



2021-22 Phase One: Continuous Improvement Diagnostic for  
Districts\_08172021\_12:49

2021-22 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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## Table of Contents

<u>2021-22 Phase One: Continuous Improvement Diagnostic for Districts</u>	3
---	---

## **2021-22 Phase One: Continuous Improvement Diagnostic for Districts**

The **Comprehensive District Improvement Plan or CDIP** is defined as a *plan developed by the local school district with input of parents, faculty, staff, and representatives of school councils from each school in the district, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students.*

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the district's 2021-22 diagnostics is as follows:

### **Phase One: August 1 - October 1**

- Continuous Improvement Diagnostic for Districts

### **Phase Two: October 1 - November 1**

- The Needs Assessment for Districts
- District Assurances
- District Safety Report

### **Phase Three: November 1 - January 1**

- Comprehensive District Improvement Plan
- Executive Summary for Districts
- The Superintendent Gap Assurance
- Professional Development Plan for Districts

### **Phase Four: January 1 - December 31**

- Continuation of Learning Plan for Districts (Due May 1)
- English Learner Plan for Districts (Lau Plan) (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***

Pendleton County

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***the comprehensive district improvement plan is developed by the district with input from parents, faculty, staff, and where applicable, representatives of school councils from each school in the district, and other appropriate groups pursuant to ESSA Section 1112(a)(1)(A).***

Please enter your name and date below to certify.

Joe Buerkley August 18, 2021



2021-22 Phase Two: The Needs Assessment for  
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2021-22 Phase Two: The Needs Assessment for Districts

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## Table of Contents

2021-22 Phase Two: The Needs Assessment for Districts Understanding Continuous I...	3
Attachment Summary	8

## **2021-22 Phase Two: The Needs Assessment for Districts Understanding Continuous Improvement: The Needs Assessment for Districts**

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around district goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive district improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

The needs assessment provides the framework for all districts to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for districts, each district to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

### **Protocol**

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities of this year's needs assessment. Include names of district leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

District leadership meets to review each school's data and then meets with the school leadership teams to discuss next steps. Typically, we meet around September, December/January, March and May/June to review data from local assessments such as STAR, CERT and CUAs. We meet to discuss state assessments such as ACT, Brigance, and KPREP scores as we receive those results. We utilize a School Data Dashboard document specific for each school based on the template from KDE's site to report information to the district leadership team, each school's SBDM Council and local school board four times a year and these meetings are

documented with agendas and meeting minutes. Each school will give a formal presentation on assessment results and next steps during a board meeting in January or February.

## Trends

2. After analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

### **Example of Trends**

- The number of behavior referrals increased from 204 in 2019-20 to 288 in 2020-21.
- From 2018 to 2020, the district saw an 11% increase in novice scores in reading among students in the achievement gap.

As we have done in previous years, we continue to focus on decreasing the number of novice in both reading and math but this year we are focusing specifically on reading. We have analyzed the STAR longitudinal reports to compare the increase in novice students the previous two years. We are also looking closely at our students with disabilities to ensure the gap does not widen as we move forward. In regards to non academic concerns, we will continue to monitor SEL and provide supports for students who continue to struggle mentally and emotionally.

## Current State

3. Plainly state the current condition of the district using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

### **Example of Current Academic State:**

- Thirty-four percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

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

- Teacher attendance rate was 84% for the 2020-21 academic year
- Survey results and perception data indicated 74% of the district's teachers received adequate professional development.

Due to the current pandemic, the absence of 19-20 academic data, and the irregularity of 20-21 academic data we are utilizing Fall 21 STAR and CERT scores.

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This data shows that 32.5% of elementary students scored at/above benchmark on the STAR Fall Reading testing. 21.8% of those students are at Watch status, 17.4 showing a need for intervention and 22% needing urgent intervention. Upon review of this data we found first, second and third grade having the most need due to loss of in person learning during the pandemic. In Math, elementary students scored 50% At/Above Benchmark, 13.4% at Watch status, 19.2% needing intervention and 17.2% in need of urgent intervention. Middle school students scored 38.3% at/above benchmark, 25% at watch, 17.3% needing intervention and 19.3% needing urgent intervention in Reading based on the STAR test. Math results showed 29.3% of students at/above benchmark, 21% at watch, 22.3% needing intervention and 17.6% needing urgent intervention. High school students were assessed using the CERT test. 71% of students are below benchmark in reading and 57% still need to reach benchmark in English. The urgent need for the high school is math with 93% of students under benchmark. Based on School Report Card data the high school graduation rate was 96.7% Non Academic Data from the 20-21 School Quality and Safety Report showed 97.5% of students reported feeling their school was a caring placed and 96.7% felt welcome in their classes. 84.4% of students reported they know a teacher or some other adult from school would care if they missed a day of school and 96.6% of students reported to believe adults from their school cared about them. 53.9% of students reported that students being mean and hurtful to other students is a problem. 91% of students feel their school is a place where they are encouraged.

### Priorities/Concerns

4. Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.

**NOTE:** These priorities will be thoroughly addressed in the Comprehensive District Improvement Plan (CDIP) diagnostic and template.

**Example:** Sixty-eight (68%) of students in the achievement gap scored below proficiency on the KPREP test in reading as opposed to just 12% of non-gap learners.

Based on Fall STAR scores our biggest need is to reduce our novice reading numbers across the board with our greatest need being in 1st and 2nd grade. As of the first STAR testing 1st grade reading is at 42% novice and 2nd grade 55% novice. Class sizes have been reduced in these grade levels and intervention specialists are working with students to help correct the gaps in reading instruction that occurred due to the pandemic. Teachers are being very intentional when planning and progress monitoring is being utilized to plan instruction. PLC meetings are completely data driven and specific conversations are occurring regarding student

progress or lack thereof. At the middle school level, the highest need in terms of reading is with our 8th grade students. A new intervention class has been introduced this year in order to meet the needs of student deficits in reading. A blended approach of small group instruction and a research based online reading program is being utilized. Students are progress monitored bi-weekly and those results are discussed during the content area PLC meetings. The high school's main area of need is reading. The high school is focusing on students meeting college benchmark for reading. At this time 71% of juniors have not met benchmark based on September CERT scores. Students are receiving supplementary instruction in English classes and student not meeting benchmark have been placed in a CCR Support class. Another area of concern for our district is high school math. As of September CERT scores 93% of freshmen, sophomores and juniors have not met math benchmark. We know this is due to the breaks in instruction that have occurred over the past 2-3 years. Math teachers are collaborating to fill gaps between courses to help students move forward in their learning.

### Strengths/Leverages

5. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the district. Explain how they may be utilized to improve areas of concern listed above.

**Example:** Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

The high school has exceeded the state graduation rate goal of 80% for the past 7 years. Our elementary schools have 50% of students meeting math benchmark despite the breaks in instruction. Students in all of our schools reported that they feel safe at school and that the adults care about them and their learning.

### Evaluate the Teaching and Learning Environment

6. 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](#)

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

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## KCWP 6: Establishing Learning Culture and Environment

Utilizing implementation data, perception data, and current policies and practices:

- a. Complete the [Key Elements Template](#).
- b. Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, which processes, practices or conditions will the district focus its resources and efforts upon in order to produce the desired changes?

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

**NOTE:** These elements will be thoroughly addressed in the Comprehensive District Improvement Plan (CDIP) diagnostic and template.

Our district will be focusing on KCWP 2 Design and Deliver Instruction this year. Over the past couple of years, we have had a large turnover and have found ourselves in a position where we haven't had enough applicants who went the traditional path of becoming a certified teacher to fill our openings. These teachers have not had the same practicum or student teaching experiences that teachers in the past have had. School and district leaders will be working to provide high quality training on highly effective teaching strategies.

### **ATTACHMENTS**

#### **Attachment Name**

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Pendleton County Key Elements Document

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 Pendleton County Key Elements Document	Current state with KCWP	• 6

Key Elements of the Teaching and Learning Environment – District PENDLETON

Key Elements	Evidence
<p><b>KCWP 1: Design and Deploy Standards</b>                      What evidence is there that your district continually assesses, reviews, and revises curricula to support students’ attainment of the knowledge, skills, and dispositions outlined in the Kentucky Academic Standards?</p>	<p>District leadership meets quarterly to review each school's data from STAR, CERT and CUAs and then meets with the school leadership teams to discuss next steps including possible curriculum adjustments. We meet to discuss state assessments such as ACT, Brigance, and KPREP scores as we receive those results. We utilize a School Data Dashboard document specific for each school based on the template from KDE's site to provide quarterly reports to the district leadership team, each school's SBDM Council and local school board four times a year and these meetings are documented with agendas and meeting minutes. Each school will give a formal presentation on assessment results and next steps during a board meeting in January or February. PLC meetings among teachers and school administrators are held frequently to discuss any adjustments to curriculum or reteaching of standards that needs to take place. A district leader visits each school during some of these meetings. School and district administrators collaborate to oversee any curriculum work that takes place. Meeting agendas and notes are kept as evidence.</p>
<p><b>KCWP 2: Design and Deliver Instruction</b>                      What evidence is there that instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the district?</p>	<p>This KCWP is something that the district needs to focus on. Since the pandemic, in-person learning has not been consistent. We have had a large turn-over of staff and there is an obvious need for high quality training on a variety of topics including using evidence-based practices/strategies for our new staff. Teachers will work with school leaders and a district representative to analyze data from a variety of assessments and develop a plan for adjusting instruction in response to the data. Professional Development Plans, meeting notes and agendas and teacher observations serve as evidence.</p>

<p><b>KCWP 3: Design and Deliver Assessment Literacy</b> What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?</p>	<p>The district utilizes a combination of local and state assessments to inform teachers, administrators and parents of student progress towards standard mastery. STAR and CERT assessments are conducted 3 to 4 times a year and results are analyzed to determine strengths, areas in need of improvement, student growth, etc. The Brigance assessment is administered at the beginning of the year to kindergarten students. Teachers create and administer common unit assessments that are aligned to state standards. Teachers also use formative assessment data to measure student’s understanding of the lesson’s learning target. Students participate in state assessments as determined by their grade level. The DAC and BACs keep an assessment calendar on file as evidence of a balanced assessment system.</p>
<p><b>KCWP 4: Review, Analyze and Apply Data</b> What evidence is there that you have an established system for examining and interpreting all the data that is in schools (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success?</p>	<p>School leaders review state assessment data with staff and the district shares results with the local board of education and parents as it becomes available. Prior to the pandemic this data was used to help set goals for the school and district improvement plans. During PLC meetings, teachers and administrators review local assessment data, both formative and summative, to determine instructional implications. Students experiencing the most difficulty will be identified and discussed during Rtl meetings. Students will be placed in intervention as appropriate based on this data and parents will be notified. School leaders complete a quarterly report that includes a variety of academic and nonacademic data along with plans for next steps. These reports are shared with the school’s SBDM and</p>

Key Elements of the Teaching and Learning Environment – District PENDLETON

	<p>the local board of education. Quarterly reports, meetings agendas and notes serve as evidence.</p>
<p><b>KCWP 5: Design, Align and Deliver Support</b>          What evidence is there that a system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working to support student learning?</p>	<p>The district has worked diligently over the past several years to refine the RtI process utilized in all four of our schools. The process and required documents are reviewed with teachers and identified instructional assistants each year. RtI meetings are held a minimum of 3 times a year to discuss student progress and any necessary changes to interventions/placements that may need to take place. This information is communicated with parents. Students’ RtI plans and parent communication log are kept as evidence.</p>
<p><b>KCWP 6: Establishing Learning Culture and Environment</b>          What evidence is there that your district creates, nurtures, and sustains a fair and caring learning community in which all students have optimal opportunities for academic success?</p>	<p>Data from the School Quality and Safety Report shows more than 97% of our students report their school is a safe and welcoming place and that the staff cares about them. Each school has also created a trauma-informed care plan in order to address the mental health needs of our students. Additionally, all four of our schools incorporate PBIS strategies. Survey results and behavioral data are kept as evidence.</p>



2021-22 Phase Two: District Assurances\_08172021\_12:51

2021-22 Phase Two: District Assurances

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## Table of Contents

<u>2021-22 Phase Two: District Assurances</u>	3
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## 2021-22 Phase Two: District Assurances

### Introduction

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

### District Assurances

The district hereby ensures that the FY 2021-2022 District Funding Assurances have been signed by the local superintendent, submitted to the Kentucky Department of Education, and remain on file with the local board of education.

**Yes**

No

N/A

**COMMENTS**

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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2021-22 Phase Three: Professional Development Plan for  
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2021-22 Phase Three: Professional Development Plan for Districts

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## Table of Contents

<u>2021-22 Phase Three: Professional Development Plan for Districts</u>	3
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## 2021-22 Phase Three: Professional Development Plan for Districts

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

Annual Professional Development Plan:

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

Section 3. Each school and local district professional development plan shall contain the following elements:

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

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

1. What is the district's mission?

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

2. The needs assessment provides the framework for **all** districts to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies, and activities.

Based on the most critical areas for improvement identified in the completed needs assessment per [703 KAR 5:225](#) (3), what are the district's **top two priorities** for professional development that support continuous improvement?

1. Using formative assessment data to drive Tier I, Tier II and Tier III instruction  
2. Training on high yield instructional strategies

3. How do the identified **top two priorities** for professional development relate to district goals?

Our district has experienced a large turnover in staff over the past few years. A number of the new hires did not receive their teaching certificate through traditional means. Therefore, professional development/learning centered around analyzing data to drive instruction and the delivery of high yield instructional strategies is a top priority. Delivering high quality instruction to all students is the district's goal. It has always been key to use formative assessment to drive instruction but with the effects of the pandemic we must now become more efficient and intentional in the way we collect and utilize that data for each and every student. More than ever before we are serving students of all grades at a variety of academic levels. Formative assessment must be used at all tiers of instruction in order for us to determine the specific needs of each student and identify any gaps in learning that has taken place due to the pandemic.

4a. For the first priority need, what are the specific objectives for the professional development aligned to the district goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

KCWP 4: Review, Analyze and Apply Data \*Ensure each school has a uniform way of examining and interpreting all of their data in order to determine priorities for student success. \*Ensure teachers are developing formative and summative assessments aligned to standards and learning targets.

4b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

Teachers will identify gaps in learning through formative assessment and use that data to drive instruction for all students. Students will receive the instruction they need based on the data collected through these assessments. With close monitoring of students, gaps from the pandemic will close.

4c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Upward trends in progress monitoring data and STAR and CERT formative assessments throughout the year. Teacher familiarity with progress monitoring tools, creating lessons and utilizing instructional strategies to address student deficits. Teachers utilizing learning targets and assessments aligned to state standards.

4d. Who is the targeted audience for the professional development?

Classroom teachers, interventionists and administration

4e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

Students, teachers, and school and district administrators will be impacted by this professional development.

4f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Funding for programs to implement the online formative assessments, subscriptions for intervention data program. Administrators must continue to be a resource and support for teachers.

4g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Continued training and support will occur monthly during intervention PLCs. If staff needs additional training or support, it will be provided as needed.

4h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

School and district administration will monitor teacher participation in trainings and ongoing implementation. Discussions during PLC meetings between teachers, school admin and a district representative will demonstrate the level of implementation teachers are utilizing in the classroom. School administration will

look for learning target and assessment alignment to the standards during walk throughs and monitor lesson plans.

5a. For the second priority need, what are the specific objectives for the professional development aligned to the district goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

KCWP 2: Design and Deliver Instruction \* Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.

5b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

Students will make significant progress towards meeting benchmark on STAR and CERT assessments as a result of teachers incorporating high yield instructional strategies in their daily teaching.

5c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

The increased number of students meeting benchmark on the STAR and CERT assessment data will be used as indicators of success. Progress monitoring data will show effectiveness of instruction based on focus standards.

5d. Who is the targeted audience for the professional development?

Teachers, school administrators and district administrators are the targeted audience for the professional development.

5e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

Students, teachers, school administrators and district administrators are impacted by this component.

5f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Kentucky Academic Standards Curriculum map and crossover with STAR Focus Skills, ongoing training on STAR and CERT implementation, ongoing support in PLC's.

Vertical conversations during PLC's will be vital as each grade level deals with the loss of learning as a result of the pandemic.

5g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Training and support on utilizing the focus standards in classroom instruction and using STAR and CERT data to gauge the level of effectiveness of that instruction.

5h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

School and district administration will be active participants in PLC meetings and monitor progress through the quarterly report process. CUA data and formative assessment data will be evaluated looking for student progress towards meeting benchmark. Classroom observations will also serve as evidence of the implementation of high yield instructional strategies.

6. Optional Extension: If your district has identified additional professional development priorities that you would like to include, you may upload an attachment with the answers to question 3 and a-h as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

N/A

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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2021-22 Phase Three: Comprehensive District Improvement  
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2021-22 Phase Three: Comprehensive District Improvement Plan

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## Table of Contents

<u>2021-22 Phase Three: Comprehensive District Improvement Plan</u>	3
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## 2021-22 Phase Three: Comprehensive District Improvement Plan Rationale

District improvement efforts are a collaborative process involving multiple stakeholders. During the improvement planning process, leaders focus on priority needs, district funding, and closing achievement gaps between identified subgroups of students. When implemented with fidelity, the Comprehensive District Improvement Plan (CDIP) cultivates an environment that promotes student growth and achievement.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

### Using the Comprehensive District Improvement Plan Template

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

- a. Develop your Strategic Goals using the [Comprehensive District Improvement Plan Template](#).
- b. Upload your completed Comprehensive District Improvement Plan in the attachment area below.

Summarize the plan of action developed through your goal setting process. Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

The district will maintain strategies from the previous year that dealt with academic goals and objectives. The strategies to deal with remote learning and the barriers some of our students faced have been removed. The goals and objectives have been modified to reflect a more realistic outcome considering the loss of learning that has taken place due to the pandemic. Our students with disabilities continues to be a group the district focuses attention on.

### Operational Definitions

**Goal:** Long-term three- to five-year targets based on the six (6) required district goals: proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness. Long-term targets should be informed by The Needs Assessment for Districts.

**Objective:** Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

**Strategy:** An approach to systematically address the process, practice, or condition that the district will focus its efforts upon, as identified in the Needs Assessment for Districts, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, 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](#)

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

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

**Activity:** Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

**Measure of Success:** Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative but are observable in some way.

**Progress Monitoring:** Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

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

## Requirements for Building an Improvement Plan

There are six (6) required district goals:

- Proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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## Comprehensive District Improvement Plan (CDIP)

### Rationale

District improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, district funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive District Improvement Plan (CDIP) cultivates an environment that promotes student growth and achievement.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Districts, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

### Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.

## 1: Proficiency

Goal 1 (State your proficiency goal.): <b>By the year 2025, the proficiency indicator score for each school on the state assessment will increase from the 2019 scores by 10%.</b>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2022, elementary schools will increase the proficiency indicator from: NES: 73.7 to 75.54 SES: 67.5 to 69.18	KCWP 2: Design and Deliver Instruction	Ensure congruency is present between standards, learning targets, and assessment measures.	K-PREP results for proficiency; STAR proficiency results; CUA results	PLC Meeting agendas and notes should reflect these activities.	Title I, Tile V, General Fund, SBDM Allocation, 21 <sup>st</sup> CCLC grant (SES), ESS
		Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments are.		GradeCam, EduClimber and STAR reports will be analyzed during PLC and RTI meetings.	
		Use formative and summative evidence to inform what comes next for individual students and groups of students.			
Objective 2 By 2022, the middle school will increase the proficiency indicator from 61.9 to 63.44.	KCWP 2: Design and Deliver Instruction	Ensure congruency is present between standards, learning targets, and assessment measures.	K-PREP results for proficiency; STAR proficiency results; CUA results	PLC Meeting agendas and notes should reflect these activities.	Title I, Tile V, General Fund, and SBDM Allocation, ESS
		Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments are.		GradeCam, EduClimber and STAR reports will be analyzed during PLC and RTI meetings.	
		Use formative and summative evidence to inform what comes next for individual students and groups of students.			

Goal 1 (State your proficiency goal.): **By the year 2025, the proficiency indicator score for each school on the state assessment will increase from the 2019 scores by 10%.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 3 By 2022, the high school will increase the proficiency indicator from 53.5 to 54.83.	KCWP 2: Design and Deliver Instruction	Ensure congruency is present between standards, learning targets, and assessment measures.	K-PREP results for proficiency; CERT results for students meeting benchmark; CUA results	PLC Meeting agendas and notes should reflect these activities.	Title I, Tile V, General Fund, SBDM Allocation, ESS
		Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments are.		GradeCam, EduClimber and CERT reports will be analyzed during PLC and RTI meetings.	
		Use formative and summative evidence to inform what comes next for individual students and groups of students.			

## 2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): <b>By the year 2025, the Separate Academic Indicator score for each for each school on the state assessment will increase from the 2019 scores by 10% .</b>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2022, elementary schools will increase the separate academic indicator from: NES: 71.1 to 72.87 SES: 60.9 to 62.4	KCWP 2: Design and Deliver Instruction	Ensure congruency is present between standards, learning targets, and assessment measures.	K-PREP results for proficiency; CUA results	PLC Meeting agendas and notes should reflect these activities.	Title I, Tile V, General Fund, SBDM Allocation
		Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments are.		GradeCam, EduClimber and CERT reports will be analyzed during PLC and RTI meetings.	
		Use formative and summative evidence to inform what comes next for individual students and groups of students.			
Objective 2 By 2022, the middle school will increase the separate academic indicator from 57.9 to 59.34.	KCWP 2: Design and Deliver Instruction	Ensure congruency is present between standards, learning targets, and assessment measures.	K-PREP results for proficiency; CUA results	PLC Meeting agendas and notes should reflect these activities.	Title I, Tile V, General Fund, SBDM Allocation
		Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments are.		GradeCam and EduClimber reports will be analyzed during PLC and RTI meetings.	
		Use formative and summative evidence to inform what comes next for individual students and groups of students.			

Goal 2 (State your separate academic indicator goal.): **By the year 2025, the Separate Academic Indicator score for each for each school on the state assessment will increase from the 2019 scores by 10% .**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 3 By 2022, the high school will increase the separate academic indicator from 62.5 to 64.06.</p>	<p>KCWP 2: Design and Deliver Instruction</p>	<p>Ensure congruency is present between standards, learning targets, and assessment measures.</p>	<p>K-PREP results for proficiency; CUA results</p>	<p>PLC Meeting agendas and notes should reflect these activities.</p>	<p>Title I, Tile V, General Fund, SBDM Allocation</p>
		<p>Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments are.</p>		<p>GradeCam, EduClimber and CERT reports will be analyzed during PLC and RTI meetings.</p>	
		<p>Use formative and summative evidence to inform what comes next for individual students and groups of students.</p>			

### 3: Growth

Goal 3 (State your growth goal.): <b>By the year 2025, the average student growth score for each school on the state assessment will increase from the 2019 scores by 10% .</b>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2022, elementary average student growth scores will increase from: NES: 52 to 53.3 SES: 61.6 to 63.14	KCWP 2: Design and Deliver Instruction	Plan for and implement active student engagement strategies (KAGAN Training)	Growth as measured by state assessment. PLC/RtI Meeting Notes STAR growth scores	New staff members will receive KAGAN training as it becomes available. School administrators will look for evidence of KAGAN structures during classroom observations and in lesson plans.	Title I and V Funds, General Fund, SBDM Allocation, , 21 <sup>st</sup> CCLC grant (SES), ESS funds
	KCWP 5: Design, Align, Deliver Support Processes	Utilize daily formative data collection tools, benchmark data, summative data, non-academic data, formative and summative teacher observations, and/or learning walk details to ensure high levels of teacher effectiveness and student achievement.		Classroom Observations, EduClimber reports reviewed during PLCs	
Objective 2 By 2022, middle school average student growth scores will increase from 45.4 to 46.53.	KCWP 2: Design and Deliver Instruction	Plan for and implement active student engagement strategies (KAGAN Training)	Growth as measured by state assessment. PLC/RtI Meeting Notes STAR growth scores	New staff members will receive KAGAN training as it becomes available. School administrators will look for evidence of KAGAN structures during classroom observations and in lesson plans.	Title I and V Funds, General Fund, SBDM Allocation, ESS funds
	KCWP 5: Design, Align, Deliver Support Processes	Utilize daily formative data collection tools, benchmark data, summative data, non-academic data, formative and summative teacher observations, and/or learning walk details to ensure high levels of teacher effectiveness and student achievement.		Classroom Observations, EduClimber reports reviewed during PLCs, Edgenuity Reports	

#### 4: Achievement Gap

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 By 2022, elementary schools will increase the performance of students with disabilities on the state assessment from: NES: 38 to 38.95 SES: 41.8 to 42.84</p>	<p>KCWP 2: Design and Deliver Instruction</p>	<p>Review and refine the RTI school/districtwide process with applicable checklist(s) and documentation tools for tiered intervention movement considerations.</p>	<p><b>K-PREP, STAR, and CUA results for identified sub-group (students with disabilities).</b></p>	<p>RTI meetings will include reviewing the established school/district process/protocols/forms (EduClimber) as reflected in meeting agenda/minutes.</p>	<p>Title I and V, General Funds, SBDM Allocation, 21<sup>st</sup> CCLC grant (SES), ESS Funds</p>
		<p>Create and monitor a “Watch (Cusp) List” for students performing below proficiency.</p>		<p>Discussions regarding the performance of identified students will take place during PLC and RTI meetings and next steps will be identified.</p>	
		<p>Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.</p>		<p>PLC/RTI meetings will review progress on assessments as well as student progress on interventions such as FastForWord, MobyMax, Voyager, etc.</p>	
<p>Objective 2 By 2022, the middle school will increase the performance of students with disabilities from 25.5 to 26.13 on the state assessment.</p>	<p>KCWP 2: Design and Deliver Instruction</p>	<p>Review and refine the RTI school/districtwide process with applicable checklist(s) and documentation tools for tiered intervention movement considerations.</p>	<p><b>K-PREP, STAR, and CUA results for identified sub-group (students with disabilities).</b></p>	<p>RTI meetings will include reviewing the established school/district process/protocols/forms (EduClimber) as reflected in meeting agenda/minutes.</p>	<p>Title I and Title V, General Funds, SBDM Allocation, ESS Funds</p>
		<p>Create and monitor a “Watch (Cusp) List” for students performing below proficiency.</p>		<p>Discussions regarding the performance of identified students will take place during PLC and RTI meetings and next steps will be identified.</p>	
		<p>Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.</p>		<p>PLC/RTI meetings will review progress on assessments as well as student progress on interventions such as Reading Plus, MobyMax, and ALEKS.</p>	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 3 By 2022, the high school will increase the performance of students with disabilities from 26.8 to 27.47 on the state assessment.</p>	<p>KCWP 5: Design, Align, Deliver Support Processes</p>	<p>Create and monitor a “Watch (Cusp) List” for students performing below proficiency.</p>	<p><b>K-PREP, CUA, Risk Protective Factors Assessment, CERT scores and ACT Scrimmage results for identified sub-group (students with disabilities).</b></p>	<p>Discussions regarding the performance of identified students will take place during PLC and RTI meetings and next steps will be identified.</p>	<p>Title I and Title V Funds, General Funds, SBDM Allocation, ESS Funds</p>
		<p>Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.</p>		<p>PLC/RTI meetings will review progress on assessments as well as student progress on interventions such as Reading Plus, ALEKS, etc.</p>	

5: Transition Readiness

Goal 5 (State your transition readiness goal.): By the year 2025, the high school transition readiness indicator will increase from the 2019 state assessment scores by 10%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2022, the high school will increase the transition readiness indicator from 71.9 to 73.69.	KCWP 2: Design and Deliver Instruction	Use formative and summative evidence to inform what comes next for individual students and groups of students (ACT Scrimmage, CUA)	Increase in the percentage of students meeting benchmark on Transition Readiness Indicators	GradeCam, EduClimber and CERT reports will be analyzed during PLC meetings.	Title I and V Funds, General Fund, SBDM Allocation, FRYSC, ESS Funds
	KCWP 4: Review, Analyze and Apply Data	Develop a tracking system for monitoring of student achievement progress by learning target and by standard. (GradeCam)			
		Assure consideration and addressment of non-academic barriers to learning. (Low SEC)			

## 6: Graduation Rate

Goal 6 (State your graduation rate goal.): <b>By the year 2025, the graduation rate indicator will increase to 100%.</b>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2022, PHS will increase the graduation rate indicator from 98.3% to 98.72	KCWP 5: Design, Align, Deliver Support Processes	Create and monitor a “Watch (Cusp) List” for students performing below proficiency. (P.A.V.E., Edgenuity, GradeCam)	Increased Graduation Rate	Discussions regarding the performance of identified students will take place during PLC and next steps will be identified.	Title I and V Funds, General Fund, SBDM Allocation, ESS Funds
		Utilize the Persistence to Graduation Tool/Early Warning Tool to assist in identifying students at risk for remediation, failure, and/or untimely graduation.			



2021-22 Phase Three: Executive Summary for  
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2021-22 Phase Three: Executive Summary for Districts

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

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## Table of Contents

<u>2021-22 Phase Three: Executive Summary for Districts</u>	3
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## 2021-22 Phase Three: 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. Pendleton County is a rural community that takes pride in the school system. The school district is the largest employer of the county. Our educational needs are great due to the many environmental factors of the county. We face many barriers with our students understanding the critical importance of basic and advanced education. The Kentucky Center for Statistics shows that approximately 7.2% of county residents are unemployed according to May 2020 data. The 2019 American Community Survey data shows approximately 17% of county residents are without a high school diploma or equivalent, 11.3% of our county residents have a Bachelors Degree or higher, an additional 28% have some college or an Associates Degree. Approximately 61% of our student population qualifies for free and reduced lunch. The school system needs 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. The District is composed of Northern Elementary, Southern Elementary, Phillip A. Sharp Middle School and Pendleton County Memorial High School. Pendleton County has 140 teachers and serves approximately 2,100 students ranging from preschool to grade 12.

### District's Purpose

Provide the district's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the district embodies its purpose through its program offerings and expectations for students.

Pendleton County Schools' mission statement says, "Pendleton County Schools is committed to graduating every student college and/or career ready by empowering staff to deliver high quality instruction and services in a safe and trusting environment." The district's vision statement is "United in Pursuing Excellence." We believe: Our schools deserve leaders, teachers and staff who: -have passion and vision to lead and teach with a servant heart -value the uniqueness of every student

and are committed to seeing every student succeed -are willing to grow professionally to improve outcomes for all students -hold themselves and others to a high level of individual and professional accountability -make data-driven decisions based on what is in the best interests of our students -create a safe and welcoming environment for all members of the school and community. Our schools are filled with students who: -learn in engaging, thoughtful, and creative ways -involve themselves as active partners in their own learning -thrive on positive relationships with caring adults -participate as active and vital members of the school community -are motivated to achieve at high levels as life-long learners Our schools are supported by parents and the community who: -value education and life-long learning -engage in the life of our schools through positive relationships and active participation -take pride as collaborative partners and stakeholders in the success of our schools. We have made a conscious effort to increase the dual credit and industry certification opportunities available to our students.

### Notable Achievements and Areas of Improvement

Describe the district's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the district is striving to achieve in the next three years.

Pendleton County School District is dedicated to utilizing STAR, CERT, Torch Prep (ACT Preparation), KPREP 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: Rural School Grant to provide job-embedded professional development and tools for teachers; one of the elementary schools received \$100,000 (grant renewal) for the 21st CCLC grant; the Preschool Partnership Grant; two of the FRYSC GEER grants and several smaller grants awarded to schools to improve the accessibility to technology. Summer learning has been identified as a strategy to close the achievement gap and each school provided that support to students during the past four summers. Danielson's Framework is the foundation of our certified evaluation plan and the superintendent is working with building leadership to develop and support their roles as instructional leaders. There are many student, staff and district-wide accomplishments to celebrate in Pendleton County Schools. These accomplishments are highlighted in each school's CSIP. Over the next three years we want to achieve the following: train any new teachers in

each building on KAGAN structures; train all certified staff in trauma informed care strategies; observe teachers effectively using technology to positively impact learners for both in-person and virtual instruction if necessary; close the achievement gap with the students with disabilities group; move towards all students meeting benchmark in reading and math.

Additional Information

**Districts Supporting CSI/TSI (including ATSI) Schools Only:** Describe the procedures for monitoring and providing support for (a) CSI/TSI school(s) so as to ensure the successful implementation of the school improvement plan.

N/A

Additional Information

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

N/A

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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2021-22 Phase Three: The Superintendent Gap  
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2021-22 Phase Three: The Superintendent Gap Assurance

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

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## Table of Contents

<u>2021-22 Phase Three: The Superintendent Gap Assurance</u>	3
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## 2021-22 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.**