 41% scoring P/D and 31% scoring novice
  - 9th grade math shows 39% scoring P/D and 47% scoring novice
  - 10th grade math shows 43% scoring P/D and 42% scoring novice

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

- Student attendance rate was 93.2%
- The KSA Quality of School Climate status score for elementary schools decreased from 83.3 in 22-23 to 81.3 in 23-24.
- The KSA Quality of School Climate status score for middle school increased from 65.2 in 22-23 to 67.5 in 23-24.
- The KSA Quality of School Climate status score for high school decreased from 61 in 22-23 to 60.6 in 23-24.

- Impact Kentucky Survey Results for the 23-24 SY:
  - 43% of teachers responded favorably regarding how positive the working environment at their school is
  - 57% of teachers responded favorably regarding how many new teaching strategies they have learned
  - 42% of teachers responded favorably regarding the amount of feedback they receive on their teaching

### Priorities/Concerns

5. Clearly and concisely describe the two or three greatest areas of weakness using precise numbers and percentages.

**NOTE:** You must thoroughly address these priorities in the Comprehensive District Improvement Plan (CDIP) diagnostic and template.

**Example:** Students in our gap groups are scoring significantly below all students. Sixty-eight percent 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.

**There are a significant number of students scoring below proficiency on the Kentucky Summative Assessment (KSA) in the areas of reading, math, and science across all levels.**

- 58% of elementary students scored below proficient in reading
- 64% of middle school students scored below proficient in reading
- 58% of high school students scored below proficient in reading
- 59% of elementary students scored below proficient in math
- 72% of middle school students scored below proficient in math
- 69% of high school students scored below proficient in math
- 71% of elementary students scored below proficient in science
- 82% of middle school students scored below proficient in science
- 100% of high school students scored below proficient in science

**Students in our gap group are scoring significantly below non-gap learners.**

- 75% of our elementary students with disabilities scored below proficiency on the KSA in reading as opposed to 53% of non-gap learners.
- 91% of our middle school students with disabilities scored below proficiency on the KSA in reading as opposed to 59% of non-gap learners.

## Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the district. Explain how the district will utilize the strengths and leverages 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.

Middle school increased their overall score from a 41.1 to a 52.7 (+11.6) Teachers and staff will continue to use STAR and formative assessment data to target specific skill deficits of students and reduce the number of students scoring below benchmark. PLC work will be more intentional in reviewing assessment data and pinpointing student needs and how to adjust instruction.

Middle school novice percentages declined in every area with the largest declines in Social Studies from 58% to 28% and Combined Writing 31% to 11%. Teachers and staff will continue to focus on the meeting the needs of our lowest performing students by implementing best practices during instruction.

Middle school special education students decreased novice in science from 75% to 44%. (33% decrease) Last year the middle school adopted the OpenSci Ed curriculum which is a inquiry based approach to learning that uses more of a hands on/talking about your learning approach. Students with special needs were able to participate in the learning and then use the accomodations provided to show that learning. Teachers will continue to improve their implementation of this program and inquiry based instruction.

High school improved their gap group scores in Math by increasing P/D 12 percentage points and decreasing their economically disadvantaged gap group novice in combined writing by 15 percentage points. Teachers and staff will continue to use the HQIR's to meet the needs of students where they are academically and provide quality and instruction and supports to all students.

Elementary schools have remained consistent earning a yellow rating for 2 years. Teachers will continue with the second year of implementation of the HQIR's with fidelity in reading and math .

## 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 Processes](#)

[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 24\_25

8. After analyzing the Key Elements of your teaching and learning environment, on which two or three processes, practices or conditions will the district focus its resources and efforts to produce the desired changes?


Note that all processes, practices and conditions can be linked to the six Key Core Work Processes.

**NOTE:** The Comprehensive District Improvement Plan (CDIP) diagnostic and template must thoroughly address these elements.

KCWP #1 Design and Deploy Standards: Ensure curricular alignment reviews are an ongoing action of the PLC and follow established 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: Ensure the district protocol for data analysis for teachers and school administrators is being followed and that teachers utilize that data to inform instructional decisions.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 Pendleton Key Elements 24_25		• 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><b>KCWP 1: Design and Deploy Standards</b> 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>	<p>Yes</p>	<p>Last year, the district adhered to KDE’s recommendations for selecting high-quality instructional resources for reading and math across all grade levels. This school year marks our second year implementing these new HQIRs, and we’ve identified the need to revise the standards checklists and pacing guides for each grade level and department in both subjects. All teachers are required to upload their unit and lesson plans using a district-wide template that aligns with district policy. Building principals are reviewing these documents and addressing any concerns that arise. They will closely monitor the pacing guides during each PLC meeting to ensure that students have the opportunity to demonstrate mastery of the standards. Additionally, principals will share PLC agendas and minutes electronically with district administrators. A common walkthrough document will be used throughout the district, with results reviewed in monthly Principal PLC meetings. This document will track the communication of learning goals and success criteria, the learning environment (including teacher and student activities), and adherence to unit and lesson plans, among other factors. School administrators will focus on providing more targeted feedback to teachers. Conversations with principals and reviews of school PLC agendas indicated a need for additional training on the PLC process. The district is collaborating with NKCES to offer training for all school and several district administrators on how to establish effective PLCs.</p>



Key Elements of the Teaching and Learning Environment – District

Key Elements	Is this an area of focus? Yes/No	Specific Processes, Practices or Conditions Identified for Focus
<p><b>KCWP 2: Design and Deliver Instruction</b> 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><b>KCWP 3: Design and Deliver Assessment Literacy</b> Does our district have a comprehensive, balanced assessment system that provides a variety of evidence to support educational decision making and includes four primary assessment purposes: formative, diagnostic, interim/benchmark, and summative?</p>	No	
<p><b>KCWP 4: Review, Analyze and Apply Data</b> 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>	Yes	<p>Last year, the district implemented a data analysis protocol designed for both teachers and administrators. Following each STAR assessment and Common Unit Assessment (CUA), teachers are required to complete a designated document, which they then bring to their Professional Learning Community (PLC) meetings. During these meetings, school administrators and PLC members review the documents, discussing instructional implications and determining next steps. Administrators also have targeted questions to facilitate more meaningful data discussions.</p> <p>Similarly, principals must complete a specific document after each STAR assessment and CUA and present it at their monthly PLC meetings. In these sessions, district administrators and other Principal PLC members analyze the results and decide on necessary actions to support student learning.</p> <p>Although we have made significant strides in implementing these protocols, we acknowledge the need for further training in facilitating effective PLCs and conducting data analysis. This training will help us fully utilize insights to enhance instructional strategies and improve student outcomes. As we move forward, we must remain dedicated to cultivating a culture of data-driven decision-making, ensuring that every student receives the support they need to thrive.</p>

Key Elements of the Teaching and Learning Environment – District

Key Elements	Is this an area of focus? Yes/No	Specific Processes, Practices or Conditions Identified for Focus
<p><b>KCWP 5: Design, Align and Deliver Support</b> Has our district established a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students?</p>	No	
<p><b>KCWP 6: Establishing Learning Culture and Environment</b> 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>	No	



2024-2025 Phase Two: District Assurances\_08292024\_11:27

2024-2025 Phase Two: District Assurances

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

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## 2024-2025 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

The district hereby ensures that the FY 2024-2025 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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2024-2025 Phase Three: The Superintendent Gap  
Assurance\_08292024\_11:30

2024-2025 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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## 2024-2025 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.**



2024-2025 Phase Three: Comprehensive District Improvement  
Plan\_11112024\_08:35

2024-2025 Phase Three: Comprehensive District Improvement Plan

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

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## 2024-2025 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 required school level goals. Elementary/middle schools must have goals for state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must have goals for 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 Schools.

**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 school will focus its efforts upon, as identified in the Needs Assessment for Schools, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. Six Sigma, Shipley, Baldrige, etc.).

**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 used to deploy the chosen strategy. There can be multiple activities for each strategy.

**Measure of Success:** Criteria that shows how well the school is accomplishing their action steps. 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 in

**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 \(CDIP\) template](#).

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

**ATTACHMENTS**

**Attachment Name**

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Pendleton CDIP

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 score and what each level needs to do by the end of the current school year in order to meet the 5 year goals established 2 years ago.

Strategies and activities have been reviewed and revised as applicable to reflect the continued implementation of the HQIRs purchased last year for both reading and math across all levels and to also include the utilization of the district's data protocol for both teachers and administrators.

The elementary and middle school's identified gap group continues to be students with disabilities.

Schools will continue to focus on thorough examinations of assessment data.

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

Pendleton County

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# Attachment Summary

Attachment Name	Description	Associated Item(s)
 Pendleton CDIP	Pendleton County's CDIP	•

## 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 on the Kentucky Summative Assessment (KSA) is too high in the areas of reading, math, and science across all levels (elementary, middle, and high).
2. Students in the gap group “students with disabilities” are scoring significantly below non-gap learners.

### 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:** Ensure curricular alignment reviews are an ongoing action of the PLC and follow established 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:** Ensure the district protocol for data analysis for teachers and school administrators is being followed and that teachers utilize that data to inform instructional decisions.

### Indicator

List the overall scores of status and change for each level – elementary school (ES), middle school (MS) and high school (HS) on each indicator.

Indicator	Elementary		Middle		High	
	Status	Change	Status	Change	Status	Change
State Assessment Results in reading and mathematics	60.3	-6.3	48.2	6.9	53.6	3.8
State Assessment Results in science, social studies, and writing	61.7	-3	42.8	3.8	39.3	-.9
English Learner Progress	N/A	N/A	N/A	N/A	N/A	N/A
Quality of School Climate and Safety	81.3	-2	67.5	2.3	60.6	-.4
Postsecondary Readiness (high schools and districts only)					78.4	4.4
Graduation Rate (high schools and districts only)					97.1	-1.4

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 <b>By 2025, the elementary school reading and math index scores will increase from:</b>  <b>Reading: 58.7 to 65.6</b>  <b>Math: 61.9 to 66.6</b></p>	<p><b>KCWP #1 Design and Deploy Standards</b></p> <ul style="list-style-type: none"> <li>• Ensure the lesson plans, instruction, and assessments are aligned to state standards and intended curriculum is taught at a high level of fidelity.</li> </ul>	<p>School and district administrators will receive additional training on the PLC process in order to:</p> <ul style="list-style-type: none"> <li>• Ensure congruency is present between standards, learning targets and assessment measures.</li> <li>• Review and conduct curriculum checks within PLCs</li> <li>• Utilize knowledge of best practices to make curricular adjustments when students fail to meet mastery.</li> </ul>	<ul style="list-style-type: none"> <li>• PLC notes follow the Plan, Do, Study, and Act protocol and summarize alignment between learning goals, success criteria, and state standards.</li> <li>• PLC notes indicate evidence-based instructional strategies being utilized to help students master content.</li> <li>• Lesson plans, standards checklists, and pacing guides are monitored and reviewed.</li> </ul>	<ul style="list-style-type: none"> <li>• A school administrator will participate in weekly teacher PLC meetings and complete the district-created PLC document.</li> <li>• A school administrator will monitor lesson plans regularly to ensure congruency to standards and the curriculum is being implemented with fidelity.</li> <li>• 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 next steps will be identified.</li> </ul>	
	<p><b>KCWP #4 Review, Analyze and Apply Data</b></p> <ul style="list-style-type: none"> <li>• Ensure the district protocol for data analysis is being followed and that teachers and administrators use data to inform instructional decisions.</li> </ul>	<ul style="list-style-type: none"> <li>• Train new school administrators on the protocol for data analysis for both teachers and administrators.</li> <li>• Train new school administrators and Digital Literacy Coaches on the online assessment tool (Pear Assessment). DLCs will provide training opportunities to teachers throughout the school year.</li> <li>• Analysis of STAR and CUA scores will be shared using the district forms.</li> <li>• Teachers will use STAR data to create and monitor a “Watch List” for students below proficiency. Kindergarten teacher may utilize reports from ESGI (data monitoring system).</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers use Pear Assessment and STAR reports to complete the <b>classroom</b> data analysis document.</li> <li>• Principals use Pear Assessment and STAR reports to complete the <b>school</b> data analysis document.</li> <li>• PLC notes indicate instructional changes or priorities based on data.</li> </ul>	<ul style="list-style-type: none"> <li>• During PLC meetings, a school administrator will collect and review the <b>classroom</b> data analysis documents with teachers after each CUA and STAR administration and next steps students at risk of not being proficient will be identified.</li> <li>• Principals will complete the <b>school</b> data analysis document and it will be discussed at monthly principal PLC meetings. Next steps will be identified.</li> </ul>	<p>Title I Funds for:</p> <ul style="list-style-type: none"> <li>• Pear Assessment: \$8400</li> <li>• ESGI: \$1864</li> <li>• STAR Assessments \$27000 (all schools)</li> <li>• STAR Phonics: \$2382 for elementary</li> <li>• Moby Max \$6830 (for elementary)</li> <li>• Fast Forward \$5775 (NES only)</li> <li>• Accelerated Reader \$6820 for elementary</li> <li>• Achieve 3000 \$14518 for elementary</li> </ul>

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 <b>By 2025, the middle school reading and math index scores will increase from:</b>  <b>Reading: 51.7 to 53.47</b>  <b>Math: 44.6 to 48.1</b></p>	<p><b>KCWP #1 Design and Deploy Standards</b>                      Ensure the lesson plans, instruction, and assessments are aligned to state standards and intended curriculum is taught at a high level of fidelity.</p>	<p>School and district administrators will receive additional training on the PLC process in order to:</p> <ul style="list-style-type: none"> <li>• Ensure congruency is present between standards, learning targets and assessment measures.</li> <li>• Review and conduct curriculum checks within PLCs</li> <li>• Utilize knowledge of best practices to make curricular adjustments when students fail to meet mastery.</li> </ul>	<ul style="list-style-type: none"> <li>• PLC notes follow the Plan, Do, Study, and Act protocol and summarize alignment between learning goals, success criteria, and state standards.</li> <li>• PLC notes indicate evidence-based instructional strategies being utilized to help students master content.</li> <li>• Lesson plans, standards checklists, and pacing guides are monitored and reviewed.</li> </ul>	<ul style="list-style-type: none"> <li>• A school administrator will participate in weekly teacher PLC meetings and complete the district-created PLC document.</li> <li>• A school administrator will monitor lesson plans regularly to ensure congruency to standards and the curriculum is being implemented with fidelity.</li> <li>• 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 next steps will be identified.</li> </ul>	
	<p><b>KCWP #4 Review, Analyze and Apply Data</b>                      Ensure the district protocol for data analysis is being followed and that teachers and administrators use data to inform instructional decisions.</p>	<ul style="list-style-type: none"> <li>• Train new school administrators on the protocol for data analysis for both teachers and administrators.</li> <li>• Train new school administrators and Digital Literacy Coaches on new online assessment tool (Pear Assessment). DLCs will provide training opportunities to teachers throughout the school year.</li> <li>• Analysis of STAR and CUA scores will be shared using the district forms.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers use Pear Assessment and STAR reports to complete the <b>classroom</b> data analysis document.</li> <li>• Principals use Pear Assessment and STAR reports to complete the <b>school</b> data analysis document.</li> <li>• PLC notes indicate instructional changes or priorities based on data.</li> </ul>	<ul style="list-style-type: none"> <li>• During PLC meetings, a school administrator will collect and review the <b>classroom</b> data analysis documents with teachers after each CUA and STAR administration and next steps students at risk of not being proficient will be identified.</li> <li>• Principals will complete the <b>school</b> data analysis document and it will be discussed at monthly principal PLC meetings. Next steps will be identified.</li> </ul>	<p>Title I Funds for:</p> <ul style="list-style-type: none"> <li>• Pear Assessment: \$8400</li> <li>• Edgenuity: \$19000 (SMS and PHS)</li> <li>• STAR Assessments \$27000 for all four schools.</li> <li>• Dreambox Math \$3600 (SMS)</li> <li>• Reading Plus \$8695 (SMS and PHS)</li> <li>• Language Live Voyager \$1693 (SMS)</li> </ul>

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 <b>By 2025, the high school reading and math index scores will increase from:</b>  <b>Reading: 59.2 to 62</b>  <b>Math: 48 to 49.7</b></p>	<p><b>KCWP #1 Design and Deploy Standards</b>                      Ensure the lesson plans, instruction, and assessments are aligned to state standards and intended curriculum is taught at a high level of fidelity.</p>	<p>School and district administrators will receive additional training on the PLC process in order to:</p> <ul style="list-style-type: none"> <li>• Ensure congruency is present between standards, learning targets and assessment measures.</li> <li>• Review and conduct curriculum checks within PLCs</li> <li>• Utilize knowledge of best practices to make curricular adjustments when students fail to meet mastery.</li> </ul>	<ul style="list-style-type: none"> <li>• PLC notes follow the Plan, Do, Study, and Act protocol and summarize alignment between learning goals, success criteria, and state standards.</li> <li>• PLC notes indicate evidence-based instructional strategies being utilized to help students master content.</li> <li>• Lesson plans, standards checklists, and pacing guides are monitored and reviewed.</li> </ul>	<ul style="list-style-type: none"> <li>• A school administrator will participate in weekly teacher PLC meetings and complete the district-created PLC document.</li> <li>• A school administrator will monitor lesson plans regularly to ensure congruency to standards and the curriculum is being implemented with fidelity.</li> <li>• 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 next steps will be identified.</li> </ul>	
	<p><b>KCWP #4 Review, Analyze and Apply Data</b>                      Ensure the district protocol for data analysis is being followed and that teachers and administrators use data to inform instructional decisions.</p>	<ul style="list-style-type: none"> <li>• Train new school administrators on the protocol for data analysis for both teachers and administrators.</li> <li>• Train new school administrators and Digital Literacy Coaches on new online assessment tool (Pear Assessment). DLCs will provide training opportunities to teachers throughout the school year.</li> <li>• Analysis of STAR and CUA scores will be shared using the district forms.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers use Pear Assessment and STAR reports to complete the <b>classroom</b> data analysis document.</li> <li>• Principals use Pear Assessment and STAR reports to complete the <b>school</b> data analysis document.</li> <li>• PLC notes indicate instructional changes or priorities based on data.</li> </ul>	<ul style="list-style-type: none"> <li>• During PLC meetings, a school administrator will collect and review the <b>classroom</b> data analysis documents with teachers after each CUA and STAR administration and next steps students at risk of not being proficient will be identified.</li> <li>• Principals will complete the <b>school</b> data analysis document and it will be discussed at monthly principal PLC meetings. Next steps will be identified.</li> </ul>	<p>Title I Funds for:</p> <ul style="list-style-type: none"> <li>• Pear Assessment: \$8400</li> <li>• Edgenuity: \$19000 (SMS and PHS)</li> <li>• STAR Assessments \$27000 for all four schools.</li> <li>• Reading Plus \$8695 (SMS and PHS)</li> </ul> <p>GEAR UP Grant:</p> <ul style="list-style-type: none"> <li>• CERT Testing</li> </ul>

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 53.2 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 67.4 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 2025, the elementary school science, social studies and writing index scores will increase from:  <b>Science: 55.7 to 62.3</b>  <b>Social Studies: 57.3 to 59</b>  <b>Writing: 72.1 to 75.5</b></p>	<p><b>KCWP #1 Design and Deploy Standards</b>                      Ensure the lesson plans, instruction, and assessments are aligned to state standards and intended curriculum is taught at a high level of fidelity.</p>	<p>School and district administrators will receive additional training on the PLC process in order to:</p> <ul style="list-style-type: none"> <li>• Ensure congruency is present between standards, learning targets and assessment measures.</li> <li>• Review and conduct curriculum checks within PLCs</li> <li>• Utilize knowledge of best practices to make curricular adjustments when students fail to meet mastery.</li> </ul>	<ul style="list-style-type: none"> <li>• PLC notes follow the Plan, Do, Study, and Act protocol and summarize alignment between learning goals, success criteria, and state standards.</li> <li>• PLC notes indicate evidence-based instructional strategies being utilized to help students master content.</li> <li>• Lesson plans, standards checklists, and pacing guides are monitored and reviewed.</li> </ul>	<ul style="list-style-type: none"> <li>• A school administrator will participate in weekly teacher PLC meetings and complete the district-created PLC document.</li> <li>• A school administrator will monitor lesson plans regularly to ensure congruency to standards and the curriculum is being implemented with fidelity.</li> <li>• 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 next steps will be identified.</li> </ul>	
	<p><b>KCWP #4 Review, Analyze and Apply Data</b>                      Ensure the district protocol for data analysis is being followed and that teachers and administrators use data to inform instructional decisions.</p>	<ul style="list-style-type: none"> <li>• Train new school administrators on the protocol for data analysis for both teachers and administrators.</li> <li>• Train new school administrators and Digital Literacy Coaches on new online assessment tool (Pear Assessment). DLCs will provide training opportunities to teachers throughout the school year.</li> <li>• Analysis of CUA scores will be shared using the district forms.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers use Pear Assessment reports to complete the <b>classroom</b> data analysis document.</li> <li>• Principals use Pear Assessment reports to complete the <b>school</b> data analysis document.</li> <li>• PLC notes indicate instructional changes or priorities based on data.</li> </ul>	<ul style="list-style-type: none"> <li>• During PLC meetings, a school administrator will collect and review the <b>classroom</b> data analysis documents with teachers after each CUA administration and next steps students at risk of not being proficient will be identified.</li> <li>• Principals will complete the <b>school</b> data analysis document and it will be discussed at monthly principal PLC meetings. Next steps will be identified.</li> </ul>	<p>Title I Funds for:</p> <ul style="list-style-type: none"> <li>• Pear Assessment: \$8400</li> <li>• ESGI: \$1864</li> </ul>

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 53.2 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 67.4 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 <b>By 2025, the middle school science, social studies and writing index scores will increase from:</b>  <b>Science: 41.5 to 43.7</b>  <b>Social Studies: 38.6 to 41.8</b>  <b>Writing: 48.4 to 50</b></p>	<p><b>KCWP #1 Design and Deploy Standards</b>                      Ensure the lesson plans, instruction, and assessments are aligned to state standards and intended curriculum is taught at a high level of fidelity.</p>	<p>School and district administrators will receive additional training on the PLC process in order to:</p> <ul style="list-style-type: none"> <li>• Ensure congruency is present between standards, learning targets and assessment measures.</li> <li>• Review and conduct curriculum checks within PLCs</li> <li>• Utilize knowledge of best practices to make curricular adjustments when students fail to meet mastery.</li> </ul>	<ul style="list-style-type: none"> <li>• PLC notes follow the Plan, Do, Study, and Act protocol and summarize alignment between learning goals, success criteria, and state standards.</li> <li>• PLC notes indicate evidence-based instructional strategies being utilized to help students master content.</li> <li>• Lesson plans, standards checklists, and pacing guides are monitored and reviewed.</li> </ul>	<ul style="list-style-type: none"> <li>• A school administrator will participate in weekly teacher PLC meetings and complete the district-created PLC document.</li> <li>• A school administrator will monitor lesson plans regularly to ensure congruency to standards and the curriculum is being implemented with fidelity.</li> <li>• 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 next steps will be identified.</li> </ul>	
	<p><b>KCWP #4 Review, Analyze and Apply Data</b>                      Ensure the district protocol for data analysis is being followed and that teachers and administrators use data to inform instructional decisions.</p>	<ul style="list-style-type: none"> <li>• Train new school administrators on the protocol for data analysis for both teachers and administrators.</li> <li>• Train new school administrators and Digital Literacy Coaches on new online assessment tool (Pear Assessment). DLCs will provide training opportunities to teachers throughout the school year.</li> <li>• Analysis of CUA scores will be shared using the district forms.</li> <li>• Edgenuity data will be utilized for students participating in online courses.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers use Pear Assessment reports to complete the <b>classroom</b> data analysis document.</li> <li>• Principals use Pear Assessment reports to complete the <b>school</b> data analysis document.</li> <li>• PLC notes indicate instructional changes or priorities based on data.</li> </ul>	<ul style="list-style-type: none"> <li>• During PLC meetings, a school administrator will collect and review the <b>classroom</b> data analysis documents with teachers after each CUA administration and next steps students at risk of not being proficient will be identified.</li> <li>• Principals will complete the <b>school</b> data analysis document and it will be discussed at monthly principal PLC meetings. Next steps will be identified.</li> </ul>	<p>Title I Funds for:</p> <ul style="list-style-type: none"> <li>• Pear Assessment: \$8400</li> <li>• Edgenuity: \$19000 (SMS and PHS)</li> </ul>

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 53.2 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 67.4 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 <b>By 2025, the high school science, social studies and writing index scores will increase from:</b>  <b>Science: 22.7 to 28.8</b>  <b>Social Studies: 34 to 39.4</b>  <b>Writing: 61.3 to 63.3</b></p>	<p><b>KCWP #1 Design and Deploy Standards</b>                      Ensure the lesson plans, instruction, and assessments are aligned to state standards and intended curriculum is taught at a high level of fidelity.</p>	<p>School and district administrators will receive additional training on the PLC process in order to:</p> <ul style="list-style-type: none"> <li>• Ensure congruency is present between standards, learning targets and assessment measures.</li> <li>• Review and conduct curriculum checks within PLCs</li> <li>• Utilize knowledge of best practices to make curricular adjustments when students fail to meet mastery.</li> </ul>	<ul style="list-style-type: none"> <li>• PLC notes follow the Plan, Do, Study, and Act protocol and summarize alignment between learning goals, success criteria, and state standards.</li> <li>• PLC notes indicate evidence-based instructional strategies being utilized to help students master content.</li> <li>• Lesson plans, standards checklists, and pacing guides are monitored and reviewed.</li> </ul>	<ul style="list-style-type: none"> <li>• A school administrator will participate in weekly teacher PLC meetings and complete the district-created PLC document.</li> <li>• A school administrator will monitor lesson plans regularly to ensure congruency to standards and the curriculum is being implemented with fidelity.</li> <li>• 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 next steps will be identified.</li> </ul>	
	<p><b>KCWP #4 Review, Analyze and Apply Data</b>                      Ensure the district protocol for data analysis is being followed and that teachers and administrators use data to inform instructional decisions.</p>	<ul style="list-style-type: none"> <li>• Train new school administrators on the protocol for data analysis for both teachers and administrators.</li> <li>• Train new school administrators and Digital Literacy Coaches on new online assessment tool (Pear Assessment). DLCs will provide training opportunities to teachers throughout the school year.</li> <li>• Analysis of CUA scores will be shared using the district forms.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers use Pear Assessment reports to complete the <b>classroom</b> data analysis document.</li> <li>• Principals use Pear Assessment reports to complete the <b>school</b> data analysis document.</li> <li>• PLC notes indicate instructional changes or priorities based on data.</li> </ul>	<ul style="list-style-type: none"> <li>• During PLC meetings, a school administrator will collect and review the <b>classroom</b> data analysis documents with teachers after each CUA administration and next steps students at risk of not being proficient will be identified.</li> <li>• Principals will complete the <b>school</b> data analysis document and it will be discussed at monthly principal PLC meetings. Next steps will be identified.</li> </ul>	<p>Title I Funds for:</p> <ul style="list-style-type: none"> <li>• Pear Assessment: \$8400</li> <li>• Edgenuity: \$19000 (SMS and PHS)</li> </ul> <p>GEAR UP Grant:</p> <ul style="list-style-type: none"> <li>• CERT Testing</li> </ul>

### 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 2025, elementary schools will increase the “reading and math status score” of the students with disabilities subgroup on the state assessment from: 36.3 to 39.9	<b>KCWP #2 Design and Deliver Instruction</b> Implement evidence-based strategies with fidelity.	<b>Implement Evidence-Based Instructional Programs</b> *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
	<b>KCWP #4 Review, Analyze and Apply Data</b> Ensure the district protocol for data analysis is being followed and that teachers and administrators use data 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 2025, the middle school will increase the “reading and math status score” of the students with disabilities subgroup on the state assessment from: 20.6 to 24.5	<b>KCWP #2 Design and Deliver Instruction</b> Implement evidence-based strategies with fidelity.	<b>Implement Evidence-Based Instructional Programs</b> *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
	<b>KCWP #4 Review, Analyze and Apply Data</b> Ensure the district protocol for data analysis is being followed and that teachers and administrators use data 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 2025, the high school will increase the “reading and math status score” of the economically disadvantaged subgroup on the state assessment from: 45.9 to 50	<b>KCWP #2 Design and Deliver Instruction</b> Implement evidence-based strategies with fidelity.	<b>Implement Evidence-Based Instructional Programs</b> *Students not meeting benchmark/scoring below proficiency 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.)
	<b>KCWP #4 Review, Analyze and Apply Data</b> Ensure the district protocol for data analysis is being followed and that teachers and administrators use data 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.		



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 2025, all EL students will increase their composite score on the ACCESS assessment by .25.	<b>KCWP #5 Design, Align, Deliver Support Processes</b> 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 on-line *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 progress of EL students after every STAR/CERT administration and note progress towards proficiency.	\$28481.50 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 <b>By 2025, elementary schools will increase the “Quality of School Climate and Safety Status Score on the state assessment from: 81.3 to 83.5</b></p>	<p><b>KCWP #6 Establish Learning Culture and Environment</b> 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><b>PBIS</b> *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> <p>*Teachers will incorporate trauma-informed care strategies and Sources of Strength lessons into their classroom instruction.</p>	<ul style="list-style-type: none"> <li>• Student behavior will be noted during an administrator's formal and informal classroom observations.</li> <li>• Student behavioral data may be discussed during weekly PLC meetings as applicable.</li> <li>• The number of behavioral referrals will be reported to the district quarterly.</li> <li>• The principal and staff will review KSA Quality of School Climate and Safety results as results are made available.</li> </ul>	<p>SBDM Councils, FRYSC, and/or school PTOs will provide items needed for incentives and rewards.</p>
		<p><b>Follow the School Trauma Informed Care Plan</b> *Train all new teachers on trauma informed care strategies.</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"> <li>• The principal will review sign-in sheets to ensure all teachers have attended the training.</li> <li>• 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.</li> </ul>	<p>Trauma Informed Care Grant will cover expenses associated with programs and training.</p>
		<p><b>Sources of Strength</b> *This program has been implemented at both elementary schools. Students receive a lesson once a month from the provided curriculum.</p>		<ul style="list-style-type: none"> <li>• The principal and staff will review KSA Quality of School Climate and Safety results as results are made available.</li> </ul>	<p>CHAMPIONS Grant paid for the curriculum.</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 <b>By 2025, the middle school will increase the “Quality of School Climate and Safety Status Score on the state assessment from: 67.5 to 68.7</b></p>	<p><b>KCWP #6 Establish Learning Culture and Environment</b> 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><b>PBIS</b> *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"> <li>• Student behavior will be noted during the administrator’s formal and informal classroom observations.</li> <li>• Student behavioral data may be discussed during weekly PLC meetings as applicable.</li> <li>• The number of behavioral referrals will be reported to the district quarterly.</li> <li>• The principal and staff will review KSA Quality of School Climate and Safety results as results are made available.</li> </ul>	<p>*Funds from various fundraisers, donations, and/or school funds will be used for incentives and rewards.</p>
		<p><b>Follow the School Trauma Informed Care Plan</b> *Train all new teachers on trauma informed care strategies. *Create a calming space in the building for students to go and “reset”</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"> <li>• A school administrator will observe the implementation of trauma-informed care strategies during formal and informal observations of teachers.</li> <li>• The district counselor will review trauma-informed care strategies with teachers 3 times a year during PLC meetings.</li> </ul>	
		<p><b>Sources of Strength</b> *The school and/or district counselor will work with the CHAMPIONS Project Coordinator to select peer leaders who will run campaigns designed to promote the eight Sources of Strength to their classmates.</p>	<p>*Students will run campaigns designed to promote the eight Sources of Strength to their classmates.</p>	<ul style="list-style-type: none"> <li>• The school and/or district counselor will work with the CHAMPIONS Project Coordinator to monitor the implementation of the program.</li> </ul>	<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 2025, the high school will increase the “Quality of School Climate and Safety Status Score on the state assessment from: 60.6 to 63.1</p>	<p><b>KCWP #6 Establish Learning Culture and Environment</b> 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><b>PBIS</b> *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"> <li>• Student behavior will be noted during the administrator’s formal and informal classroom observations.</li> <li>• Student behavioral data will be discussed during PBIS committee monthly meetings.</li> <li>• The number of behavioral referrals will be reported to the district quarterly.</li> <li>• The principal and staff will review KSA Quality of School Climate and Safety results as results are made available.</li> </ul>	<p>FRYSC will provide items needed for incentives and rewards.</p>
		<p><b>Follow the School Trauma Informed Care Plan</b> *Train all new teachers on trauma informed care strategies.</p>	<p>*Teachers will incorporate trauma-informed care strategies into their classroom instruction. *Faculty meeting notes indicate trauma-informed care strategies being shared.</p>	<ul style="list-style-type: none"> <li>• A school administrator will observe the implementation of trauma-informed care strategies during formal and informal observations of teachers.</li> <li>• A counselor or social worker will review trauma-informed care strategies with teachers at monthly faculty meetings.</li> </ul>	<p>Trauma Informed Care grant provides the funds for the Social Worker salary</p>
		<p><b>Sources of Strength</b> *The school and/or district counselor will work with the CHAMPIONS Project Coordinator to select peer leaders who will run campaigns designed to promote the eight Sources of Strength to their classmates.</p>	<p>* Students will run campaigns designed to promote the eight Sources of Strength to their classmates.</p>	<ul style="list-style-type: none"> <li>• The school and/or district counselor will work with the CHAMPIONS Project Coordinator to monitor the implementation of the program.</li> </ul>	<p>CHAMPIONS Grant will cover the cost of any materials needed.</p>

6: Postsecondary Readiness

Goal 6 (State your postsecondary goal.): <b>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.</b>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2025, the high school will increase the Postsecondary Readiness status score from 78.4 to 81.9 as measured by the state accountability system.	<b>KCWP #4 Review, Analyze and Apply Data</b> 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.	*Administrators and the school counselor will track student data in the areas of ACT, dual credit enrollments/completion, AP qualifying scores, Ed. Ready results, CTE EOP pass rate and earned industry certifications to determine which students are on track to being postsecondary ready.	PLC notes indicate which students are on track to being postsecondary ready and the next steps for those not on track have been identified	<ul style="list-style-type: none"> <li>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.</li> <li>The school administrator will participate in weekly CTE PLCs</li> </ul>	
		*Students will utilize Xello to build self-knowledge, explore postsecondary options, and create a plan to become postsecondary-ready.	Students have established education goals and/or identified career options based on their interests and skills.	The counselor and school administrators will meet a minimum of three times a year to review Xello's reports.	Title I Funds: Xello \$4664 for M.S. and H.S.

7: Graduation Rate

Goal 7 (State your graduation rate goal.): <b>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.</b>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 <b>By 2025, the high school will increase the Postsecondary Readiness status score from 97.1 to 97.9 as measured by the state accountability system.</b>	<b>KCWP #4 Review, Analyze and Apply Data</b> Utilize a system for examining and interpreting data in order 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"> <li>The school principal will include the number of students failing core courses in each quarterly report and the report will be shared with the district leadership team.</li> </ul>	
	<b>KCWP #5 Design, Align, Deliver Support Processes</b> 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"> <li>School administrators, teachers, and the counselor will review the progress of students on the “Watch List” quarterly and note progress towards on-time graduation.</li> </ul>	<ul style="list-style-type: none"> <li>ESS funds for tutoring and summer learning</li> <li>Title I funds for Edgenuity \$19000</li> </ul>

## 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. Last year, a new protocol for data analysis was implemented with teachers and the school administrator. The teachers will continue to utilize the protocol (classroom level) during weekly PLC meetings and the agendas/minutes will be 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 continue to monitor and support Sharp Middle School in the implementation of their 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 supports they may need in order to carry out the activities. During the monthly meetings, the protocol for data analysis (school level) will be utilized.