



2025-2026 Phase One: Continuous Improvement Diagnostic for Districts_09122025_15:24

2025-2026 Phase One: Continuous Improvement Diagnostic for Districts

Metcalfe County
Josh Hurt
709 West Stockton Street
Edmonton, Kentucky, 42129 United
States of America

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2025-2026 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. While diagnostics are completed annually, comprehensive improvement plans are three- to five-year plans that are reviewed and revised during that timeframe. Stakeholders may rewrite plans entirely; however, they are not required to do so. The timeline for the district's 2025-2026 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 • District Trauma-Informed Approach Plan

Phase Three: November 1 - January 1

- Comprehensive District Improvement Plan • The Superintendent Gap Assurance

Phase Four: January 1 - December 31 • Non-Traditional Instruction Continuation of Learning Plan for Districts (Due May 1) • English Learner Plan for Districts (Lau Plan) (Due May 1)

• Professional Development Plan for Districts (Due May 1) • Progress Monitoring

As superintendent of the district, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students. I also assure that the comprehensive district improvement plan is developed by the district with input from parents, faculty, staff, and where applicable, representatives of school councils from each school in the district, and other appropriate groups pursuant to ESSA Section 1112(a)(1)(A).

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.

Josh Hurt

September 12, 2025



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2025-2026 Phase One: Executive Summary for Districts

Metcalfe County
Josh Hurt
709 West Stockton Street
Edmonton, Kentucky, 42129 United
States of America

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2025-2026 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?

Metcalfe County is a rural district in south-central Kentucky. The population in Metcalfe County is approximately 10,370, made up of 95% white alone (not Hispanic or Latino), with the remaining percentage consisting of black or African American, Hispanic or Latino, American Indian, Asian, and/or two or more races. The number of households with a broadband internet subscription is roughly 80%. Communities within Metcalfe County include Edmonton (county seat), Center, Randolph, and Summer Shade. Our district is made up of three schools: Metcalfe County

Elementary School, grades PK-5, Metcalfe County Middle School, grades 6-8, and

Metcalfe County High School, grades 9-12. Our district participates in the

Community Option Program where all students are provided free meals. We utilize neighboring career and technology education (CTE) centers, as well as Western Kentucky University and Southcentral Kentucky Community and Technical College for dual-credit classes.

Student population per the 2024-2025 school report card (SRC) is as follows: 92.94% of students are white (non-Hispanic), 4.1% Hispanic or Latino, 0.2% Asian, 0.7% African American, and 1.97% two or more races. 76.4% of students are considered to be economically disadvantaged, with the remaining 23.6% being considered non-economically disadvantaged. 15.2% of students are identified as gifted and talented, 96.7% of students experienced advanced coursework completion, with 47.0% of students participating in career and technical education (CTE) programs. Transition to adult life is as follows: 14.0% of students enrolled in college, 39.5% entered the workforce, 19.3% of students transitioned into a work/school combination, with the remaining 25.4% being considered as other.

Student to teacher ratio is 15:1, with a full-time teacher equivalent of 90. 72 teachers are female, with the remaining 18 teachers identifying as male. 100% of certified teachers in Metcalfe County are white (non-Hispanic). Educator qualifications include the following: 23.1% of teachers hold a Bachelor's degree, 50.5% hold a Master's credential, 40.7.6% have Rank I certification, and 20.9% hold a Specialist degree. Collectively, Metcalfe County teachers' average years of experience is 13.4 years. 5.6% of teachers are National Board certified. The teacher turnover rate for 2024-2025 was 9.4%. 42% of teachers found the school climate to be favorable. 56% felt that student behavior is managed favorably, and 47% viewed school leadership in a favorable manner.

Changes experienced in the past three years include ongoing COVID-19 pandemic recovery and the difficulty in finding a new normal in which to work and serve students. A renewed emphasis has been placed on the use of the Canvas LMS, offering teachers and students opportunities to teach and learn in innovative ways. Attendance also continues to be an ongoing issue across the district.

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District Stakeholders

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

Classified employees, certified employees, parents, students, and community members are all stakeholder groups involved in both the improvement planning process and the reimagining of our district vision. In our ongoing work with the Studer group, each of the stakeholder groups will continue to engage in the improvement process through the completion of surveys. Survey data, including IMPACT KY survey data completed by certified staff, will be considered as new goals are set and implemented for the district. In addition, each of the groups mentioned participated in focus groups for the purpose of strategic planning. In working collaboratively to continue with what the Studer group initiated, data will continue to be gathered from each group and compiled for consideration and future planning.

District's Purpose

Provide the district's purpose statement and supplementary 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.

Our district seeks innovative ways to meet the changing needs of our students. In doing so, we focus on three important aspects of teaching and learning: authentic student learning, a memorable student experience, and safety. Authentic student learning relies on real-world applications and experiences that lend themselves to life outside of school. Student experience references the way an individual student feels when she/he reflects on their experiences in the Metcalfe County school district. Finally, safety is a matter importance to all students, teachers, and staff, and we realize learning is optimized when safety is a priority.

Notable Achievements

Describe the district's notable achievements in the last three years.

Notable achievements:

Both Metcalfe County Elementary School and Metcalfe County Middle School earned a "Yellow" federal classification as reflected by end of year (2024-2025) test scores. Metcalfe County High School earned a classification of "Green".

2025 Graduation Rate was 97.2%.

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The Attendance Rate percentage in 2025 was at a three-year high at 91.8%

The number of students with a behavior event in 2025 was 19.0%, a four-year low for the District.

At the district level, collaborative stakeholder efforts continue with the implementation of our revised district vision. Areas of improvement in past three years:

Postsecondary readiness at the high school level.

Improve instruction and/or student performance in an effort to end our federal classification status of TSI-Disability at the Elementary level.

Areas for improvement in next three years:

Student engagement is an area of emphasis at both the middle and high school levels. Walkthrough observations will be conducted for the purpose of observing student engagement and providing quality instructional feedback.

At the elementary level, the use of data to inform instruction across grades and content areas will be a focus in professional learning communities (PLCs).

Continue implementation of the reimagining of our district vision initiated by the Studer group.

Areas of Improvement

Describe areas for improvement that the district is striving to achieve in the next three years. Through the use of technology and project-based learning, we look to be innovative in our approach to teaching kids. In addition, we invite all interested stakeholders to join us in future community meetings for the purpose of setting future goals.

COMMENTS

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Additional Information

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

Metcalfe County Schools is a great place to work for those seeking instructional autonomy and opportunities for professional growth. Teachers have the freedom to take instructional "risks"

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through the use of instructional technology, hands-on learning, Deeper Learning opportunities that include student demonstrations of learning, community involvement activities, or any combination of these or other authentic learning experiences. Teachers are provided opportunities to seek out needed professional development that would support their efforts in these areas.

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Attachment Summary

Attachment Name	Description	Associated Item(s)
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2025-2026 Phase Two: The Needs Assessment for Districts_10072025_11:08

2025-2026 Phase Two: The Needs Assessment for Districts

Metcalfe County
Josh Hurt
709 West Stockton Street
Edmonton, Kentucky, 42129 United
States of America

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2025-2026 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 to determine the priorities of this year's needs assessment.

Include the following information in your response:

- names of district leadership teams and stakeholder groups (i.e., faculty, staff, representatives of school councils, Family Resource Youth Service Centers, community partners such as civic and business organizations, etc.) involved
- a timeline of the process
- the specific data sources reviewed and analyzed • how and where the meetings were documented.

School leadership data teams have been established at each of the three schools in the district. These leadership teams work with teachers to disaggregate and triangulate data for the purpose of determining needs assessment priorities, and for informing classroom instruction. These school groups meet in both professional learning communities (PLC) and in guided planning formats, with the purpose of both being to improve teaching and learning.

The process for determining priorities for the needs assessment included looking at various data sets including iReady at the elementary and middle schools, state testing results, formative and

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summative assessments (learning checks), and Horizon data at the high school level, as well as other pertinent data sets.

The district core instructional leadership team works closely with building principals for the purpose of interpreting, disaggregating and triangulating data. The timeline for this work is ongoing. Teams will look at data throughout the school year. Meetings are documented through meeting agendas and the keeping of meeting minutes.

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 will your results inform this year's plan?

Goal 1: By May 30, 2028 increase the average combined reading and math state assessment scores for elementary students from 58.1 to 70.0, from 57.2 to 70.0 for middle school students, and from 81.4 to 90.0 for high school students as measured by Kentucky Summative Assessment (KSA) scores.

Goal 2: By May 30, 2028 increase the average combined science, social studies, and writing state assessment scores for elementary students from 59.4 to 75, from 60.0 to 75 for middle school students, and from 36.7 to 65 for high school students as measured by Kentucky Summative Assessment (KSA) scores.

Goal 3 Achievement Gap: Close the achievement gaps between male and female students in reading and math, and increase the percentage of students in both groups scoring proficient/distinguished to 60% at all school levels by May 30, 2026.

Goal 4: Each student within the district identified to be an English Learner (EL) will progress a minimum of two levels each school year between now and May 30, 2028 on the ACCESS test in an effort to obtain language acquisition.

Goal 5: Increase the combined Quality of School Climate and Safety score from 76.3 to 80.0 at the elementary level, 68.0 to 78.8 at the middle school level and 69.4 to 75.0 at the high school level by May 30, 2028.

Goal 6: Increase the high demand postsecondary readiness rate for all students from 92.4 to 97.0 by May 30, 2028.

Goal 7: Increase the graduation rate at MCHS from 97.9% in 2025 to 100% by 2028.

Success came in the form of an increase in the overall Kentucky Summative Assessment (KSA) score at the high school level. There was also an increase in the

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Quality of School Climate and Safety results, up 0.8 at the elementary level, and up 2.4 at the middle school level respectively. Postsecondary Readiness saw an decrease of 12.4 points with a score of 92.4. The middle and high schools saw an increase in reading/math from the previous year, with a gain of 8.8 and 48.3

respectively. Last year's Title I investment resulted in a record-setting year in our band program. This success informs our new plan in that we want to learn which factors contributed most to our success. In addition, we want to be certain we are using data to back up any assumptions we have about why our kids are showing improvement.

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

- Behavior remains an area for improvement, as referrals have increased in the last two years from 204 in 2023-2024 to 288 in 2024-2025.
- Reading for students in our gap groups remains an area for improvement because the district saw an 11% increase in novice scores in reading among students with achievement gaps from 2024-2025.

The number of behavioral events totaled 557 in 2024-2025.

509 of the 557 total behavioral events involved economically disadvantaged students.

Advanced coursework completion decreased from 100.0% in 2023-2024 to 97% in 2024-2025.

CTE programs experienced a increase in participation from 44.4% in 2023-2024 to 47.0% in 2024-2025.

Transition to adult life saw a increase in students going to college from 9.4% in 2023-2024 to 14.0% in 2024-2025.

Work/school combination decreased from 28.3% in 2023-2024 to 14.0% in 2024-2025.

Current State of Academics and Climate and Culture

4. Describe in narrative form the current academic state of the district using precise numbers and percentages as revealed by multiple sources of your most recent outcome data. Cite the source of data used. Consider the following data sources:

- Kentucky Summative Assessments
- Benchmark assessments

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- Formative assessments
- Graduation rate
- Progress in achieving English language proficiency
- Student access to high quality instructional resources, advanced placement courses, dual credit courses, career and technical education courses, before/after school and summer programs, preschool, full day kindergarten

Example of Current Academic Narratives:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading. Local benchmark data indicates that 32% of all students receive Tier II intervention in reading.
- Fifty-four percent (54%) 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.

Current Academic State

Our current academic state in reading and math per the most recent KSA scores are as follows:

Elementary: Proficient Reading: 29%, Distinguished Reading: 13%, Proficient Math: 33%, Distinguished Math: 7%. Middle: Proficient Reading: 29%, Distinguished Reading: 13%, Proficient Math: 30%, Distinguished Math: 4%. High: Proficient Reading: 29%, Distinguished Reading: 13%, Proficient Math: 26%, Distinguished Math: 7%.

Performance levels in reading/math decreased from 58.5% in 2023-2024 to 58.1% in 2024-2025 at the elementary level, and increased from 48.4% to 57.2% at the middle school level, per Kentucky Summative Assessment (KSA) results.

In science/social studies/writing, performance levels increased from 54.2% in 2023-2024 to 59.4% at the elementary level. The middle school also saw an increase in performance levels in science/social studies/writing from 46.2% in 2023-2024 to 60.0% in 2024-2025.

33% of economically disadvantaged elementary school students scored P/D in reading compared to 71% of non-academically challenged students. 36% of economically disadvantaged middle school students scored P/D in reading compared to 55% of non-academically challenged students. 41% of economically disadvantaged high school students scored P/D in reading compared to 55% of non-academically challenged students.

In math, 26% of economically disadvantaged elementary school students scored P/D compared to 57% of non-academically challenged students. At the middle school level in math, 25% of economically disadvantaged students scored P/D in math compared to 45% of non-academically challenged students. At the high school level, economically disadvantaged students scored 33% P/D in reading while non-academically challenged students scored 71% P/D in reading.

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Economically disadvantaged students scored 26% P/D in math, while 50% of non-academically challenged high school students scored P/D in math.

Teacher ratio during the 2024-2025 school year was 15:1. Average years school experience per teacher was 13.4 years in 2024-2025. Teacher turnover was 9.4% during 2024-2025 school year. Of the 90 total teachers in the district in 2024-2025, 2.4% are recognized as having less than 1 year experience. 10.7% had 1 to 3 years experience. 0% of teachers were recognized as having "emergency provisional" certification.

5. Describe in narrative form the current climate and culture conditions of the district using precise numbers and percentages as revealed by multiple sources of your most recent data. Cite the source of data used. Consider the following data sources:

- Educator and school staff retention rates
- High-quality professional learning opportunities
- Chronic absenteeism
- School climate
- Behavior
- Staff and student access to mental healthcare
- Family and community involvement

Example of Current Climate and Culture Narratives:

- Teacher attendance rate was 84% for the 2024-2025 academic year. 2023-2024 Impact survey data shows that 71% of staff feel like they belong at their school.
- Survey results and perception data indicated 74% of the district's teachers received adequate professional development.

Priorities/Concerns

Student performance in math across the district is a concern/priority. We are looking to answer the question(s): Are we (teachers, administrators) correctly using available data in such a way that it informs instructional next steps? Is scheduling something that we need to consider in the area of mathematics? Are we being intentional when we schedule math classes for our students? Are we capitalizing on our human (student and teacher) potential? In the 2024-2025 school year, economically disadvantaged students continue to score lower than non-economically disadvantaged peers in the areas of reading and math.

33% of economically disadvantaged elementary school students scored P/D in reading compared to 71% of non-academically challenged students. 36% of economically disadvantaged middle school students scored P/D in reading compared to 55% of non-academically challenged students. 41% of economically disadvantaged high school students scored P/D in reading compared to 55% of non-academically challenged students.

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In math, 26% of economically disadvantaged elementary school students scored P/ D compared to 57% of non-academically challenged students. At the middle school level in math, 25% of economically disadvantaged students scored P/D in math compared to 45% of non-academically challenged students. At the high school level, economically disadvantaged students scored 33% P/D in reading while non- academically challenged students scored 71% P/D in reading. Economically disadvantaged students scored 26% P/D in math, while 50% of non-academically challenged high school students scored P/D in math.

Strengths

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

Example:

- We have active partnerships with twelve community organizations and businesses. • Eighty-three percent (83%) of certified staff have participated in high-quality professional learning through the Kentucky Reading Academies.

Strengths/Leverages

Strengths include an overall increase (Yellow) in performance across the district as evidenced by KSA scores. In addition, we saw a 30 point gain in the science, social studies, and writing combined score. Contributing factors to our success include individual student attention, proper data disaggregation at the elementary level, formative assessments better aligned to content standards, standards-based grading, and scheduling intentionality at the high school level. Reading achievement has increased at the high school level. Math meetings are occurring across grades for the purpose of improving instruction and student performance in that content area. We want to expand upon our improvement in reading at high school level, as well as the contributing factors in our gains in the science/social studies/writing combined score, looking closely at the factors that helped us to improve in those areas.

CTE programs experienced a increase in participation from 44.4% in 2023-2024 to 47.0% in 2024-2025.

Advanced coursework enrollments increased from 88 in 2023-2024 to 124 in 2024-2025.

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Leverages/Assets

7. Explain how the district will utilize its strengths and leverages, including community resources and assets (i.e., colleges, community partnerships, businesses, industry, etc.) to improve areas for improvement listed above.

Examples:

- We will coordinate efforts with our community partners to meet the behavior needs of more students.
- We will utilize the knowledge gained from the Kentucky Reading Academies to develop a reading action plan to target students in our achievement gap groups.

The district will leverage its work with the Studer group in an effort to make improvements to our overall program. Various stakeholder groups will provide feedback in the form of a survey on several occasions.

COMMENTS

Evaluate the Teaching and Learning Environment

- 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

8a. KCWP 1: Design and Deploy Standards

Schools continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success.

Will this be a focus? If yes, describe in the Comments. If no, write N/A.

No

☐ Yes

COMMENTS

N/A

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8b. KCWP 2: Design and Deliver Instruction

Instructional programs 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.

Will this be a focus? If yes, describe in the Comments. If no, write N/A.

☐ No ☐ Yes

COMMENTS

KCWP 2: Design and Deliver Instruction

Our instructional program includes consistent implementation of evidenced-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research. In an effort to improve our performance in literacy, all schools continue work through the Literacy grant, and our elementary school is also involved in LETRS training. In the area of math, MCES has a math coach that works with and supports teachers in the delivery of math content, and math teachers and coaches at all levels meet in both district and school-level teams to discuss content delivery and resources needed to do so effectively. Social emotional competencies are being

taught Pre-K through grade 12 either through a grant, or through 21st CCLC. High quality instructional resources (HQIR) will be utilized whenever appropriate.

8c. KCWP 3: Design and Deliver Assessment Literacy

Schools 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.

Will this be a focus? If yes, describe in the Comments. If no, write N/A.

No

☐ Yes

COMMENTS

N/A

8d. KCWP 4: Review, Analyze and Apply Data Results

Schools 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.

Will this be a focus? If yes, describe in the Comments. If no, write N/A.

☐ No ☒ Yes

COMMENTS

KCWP 4: Review, Analyze, and Apply Data

As a district, Metcalfe Schools communicates and implements 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. Teachers at all levels meet with school administrators in both guided planning and PLC capacities for the purpose of reviewing, analyzing, and applying data.

8e. KCWP 5: Design, Align and Deliver Support Processes

Schools establish a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students.

Will this be a focus? If yes, describe in the Comments. If no, write N/A.

No

☐ Yes

COMMENTS

N/A

8f. KCWP 6: Establish Learning Environment and Culture

Schools intentionally design 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.

Will this be a focus? If yes, describe in the Comments. If no, write N/A.

No

☐ Yes

COMMENTS

N/A

Attachment Summary

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2025-2026 Phase Two: District Assurances_10092025_10:46

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Metcalfe County
Josh Hurt
709 West Stockton Street
Edmonton, Kentucky, 42129 United
States of America
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2025-2026 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). 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 2025-2026 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

COMMENTS

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Attachment Summary

Attachment Name	Description	Associated Item(s)
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2025-2026 Phase Two: District Safety Report_10092025_10:49

2025-2026 Phase Two: District Safety Report

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Josh Hurt
709 West Stockton Street
Edmonton, Kentucky, 42129 United
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2025-2026 Phase Two: District Safety Report

District Safety Report

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

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

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

KRS 158.162, local Superintendents must submit verification to the Kentucky Department of Education that all schools are in compliance by November 1 each year. This diagnostic is the means by which this reporting requirement is fulfilled.

Pursuant to KRS 156.095, by November 1 of each year, a minimum of one (1) hour of training on how to respond to an active shooter situation shall be required for all school district employees with job duties requiring direct contact with students. The training shall be provided either in person, by live streaming, or via a video recording prepared by the Kentucky Department of Criminal Justice Training.

Additionally, in accordance with KRS 156.095, all school administrators, certified personnel, office staff, instructional assistants, and coaches and extracurricular sponsors who are employed by the school district shall complete comprehensive evidence-informed training within ninety (90) days of being hired and then every two (2) years after on child abuse and neglect prevention, recognition, and reporting that encompass child physical, sexual, and emotional abuse and neglect.

Finally, in accordance with KRS 156.095, every public school shall prominently display the statewide child abuse hotline number administered by the Cabinet for Health and Family Services, the National Human Trafficking Reporting Hotline number administered by the United States Department for Health and Human Services, and the Safe Haven Baby Boxes Crisis Line number administered by the Safe Haven Baby Boxes national organization or any equivalent successor entity.

Questions Related to the Adoption and Implementation of the Emergency Plan

Metcalf County

1. Has the local board adopted a policy requiring the school council or, if none exists, the principal in each school to adopt and implement an emergency plan as required by KRS 158.162?

Please reference the appropriate board policy number(s) and/or title(s) in the comment box. Yes. See:

02.4241 - School Council Policies (SBDM)

05.4 - Safety (facilities)

05.42 - Severe Weather/Tornado Drills

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

If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box. Please note that KRS 158.162(3)(d) requires, for example, classroom doors remain closed and locked during instructional time as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, shall be reported for the 2022-2023 school year and each year thereafter. Yes.

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

If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box. Yes.

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

If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box. Yes.

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

If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box. Yes.

Metcalfe County

6. Have best practices for students to follow during an earthquake been developed as required by KRS 158.162(3)(c) and is a copy maintained on file for review?

If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box. Yes.

7. Are practices in place to control access to each school building, including but not limited to controlling outside access to exterior doors during the school day; controlling the main entrance of the school with electronically locking doors, a camera, and an intercom system; controlling access to individual classrooms; requiring classroom doors to remain closed and locked during instructional time (with limited exceptions outlined in statute); requiring classroom doors with windows to be equipped with material to quickly cover the windows during a lockdown; requiring all visitors to report to the front office of the building, provide valid identification, and state the purpose of the visit; and providing a visitor's badge to be visibly displayed on a visitor's outer garment as required by KRS 158.162(3)(d)?

If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box. Yes.

8. Was each school's emergency plan reviewed following the end of the prior school year by the school nurse, school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c) and is a copy maintained on file for review?

Please provide the most recent date of review/revision of the emergency plan for each school in the district in the comment box. If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box. Yes.

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

Please provide the date each school in the district completed this discussion in the comment box. If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box. Yes.

Metcalfe County Elementary School - 8/22/2025

Metcalfe County Middle School - 8/22/2025

Metcalfe County High School - 8/22/2025

Metcalfe County

10. Does the school maintain a portable automated external defibrillator in a public, readily accessible, well-marked location in every school building and, as funds become available, at school-sanctioned athletic practices and competitions and meets the requirements of 158.162(2)(e) subsections 1 through 4?

If the answer is “no”, please explain in the comment box. Yes.

11. Has the cardiac emergency response plan for each school been rehearsed by simulation prior to the beginning of each athletic season by all licensed athletic trainers, school nurses, and athletic directors; and interscholastic coaches and volunteer coaches of each athletic team active during that athletic season in accordance with KRS 158.162(2)(e)?

If the answer is “no”, please explain in the comment box. Yes.

12. During the first 30 instructional days of the current school year, did the principal in each school within the district conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and were drills logged in the current drill log?

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

Yes. All drill documentation is on file.

13. During the month of January during the prior school year, did the principal in each school within the district conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and were drills logged in the appropriate drill log and maintained on file?

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

Yes. All drills are on file.

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

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

Yes. All drill documentation is on file.

Metcalf County

15. Prior to the beginning of each athletic season, did the principal conduct the emergency response plan rehearsal by simulation and the venue-specific emergency action plan rehearsal by simulation as required by KRS 158.162(5)2 and is documentation maintained on file in the school office?

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

16. Do all schools in the district have the National Human Trafficking Reporting Hotline, Kentucky Child Abuse and Neglect Hotline, and the Safe Haven Baby Boxes Crisis Line displayed prominently as required by KRS 156.095? Downloadable posters are available on KDE's Human Trafficking Website. [KDE's Human Trafficking Website](#) Yes.



2025-2026 Phase Two: District Trauma-Informed Approach Plan_10092025_11:38

2025-2026 Phase Two: District Trauma-Informed Approach Plan

Metcalfe County
Josh Hurt
709 West Stockton Street
Edmonton, Kentucky, 42129 United
States of America

11/24/2025

Metcalfe County

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11/24/2025

Metcalfe County

2025-2026 Phase two: District Trauma-Informed Approach Plan

Operational Definitions

While there are a number of different definitions and measures for what it means to be a trauma-informed school, the Kentucky Department of Education's will use the term trauma-informed as the goal for schools and recognize being trauma-informed as encompassing aspects of trauma awareness, trauma sensitivity and trauma responsiveness.

Strategy: An approach to systematically address the process, practice, or condition that the district will focus its efforts upon in order to address the required statutory components outlined above. There can be multiple strategies for each component.

Data used to document/monitor implementation: Appropriate data that shows how well the district is addressing the required component of the plan as well as progress monitoring. The measures may be quantitative or qualitative but are observable in some way. Examples may include student survey data, pre-/post- questionnaires to assess enhanced trauma awareness, school climate assessment results, discipline data, etc. For progress monitoring, the district should use a process 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.

Resources and partners used: Local, state, or federal funds/grants used to support (or needed to support) the implementation. In addition, districts and schools may partner with community agencies and local experts to help address key components of the trauma-informed plan.

Timeline: This identified the timeframe in which the strategy or practice will be implemented. The timeline should take into account whether it is flexible enough to accommodate changes and should be reviewed and updated regularly.

Roles or committee(s) responsible: The individual or group identified to implement the specific strategy/practice to address the requirement component. This could include some or all members of a trauma-informed team, as outlined in [KRS 158.4416](#). Additionally, it could include members of the School Safety and Threat Assessment

Teams ([KRS 158.4412](#)) or other existing multi-disciplinary teams within the district.

Using the Trauma-Informed Approach Plan Template

The template is designed to ensure all statutory components are addressed in the district plan by identifying appropriate strategies/practices, data, resources, timelines, and responsible individuals or groups to effectively implement the plan.

11/24/2025

Metcalfe County

o Click Yes and upload your completed template in the attachment area directly below.

Yes

COMMENTS

ATTACHMENTS

Attachment Name



2026 Metcalfe County Trauma Informed Template

11/24/2025
Metcalfe County

Attachment Summary

Attachment Name	Description	Associated Item(s)
 2026 Metcalfe County Trauma Template responsible	Template includes: - strategies/practices - data used to document/monitor - resources • and partners used - timelines - roles and Informed parties	



2025-2026 Phase Three: Comprehensive District Improvement Plan_10132025_09:58

2025-2026 Phase Three: Comprehensive District Improvement Plan

Metcalfe County
Josh Hurt
709 West Stockton Street
Edmonton, Kentucky, 42129 United
States of America

Generated on 12/30/2025

Metcalfe County

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2025-2026 Phase Three: Comprehensive District Improvement Plan

Rationale

District improvement efforts are a collaborative process involving multiple stakeholders. The comprehensive district improvement plan (CDIP) is a plan developed by the local school district with the 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, a time schedule to support student achievement and student growth, and to eliminate achievement gaps among groups of students. 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 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).

Accountability Indicators

The accountability indicators for districts include the following:

- 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

The Comprehensive District Improvement Plan Goal Building Template

1. The goal building template is a complement to the Needs Assessment for Districts.

Districts must download and complete the [Comprehensive District Improvement Plan Goal Building Template](#) to develop both short- and long-term targets and outline the activities the district will implement to produce the desired changes in the required indicators, as well as additional indicators identified as priority through the needs assessment process. When developing goals, all districts are required to address achievement gap and state assessment results in reading and mathematics. Once completed, upload the template in the attachment area directly below.

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

ATTACHMENTS

Attachment Name _____



2026 CDIP Template

Generated on 12/30/2025

Metcalfe County

Attachment Summary

Attachment Name	Description	Associated Item(s)
 2026 CDIP Template	Includes goals, strategies, and objectives concerning achievement gaps, student performance in reading and math as evidenced by KSA, and English learners.	• 1

Comprehensive District Improvement Plan (CDIP)

Rationale

The CDIP is a plan developed by the local school district with the 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, a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students. Through the improvement planning process, leaders focus on priority needs, funding and closing achievement gaps among identified subgroups of students.

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

When completing the template sections that follow, please refer to the following operational definitions:

- **Goal:** Long-term three- to five-year targets based on the district level state assessment results. Long-term targets should be informed by the Needs Assessment for Districts;
- **Objective:** Short-term yearly target to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal;
- **Strategy:** An approach to systematically address the process, practice or condition that the district will focus its efforts upon, as identified in the Needs Assessment for Districts, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six 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 the district will take to deploy the chosen strategy. There can be multiple activities for each strategy;
- **Progress Monitoring:** Process used to collect and analyze measures of success to assess the level of implementation, the rate of improvement and the effectiveness of the plan. The measures may be quantitative or qualitative but are observable in some way. The description should include the artifacts to be reviewed, specific timelines and responsible individuals; and

- **Funding:** Local, state or federal funds/grants used to support (or needed to support) the activities.

Goal Setting

Achievement Gap

Achievement Gap Objective 1:

Close the achievement gaps between male and female students in reading and math, and increase the percentage of students in both groups scoring proficient/distinguished to 60% at all school levels by May 30, 2026.

Achievement Gap Strategies Objectives 1-3:

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze, and Apply Data

KCWP 5: Design, Align, and Deliver Support

Achievement Gap Objectives 1-3 Activities:

KCWP 2: District and school leaders will work with teachers at all levels to ensure reading and math standards are delivered instructionally at the same level of rigor at which the content standards are presented in state standards.

KCWP 3: With the support and participation of district staff, school administrators and teachers at each level will work to ensure assessments include questions that are congruent to standards, and assessed at the same level of rigor as presented in state standards.

KCWP 4: Through guided planning meetings and professional learning communities (PLC) meetings, district and school administrators at each level will utilize this time to review, analyze, and modify instruction to target the academic needs of students in reading and math.

KCWP 5: District and schools will develop and implement a professional development plan to address district priorities including personalized learning, revising, content standards as needed, instructional strategies, and research-based instruction.

Achievement Gap Objective 1 Progress Monitoring:

KCWP 2: Consistent implementation of classroom level activities that align to individual standard DOK levels across grades and content areas as evidenced by student work artifacts and observation. Student artifacts include writing samples, classwork and homework assignments, and formative/summative assessments. Through PLCs teachers monitor student artifacts weekly, school principals monthly, and director of instruction quarterly.

KCWP 3: Formative and summative assessments across grades and content areas will be reviewed quarterly by building level and district administrators to ensure congruency with standards when delivering content and assessing student learning.

KCWP 4: Professional Learning Communities (PLC) meet weekly and discuss/review various topics, including classroom assessments. Responsible parties include classroom teachers, principals, director of instruction when pertinent.

KCWP 5: Through the districts work with the Kentucky Center for Math (KCM), the Numeracy Alliance, and Project-based Learning (PBL) initiatives, school principals from each level will meet quarterly with the district's director of instruction to develop and maintain a professional development plan.

Achievement Gap Objective 1 Funding:

Title I, General Fund

Achievement Gap Objective 2:

Close the achievement gap between economically disadvantaged students and non-economically disadvantaged students and increase the percentage of students in both groups scoring proficient/distinguished to 60% by May 30, 2026.

Achievement Gap Objective 2 Progress Monitoring:

KCWP 2: Consistent implementation of classroom level activities that align to individual standard DOK levels across grades and content areas as evidenced by student work artifacts and observation. Student artifacts include writing samples, classwork and homework assignments, and formative/summative assessments. Through PLCs teachers monitor student artifacts weekly, school principals monthly, and director of instruction quarterly.

KCWP 3: Formative and summative assessments across grades and content areas will be reviewed quarterly by building level and district administrators to ensure congruency with standards when delivering content and assessing student learning.

KCWP 4: Professional Learning Communities (PLC) meet weekly and discuss/review various topics, including classroom assessments. Responsible parties include classroom teachers, principals, director of instruction when pertinent.

KCWP 5: Through the districts work with the Deeper Learning grant, the Kentucky Center for Math (KCM), the Numeracy Alliance, and Project-based Learning (PBL) initiatives, school principals from each level will meet quarterly with the district's director of instruction to develop and maintain a professional development plan.

Achievement Gap Objective 2 Funding:

Title I, General Fund

Achievement Gap Objective 3:

Close the achievement gap between students identified as having a learning disability and non-disabled students, and increase the percentage of students identified as having a learning disability scoring proficient/distinguished to 50% by May 30, 2026.

Achievement Gap Objective 3 Progress Monitoring:

KCWP 2: Consistent implementation of classroom level activities that align to individual standard DOK levels across grades and content areas as evidenced by student work artifacts and observation. Student artifacts include writing samples, classwork and homework assignments, and formative/summative assessments. Through PLCs teachers monitor student artifacts weekly, school principals monthly, and director of instruction quarterly.

KCWP 3: Formative and summative assessments across grades and content areas will be reviewed quarterly by building level and district administrators to ensure congruency with standards when delivering content and assessing student learning.

KCWP 4: Professional Learning Communities (PLCs) meet weekly to discuss/review various topics, including classroom assessments and data of students with disabilities. Responsible parties include classroom special education teachers, principals, and director of special education instruction when pertinent.

KCWP 5: Through the districts work with the Kentucky Center for Math (KCM), the Numeracy Alliance, and Project-based Learning (PBL) initiatives, school principals from each level will meet quarterly with the district's director of instruction to develop and maintain a professional development plan.

KCWP 5: Quarterly, classroom teachers will be provided with updated 21st CCLC student attendance listings. Classroom teachers will in turn communicate the academic needs of those students listed to the proper 21st CCLC staff.

Achievement Gap Objective 3 Funding:

Title I, General Fund

State Assessment Results in Reading and Mathematics

State Assessment Reading and Math Three to Five Year Goal:

By May 30, 2030 increase the average combined reading and math state assessment scores for elementary students from 58.1 to 70.0, from 57.2 to 70.0 for middle school students, and from 81.4 to 88.0 for high school students as measured by Kentucky Summative Assessment (KSA) scores.

State Assessment Reading and Math Objective:

Collaborate to increase the average combined reading and math state assessment score by 5 to 10 points at each of the three schools in the district; elementary, middle, and high school by May 30, 2026.

State Assessment Reading and Math Strategies:

KCWP 1: Design and Implement Standards

KCWP 3: Design and Deliver Assessment Literacy

KCWP 5: Design, Align, and Deliver Support

State Assessment Reading and Math Activities:

KCWP 1: District staff will work collaboratively with and provide support to school administrators and teachers to review academic standards and make appropriate revisions as needed, utilizing district curriculum and literacy committees comprised of certified teachers across grades and content areas.

KCWP 3: With the support and participation of district staff, school administrators and teachers at each level will work to ensure assessments include questions that are congruent to standards, and assessed at the same level of rigor as presented in state standards.

KCWP 3: Administer iReady assessment three times annually (fall, winter & spring) at the elementary and middle school levels, and Horizon three times annually at the high school level (fall, winter, spring).

KCWP 5: District staff will offer support and work with schools to develop and implement a professional development plan that addresses district priorities including personalized learning, the use of varying instructional strategies, and research-based instruction.

KCWP 5: Extended School Services (ESS) and 21st CCLC staff will collaborate with school administrators and staff at all levels to target and support students working to attain proficiency targets.

State Assessment Reading and Math Progress Monitoring:

KCWP 1: Consistent implementation of classroom level activities that align to individual standard DOK levels across grades and content areas as evidenced by student work artifacts and observation. Student artifacts include writing samples, classwork and homework assignments, and formative/summative assessments. Through PLCs teachers monitor student artifacts weekly, school principals monthly, and director of instruction quarterly.

KCWP 3: Professional Learning Communities (PLC) meet weekly and discuss/review various topics, including classroom assessments. Responsible parties include classroom teachers, principals, director of instruction when pertinent.

KCWP 3: Administer iReady and Horizon in September 2026, December 2026, and again in April 2027 as ongoing assessment. School administrators and counselors will monitor implementation and provide data and supports to teachers to make needed improvements following each assessment.

KCWP 5: Through the districts work with the Kentucky Center for Math (KCM), the Numeracy Alliance, and Project-based Learning (PBL) initiatives, school principals from each level will meet quarterly with the district's director of instruction to develop and maintain a professional development plan.

KCWP 5: Quarterly, classroom teachers will be provided with updated 21st CCLC student attendance listings. Classroom teachers will in turn communicate the academic needs of those students listed to the proper 21st CCLC staff.

State Assessment Reading and Math Funding:

Title I, General Fund

Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Districts, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the district in order to build staff capacity and increase student achievement by selecting “yes” or “no” from the dropdown options (beside each indicator) below. For any indicator noted as a priority with a “yes”, districts must complete the below fields. For any indicator marked with a “no,” no further information is needed. Each indicator must have a “yes” or “no” response in the below table.

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	Yes
English Learner Progress	Yes
Quality of School Climate and Safety	Choose an item.
Postsecondary Readiness (high schools and districts only)	Choose an item.
Graduation Rate (high schools and districts only)	Choose an item.

Priority Indicator Goals

Priority Indicator #1: State Assessment Results in Science, Social Studies and Writing

State Assessment Combined Science, Social Studies, and Writing Three to Five Year Goal:

Increase the average combined science, social studies, and writing state assessment score for Metcalfe County High School from 36.7 to 50.0 by May 30, 2030 as evidenced by the Kentucky Summative Assessment (KSA) end-of-year test.

State Assessment Combined Science, Social Studies, and Writing Objective:

Collaborate to increase the state average combined science, social studies, and writing state assessment score by 15 to 20 points at Metcalfe County High School by May 30, 2025.

State Assessment Combined Science, Social Studies, and Writing Strategies:

KCWP 1: Design and Implement Standards

KCWP 3: Design and Deliver Assessment

KCWP 5: Design, Align, and Deliver Support

State Assessment Combined Science, Social Studies, and Writing Activities:

KCWP 1: District staff will work collaboratively to review academic standards and make appropriate revisions as needed, utilizing district curriculum committee comprised of certified teachers across grades and content areas, and administrators.

KCWP 3: With the support and participation of district staff, school administrators and teachers at each level will work to ensure assessments include questions that are congruent to standards, and assessed at the same level of rigor as presented in state standards.

KCWP 3: Administer iReady assessment three times annually (fall, winter & spring) at the elementary and middle school levels, and Horizon three times annually at the high school level (fall, winter, spring).

KCWP 5: District and schools will develop and implement a professional development plan to address district priorities including personalized learning, revising, content standards as needed, varying instructional strategies, and research-based instruction.

KCWP 5: Extended School Services (ESS) and 21st CCLC staff will collaborate with school administrators and staff at all levels to target and support students working to attain proficiency targets.

State Assessment Combined Science, Social Studies, and Writing Progress Monitoring:

KCWP 1: Consistent implementation of classroom level activities that align to individual standard DOK levels across grades and content areas as evidenced by student work artifacts and observation. Student artifacts include writing samples, classwork and homework assignments, and formative/summative assessments. Through PLCs teachers monitor student artifacts weekly, school principals monthly, and director of instruction quarterly.

KCWP 3: Professional Learning Communities (PLC) meet weekly and discuss/review various topics, including classroom assessments. Responsible parties include classroom teachers, principals, director of instruction when pertinent.

KCWP 3: Administer iReady and Horizon in September 2026, December 2026, and again in April 2027 as ongoing assessment. School administrators and counselors will monitor implementation and provide data and supports to teachers to make needed improvements following each assessment.

KCWP 5: Through the districts work with the Kentucky Center for Math (KCM), the Numeracy Alliance, and Project-based Learning (PBL) initiatives, school principals from each level will meet quarterly with the district's director of instruction to develop and maintain a professional development plan.

KCWP 5: Quarterly, classroom teachers will be provided with updated 21st CCLC student attendance listings. Classroom teachers will in turn communicate the academic needs of those students listed to the proper 21st CCLC staff.

State Assessment Combined Science, Social Studies, and Writing Funding:

Title I, General Fund

Priority Indicator #2: English Learner Progress

English Learner Three to Five Year Goal:

In an effort to obtain English language acquisition, each student within the district identified to be an English Learner (EL) will progress a minimum of two levels each school year between now and May 30, 2030 as evidenced by the ACCESS test.

English Learner Objective:

Increase each English Learner student's performance on the ACCESS assessment by a minimum of two levels by May 30, 2026.

English Learner Strategy:

KCWP 1: Design and Implement Standards

KCWP 2: Design and Deliver Instruction

English Learner Activities:

KCWP 1: District staff will work collaboratively to review academic standards and make appropriate revisions as needed, utilizing district curriculum committee comprised of certified teachers across grades and content areas, and administrators.

KCWP 2: District and school leaders will work with teachers at all levels to ensure English Learner (EL) standards are delivered instructionally at the same level of rigor at which the content standards are presented in state standards.

English Learning Progress Monitoring:

KCWP 1: Consistent implementation of EL classroom level activities that align to individual standard DOK levels across grades and content areas as evidenced by student work artifacts and observation. Student artifacts include writing samples, classwork and homework assignments, and formative/summative assessments. Through PLCs, EL teachers monitor student artifacts weekly, school principals monthly, and EL director of instruction quarterly.

KCWP 2: Consistent implementation of EL classroom level activities that align to individual standard DOK levels across grades and content areas as evidenced by student work artifacts and observation. Student artifacts include writing samples, classwork and homework assignments, and formative/summative assessments. Through PLCs, EL teachers monitor student artifacts weekly, school principals monthly, and EL director of instruction quarterly.

English Learner Funding:

Title I, General Fund



2025-2026 Phase Three: The Superintendent Gap Assurance_10132025_09:56

2025-2026 Phase Three: The Superintendent Gap Assurance

Metcalfe County
Josh Hurt
709 West Stockton Street
Edmonton, Kentucky, 42129
United States of America

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2025-2026 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.**