



2025-2026 Phase One: Continuous Improvement Diagnostic for
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2025-2026 Phase One: Continuous Improvement Diagnostic for Districts

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

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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.
Joe Buerkley 8-18-2025



2025-2026 Phase One: Executive Summary for
Districts_08182025_11:43

2025-2026 Phase One: Executive Summary for Districts

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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?

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 136 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 61% 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 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.

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

Notable Achievements

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

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.

Areas of Improvement

Describe areas for improvement that the district is striving to achieve in the next three years.

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 our 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.

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.

Pendleton County School District is dedicated to utilizing STAR, 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.

Attachment Summary

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

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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.

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. In addition to STAR and KSA scores, we 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 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 will your results 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 ensuring lesson plans, instruction, and assessments are aligned to state standards; that the intended curriculum is taught at a high level of fidelity; and that the district protocol for data analysis was being followed. 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. In doing this work, school leaders identified the need for teachers to deepen their understanding of state standards. Building administrators and teachers were trained on the district's data protocol and the online assessment tool. Administrators received training throughout the year on facilitating data driven PLCs.

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 9%. Implementing evidence-based instructional practices into daily instruction was a focus. The RtI 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 RtI 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 2.5 (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 3.5 points. There was a focus on reviewing, analyzing, and applying data and activities centered around tracking student data to determine which students are on track to be postsecondary ready.

Graduation Rate: Our 5-year goal was to score a 99.4. Our end-of-the-year objective was to score 97.9. 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.

District and school leaders have collectively recognized the importance of deepening teachers' understanding of state standards, which will be a central focus for the current school year. Additionally, there is shared agreement on the need to enhance the district's established processes for data review and analysis, including the consistent use of data protocols. Although data is regularly examined during PLC meetings, a review of PLC agendas and discussions with leadership teams indicates an ongoing need to strengthen both PLC practices and data analysis procedures. This area has been a long-standing priority, and the district remains committed to continuous improvement in this work.

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

- 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.

Behavior Data: The number of behavior referrals across the district has decreased by approximately 42% from 2023-2024 (1623 referrals) to 2024-2025 (937 referrals.)

ACT: There has been little change in the district's ACT scores over the past several years. In 2023 the average composite score was 16.7, in 2024 it was 16.9 and in 2025 it was 16.5.

STAR Data:

- The 25-26 first-round middle school reading and math STAR scores show a decrease in the percentage of 7th and 8th-grade students scoring at the novice level, compared to the 24-25 first-round scores.
 1. 7th grade Novice reading scores show a decrease of 2 percentage points (32 to 30)
 2. 8th grade Novice reading scores show a decrease of 6 percentage points (33 to 27)
 3. 7th grade Novice math scores show a decrease of 3 percentage points (35 to 32)
 4. 8th grade Novice math scores show an increase of 8 percentage points (43 to 35)
- 25-26 first- round high school reading STAR scores show a decrease in the percentage of 9th and 10th graders scoring **novice** as compared to the 24-25 first-round scores. While math scores showed an increase in the percentage of 9th and 10th graders scoring **novice**.
 1. 9th-grade Novice reading scores show a decrease of 4 percentage points (41 to 37)
 2. 10th-grade Novice reading scores show a decrease of 3 percentage points (31 to 28)
 3. 9th-grade Novice math scores show an increase of 3 percentage points (46 to 49)
 4. 10th-grade Novice math scores show an increase of 2 percentage points (41 to 43)
- 25-26 first round elementary reading and math STAR scores:
 1. Northern Elementary reading and math STAR scores show an overall decrease in the percentage of students scoring **novice** as compared to 24-25 first round scores. There is a significant decrease in 1st grade novice scores with reading going from 40% in 24-25 to 13% in 25-26 and math going from 44% to 33%. Third-grade novice scores did increase by 8 percentage points (25% to 33%) in reading and 13 percentage points (23% to 36%) in math.
 2. Southern Elementary STAR scores show an increase in the percentage of 2nd through 5th grade students scoring **proficient/distinguished** in reading and 2nd through 4th grade students scoring **proficient/distinguished** in math as compared to 24-25 first round scores.

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

- 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.

Three years ago, our district invested in high-quality instructional materials for reading and mathematics across grades K-12, ensuring consistency and rigor in core content areas. At the high school level, students have access to a wide range of advanced academic opportunities, including dual credit and Advanced Placement (AP) courses.

Our high school offers robust Career and Technical Education programs in diverse fields such as agriculture, business, family and consumer sciences, and engineering. In addition to these CTE pathways, students may also enroll in enrichment courses including art, music, and ROTC, supporting a well-rounded educational experience.

To address academic challenges, students who are not meeting benchmarks or are at risk of course failure may receive targeted support through after-school tutoring and/or summer school programs.

Our elementary schools support early learning through the inclusion of preschool classrooms and the provision of full-day kindergarten, laying a strong foundation for future academic success.

There is a significant number of students scoring below proficiency on the STAR assessment in both reading and math across all levels.

- 50% of elementary students scored below proficiency in reading
- 51% of middle school students scored below proficiency in reading
- 62% of high school students (grades 9 and 10) scored below proficiency in reading
- 54% of elementary students scored below proficiency in math
- 52% of middle school students scored below proficiency in math
- 63% of high school students (gr 9 and 10) scored below proficiency in math

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.

As part of the Kentucky Post School Outcomes (KYPSO) 2025 initiative, our district administered the Parent Survey to families of students with special needs. The district achieved a response rate of 25.33%. Survey results indicate strong parental engagement and satisfaction:

- 95.69% of respondents agreed that their child's school meaningfully involves parents in efforts to improve services and outcomes.
- Parents reported a mean score of 4.2 out of 5 regarding their understanding of the Individualized Education Program (IEP) process.
- 95.65% of parents felt welcomed by school staff to participate in planning their child's education.
- Among parents of students aged 14 and older, 77.42% indicated that the school helped prepare their child for future employment through vocational training opportunities.

These results reflect a positive perception of the district's efforts to engage families and support students with disabilities, while also highlighting areas for continued growth in postsecondary transition planning.

2023-2024 Impact Kentucky Survey data shows 43% of teachers responded favorably regarding how positive the working environment at their school is.

During the 2024–2025 school year, the district's overall student attendance rate was 93.5%. However, a more concerning metric is the chronic absenteeism rate, which stands at 20.42%. Students are considered chronically absent if they miss 10% or more of their enrolled school days—approximately 17 days in our district.

We are still waiting for the 24-25 data but the 23-24 KSA Quality of School Climate results showed:

- Quality of School Climate status score for elementary schools decreased from 83.3 in 22-23 to 81.3 in 23-24.
- Quality of School Climate status score for middle school increased from 65.2 in 22-23 to 67.5 in 23-24.
- Quality of School Climate status score for high school decreased from 61 in 22-23 to 60.6 in 23-24

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.
 - All core classroom teachers across the district's four schools engaged in three days of professional learning and work focused on deconstructing state standards and aligning learning goals and success criteria to those standards.
 - The number of behavior referrals across the district has seen a 42% decrease from the 2023-2024 school year to the 2024-2025 school year.
 - Middle school STAR scores show a decrease in the percentage of 7th and 8th grade students scoring novice in both reading and math as compared to the 24-25 first round scores.
 - High school reading STAR scores show a decrease in the percentage of 9th and 10th grade students scoring novice as compared to the 24-25 first round scores.
 - Elementary first round STAR scores show at least 52% of our 3rd and 4th grade students scored proficient or higher in reading.
 - Through our partnerships with Northern Kentucky University and Morehead State University, 24 juniors and seniors have the opportunity to participate in the Young Scholars Academy (YSA) at NKU, while 2 students are enrolled in the Craft Academy at MSU. The Craft Academy is a residential dual-enrollment program designed for exceptionally gifted high school juniors and seniors. Similarly, YSA offers dual-enrollment opportunities, though students commute and do not reside on campus.

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.

We will collaborate with the Northern Kentucky Education Co-op to provide training and/or support to administrators, staff developers, and/or teachers on data analysis and using this information to refine instructional strategies and improve student outcomes.

Our principals will utilize the knowledge gained from the Central Kentucky Education Co-op training titled Measurable Results: Practical Steps to Improve Student Achievement to facilitate PLCs and guide teachers through the data analysis process.

We will continue to collaborate with Northern Kentucky University to identify areas that could be improved upon and to provide support to our high school students participating in the Young Scholars Academy. These students graduate high school with two years of college completed and some obtain an associate degree.

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

A few years ago, our district adopted new high-quality instructional materials (HQIMs) for reading and math across grades K–12. Following this implementation, administrators conducted classroom observations and reviewed lesson plans, pacing guides, standards checklists, and teacher data analysis documents. These reviews revealed a need for teachers to deepen their understanding of the state standards. In response, district leaders collaborated with staff developers at all four schools to create a consistent protocol for deconstructing state standards, applicable across all grade levels and content areas. Teachers received training on how to use this protocol before the start of the school year. They were also given dedicated time to deconstruct many of the standards they teach and to revise their learning goals, lesson plans, and success criteria accordingly. This work is ongoing and will continue throughout the school year.

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

District leadership will ensure the needs of the student subgroup, “students with disabilities,” are being met by providing ongoing professional development focused on high-yield instructional strategies to support individual student needs and improve academic outcomes. To ensure effective implementation of evidence-based programs, district leaders will monitor student progress in resource programs, conduct regular walkthroughs of resource and collaborative classrooms, and perform an internal audit of the progress monitoring components within students’ IEPs. These efforts aim to strengthen instructional practices and ensure accountability for student growth across all learning environments.

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

A couple of years ago, the district introduced a data analysis protocol designed to support both teachers and administrators. After each STAR assessment and Common Unit Assessment (CUA), teachers complete a designated document and bring it to their Professional Learning Community (PLC) meetings. During these sessions, school administrators and PLC members review the data, discuss instructional implications, and determine appropriate next steps. To guide deeper conversations, administrators use targeted questions that promote meaningful data analysis.

Similarly, principals complete a specific document following each STAR and CUA, which they present during their monthly PLC meetings. In these meetings, district administrators and fellow principals collaboratively examine the results and identify actions to enhance student learning.

While we've made strong progress in implementing these protocols and strengthening PLC practices, further work is needed to align data analysis with the deconstructed standards. We will continue to build on this foundation to more effectively use data insights to refine instructional strategies and improve student outcomes. As we move forward, our commitment to fostering a culture of data-driven decision-making remains essential to ensuring every student receives the support they need to succeed.

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

Attachment Name	Description	Associated Item(s)
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2025-2026 Phase Two: District Assurances_08182025_11:44

2025-2026 Phase Two: District Assurances

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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

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2025-2026 Phase Two: District Trauma-Informed Approach
Plan_08182025_11:47

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

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

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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.

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

● Yes

COMMENTS


ATTACHMENTS

Attachment Name



Pendleton County Trauma Informed Action Plan

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Pendleton County Trauma Informed Action Plan	This is the Trauma Informed Plan for Pendleton County Schools.	.

**PENDLETON COUNTY SCHOOLS:
TRAUMA INFORMED SCHOOLS
DISTRICT ACTION PLAN
2025-2026**

KRS 158.4416(1) defines a "trauma-informed approach" as, "incorporating principles of trauma awareness and trauma-informed practices in a school in order to foster a safe, stable, and understanding learning environment for all students and staff and ensuring that all students are known well by at least one (1) adult in the school setting."

Section (5) requires each local board of education and board of a public charter school to develop a plan for implementing a trauma-informed approach in its schools. The plan shall include but not be limited to strategies for:

- (a) Enhancing trauma awareness throughout the school community;*
- (b) Conducting an assessment of the school climate, including but not limited to inclusiveness and respect for diversity;*
- (c) Developing trauma-informed discipline policies;*
- (d) Collaborating with the Department of Kentucky State Police, the local sheriff, and the local chief of police to create procedures for notification of trauma-exposed students; and*
- (e) Providing services and programs designed to reduce the negative impact of trauma, support critical learning, and foster a positive and safe school environment for every student.*

District Name: Pendleton County Schools

District Contact: Bridget Browning, District Counselor

Required component in KRS 158.4416	Strategies/Practices	Data used to document/monitor implementation	Resources and partners used	Timeline	Role or committee(s) responsible
Ensuring that all students are known well by at least one adult in the school setting	Counselors will provide classroom guidance presentations/lessons.	Teacher observations of students Process Data (how many students received lesson each month) Lesson Exit Slips	Sources of Strength Champions Coordinator FRYSC Counseling Curriculum Character Strong Curriculum	Throughout the year	School Counselors District Counselor

Required component in KRS 158.4416	Strategies/Practices	Data used to document/monitor implementation	Resources and partners used	Timeline	Role or committee(s) responsible
	The high school administration and other staff members will mentor students at risk of not graduating. Students will have weekly check-ins to go over academic progress and build positive relationships.	Infinite Campus Early Warning Data	Infinite Campus South Family Resource Center	Yearlong	District Counselor High School Counselors Building Principals FRYSC Coordinator
	Senior students will have the opportunity to mentor incoming Freshman.	Pre and Post Participant Surveys	Sources of Strength Curriculum www.togetherplatform.com	Yearlong	High School Mental Health Counselor District Counselor
	The school staff will complete a connection map to intentionally pair up students lacking connections with an adult mentor.	KSA Student Survey PBIS Student Point Data	GEAR UP Coordinator Making Sure Each Child Is Known	September – during the first faculty meeting Yearlong	Building Principals District Counselor

Required component in KRS 158.4416	Strategies/Practices	Data used to document/monitor implementation	Resources and partners used	Timeline	Role or committee(s) responsible
Enhancing trauma awareness throughout the school community	Schools will identify members to serve on a school-based trauma-informed team to maintain progress and monitor impact of the action plan.	Quarterly Meetings District Administration is aware of the staff members serving on the Trauma Team.	Email Knowledge of the School Staff	August – prior to the first day of school	School Counselors Building Principals
	Each school’s Trauma Team will meet to ensure all timelines are being followed.	Trauma Team Quarterly meeting minutes	Copy of action plan	Every Quarter	School Trauma Team
	Each school’s Trauma Team will reflect on goals, discuss, and document achievements and areas of growth.	Trauma Team Quarterly meeting minutes	Copy of action plan	Every Quarter	School Trauma Team
	Staff members throughout the district will receive ongoing training throughout the school year on trauma informed school topics.	Professional Development documentation	University of Kentucky Center on Trauma and Children Northern Kentucky Cooperative	Yearlong during staff meetings, PD opportunities, and PLC time	District Counselor School Counselors Building Principals

Required component in KRS 158.4416	Strategies/Practices	Data used to document/monitor implementation	Resources and partners used	Timeline	Role or committee(s) responsible
	Each school will review their action plan expectations with staff and check for implementation.	Trauma Informed Plan Implementation Staff Survey	Copy of the trauma-informed action plan	Prior to the 1st day of the school year Throughout the school year	School Counselors District Counselor Building Principals
	District will train new hires on basic trauma informed care	Professional Development documentation	NKCES Trauma-informed care online trainings UK Center for Trauma and Children Trainings	Within 1 month of hire date	District Counselor School Counselors Building Principals
Conducting an assessment of the school climate (including but not limited to inclusiveness and respect for diversity)	Trauma team members at each school will review the school climate survey responses.	FRYSC parent survey results Impact Staff Survey Results KSA Student Survey results	Family Resource Centers Impact Survey KSA Survey	Prior to Winter Break	School Counselors Building Principals
	Trauma team members at each building will develop goals based on survey data for continued implementation of trauma-informed schools action plan.	Trauma Team Quarterly meeting minutes	District Assessment Coordinator Family Resource Centers	Whenever climate survey data is available within the school year.	District Counselor School Trauma Team

Required component in KRS 158.4416	Strategies/Practices	Data used to document/monitor implementation	Resources and partners used	Timeline	Role or committee(s) responsible
Developing trauma-informed discipline policies	During scheduled meetings, SBDM Councils and Building Principals will review and revise, as needed, policies and procedures to ensure they are trauma sensitive.	SBDM Policies and Procedures SBDM Council Meeting minutes	Copy of SBDM policies and procedures	Throughout the school year	Building Principal SBDM Councils
Collaborating with the Department of Kentucky State Police, the local sheriff and the local chief of police to create procedures for notification of trauma-exposed students (Handle with Care/HWC notification)	The school district will participate in the Kentucky State Police Handle with Care program notifying various school personnel of trauma-exposed students.	Email notifications	Kentucky State Police Local Sheriff's Office Falmouth and Butler Police Departments	Throughout the school year	School Resource Officers Building Principals School Counselors

Required component in KRS 158.4416	Strategies/Practices	Data used to document/monitor implementation	Resources and partners used	Timeline	Role or committee(s) responsible
Providing services and programs designed to reduce the negative impact of trauma, support critical learning, and foster a positive and safe school environment for every student. <i>Please identify the strategies for Tier 1, 2 and 3</i>	Staff members have implemented trauma informed strategies into the classroom setting and common areas. (Tier 1)	Walkthrough documents Lesson Plans	PD opportunities throughout the year	Yearlong	School Staff Building Principal
	Schools will provide interventions and use PBIS to foster a positive and safe school environment (Tier 1)	Class Dojo Behavior Tally Sheets PBIS Points App Infinite Campus Behavior Data	Sources of Strength PBIS Store Supplies Supplies for Incentive Parties	Daily	School Counselors PBIS/Behavior Committee Building Principal
	Schools will have presentations on suicide awareness, mental health awareness, and/or drug awareness.	Infinite Campus Attendance Data IC Messenger	Champions Coordinator Sources of Strength PCHS Student council Red Ribbon Week Resources CDC and Hotline Numbers posted around school/sent home in enrollment packets Erika’s Lighthouse Signs of Suicide	Yearly Throughout the school year	School Counselors District Counselor

Required component in KRS 158.4416	Strategies/Practices	Data used to document/monitor implementation	Resources and partners used	Timeline	Role or committee(s) responsible
	Schools will provide transition activities for students in transitioning years (Tier 1)	Xello Camp Wildcat/Freshman Orientation Building tours Parent Informational Nights	FRYSC Scheduling Forms	Yearly	School Counselors District Counselor Building Principals
	Schools will provide community days and programs for students to interact with individuals from the community from a variety of backgrounds. (Tier 1)	Pre/Post Surveys Feedback Forms Career Days/Cafes Ag Safety Day Portrait of a Graduate Mock Interviews Reality Store/Dollars and Sense Program	FRYSC Campbell County Vocational School Extension Office RSVP volunteer Program Various local businesses	Throughout the school year	Building Principal School Counselors
	School Counselors will conduct group counseling based on student needs. (Tier 2)	Parent Permission Forms Pre/Post Surveys	Why Try Fernside Grief Group Group Curriculum	Throughout the school year	School Counselors District Counselor

Required component in KRS 158.4416	Strategies/Practices	Data used to document/monitor implementation	Resources and partners used	Timeline	Role or committee(s) responsible
	Students are recognized as Good Citizens or Students of the Month	Email Correspondence	PCHS Student Council FRYSC	Monthly	School Counselors District Counselor PCHS Student Council
	School will provide leadership opportunities for students to foster a positive and safe school climate. (Tier 2)	Student Applications Student Schedules Interview Data	Bobcat Council NEHS PCHS Pathfinders Sharp Peer Leader Class SES Student Ambassadors and Leaders	Yearlong	School Counselors District Counselor Building Principals
	Schools will provide a calm down area/room with manipulatives and posters to promote a calm environment. (Tier 3)	Check out sheets Walk Through Documents	Fidgets, stress balls, timers, posters, etc. Check out sheet	Yearlong	School Staff School Counselor
	Students may request to meet with the counselor for individual counseling. (Tier 3)	Student Referral Procedure Request to See Counselor Forms	Google Forms Excel Copies of Request to See Counselor Forms School website	Yearlong	District Counselor School Counselors

Required component in KRS 158.4416	Strategies/Practices	Data used to document/monitor implementation	Resources and partners used	Timeline	Role or committee(s) responsible
	Counselor will accept referrals from students, teachers, and parents for outside counseling needs. (Tier 3)	Outside Counselor Referrals Form	Outside Counselor Referral Form (MEBS/HMH)	Throughout the school year	School Counselors



2025-2026 Phase Three: The Superintendent Gap
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2025-2026 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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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.**



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

 Pendleton County CDIP

Attachment Summary

Attachment Name	Description	Associated Item(s)
 ATSI CDIP Addendum	ATSI Addendum	•
 Pendleton County CDIP	Pendleton's Comprehensive Improvement Plan	• 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:

When developing goals, all districts must establish achievement gap targets and set goals in the area of state assessment results in reading and mathematics. Other goals aligned to the indicators in the state's accountability system and deemed priority areas in the Phase Two: Needs Assessment for Districts are optional.

Required Goals

Achievement Gap:

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

Objective(s):

Objective 1 By 2026, elementary schools will increase the “reading and math status score” of the students with disabilities subgroup on the state assessment from: 36.4 to 40.04

Objective 2 By 2026, the middle school will increase the “reading and math status score” of the students with disabilities subgroup on the state assessment from: 27.9 to 32.09

Objective 3 By 2026, the high school will increase the “reading and math status score” of the students with disabilities subgroup on the state assessment from: 17.5 to 20.13

Strategy:

Both strategies will be used for all three objectives.

KCWP #2 Design and Deliver Instruction

Implement evidence-based strategies with fidelity.

KCWP #4 Review, Analyze and Apply Data

Ensure the district protocol for data analysis is being followed and that teachers and administrators use data to inform instructional decisions.

Activities:

KCWP #2 Design and Deliver Instruction

The District Leadership Team will ensure ongoing professional development focused on high-yield instructional strategies to support individual student needs and drive academic success is provided.

District leadership will monitor student progress on programs being used in resource setting.

District leadership will conduct walkthroughs of resource classrooms and collaborative classrooms across the district.

District leadership will conduct an internal audit of the progress monitoring component of students' IEPs.

KCWP #4 Review, Analyze and Apply Data

Principals will present their school-level analysis of assessment data, including STAR and CUA scores, to district leadership during monthly PLC meetings. These discussions will include a review of progress among identified student subgroups following each assessment cycle.

District leadership will meet with special education teachers several times throughout the year to review data protocols and provide necessary updates.

Progress Monitoring: KCWP #2 Design and Deliver Instruction

To assess the implementation, rate of improvement, and effectiveness of professional development and instructional practices in resource and collaborative settings, the Director of Special Education (DOSE) will use a structured progress monitoring process.

Artifacts to be reviewed include:

- Professional development attendance records
- Lesson plans and instructional materials reflecting high-yield strategies
- Walkthrough observation forms from resource and collaborative classrooms
- Student progress data from resource programs
- Documentation from internal audits of IEP progress monitoring components

Timelines and responsibilities:

- Professional development: Delivered by staff developers, NKCES consultants, and the DOSE. It will be monitored throughout the school year by the DOSE.
- Student progress reviews: Conducted quarterly following benchmark assessments and program-specific evaluations
- Classroom walkthroughs: Scheduled monthly by the DOSE
- IEP progress monitoring audit: Conducted throughout the year by the DOSE

Responsible individuals:

- Director of Special Education will oversee professional development and walkthroughs and lead the internal audit of IEP progress monitoring.
- Building principals will support implementation and ensure instructional fidelity within their schools

This progress monitoring process ensures that professional development is effectively translated into classroom practice, student progress is consistently tracked, and IEP goals are being monitored with fidelity to support meaningful student growth.

KCWP #4 Review, Analyze, and Apply Data Results

To assess the implementation, rate of improvement, and effectiveness of school-level data analysis and special education data practices, the District Leadership Team will use a structured progress monitoring process. This process will include the collection and analysis of observable, quantitative and qualitative measures that reflect how assessment data is used to inform instructional decisions and support student growth.

Principals will present their school-level analysis of STAR and CUA assessment data during monthly PLC meetings with district leadership. These presentations will include a review of progress among identified student subgroups following each assessment cycle. Artifacts such as PLC notes, data summaries, and school-level action plans will be reviewed to evaluate alignment with district goals and instructional strategies.

The DOSE will meet with special education teachers multiple times throughout the year to review data protocols and provide updates. These meetings will ensure consistent use of progress monitoring tools and support accurate reporting of student progress. Artifacts will include meeting agendas and updated data protocol documents.

Timelines and responsibilities:

- Monthly PLC meetings: Ongoing throughout the school year, led by district leadership
- Special education data protocol meetings: Held quarterly, facilitated by the DOSE

Responsible individuals:

- District instructional leaders
- Building principals

This progress monitoring process ensures that assessment data is used effectively to guide instruction, that special education practices are aligned with district expectations, and that student progress is consistently tracked and acted upon.

Funding:

KCWP #2 Design and Deliver Instruction

IDEA funds will be used to purchase the following:

Unique: \$3775

Voyager/Language Live: \$2519

VMath: \$450

KCWP #4 Review, Analyze, and Apply Data

No funding necessary at the district level.

State Assessment Results in Reading and Mathematics

Kentucky's accountability system uses multiple academic and school quality measures, with each indicator contributing to the overall score. Reading and math proficiency are foundational to student success, and state assessment results in reading and mathematics carry the greatest weight when calculating the overall score at each level (elementary, middle and high school). This indicator is a required goal area for all districts.

Three- to Five-Year 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(s):

Objective 1 By 2026, the reading index scores will increase from:

Elementary

Reading: 59.6 to 69.5

Middle

Reading: 56.8 to 60.2

High

Reading: 59.5 to 63.55

Objective 2 By 2026, the math index scores will increase from:

Elementary

Math: 59.5 to 67.8

Middle

Math: 48 to 51.5

High

Math: 47.4 to 50.25

Strategy:

Both strategies will be used for objective 1 and 2

KCWP #1 Design and Deploy Standards

Establish a district-wide process for deconstructing state standards to support the development of clear and precise learning goals and success criteria.

KCWP #4 Review, Analyze and Apply Data

Ensure the district protocol for data analysis is being followed and that teachers and administrators use data insights to refine instructional strategies and improve student outcomes.

Activities:

Both activities will be used for objective 1 and 2

KCWP #1 Design and Deploy Standards

Activities:

District leaders will collaborate with staff developers from all four schools to establish a consistent protocol for deconstructing state standards that can be applied across all grade levels and content areas. Once the protocol is finalized, teachers and administrators will receive training, and dedicated time will be provided for teachers to deconstruct their standards and to revise learning goals and success criteria to ensure stronger alignment with the deconstructed standards.

KCWP #4 Review, Analyze and Apply Data

Activities:

The district will continue its partnership with the Northern Kentucky Cooperative for Educational Services (NKCES) to provide professional learning opportunities for school and district administrators focused on enhancing the effectiveness of Professional Learning Communities (PLCs). This year's work will build on the previous book study of Learning by Doing by Richard and Rebecca DuFour and incorporate new learning from Transforming School Culture by Anthony Muhammad. Administrators will participate in follow-up discussions, participate in targeted training on PLC facilitation – specifically focused on helping teachers interpret and respond to student learning data to inform instructional decisions, and engage in site visits to observe PLC practices in action. During these visits, school leaders will receive targeted feedback to support the review and analysis of formative and summative assessment data.

Principals and district leaders will participate in monthly PLC meetings where each school presents its analysis of assessment data and outlines strategies to enhance student learning outcomes.

Progress Monitoring:

Both progress monitoring entries will be used for objective 1 and 2

KCWP #1 Design and Deploy Standards

Progress Monitoring

District leaders will collaborate with staff developers from all four schools to establish a consistent, cross-grade and cross-content protocol for deconstructing standards. Once finalized, the protocol will be introduced through targeted training sessions for both teachers and administrators. Dedicated time will be provided for teachers to apply the protocol by revising learning goals and success criteria to ensure alignment with the deconstructed standards.

Artifacts for review will include:

- Finalized deconstruction protocol documents
- Teacher-created deconstructed standards on the district form
- Lesson plans with revised learning goals and success criteria
- PLC notes documenting the application of the protocol

Timelines and responsibilities:

- Protocol development: April–May, led by district leaders and staff developers
- Training and implementation: May–August, facilitated by district instructional leaders
- Ongoing monitoring: August–May

Responsible individuals:

- District instructional leaders will oversee the development and rollout of the protocol.
- School administrators will monitor implementation through regular PLC participation and lesson plan reviews.
- Staff developers will support teachers during collaborative planning sessions and provide feedback on the application of the protocol.

Progress will be monitored through:

- Weekly PLC meetings where administrators complete the district-created PLC documentation form
- Monthly reviews of lesson plans and deconstructed standards for alignment and fidelity
- Principal PLC meetings with district leaders to analyze walkthrough data and instructional artifacts, identify trends, and determine next steps

This process ensures that the initiative is implemented with consistency and fidelity across all schools, while also providing timely feedback and support to educators throughout the year.

KCWP #4 Review, Analyze, and Apply Data

Progress Monitoring

To evaluate the implementation, improvement, and impact of the district’s partnership with the Northern Kentucky Cooperative for Educational Services (NKCES), a structured progress monitoring process will be used. This includes collecting and analyzing observable quantitative and qualitative data that reflect how professional learning is influencing the effectiveness of PLCs.

This year’s professional learning builds on the *Learning by Doing* book study and introduces *Transforming School Culture* by Anthony Muhammad. Administrators will participate in follow-up discussions, receive targeted training on PLC facilitation—especially in using student learning data—and engage in site visits to observe PLC practices.

Artifacts to be reviewed include:

- Agendas and notes from administrator book study discussions
- PLC meeting notes showing alignment between instructional strategies and student learning data

- Walkthrough data and observation notes from PLC sessions
- Revised instructional plans or strategies based on PLC discussions

Timelines and responsibilities:

- Book study and training: July - December, facilitated by NKCES with guidance from district leaders
- Site visits and feedback cycles: October–May
- Monthly principal PLC meetings: Ongoing throughout the school year

Responsible individuals:

- District instructional leaders will coordinate the partnership with NKCES.
- Building principals will participate in professional learning, implement strategies within their schools, and engage in monthly PLC meetings with district leaders.
- NKCES facilitators will support training and provide expertise in PLC facilitation and school culture transformation.

Progress will be monitored through:

- Monthly principal PLC meetings where each school presents its analysis of assessment data and outlines strategies to improve student learning
- Site visit observations and feedback focused on the application of PLC facilitation strategies
- Review of PLC documentation and instructional artifacts to assess alignment with training content and student learning needs

This process ensures that professional learning is not only delivered but also applied and evaluated in a way that supports continuous improvement in PLC effectiveness and student outcomes.

Funding:

KCWP #1 Design and Deploy Standards

No funding necessary at the district level

KCWP #4 Review, Analyze, and Apply Data

\$600 for copies of Transforming School Culture by Anthony Muhammad – **Title I Funds**

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	No
English Learner Progress	No
Quality of School Climate and Safety	No
Postsecondary Readiness (high schools and districts only)	No
Graduation Rate (high schools and districts only)	No

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
<p>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.</p> <p>Response: Sharp Middle 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.</p> <p>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.</p> <p>District leadership will monitor the uploaded agendas and minutes from Sharp’s weekly PLC meetings.</p> <p>The Director of Special Education will conduct regular walkthroughs of both resource classrooms and classrooms where collaborative teaching is taking place.</p>

If schools identified for TSI do not make adequate performance progress, as defined by the department, the local school district shall take additional action to assist and support the school in reaching performance goals (KRS 160.346 (4)(c)). Also, when a school is identified for ATSI, the district shall take more rigorous district-determined action to assist the school in reaching performance goals (KRS 160.346 (5)).

Additional/More Rigorous Actions
<p>Consider: List any school(s) that failed to exit TSI status this year. What additional actions and supports will be provided? Who will provide the support? List any school(s) identified for ATSI this fall. What more rigorous actions will the district take to assist and support the school(s)? Who will be responsible for those actions?</p> <p>Response: Sharp Middle School has been identified as an ATSI school due to their “Students with Disabilities” state test scores.</p> <p>The district has created a protocol for classroom data analysis that the principal of Sharp is using with teachers during weekly PLC meetings and the agendas/minutes will be uploaded into Teams.</p> <p>During the monthly Principal PLC meetings, the protocol for data analysis (school level) will be utilized.</p> <p>The Director of Special Education will conduct IEP progress monitoring audits throughout the year and will ensure professional development in areas identified as a need is provided to special education teachers.</p>



2025-2026 Phase Four: Professional Development Plan for Districts
(Implemented 2026-27 School Year)_08182025_11:50

2025-2026 Phase Four: Professional Development Plan for Districts (Implemented
2026-27 School Year)

Pendleton County
Joe Buerkley
2525 Hwy 27 N
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United States of America

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2025-2026 Phase Four: Professional Development Plan for Districts (Implemented 2026-27 School Year)

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

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

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

Section 3 further provides, "Each school and local district professional development plan shall contain the following five (5) elements:

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

1. Professional Development Plan

What is the district's mission?

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

2. The needs assessment provides the framework for **all** districts to clearly identify their most critical areas for improvement that will be addressed in the planning process

through the development of goals, objectives, strategies, and activities. What are the **top two areas requiring professional development?**

Our needs assessment identified KCWP #1: Design and Deploy Standards as one of the district's two primary professional development focus areas. During the 2025–2026 school year, teachers engaged in extensive work deconstructing standards to build a deeper understanding of the content and skills embedded within them. In the 2026–2027 school year, the district will build on this work by providing professional learning on how to translate these deconstructed standards into clear learning goals, aligned instructional activities, and measurable success criteria.

The second major focus area is KCWP #4: Review, Analyze, and Apply Data. School leadership teams have already participated in ongoing PLC training designed to strengthen the use of data to drive instructional decision-making. In 2026–2027, leadership teams will model this process for teachers and provide professional development on interpreting learning results and identifying actionable next steps to improve student outcomes.

a. What are the specific **objectives** (long-term and short-term) for this professional development?

KCWP #1: Design and Deploy Standards directly supports the district's "Results in Reading and Math" goal from the Comprehensive Improvement Plan.

Long-Term Objective: The long-term goal of this professional development is to strengthen student achievement through consistent, standards-driven planning and high-quality instruction. By deepening alignment between standards, learning goals, instructional tasks, and success criteria, the district aims to improve student performance in reading and mathematics on the Kentucky Summative Assessment by the end of the 2026–2027 school year.

Short-Term Objective: In the short term, the district expects to see measurable improvement in student learning through higher performance on common unit assessments and weekly formative assessments. These early gains will reflect teachers' growing proficiency in using standards-aligned planning practices throughout daily instruction.

b. What are the **intended results** of this professional development (e.g. student outcomes, educator beliefs, practices)?

This professional development is designed to deepen teachers' understanding of academic standards and the learning progressions that support them. The intended result is to cultivate lasting instructional habits, including the use of backward design, more intentional and standards-aligned planning, and the consistent integration of success criteria into daily classroom practice. Together, these strengthened practices will support more focused instruction and improved student learning outcomes.

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

i. What data will be considered and gathered (e.g. student work samples, curriculum-based assessments, classroom observations, teacher feedback)?

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

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

What data will be considered and gathered? Implementation will be monitored through the collection of student work samples and teacher lesson plans that demonstrate clear alignment among learning goals, instructional activities, and success criteria based on the deconstructed standards. These artifacts will serve as evidence of teachers' use of standards-driven planning practices in daily instruction.

Who is responsible for gathering the data? Teachers will gather student work samples for review during PLC meetings and will upload their lesson plans to the school's shared Teams folder. School administrators will access these plans to monitor the extent to which instruction reflects the alignment expected.

How frequently will the data be analyzed? Teachers and an administrator will review student work and assessment data during weekly PLC meetings to identify trends and instructional next steps. Principals will examine lesson plans on a rotating schedule, with the goal of reviewing each teacher's plans at least once per month.

d. What will be the **indicators of success** of this professional development (e.g. improved formative assessment data, teacher efficacy and perception data, ongoing classroom data points)? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved and **describe in detail**.

Success will be demonstrated through multiple data points reflecting improvements in both student outcomes and instructional practices.

Student Learning Indicators:

- Steady improvement in weekly formative assessment performance that aligns to the skills and expectations identified in the deconstructed standards.
- Ongoing gains on common unit assessments, with a higher percentage of students meeting or exceeding proficiency as the year progresses.
- Positive trends on Kentucky Summative Assessment results, including a reduction in the number of students scoring at the novice level and an increase in overall proficiency rates in reading and mathematics.

Teacher Practice Indicators:

- Lesson plans consistently include clear, standards-aligned learning goals derived from the deconstructed standards.

- Instructional activities reflect the cognitive rigor of the intended standard, demonstrating that teachers are selecting or designing tasks that match the complexity required.
- Success criteria are explicitly aligned to the learning goals and are used to guide instruction, feedback, and student understanding.

Together, these indicators will show that teachers are effectively implementing standards-driven planning and that the professional development is leading to measurable improvements in instructional quality and student achievement.

e. Who is the **specific targeted audience** for this professional development (e.g. elementary math teachers, those implementing high-quality instructional resources)? The targeted audience for this professional development includes all K–12 teachers across all content areas. Although the required goals focus on improving reading and math outcomes, the instructional practices emphasized—such as developing clear learning goals, designing aligned instructional activities, and using success criteria—are applicable and beneficial to every subject area.

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

- What funding source(s) will be utilized to support this professional development?
- What will be the start date and anticipated completion date for each professional development activity? If professional development is ongoing, specify the frequency of activity across the year.
- What supplies and resources will be needed to implement this professional development?

Funding Sources The district does not anticipate needing additional funding to implement this professional development. Multiple copies of The Teacher’s Clarity Playbook were previously purchased and will be used as a core resource. If additional materials or supports are identified throughout the year, Title I funds designated for professional learning will be utilized to cover those costs.

Timeline and Duration of Activities Professional development activities will begin in August 2026 and continue through May 2027 and count as part of the Professional Development/PLAN Day hours. Learning will also be embedded in:

- Weekly PLC meetings where applicable
- Individual coaching sessions with the staff developer during the school day

This structure ensures that training is continuous, job-embedded, and responsive to teacher needs.

Supplies and Resources Needed To fully implement this professional development, teachers will need access to the following instructional resources:

- Curriculum documents, including:
 1. Standards checklists
 2. Pacing guides
 3. Unit plans and assessments
 4. Deconstructed standards documents
- The Kentucky Academic Standards for their grade level and content area
- Copies of The Teacher’s Clarity Playbook

These resources will support teachers in creating standards-aligned learning goals, instructional activities, and success criteria throughout the year.

g. What specific **ongoing supports** will be provided for professional development implementation (e.g. district level coaches will work with teacher teams monthly, building level coaches will lead monthly professional learning communities using instructional resources from professional development, bi-monthly release time for teachers to analyze student work or cooperatively plan, monthly meetings with mathematics consultant)? The ongoing supports should be connected to the specific professional development area identified in question 3.

Ongoing support for the implementation of this professional development will be provided through a combination of district-level and external expertise. The district’s staff developers will collaborate closely with school administrators to offer continuous, job-embedded support throughout the year. This will include coaching, modeling, feedback cycles, and assistance during PLC meetings as teachers work to integrate learning goals, aligned instructional activities, and success criteria into their daily practice.

In addition, the district will continue its partnership with the NKCES consultant who has been working with school leadership teams. This consultant will remain involved to reinforce the professional learning, provide additional training as needed, and help ensure consistent implementation of standards-driven planning and data-informed instructional practices across schools.

a. What are the specific **objectives** (long-term and short-term) for this professional development?

KCWP #4 Review, Analyze, and Apply Data directly supports the district’s “Results in Reading and Math” goal and the “Achievement Gap” objectives from the Comprehensive Improvement Plan.

Long-Term Objective: The long-term objective of this professional development is to strengthen teachers' ability to use data effectively in order to make informed instructional decisions. This enhanced data-driven practice is expected to contribute to improved student performance on the Kentucky Summative Assessment by the end of the 2026–2027 school year.

Short-Term Objective: In the short term, the district anticipates measurable gains in student learning as reflected in higher scores on common unit assessments and weekly formative assessments. These early improvements will signal that teachers are becoming more skilled in reviewing, analyzing, and applying student data to guide instructional adjustments.

b. What are the **intended results** of this professional development (e.g. student outcomes, educator beliefs, practices)?

This professional development is designed to build teacher capacity in reviewing, analyzing, and applying data to inform instructional decision-making. The intended results span improvements in student outcomes, educator beliefs, and daily instructional practices.

Improved Student Outcomes

- Students will demonstrate higher levels of mastery on weekly formative assessments and common unit assessments as teachers use data to plan targeted instruction.
- More responsive teaching practices will lead to accelerated learning growth, particularly for students who need intervention or enrichment.
- Over time, strengthened data use will contribute to increased proficiency and reduced novice performance on the Kentucky Summative Assessment.

Positive Shifts in Educator Beliefs

- Teachers will develop a stronger belief in the value of ongoing data analysis as a driver of instructional improvement.
- Educators will gain confidence in their ability to interpret assessment results accurately and use them to guide next steps.
- Staff will increasingly view data cycles as a supportive and collaborative process, rather than as an isolated compliance task.

Strengthened Instructional Practices

- Teachers will routinely engage in structured data review processes to identify patterns in student learning and determine actionable next steps.
- Instruction will become more intentional and responsive, as teachers adjust lessons, groupings, and tasks based on real-time evidence of student understanding.

- PLCs will function more effectively, with teams using shared protocols to analyze student work, plan interventions, and monitor the impact of their instructional adjustments.
- Teachers will incorporate data findings into upcoming lesson and unit plans, ensuring instruction is aligned to both the standards and students' current learning needs.

In summary, the intended result of this professional development is a districtwide culture in which teachers confidently and consistently use data to plan high-quality instruction—resulting in measurable gains in student achievement and more effective, informed teaching practices.

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

- What data will be considered and gathered (e.g. student work samples, curriculum-based assessments, classroom observations, teacher feedback)?
- Who is responsible for gathering? (teachers, coaches, administrators, etc.)
- How frequently will this data be analyzed? (monthly, quarterly, etc.)

School administrators will serve as the primary facilitators of the school's weekly PLC meetings and will be responsible for guiding teacher teams through the data review and instructional decision-making process. As instructional leaders, school administrators will ensure that PLC discussions remain focused on analyzing student learning evidence, identifying trends, and determining actionable next steps aligned to the school's goals.

In addition to facilitating the meetings, school administrators will also be responsible for monitoring and holding teachers accountable for the implementation of the strategies and actions discussed during PLCs. This will include reviewing lesson plans, examining student work samples, monitoring assessment results, and conducting follow-up classroom observations to verify that agreed-upon instructional adjustments are being implemented with fidelity.

Through consistent leadership and weekly structures for collaboration, school administrators will ensure that the professional development is effectively carried out and that instructional practices improve as a result of the PLC process.

- d. What will be the **indicators of success** of this professional development (e.g. improved formative assessment data, teacher efficacy and perception data, ongoing classroom data points)? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved and **describe in detail**.

The success of this professional development will be evidenced through measurable improvements in student outcomes and observable changes in teacher practices related to data-driven instruction. The following indicators outline the specific actions, outcomes, and markers that will demonstrate the goals have been achieved:

Indicators of Student Learning Success

Improved Formative Assessment Data

Success will be demonstrated through:

- Consistent upward trends in weekly formative assessment results aligned to priority standards.
- Increased percentages of students meeting identified success criteria during classroom checks for understanding.
- Evidence that instructional adjustments made in response to data result in immediate improvement on follow-up assessments.

Growth on Common Unit Assessments

Indicators include:

- Progressive improvement across unit assessments throughout the year.
- A higher proportion of students achieving proficiency or higher, particularly in reading and mathematics.
- Reduced variability in results across classrooms, indicating greater instructional alignment and coherence.

Indicators of Improved Teacher Practice

Consistent Use of Data Within Weekly PLCs

PLC artifacts will show that teachers:

- Bring student work samples, assessment results, and data summaries to weekly meetings.
- Engage in structured conversations that include identifying trends, determining root causes, and planning instructional next steps.
- Document agreed-upon actions and follow through in subsequent PLC cycles.

Instructional Planning Reflects Data-Driven Adjustments

Lesson plans and instructional documents will show:

- Clear evidence that data trends identified in PLCs inform upcoming lessons.
- Targeted small-group instruction aligned to student needs identified through assessment results.
- Planned reteaching or enrichment activities driven by analysis rather than routine pacing.

Classroom Implementation of Agreed-Upon Strategies

Success will be visible when:

- Classroom observations show teachers enacting strategies agreed upon in PLCs.
- Students receive feedback tied directly to success criteria and assessment results.
- Teachers use data in real time to adjust instruction during lessons.

e. Who is the **specific targeted audience** for this professional development (e.g. elementary math teachers, those implementing high-quality instructional resources)?
The targeted audience for this professional development includes all K–12 teachers across all content areas. Although the required goals focus on improving reading and math outcomes and improving the performance of our students with disabilities, the instructional practices emphasized—such as developing clear learning goals, designing aligned instructional activities, and using success criteria—are applicable and beneficial to every subject area.

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

i. What funding source(s) will be utilized to support this professional development?

ii. What will be the start date and anticipated completion date for each professional development activity? If professional development is ongoing, specify the frequency of activity across the year.

iii. What supplies and resources will be needed to implement this professional development?

Funding Sources: The district does not anticipate needing additional funding to implement this professional development. If materials or supports are identified throughout the year, Title I funds designated for professional learning will be utilized to cover those costs.

Timeline and Duration of Activities Professional development activities will begin in August 2026 and continue through May 2027 and count as part of the Professional Development/PLAN Day hours. Learning will also be embedded in:

- Weekly PLC meetings where applicable
- Individual coaching sessions with the staff developer during the school day

This structure ensures that training is continuous, job-embedded, and responsive to teacher needs.

Supplies and Resources Needed To fully implement this professional development: Teachers will need access to the following instructional resources:

- Curriculum documents, including:
 1. Standards checklists
 2. Pacing guides
 3. Unit plans and assessments
 4. Deconstructed standards documents
- Formative and summative assessment data
- Classroom Analysis of STAR and CUA results

g. What specific **ongoing supports** will be provided for professional development implementation (e.g. district level coaches will work with teacher teams monthly, building level coaches will lead monthly professional learning communities using instructional resources from professional development, bi-monthly release time for teachers to analyze student work or cooperatively plan, monthly meetings with mathematics consultant)? The ongoing supports should be connected to the specific professional development area identified in question 4.

To ensure effective implementation of this professional development, the district will provide sustained, job-embedded support aligned specifically to KCWP #4: Review, Analyze, and Apply Data. Ongoing assistance will be delivered through both district-level staff and continued collaboration with external partners.

District-Level Support: The district's staff developers will work closely with school administrators to provide continuous, hands-on support throughout the year. This will include:

- Coaching and modeling data analysis processes during PLC meetings
- Guided feedback cycles to help teachers interpret assessment results accurately
- Support in identifying instructional implications of data, including reteaching, intervention, or enrichment needs
- On-site collaboration with teacher teams to refine data protocols and strengthen consistency in practice

These supports will help teachers apply the professional learning directly to their weekly data reviews and instructional planning.

External Support: The district will also maintain its partnership with the NKCES consultant who has been working with school leadership teams. The consultant will continue to:

- Reinforce the data analysis practices introduced during leadership training
- Provide additional professional learning sessions as needed
- Support leaders and teachers across schools to deepen their understanding of effective data use
- Ensure alignment between leadership expectations and classroom implementation

Together, these sustained supports will help teachers fully integrate data review, analysis, and instructional response into their ongoing practice, ensuring that the goals of the professional development are realized.

5. If there is additional professional development information you would like to include, you may upload an attachment(s) here. **If you do NOT wish to include an optional extension, please list N/A in the space provided below.**

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2025-2026 Phase Four: Non-Traditional Instruction Continuation of Learning Plan for Districts (Implemented 2026-27 School Year)_08182025_11:49

2025-2026 Phase Four: Non-Traditional Instruction Continuation of Learning Plan for Districts (Implemented 2026-27 School Year)

Pendleton County
Joe Buerkley
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Falmouth, Kentucky 41040

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2025-2026 Phase Four: Non-Traditional Instruction Continuation of Learning Plan for Districts (Implemented 2026-2027 School Year)

The purpose of this diagnostic is to support the district in designing and implementing a plan for a continuation of learning during times when non-traditional instruction may need to be implemented in order to prevent a loss of learning. The basis of the continuation of learning plan comes from [KRS 158.070\(9\)](#) and [701 KAR 5:150](#), which state the following:

KRS 158.070(9):

Notwithstanding any other statute, each school term shall include no less than the equivalent of the student instructional year in subsection (1)(f) of this section, or a variable student instructional year in subsection (1)(h) of this section, except that the commissioner of education may grant up to the equivalent of ten (10) student attendance days for school districts that have a non-traditional instruction plan approved by the commissioner of education on days when the school district is closed for health or safety reasons. The district's plan shall indicate how the non-traditional instruction process shall be a continuation of learning that is occurring on regular student attendance days. Instructional delivery methods, including the use of technology, shall be clearly delineated in the plan. Average daily attendance for purposes of Support Education Excellence in Kentucky program funding during the student attendance days granted shall be calculated in compliance with administrative regulations promulgated by the Kentucky Board of Education.

701 KAR 5:150, Section 1(5):

“non-traditional instruction plan” means the strategy approved by the commissioner and implemented by a local school district to ensure instruction on non-traditional instruction days is a continuation of learning that is occurring on regular student attendance days as required by KRS 158.070(9).

Superintendent
Joe Buerkley

Date
2-13-2026

1. Instruction

What is the district’s plan to ensure a continuation of rigorous learning, aligned to Kentucky Academic Standards, which will occur when in-person instruction is not feasible and non-traditional instruction is implemented due to health or safety reasons?

The district’s plan for ensuring a continuation of learning during nontraditional instruction focuses on the preparedness of students, staff, administrators, and parents. Prior to the use of an NTI day, new staff will receive training on online programs used in the district and Microsoft Teams as it is relevant to their position. Expectations of NTI days will be communicated to all stakeholders at the beginning of the school year. Teaching students to navigate our online programs/resources

and Microsoft Teams will be incorporated into daily instruction. Schools will send home letters, post videos, and host face-to-face meetings with parents that outline what NTI days will entail and provide them with resources/videos so they can help their child when they are learning from home. Teachers will plan activities that are rigorous and aligned to Kentucky's Academic Standards. School administrators will review activities prior to sending them home with students. Activities will be posted online and accessible through a program such as Microsoft Teams, loaded to flash drives and/or included in packets that will be distributed in the event of an NTI day.

2. How will the district account for equitable student access to online resources and/or instructional if a student does not have access to the internet and/or devices and for students who may need to access information differently? Detail how these alternative plans will ensure that all students have equitable access to learning opportunities that are comparable in rigor and quality to digital instruction.

The district is committed to ensuring equitable access to instructional resources for all students, regardless of their ability to connect to the internet or use digital devices. To achieve this, we will implement a multi-tiered approach:

Device and Connectivity Support

- The district will provide loaner devices (such as Chromebooks or laptops) to students who do not have access to a personal device.
- Students and teachers utilize Microsoft Teams and email for most communication during nontraditional instruction. Teachers and school counselors also make phone calls to students when virtual meetings are not a possibility.
- All teachers have access to a messaging system such as Class Dojo or ParentSquare which can be used to communicate with students and parents.
- Teachers log on to Teams for at least the first ten to fifteen minutes of each class period to check-in with students and have discussions about content. Instructional videos and assignments are also posted in Teams for student access.

Alternative Access for Offline Learning

- Students who cannot access online platforms will receive a flash drive loaded with assignment and/or printed instructional packets aligned to the same standards and objectives as digital lessons.
- These materials will include clear directions, scaffolds, and enrichment opportunities to maintain rigor and engagement.
- Teachers will schedule regular phone check-ins or use other communication methods to provide feedback and support.

Accessibility and Differentiation

- All digital and print resources will follow accessibility guidelines (e.g., large print, screen-reader compatibility, translated materials for multilingual learners).
- Students with IEPs or 504 plans will receive accommodations such as modified assignments, assistive technology, or alternative formats to ensure equitable participation.
- Instruction will incorporate Universal Design for Learning (UDL) principles, offering multiple means of representation, engagement, and expression.

Comparable Rigor and Quality

- Offline materials will mirror the scope and sequence of online instruction, ensuring consistency in learning targets and assessments.
- Teachers will design activities that promote higher-order thinking, problem-solving, and creativity, regardless of delivery format.
- Progress monitoring will occur through both digital submissions and alternative methods (e.g., phone conferences, drop-off/pick-up of completed work).

By implementing these strategies, the district guarantees that all students—whether online or offline—have equitable access to high-quality learning experiences that meet academic standards and foster success.

3. Please explain how the district will ensure implementation of Individualized Education Programs (IEPs) for students with disabilities, including how the students' Admissions and Release Committees (ARCs) will be involved in planning for and making decisions related to the participation and needs of students with disabilities on non-traditional instruction days. Specifically, detail how plans will be delivered with fidelity and quality in a virtual or alternative learning environment to ensure meaningful progress on IEP goals during NTI days

ARCs will consider, during the annual IEP review, how students are to be instructed during NTI days both (short-term and long-term) in regard to special education hours and to ensure FAPE is maintained. This decision will be based on individual student needs and current data. One such example of how the ARC may document the meeting conversations is as such: The ARC discussed Non-traditional Instruction (NTI) days. During short-term NTI periods (i.e. snow days), the Student may receive less instruction than when s/he is at school. However, the Student will receive assistance/supports (as documented in the individual IEP) on the assignments given for that day (i.e. accommodations, modifications, extended time, etc.). Special Education teachers will utilize approved traceable communication systems to offer needed support or instruction on IEP goals. Any scheduled therapies will not be able to physically work with Student but virtual sessions may be offered. Time missed will be made up in subsequent in-person days at school. Regarding long-term NTI events (i.e. COVID and hybrid school models), the Student may not receive

all her/his therapies and instruction and will be offered virtual therapies and instruction. Assistance and support are always available by emailing or calling the school to request assistance. Related and Supplementary Services such as feeding, toileting, nursing, and transportation, will not be offered during NTI days due to the student not being physically present at school to receive the service. Transportation may be restricted if the Board of Education feels that students' safety is an issue due to inclement weather." (The specifics of this statement will depend upon the services outlined in the student's IEP.) Instruction media will be considered by the ARC when planning instruction for students individually. Students with certain visual diagnoses may require paper packets and textbooks as opposed to computer screens. Students on the alternate assessment track are instructed with a virtual program such as Unique Learning that can be used online at the home. The program will tailor instruction to the specialized alternate assessment curriculum as well as provide certain accommodations and modifications in the software, itself.

Supplementary services for self-care (i.e. toileting, feeding, nursing) or transportation will not be made up. The individual IEP teams will be responsible for continuous monitoring and analyzing data regarding a student's ability to make progress towards their educational (i.e. IEP) goals during NTI sessions. Teams will need to consider the length of time of consistent days of NTI (i.e. one day versus 20 days in a row) as well as the total number of NTI days in a school year. IEP teams will especially be directed to consider progress when 10 NTI days are utilized in a single school year. Once students fail to progress regarding IEP goals with time for recoupment of skills after an NTI session, the ARC will need to convene to discuss current data and plan to move the student forward regarding areas of weakness caused by the NTI days. The ARC will also work with other teams in the district to problem-solve concerns that prohibit the student from progressing regarding their IEP. Examples include assisting the family with getting wi-fi access, parent tutorials for online instructional media (i.e. Edgenuity), paper packets versus technology-based instruction (i.e. vision concerns), modified technology (i.e. large screens, altered settings for eye strain, modified keyboards/mice, etc.), sensory diets and picture schedules for home use, etc.

IEP teams must continue to work during NTI days to ensure timelines for IEPs, evaluations, and other individualized special education needs of the student are met. During long-term NTI, the IEP team may need to conduct more home visits (while maintaining social distancing) or provide more self-addressed stamped envelopes for the school to receive signatures and parent assessments as part of the IEP process. When students are not in school for long periods of time, means other than the student's backpack must be utilized to ensure the return of required paperwork.

During long-term NTI, a program of targeted intervention, for students who meet established criteria, will be offered. The intent is to provide in-person related services (i.e. Occupational Therapy, Physical Therapy, Speech, Orientation and Mobility, HI, and Vision Services) to the student to prevent further loss of skills and move the child toward progress in targeted areas of the IEP. Targeted academic

Instruction may also be provided for students with an IEP who meet established criteria.

4. Please describe additional efforts necessary for the district to ensure the implementation of other student-specific plans, including Program Services Plans (PSP) for English Learners (EL), 504 Plans, and the Gifted Student Service Plans (GSSP), students placed in alternative education programs by the district, and other special populations of students. Describe how the strategies or resources used will ensure students receive appropriate supports and challenging learning opportunities that align with their plans and maintain the quality of instruction during NTI days.

Building on the established protocols, Pendleton County Schools will implement more comprehensive and proactive measures to maintain instructional quality and compliance during Non-Traditional Instruction (NTI). Our NTI has evolved to include alternative methods to ensure accessibility and engagement for all students.

- This year the district has an educator employed who serves as an EL teacher as part of their job responsibilities which allows the teacher to build a relationship with students and allows them to meet their needs. The EL teacher will provide virtual direct services to the EL students as necessary to ensure the implementation of the students' PSPs after consultation with the teachers. Our EL teacher is also available to parents to ensure they understand NTI expectations and can support their child's daily schedule. This time with students allows the teacher to move beyond general support and tailor instruction to each child's proficiency level. The teacher also conducts virtual check ins via Microsoft Teams to focus on specific student need. The teacher will use this time to progress monitor and adjust language goals as needed and provide immediate feedback as necessary. This ensures no lapse in the student's language development.
- The GT teacher meets virtually with regular education teachers to "push in" advanced content, ensuring that even remote assignments include open-ended, high-level critical thinking questions. Beyond general availability, the GT teacher schedules virtual small-group sessions specifically for identified students. These sessions foster a "collaborative network" of like-minded peers, providing a safe space for students to tackle advanced problem-solving or independent study projects, such as KUNA.
- To ensure students receive appropriate supports and challenging learning opportunities that align with their 504 plans during NTI days, the district implements the following strategies. The district prioritizes the continuous delivery of accommodations through proactive planning. During annual reviews, 504 Teams explicitly document how student-specific accommodations

Pendleton County will translate to a remote environment. Students receive all documented academic accommodations, such as extended time, modified assignments, and digital organizers. If a student requires a school-based device (e.g., an FM System), the district evaluates the need for home use during long-term NTI. If a device remains at school, a two-day extension is automatically granted to ensure the student is not penalized while the district facilitates access to the required technology. 504 Teams maintain all legal timelines for evaluations and plan updates. To ensure compliance when schools are closed, the district utilizes secure digital signatures, pre-paid mailers, or socially distanced home visits to finalize critical paperwork.

Across all special populations, the district maintains the quality of instruction by requiring regular collaboration between specialists and general education teachers. This ensures that every NTI assignment is not just a "packet," but a plan-aligned instructional tool that provides both the necessary supports for accessibility and the rigor required for academic growth.

PLEASE PROVIDE THE NAME AND ROLE OF THE PERSON WHO COMPLETED THE NON-TRADITIONAL INSTRUCTION CONTINUATION OF LEARNING PLAN.

Preparer's Name

Laura Pugh

Executive Director of Teaching and Learning

District Role

Executive Director of Teaching and Learning

Pendleton County

Attachment Summary

Attachment Name	Description	Associated Item(s)
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