

Pendleton CDIP

Pendleton County

Vision

United in Pursuing Excellence

Mission

Pendleton County Schools is committed to graduating every student college and/or career ready

Beliefs

We believe all students can learn given equitable opportunities. It is our responsibility to prepare students for the future and provide a safe and secure learning environment.

Prof./Sep. Acad.
Ind.

Objectives

- Provide students with relevant and rigorous learning opportunities.

Critical Initiatives

- Ensure congruency is present between standards, learning targets, and assessment measures.
- Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what are those adjustments.
- Create formative and summative assessments that are aligned to the standards.

Key Measures

- Lesson Plans

Ach. Gap/Growth

Objectives

- Provide active, personalized learning opportunities to support student readiness.

Critical Initiatives

- Plan for and implement active student engagement strategies.
- Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.
- Dev. clearly defined Rtl sch/dist-wide proc. w/ applicable checklist(s) and doc. tools, include. such info. as srv. freq., interv. prog/strat , goals, & prog. monitoring checks.
- Create and monitor a "Watch (Cusp) List" for students performing below proficiency.

Key Measures

- Lesson Plans

Grad. Rate/ Trans.
Read.

Objectives

- Provide more opportunities & support for all students to meet academic & career readiness measures.

Critical Initiatives

- Implement student participation in conducting student-led data conferences and goal setting.
- Create a fluid and systemic functionality enabled by solid academic planning, schedule creation, and collegial participation in PLCs to enhance and promote a culture of/for learning.

Key Measures

- Student Conferencing and Scheduling Forms

Key Measures

- Formative and Summative Assessments
- PLC Documentation Sheets
- Common Unit Assessments
- STAR Data
- Formative Assessments

Key Measures

- Formal and Informal Teacher Observations
- Rtl Documentation
- STAR Data Reports
- Progress Data from Classroom and Intervention Prog
- Rtl District Plan
- List of students being monitored
- STAR Data

Key Measures

- Course Catalog
- Student Surveys
- PLC Documentation

2019-20 Phase Two: District Assurances_09042019_14:09

2019-20 Phase Two: District Assurances

Pendleton County

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

Last Modified: 10/04/2019

Status: Locked

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2019-20 Phase Two: District Assurances

2019-20 Phase Two: District Assurances

Introduction

Assurances are a required component of the CDIP process (703 KAR 5:225). Please read each assurance and indicate whether your district is in compliance by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

Title I

1. Pursuant to Section 1112(e)(1)(B)(ii), all schools in the district give timely notice to parents of students taught for four or more consecutive weeks by a teacher who does not meet applicable state certification requirements at the grade level and subject area assigned. Section 1112(c)(6) of ESSA also requires districts provide an assurance to KDE that all teachers and paraprofessionals working in a program supported by Title I, Part A funds meet applicable certification requirements. Finally, KRS 161.020 prohibits a person from holding a public school position for which certificates may be issued, unless he or she holds a certificate for the position, issued by the Education Professional Standards Board.

- Yes**
- No
- N/A

2. Pursuant to Section 1116(a)(3)(B) of ESSA, the district ensures that parents and family members of students receiving services under Title I, Part A are involved in decisions regarding the allotment of federal funding for parental involvement activities.

- Yes**
- No
- N/A

3. Pursuant to Section 1116(c)(1) of ESSA, the district ensures that each school served under Title I, Part A convenes an annual meeting, at a convenient time, to inform parents of their school's participation and explain requirements under Title I, Part A, including the right of parents to be involved.

- Yes**
- No
- N/A

4. Pursuant to Section 1112(a)(1)(A) of ESSA, the district ensures that its plan was developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, other appropriate school personnel, and with parents of children served under Title I, Part A.

- Yes**
- No
- N/A

5. Pursuant to Section 1117(b)(1) and in order to ensure timely and meaningful consultation, the district ensures that it consults with appropriate officials at private schools within and outside the district that serve students residing in the district. This consultation occurs during development of the district's programs under Title I, Part A and is done with the goal of reaching an agreement on how to provide equitable services to eligible private school students. This assurance is also required pursuant to Section 1112(c)(2) of ESSA.

- Yes**
- No

N/A

6. Our district complies with Section 1113(c)(3) of ESSA, which requires a portion of Title I, Part A funds be set-aside for neglected institutions in the district, and ensures such funds are spent on identified student needs as required by the Code of Federal Regulations (CFR).

Yes

No

N/A

7. The district ensures that child counts submitted to KDE pursuant to Title I, Part D, which is found in Sections 1401-1432 of ESSA, are supported by appropriate documentation.

Yes

No

N/A

8. Pursuant to Sections 1423(3) of ESSA, the district ensures that participating schools coordinate with facilities working with delinquent children to ensure such children are participating in a comparable education program.

Yes

No

N/A

9. Pursuant to Section 1118(b), the district ensures it uses Title I funds only to supplement not supplant funds that would, in the absence of federal funds, be made available from state and local sources. To demonstrate this, the district uses a methodology that allocates funding in a way that ensures a school receiving Title I funds is allocated all state and local funds it would otherwise receive were it not receiving Title I funds.

Yes

No

N/A

10. Pursuant to Section 1118(c), the district ensures it has established and implemented a district-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and, a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies.

Yes

No

N/A

Title II

11. The district provides professional development for staff that is in accordance with the purpose of Title II of ESSA; addresses the needs of all students; and, strives to ensure all students are college, career and transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II funding.

- Yes**
- No
- N/A

12. Pursuant to Section 2103(b)(2)(C) of ESSA, the district prioritizes Title II funds to schools implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

- Yes**
- No
- N/A

13. If Title II funds are used by the district for the purpose of reducing class size to a level that is evidence-based, as permitted by Section 2103(b)(3)(D), the district ensures schools are first allocated funds according to mandated cap size requirements prior to using federal funds to provide additional staff.

- Yes**
- No
- N/A

All Programs

14. The district ensures that personnel compensated from federal program funds are performing assignments aligned to the program purpose and in accordance with the program plan and that appropriate documentation of such work is maintained. This ensures the use is in compliance with 2 CFR 200.430.

- Yes**
- No
- N/A

15. The district maintains proper time and effort documentation for all personnel paid with federal funds according to specific federal program requirements and in compliance with 2 CFR 200.430.

- Yes**
- No
- N/A

Individual Learning Plan (ILP)

16. Pursuant to 704 KAR 3:305(2), the district ensures that an individualized learning plan (ILP), which adheres to the [Kentucky Department of Education's Self-Implementation Rubric](#), is being implemented with fidelity for all students in grades 6 to 12.

- Yes**
- No
- N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2019-20 Phase Two: District School Safety Report_09042019_14:11

2019-20 Phase Two: District School Safety Report

Pendleton County

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

Last Modified: 10/31/2019

Status: Locked

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2019-20 Phase Two: District School Safety Report

2019-20 Phase Two: District School Safety Report

District School Safety Report

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

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

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

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

Questions Related to the Adoption and Implementation of the Emergency Plan

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

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

Yes Board Policy: 05.4

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

If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box. Please note that Senate Bill 1 (2019) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, should not be reported herein until the 2022-2023 school year and beyond.

Yes

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

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

Yes

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

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

Yes

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

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

Yes

6. Was each school's emergency plan reviewed following the end of the prior school year by the school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c)?

Please provide the most recent date of review/revision of the emergency plan for each school in the district in the

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

Yes: May 2019

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

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

Yes: August 12th, 2019

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

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

Yes

9. During the month of January during the prior school year, did the principal in each school within the district conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5)?

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

Yes

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

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

Yes

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2019-20 Phase Three: The Superintendent Gap Assurance_09042019_14:13

2019-20 Phase Three: The Superintendent Gap Assurance

Pendleton County

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

Last Modified: 11/26/2019

Status: Locked

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2019-20 Phase Three: The Superintendent Gap Assurance

2019-20 Phase Three: The Superintendent Gap Assurance

Gap Target Assurance

As superintendent of the district, I hereby certify that (please select one):

- 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.
- The following school(s) failed to meet its/their targets to reduce the gap in student achievement for any student group for both of the last two (2) consecutive years. (Please list the names of any school being reported pursuant to KRS 158.649(9) in the comment box below.)**

COMMENTS

Please enter your comments below.

Northern Elementary, Sharp Middle School and Pendleton County High School failed to meet their targets to reduce the gap in student achievement for students with disabilities for BOTH of the last two (2) consecutive years. Southern Elementary failed to meet the 2018 target but did meet the 2019 target.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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Objective

Provide students with relevant and rigorous learning opportunities.

Critical Initiative

Ensure congruency is present between standards, learning targets, and assessment measures.

Start Date: 07/01/2019

End Date: 06/30/2021

Key Measures

Lesson Plans

Formative and Summative Assessments

Critical Initiative

Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what are those adjustments.

Start Date: 08/14/2019

End Date: 06/30/2020

Key Measures

PLC Documentation Sheets

Critical Initiative

Create formative and summative assessments that are aligned to the standards.

Start Date: 07/01/2019

End Date: 06/30/2021

Key Measures

Common Unit Assessments

STAR Data

Formative Assessments

Objective

Provide active, personalized learning opportunities to support student readiness.

Critical Initiative

Plan for and implement active student engagement strategies.

Start Date: 08/01/2019

End Date: 05/29/2020

Key Measures

Lesson Plans

Formal and Informal Teacher Observations

Critical Initiative

Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.

Start Date: 07/01/2019

End Date: 06/30/2021

Key Measures

RtI Documentation

STAR Data Reports

Progress Data from Classroom and Intervention Prog

Critical Initiative

Dev. clearly defined RtI sch/dist-wide proc. w/ applicable checklist(s) and doc. tools, include. such info. as srv. freq., interv. prog/strat, goals, & prog. monitoring checks.

Start Date: 07/01/2019

End Date: 06/30/2021

Key Measures

RtI District Plan

Critical Initiative

Create and monitor a "Watch (Cusp) List" for students performing below proficiency.

Start Date: 09/30/2019

End Date: 05/29/2020

Key Measures

List of students being monitored

STAR Data

Objective

Provide more opportunities & support for all students to meet academic & career readiness measures.

Critical Initiative

Implement student participation in conducting student-led data conferences and goal setting.

Start Date: 11/11/2019

End Date: 06/30/2021

Key Measures

Student Conferencing and Scheduling Forms

Critical Initiative

Create a fluid and systemic functionality enabled by solid academic planning, schedule creation, and collegial participation in PLCs to enhance and promote a culture of/for learning.

Start Date: 07/01/2019

End Date: 06/30/2021

Key Measures

Course Catalog

Student Surveys

PLC Documentation

Critical Initiative

Ensure congruency is present between standards, learning targets, and assessment measures.

Objective: Provide students with relevant and rigorous learning opportunities.

Activity

Deconstruct standards

Person responsible: Curriculum Directors and Building Administrators

Launch Date: 09/03/2019

Required Resources:

Financial Resource:
Other Resource:

Activity Measure(s)

Teacher Surveys, Minutes

Benchmark(s)

Benchmark:

Target Date:

Activity

Classroom Observations

Person responsible: Building Administrators

Launch Date: 08/13/2019

Required Resources:

Financial Resource:
Other Resource:

Activity Measure(s)

Observation Document

Benchmark(s)

Benchmark:

Target Date:

Activity

Analyze assessments in PLCs

Person responsible: Building Administrators

Launch Date: 09/03/2019

Required Resources:

Financial Resource:
Other Resource:

Activity Measure(s)

Assessment Analysis Document

Benchmark(s)

Benchmark:

Target Date:

Critical Initiative

Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what are those adjustments.

Objective: Provide students with relevant and rigorous learning opportunities.

Activity

Develop Item analysis protocol

Person responsible: Cur. Dir. and Building Admin

Launch Date: 11/25/2019

Required Resources:

Financial Resource:
Other Resource:

Activity Measure(s)

Benchmark(s)

Completed Protocol

Benchmark:

Target Date:

Activity

Train teachers on item analysis protocol

Person responsible: Curr. Dir and Building Admin

Launch Date: 12/09/2019

Required Resources:

Financial Resource:
Other Resource:

Activity Measure(s)

Benchmark(s)

Meeting Minutes

Benchmark:

Target Date:

Activity

Complete item analysis during PLC meetings

Person responsible: Teachers and Building Admin

Launch Date: 01/06/2020

Required Resources:

Financial Resource:
Other Resource:

Activity Measure(s)

Benchmark(s)

PLC Minutes

Benchmark:

Target Date:

Critical Initiative

Create formative and summative assessments that are aligned to the standards.

Objective: Provide students with relevant and rigorous learning opportunities.

Activity

Create CUAs congruent to standards

Person responsible: Teachers, Curriculum Director and Bldg Admin.

Launch Date: 07/01/2019

Required Resources:

Financial Resource: \$10000.00
Other Resource: ITG funds

Activity Measure(s)

Benchmark(s)

Completed CUAs

Benchmark:

Target Date:

Critical Initiative

Plan for and implement active student engagement strategies.

Objective: Provide active, personalized learning opportunities to support student readiness.

Activity

Provide training on engagement strategies (Kagan)

Person responsible: PD Coordinator

Launch Date: 08/26/2019

Required Resources:

Financial Resource: \$2000.00

Other Resource: Title I Funds

Activity Measure(s)

Benchmark(s)

Classroom observations

Benchmark:

Target Date:

Critical Initiative

Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.

Objective: Provide active, personalized learning opportunities to support student readiness.

Activity

Hold regular RtI meetings

Person responsible: Curr Dir and Building Admin

Launch Date: 08/12/2019

Required Resources:

Financial Resource:

Other Resource:

Activity Measure(s)

Benchmark(s)

RtI meeting documentation and student
RtI plans for students in interventions

Benchmark:

Target Date:

Ach. Gap/Growth

Critical Initiative

Dev. clearly defined RtI sch/dist-wide proc. w/ applicable checklist(s) and doc. tools, include. such info. as srvc. freq., interv. prog/strat , goals, & prog. monitoring checks.

Objective: Provide active, personalized learning opportunities to support student readiness.

Activity

Refine RtI process/protocol

Person responsible: Curr Director and Building Admin

Launch Date: 08/12/2019

Required Resources:

Financial Resource:
Other Resource:

Activity Measure(s)

Benchmark(s)

Completed RtI process/protocol outlined in document

Benchmark:

Target Date:

Critical Initiative

Create and monitor a "Watch (Cusp) List" for students performing below proficiency.

Objective: Provide active, personalized learning opportunities to support student readiness.

Activity

Analyze student data from interim assessment

Person responsible: Teachers, Building Admin, DOSE

Launch Date: 09/04/2019

Required Resources:

Financial Resource:

Other Resource:

Activity Measure(s)

Benchmark(s)

Meeting Notes

Benchmark:

Target Date:

Activity

Review watch list throughout the year

Person responsible: Building Admin, DOSE and Teachers

Launch Date: 10/21/2019

Required Resources:

Financial Resource:

Other Resource:

Activity Measure(s)

Benchmark(s)

Generated list of students meeting criteria

Benchmark:

Target Date:

Critical Initiative

Implement student participation in conducting student-led data conferences and goal setting.

Objective: Provide more opportunities & support for all students to meet academic & career readiness measures.

Activity

Create a scheduling protocol

Person responsible: Building Admin and Counselor

Launch Date: 02/03/2020

Required Resources:

Financial Resource:

Other Resource:

Activity Measure(s)

Benchmark(s)

Completed scheduling protocol document

Benchmark:

Target Date:

Critical Initiative

Create a fluid and systemic functionality enabled by solid academic planning, schedule creation, and collegial participation in PLCs to enhance and promote a culture of/for learning.

Objective: Provide more opportunities & support for all students to meet academic & career readiness measures.

Activity

Increase Co-op Opportunities

Person responsible: District and school admin

Launch Date: 09/02/2019

Required Resources:

Financial Resource:
Other Resource:

Activity Measure(s)

Benchmark(s)

District co-op opportunities will be created and offered to students

Benchmark:

Target Date:

Activity

Add Industry Certification

Person responsible: Building Admin and CTE Dept Head

Launch Date: 01/01/2020

Required Resources:

Financial Resource: \$5400.00
Other Resource: Perkins Funds, Title IV funds

Activity Measure(s)

Benchmark(s)

Additional Industry Certifications will be offered in CTE

Benchmark:

Target Date: