

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 the 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.

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 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.).

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

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](#)

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, graduation rate, growth, and transition readiness.
- The required school goals include the following:
 - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
 - For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

1: Proficiency Goal

Goal 1: Increase the average reading KPREP proficiency scores for elementary students from 57.9% to 67.5; from 60.9% to 69.8% at the middle school; and from 42.9% to 55.9% at the high school by 2024 sy.

Increase the average math KPREP proficiency scores for elementary students from 49.8% to 61.2%; from 55% to 65.2% at the middle school; and from 39.4% to 53.2% at the high school by 2024 sy.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	
<p>Objective 1 Increase the reading proficiency of all students in elementary from 57.9% to 59.8; in MS from 60.9% to 62.7% in HS from 42.9% to 45.5% by 2020 sy.</p> <p>Objective 2 Increase math proficiency of all students in elementary from 49.8% to 52.1%; in MS from 55% to 57%; in HS from 39.4% to 42.2 by 2020 sy.</p>	KCWP1: Design and Deploy Standards	<p>Ensure curricular alignment reviews are an ongoing action of the PLC's planning process. Increase collaboration in deconstructing standards and developing congruent learning progressions and success criteria at both the school and district level. Based on assessment data and recommendations gathered from classroom teachers, standards will be clarified/deconstructed within the pacing guides to ensure instruction and tasks are rigorous and aligned to standards.</p> <p>Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. A district-wide elementary focus group will continue to refine the Foundational Reading Block, Comprehension Reading Block, and Math Block to ensure all students are performing on or near grade-level by the end of third grade.</p> <p>Ensure congruency is present between standards, learning targets, and assessment measures. Learning targets that are congruent to standards will be developed and communicated throughout daily instruction to help students monitor their own learning and to guide daily assessments.</p> <p>Ensure formative assessment measures are within lesson planning practices for each phase of Explicit Instruction (Before, During, and After). Create formative assessments aligned to standards/learning targets to inform instruction.</p> <p>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. In order to ensure that curriculum is implemented using instructional best practices, including Explicit Instruction, the district will seek out</p>	Revised documents made available on CSI website and in Team Drives		District PD funds	
	KCWP2: Design and Deliver Instruction		Revised Foundational Reading Block Plan		No additional funds required	
	KCWP3: Design and Deliver Assessment Literacy		Comprehension Block Plan Math Block Plan	Minutes from planning team meetings		No additional funds required
	KCWP5: Design, Align and Deliver Support		Fluency Checks & Screen Data			No additional funds required
			Classroom observation data Lesson plans PLC minutes			No additional funds required
			Lesson Plans Classroom Observations			No additional funds required
		Record of professional learning activities		District PD funds School Title I funds		

		<i>professional learning opportunities to support this endeavor and when possible fund enrollment of representatives from each school.</i>			
--	--	--	--	--	--

2: Separate Academic Indicator

<p>Goal 2: Increase the average science KPREP proficiency scores for elementary students from 37.3% to 51.6%; from 25% to 42% at the middle school; and from 26.9% to 43.5% at the high school by 2024 sy. Increase the average social studies KPREP proficiency scores for elementary students from 44.8% to 57.3%; and from 70.4% to 77.1% at the middle school by 2024 sy. Increase the average writing KPREP proficiency scores for elementary students from 56.6% to 66.5%; from 43.6% to 56.4% at the middle school; and from 64.6% to 72.6% at the high school by 2024 sy.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 Increase the science proficiency of all students in elementary from 37.3% to 40.2% ; in MS from 25% to 28.4% ; in HS from 26.9% to 30.2% by 2020 sy.</p> <p>Objective 2 Increase the social studies proficiency of all students in elementary from 44.8% to 47.3% ; in MS from 70.4% to 71.7% by 2020 sy.</p> <p>Objective 3 Increase the writing proficiency of all students in elementary from 56.6% to 58.6% ; in MS from 43.6% to 46.2% ; in HS from 64.6% to 66.2% by 2020 sy.</p>	<p>KCWP1: Design and Deploy Standards</p> <p>KCWP2: Design and Deliver Instruction</p> <p>KCWP3: Design and Deliver Assessment Literacy</p> <p>KCWP5: Design, Align and Deliver Support</p>	<p>Ensure curricular alignment reviews are an ongoing action of the PLC’s planning process. Increase collaboration in deconstructing standards and developing congruent learning progressions and success criteria at both the school and district level. Based on assessment data and recommendations gathered from classroom teachers, standards will be clarified/deconstructed within the pacing guides to ensure instruction and tasks are rigorous and aligned to standards.</p>	<p>Revised documents made available on CSI website and in Team Drives</p>		District PD funds
		<p>Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. Design Inquiry based lessons in both Science and Social Studies.</p>	<p>Classroom observation data Lesson plans PLC minutes</p>		No additional funds required
		<p>Ensure congruency is present between standards, learning targets, and assessment measures. Learning targets that are congruent to standards will be developed and communicated throughout daily instruction to help students monitor their own learning and to guide daily assessments.</p>	<p>Classroom observation data Lesson plans PLC minutes</p>		No additional funds required
		<p>Ensure formative assessment measures are within lesson planning practices for each phase of Explicit Instruction (Before, During, and After). Create formative assessments aligned to standards/learning targets to inform instruction.</p>	<p>Classroom observation data Lesson plans PLC minutes</p>		No additional funds required
		<p>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. In order to ensure that curriculum is implemented using instructional best practices, including Inquiry Based Learning,</p>	<p>Record of professional learning activities</p>		

		<i>the district will seek out professional learning opportunities to support this endeavor and when possible fund enrollment of representatives from each school. 4/5th grade science teachers will participate in BSCS STeLLA grant. PLCs will utilize KYStandards.org Professional Learning Modules and Assignment Review Protocols.</i>			
--	--	--	--	--	--

3: Growth

Goal 3 Increase the average percentage of students who grow one or more levels on the reading KPREP in elementary from 24.5 in 2019 to 43.5 in 2024 and in middle school from 69.6% in 2019 to 74.8% in 2024.

Increase the average percentage of students who grow one or more levels on the math KPREP in elementary from 23.8 in 2019 to 42.8 in 2024 and in middle school from 75.3% in 2019 to 80.5% in 2024.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 Increase the average percentage of students who grow one or more levels on the reading KPREP in elementary from 24.5% in 2019 to 28.3% in 2020 and in middle school from 69.6 % in 2019 to 70.9% in 2020.</p>	<p>KCWP2: Design and Deliver Instruction</p>	<p>Implement data teaming methodologies... Intentional PLC time will be devoted to analyzing common formative assessments as well as benchmark assessment data following the Data Team 5-step process. Teams will analyze their data to determine next steps in instruction and monitor students' progress towards mastery of standards.</p>	<p>District staff will visit data teams and consult with principal in order to monitor gains made from pre- to post-assessment data. Frequency of data team meetings will be monitored by school leadership.</p>		<p>No additional funds required</p>
<p>Objective 2 Increase the average percentage of students who grow one or more levels on the math KPREP in elementary from 23.8% in 2019 to 27.6% in 2020 and in middle school from 75.3% in 2019 to 76.6% in 2020.</p>	<p>KCWP4: Review, Analyze and Apply Data</p>	<p>Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. Continue to "fine tune" the RTI/KSI block to ensure all students are growing and receiving personalized instruction.</p>	<p>RTI PLC minutes RTI schedule</p>		<p>No additional funds required</p>

4: Achievement Gap

<p>Goal 4 Increase the average reading proficiency scores of students with disabilities in elementary school from 29.9% to 45.8%; in Middle School from 26% to 42.8% ; in High School from 3.4% to 25.4% by 2024. Increase the average math proficiency scores of students with disabilities in elementary school from 19.4% to 37.7%; in Middle School from 18.3% to 36.9%; in High School from 4.5 to 26.2% by 2024. Increase the average reading proficiency scores of economically disadvantaged students in elementary school from 53.0% to 63.7%; in Middle School from 54% to 64.5%; in High School from 35.1% to 49.9% by 2024. Increase the average math proficiency scores of economically disadvantaged students in elementary school from 42.8% to 55.8%; in Middle School from 47% to 59%; in High School from 32.1% to 47.5% by 2024.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 Increase the average reading proficiency scores of students with disabilities in elementary school from 29.9% to 45.8%; in Middle School from 26% to 29.4% ; in High School from 3.4% to 7.8% by 2020.</p> <p>Increase the average math proficiency scores of students with disabilities in elementary school from 19.4% to 23.1%; in Middle School from 18.3% to 22%; in High School from 4.5% to 8.8% by 2020.</p>	KCWP1: Design and Deploy Standards	Ensure that all users of assessments data use information to benefit student learning. in order to make sure that content is reaching all students, assessment data should be reviewed with stakeholders to determine not only content success, but what research based strategies have been implemented and were successful.	PLC Minutes Lesson plans		No additional funds required
	KCWP2: Design and Deliver Instruction				
	KCWP3: Design and Deliver Assessment Literacy	Ensure that communication guides instructional planning Using data of students with disabilities, determine what instructional strategies work for specific students and how to further implement these strategies for success.	PLC Minutes		No additional funds required
	KCWP4: Review, Analyze, Apply Data Results				
	KCWP5: Design, Align and Deliver Support	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. Training will be provided for regular education and special education teachers in high yield strategies and best practices to allow them to make changes in instruction. A leadership group will meet at the district level to determine what strategies are most beneficial. (see below) Training will be focused on a variety of topics including how to modify assignments and assessments without changing the content and a variety of previously unused ways to accommodate students per their IEPs.	Record of Professional Learning activities Lesson plans with evidence of new strategies Data from Data Teams showing improvement and growth		>\$5,000 for training materials, books, etc.
		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. In order to determine if efforts to make a more inclusive environment for all students are successful, individual special education student data will be reviewed to determine if a change in instructional strategies are needed.	PLC minutes Data Team minutes/logs Classroom observation data		No additional funds required
		Plan strategically in the selection of high yield instructional strategy usage within lessons. Once the Leadership group determines the needed high yield strategies for their schools, teachers will be trained and	Lesson plans Record of professional learning activities		

		<i>will show proof of implementation of specific high yield through PLCs and lesson plans. These lesson plans will be shared by both the regular education and special education teachers.</i>			
		<i>Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap. Teachers and students alike will know the success criteria and students will be able to evaluate where they are in their learning. Special education teachers will work with the students to find the best instructional strategy to understand the content they have not mastered.</i>	<i>Data from data teams Collaborative Lesson plans with Regular education and Special education teachers. Specific strategies used.</i>		<i>No additional funds required</i>
		<i>Ensure that effective communication regarding assessments and student performance are shared with appropriate stakeholders to guide instructional planning, student grouping, etc. Implementing this will prompt and ensure that both regular and special education teachers communicate and work together in a multitude of ways to provide that ALL students are given a variety of researched based opportunities allowing success.</i>	<i>Lesson plans Data from data teams Communication concerning lessons and specific teaching practices.</i>		<i>No additional funds required</i>
		<i>Assure consideration and addressment of non-academic barriers to learning. When disabled students are not successful based on criteria determined by the leadership group, a teacher with a relationship with the student will determine if there are non-academic barriers for the student and assist them in getting help from the appropriate personnel (ie: FRYSC)</i>	<i>PLC meeting minutes FRYSC reporting</i>		<i>No additional funds required</i>

		<p>Encourage participation by all stakeholders in open forums focused on continuous improvement planning, including evaluating the current state, triangulating data sources, identifying of the desired state, creating action steps for goal attainment, establishing a periodic monitoring timeline (30-60-90 day planning) and defining timelines for communication updates AND Ensure a 30-60-90 day plan and monitoring tool are developed and implemented for determination of program and initiative effectiveness, incorporating data measures such as a faculty/staff surveys, leadership observations and evaluations, Quality Tool data and other formal and informal data sources. As previously mentioned- A district level leadership team will meet to work on a continuous improvement plan with a focus on improving the gap closure creating a 30-60-90 day plan along with a plan for monitoring. These plans will include a plan for determining teacher needs, teacher training, research of research based high-yield strategies. The team will evaluate the current state and determine a plan for the desired state, which is closing the gap.</p>	<p>30-60-90 day plan completed with monthly follow up with the leadership team for the first 3 months, then determined how often meetings will be needed.</p>		<p>>\$1,000 for materials and training</p>
<p>Objective 2 Increase the average reading proficiency scores of economically disadvantaged students in elementary school from 53.0% to 55.1% ; in Middle School from 54% to 56.1%; in High School from 35.1% to 38.1% by 2020.</p> <p>Increase the average math proficiency scores of economically disadvantaged students in elementary school from 42.8% to 45.4%; in Middle School from 47% to 49.4%; in High School from 32.1 to 35.2% by 2020.</p>	<p>KCWP1: Design and Deploy Standards</p> <p>KCWP2: Design and Deliver Instruction</p> <p>KCWP3: Design and Deliver Assessment Literacy</p> <p>KCWP5: Design, Align and Deliver Support</p>	<p>Ensure curricular alignment reviews are an ongoing action of the PLC's planning process. Increase collaboration in deconstructing standards and developing congruent learning progressions and success criteria at both the school and district level. Based on assessment data and recommendations gathered from classroom teachers, standards will be clarified/deconstructed within the pacing guides to ensure instruction and tasks are rigorous and aligned to standards.</p>	<p>Revised documents made available on CSI website and in Team Drives</p>		<p>District PD funds</p>
		<p>Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. Design Inquiry based lessons in both Science and Social Studies.</p>	<p>Classroom observation data Lesson plans PLC minutes</p>		<p>No additional funds required</p>
		<p>Ensure congruency is present between standards, learning targets, and assessment measures. Learning targets that are congruent to standards will be developed and communicated throughout daily instruction to help students monitor their own learning and to guide daily assessments.</p>	<p>Classroom observation data Lesson plans PLC minutes</p>		<p>No additional funds required</p>
		<p>Ensure formative assessment measures are within lesson planning practices for each phase of Explicit Instruction (Before, During, and After). Create formative assessments</p>	<p>Classroom observation data Lesson plans</p>		<p>No additional funds required</p>

		<i>aligned to standards/learning targets to inform instruction.</i>	<i>PLC minutes</i>		
		<i>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. In order to ensure that curriculum is implemented using instructional best practices, including Inquiry Based Learning, the district will seek out professional learning opportunities to support this endeavor and when possible fund enrollment of representatives from each school. 4/5th grade science teachers will participate in BSCS STeLLA grant. PLCs will utilize KYStandards.org Professional Learning Modules and Assignment Review Protocols.</i>	<i>Record of professional learning activities</i>		

5: Transition Readiness

Goal 5: Increase the transition rate of students from 62.3 to 70 by 2024					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the transition rate of students from 62.3 to 63.8 by 2020.	KCWP 5: Design, Align and Deliver Support	<p>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.</p> <p>GCHS will increase flexible scheduling to allow students to take more CCR classes.</p> <p>Utilize CAT time to go over pathways and advise students on which pathway to enter.</p> <p>Increase the TRACK pathway options to increase opportunity and flexibility for students.</p> <p>Continue and increase the participation of students in GCHS shadowing program.</p>	Each trimester administrators, CTE departments, advisory teachers, and counselors will review schedules and advise students toward career pathway classes.		No additional funds required
	KCWP 4: Review, Analyze, and Apply Data	Develop a tracking system to monitor student achievement for transition readiness.	Utilize the spreadsheet for early graduates, scheduling, and curriculum decisions. Monitored by school and district administration.		No additional funds required
Objective 2					

6: Graduation Rate

Goal 6: Increase the average 4 and 5 year graduation rate from 91.7% to 92.5% by 2024.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the 4 year graduation rate from 89.6% to 89.8% by 2020.	KCWP 5: Design, Align and Deliver Support	Utilize the Persistence to Graduation Tool/Early Warning Tool to assist in identifying students at risk for remediation, failure, and/or untimely graduation.	Run the report and share with the entire administration so students who are on the list are identified and known. Find solutions for barriers in relation to each students meeting their intended graduation target.		No additional funds required
Objective 2: Increase our 5 year graduation rate from 93.7% to 93.8% by 2020.	KCWP 5: Design, Align and Deliver Support	Utilization of credit recovery rooms at GCHS and AEC for students behind in meeting their targeted graduation date.	Monitor/analyze Edgenuity for progress monitoring on students and find solutions that meet the individual needs of the identified students.		No additional funds required

**2019-20 Phase One: Continuous Improvement Diagnostic for
Districts_09242019_17:00**

2019-20 Phase One: Continuous Improvement Diagnostic for Districts

Grayson County

Doug Robinson
790 Shaw Station Rd
Leitchfield, Kentucky, 42754-8150
United States of America

Target Completion Date: 09/30/2019

Last Modified: 09/25/2019

Status: Locked

2019-20 Phase One: Continuous Improvement Diagnostic for Districts

2019-20 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 2019-20 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

Phase Four: January 1 - December 31

- 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.

Please enter your name and date below to certify.

Doug Robinson

2019-20 Phase Two: The Needs Assessment for Districts_09252019_15:40

2019-20 Phase Two: The Needs Assessment for Districts

Grayson County
Doug Robinson
790 Shaw Station Rd
Leitchfield, Kentucky, 42754-8150
United States of America

Last Modified: 01/02/2020
Status: Open

TABLE OF CONTENTS

2019-20 Phase Two: The Needs Assessment for Districts	3
Understanding Continuous Improvement: The Needs Assessment	4
Protocol	5
Current State	6
Priorities/Concerns	8
Trends	9
Potential Source of Problem.....	10
Strengths/Leverages	11
Attachment Summary	12

Understanding Continuous Improvement: The Needs Assessment

In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (e.g. 2-3 years). It 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).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school/district, as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for **all** schools 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 schools, each district 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

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/district councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

The Comprehensive Improvement Planning Committee, comprised of a broad range of stakeholders, analyzed data including KPREP, STAR, dropout, graduation rate, transition to adult life, TELL Survey data, key findings from each school's improvement plan and a review of the previous district improvement plan in order to develop strategies and activities to help meet the state required goals and objectives. The committee also considered barriers that may hinder student achievement, student populations that may be undeserved, and how district level services could support schools in meeting the needs of those schools. Once strategies and activities were written and approved by the district committee they were shared with the public for review and comment through draft publication on the district website.

Current State

Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

Example of Current Academic State:

- Thirty-four (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2017 to 2019, we saw an 11% increase in novice scores in reading among students in the achievement gap.
- Fifty-four (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 84% for the 2018-19 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2017-18 to 288 in 2018-19.
- Kentucky TELL Survey results indicated 74% of the district's teachers received adequate professional development.

Proficiency 60.9% of MS students scored Prof/Distinguished in Reading as compared to the State's 59.6 %55.0% of MS students scored Prof/Distinguished in Math as compared to the State's 46.4 %43.4% of HS students scored Prof/Distinguished on the ACT Reading as compared to the State's 45.7%38.6% of HS students met benchmark on the ACT Math as compared to the State's 36.2%Separate Academic Indicator 43.6 % of MS students scored Prof/Distinguished in Writing as compared to the State's 31.9%70.4% of MS students scored Prof/Distinguished in Social Studies as compared to the State's 58.8%25.0% of MS students scored Prof/Distinguished in Science as compared to the State's 26.0%64.6% of HS Students score Prof/Distinguished in Writing compared to the State's 50.3%26.9% of HS Students score Prof/Distinguished in Science compared to the State's 29.9%Growth MS students had a Growth Rate of 53.6 in Reading compared to the State's 56.1MS students had a Growth Rate of 56.3 in Math compared to the State's 48.8Proficiency 57.9% of elementary students scored Prof/Distinguished in Reading as compared to the State's 54.6%49.8% of elementary students scored Prof/Distinguished in Math as compared to the State's 48.6 %56.6% of Elementary students scored Prof/Distinguished in Writing compared to the State's 46.6% (down from 64.25% in 2017)37.3% of Elementary students scored Prof/Distinguished in Science compared to the State's 31.7%44.8% of Elementary students scored Prof/Distinguished in Social Studies compared to the State's 53.0% (down from 60.1 in 2017)Proficiency of Economically Disadvantaged v. Non-Economically DisadvantagedReadingEL -53% ED EL- 67% NEDMS- 54% ED to 75.8% NEDHS- 34.9% ED to 54.7% NEDMathEL-42.8% ED EL- 63.7% NEDMS-47% ED to 72 % NEDHS-32.1% ED to 50.4% NEDScienceEL-33.3% ED EL-45.2% NEDMS-20% ED to 36.3% NEDHS-22.5% ED to 33.3 % NEDSocial Studies MS- 63.3% ED to 86% NEDODWMS-35.3% ED to 62% NEDHS- 58.2% ED to 73.8% NED Proficiency of Students with Disabilities v. Students without DisabilitiesReadingEL 29.9% SpEdEL 63.3% SWoDMS- 26% SWD to 65 % SWoD HS- 3.3% SWD to 46.9% SWoD MathEL 19.4% SpEdEL 55.7% SWoDMS-18.3% SWD to 59.3% SWoD HS- 4.5% SWD to 42.1% SWoD ScienceEL 26.9% SpEdEL 39.5% SWoDMS- 8.8% SWD to 26.8% SWoD HS-8.3% SWD to 28.5% SWoD Novice 16.5% of elementary students scored Novice in Reading as compared to the State's 20.414.6% of elementary students scored Novice in Math as compared to the State's 1915.5% of elementary students scored Novice in Writing as compared to the State's 24.68.1% of elementary students scored Novice in Science as compared to the State's 14.98.8% of elementary students scored Novice in Social Studies as compared to the State's 14.216.1% of MS students scored Novice in

Reading as compared to the State's 19.5% 8.5% of MS students scored Novice in Math as compared to the State's 14.6% 9.3% of MS students scored Novice in Writing as compared to the State's 20.4% 19% of MS students scored Novice in Science as compared to the State's 20.6% 6.5% of MS students scored Novice in Social Studies as compared to the State's 14.2% 34.7% of HS students scored Novice in Reading as compared to the State's 32.9% 20.8% of HS students scored Novice in Math as compared to the State's 30.5% 12.7% of HS students scored Novice in Writing as compared to the State's 16.4% 19.2% HS students scored Novice in Science as compared to the State's 20.9% GROWTH District Elementary Schools had a growth score of 51.7/300 for All Students which is considered LOW as compared to the state at 57.7/300 Medium Reading 70% of all elementary students grew at least one grade level ; rate = 55.169% of economically disadvantaged grew at least one grade level; rate = 57.572% of non-economically disadvantaged grew at least one grade level; rate = 50.63% of student with disabilities grew at least one grade level; rate = 61.472% of students without disabilities grew at least one grade level; rate = 53.8 Math 68% of all elementary students grew at least one grade level; rate = 48.365% of economically disadvantaged grew at least one grade level; rate = 47.174% of non-economically disadvantaged grew at least one grade level; rate = 50.855% of student with disabilities grew at least one grade level; rate = 46.71% of students without disabilities grew at least one grade level; rate = 48.8 GAP There were no Statistically Significant Gaps identified in the elementary schools Graduation The 4 year graduation rate of 90.2% in 2019 compared to 93.1% in 2018. The 4 year Graduation Rate was 90.2% compared to the State's 90.6% Transition The HS had a Transition Rate of 62.3 compared to the State's rate of 66.8

Priorities/Concerns

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

NOTE: These priorities will be thoroughly addressed in the Continuous Improvement Planning Diagnostic for Districts.

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.

74% of middle school students with IEPs scored below proficient in reading compared to 35% of non-identified peers 81% of middle school students with IEPs scored below proficient in math compared to 40.7% of non-identified peers. 46% of middle school students that are economically disadvantaged scored below proficient in reading compared to 24% of their non-economically disadvantaged 53% of middle school students that are economically disadvantaged scored below proficient in math compared to 28% of their non-economically disadvantaged There is a 47% Gap in proficiency in Math (ACT) between students with IEP's and their non-identified peers with high school students. There is a 37.6% Gap in proficiency in Reading (ACT) between students with IEP's and their non-identified peers with high school students. MS ODW scores decreased 14.4% from last year. 58% in 2018 to 43.6% in 2019. The HS had a Transition Rate of 62.3 compared to the State's rate of 66.8 ELEMENTARY: The elementary growth score was 51.7/300 which is considered low as compared to the state 57.7/300 Medium. Only 63% of student with disabilities grew at least one grade level in reading; rate= 61.4; and only 55% of student with disabilities grew at least one grade level in math; rate=46 Elementary Reading decreased from 59.6% PD in 2016 to 57.9% in 2019 Elementary Math decreased from 50.3% PD in 2016 to 49.8% in 2019 Elementary Soc. Studies decreased from 60.1% PD in 2017 to 44.8% in 2019 Elementary Reading increased from 15.7 % N in 2016 to 16.5 in 2019 Elementary Math increased from 14.5% N in 2016 to 14.6 in 2019 Elementary Writing increased from 12.9% N in 2016 to 15.5% in 2019 Elementary Social Studies increased from 7.1% N in 2017 to 8.8% in 2019 (3.7 decrease from 2018) Elementary Science increased from 6.8% N in 2018 to 8.1% in 2019 When looking at math scores of the same group of elementary students from 2017-2019, third graders regressed from 54.8% proficient to 53.7 % as 5th graders.

Trends

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

MS Math increased from 40.01% PD in 2015 to 55.0% in 2019 MS Math decreased from 15.18% N in 2015 to 8.5% in 2019 HS Math decreased (students meeting ACT benchmark) from 42.9% PD in 2015 to 38.6% in 2019. Decreased 8% from last year. MS Reading increased from 53.09% PD in 2015 to 60.9% in 2019. Decreased 1.9% from last year. HS Reading decreased (students meeting ACT benchmark) from 50.3% PD in 2015 to 43.4% in 2019. MS Writing Increased from 35% PD in 2015 to 43.6% in 2019. Decreased 14.4 % from last year. HS Writing decreased from 67% PD in 2015 to 64.6 % in 2019. Increased 13.6% from last year. MS Social Studies increased from 63% PD in 2015 to 70.4% in 2019. Increase 5.4% from last year. The HS 4 year graduation rate increased from 88% in 2015 to 90.2 % in 2019. Decreased 2.8% from last year. Elementary Reading decreased from 59.6% PD in 2016 to 57.9% in 2019 Elementary Math decreased from 50.3% PD in 2016 to 49.8% in 2019 Elementary Writing increased from 45.4% PD in 2015 to 56.6% in 2019 Elementary Soc. Studies decreased from 60.1% PD in 2017 to 44.8% in 2019 Elementary Science increased from 34.6% PD in 2018 to 37.3% in 2019 Elementary Reading increased from 15.7 % N in 2016 to 16.5 in 2019 Elementary Math increased from 14.5% N in 2016 to 14.6 in 2019 Elementary Writing increased from 12.9% N in 2016 to 15.5% in 2019 Elementary Social Studies increased from 7.1% N in 2017 to 8.8% in 2019 (3.7 decrease from 2018) Elementary Science increased from 6.8% N in 2018 to 8.1% in 2019 When looking at the reading scores of the same group of elementary students from 2017 to 2019, third graders grew from 57.3% proficient to 62.7% proficient as fifth graders. From 2018 to 2019, third graders grew from 54.5% proficient to 57.2% proficient as fourth graders. When looking at math scores of the same group of elementary students from 2017-2019, third graders regressed from 54.8% proficient to 53.7 % as 5th graders. From 2018-2019, from 3rd to 4th grades, students maintained a 46.3% proficiency. Most scores remain relatively flat over time with little variance.

Potential Source of Problem

Which processes, practices or conditions will the school 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 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](#)

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

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

Strengths/Leverages

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

Example: Graduation rate has increased from 67% the last five years to its current rate of 98%.

Middle School Social Studies has continued to increase or remain strong in P/D scores. Middle School beat the state average in every category but science by 1 point. Overall growth index score for the Middle School was 55, beating the state average of 52.5. High School On Demand Writing P/D scores increased 13.6% from last year. High School beat the state average in the categories of Math and Writing. Elementary Reading, Math, Writing, and Science Proficiency percentages are all above the state average. The percentage of elementary students scoring novice is less than the state average.

2019-20 Phase Three: Executive Summary for Districts_09252019_15:44

2019-20 Phase Three: Executive Summary for Districts

Grayson County
Doug Robinson
790 Shaw Station Rd
Leitchfield, Kentucky, 42754-8150
United States of America

Target Completion Date: 12/20/2019
Last Modified: 12/30/2020
Status: Open

2019-20 Phase Three: Executive Summary for Districts

2019-20 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?

Grayson County Schools, located in a widespread, largely rural area of south central Kentucky, serves 4,400 students between four elementary schools (PS - 5), with consolidation of 1,000 students at our middle school and nearly 1,300 at our high school. The county is the eleventh largest in Kentucky, spanning nearly 500 square miles. Population has held at just over 26,000 for some time, and of this number, 97 percent is Caucasian. All other races and ethnicities come in at or under 1 percent each. Median age is 39.7 years. Of county population age 25 and up, just 80% percent hold a high school diploma or higher, compared with 84.2 percent statewide. A mere 10.4 percent of that same population holds a bachelor's degree or higher, well below the state's 22.3 percent. Grayson County unemployment currently stands at 3.2 percent, however, the recent closing of a major manufacturer will increase that number in 2020. The county is significantly lower than state levels in median household income (\$37,906 vs. \$48,375 statewide), and average weekly wages (all industries) of \$622 compared to \$868 state. The poverty rate for children under age 18 is 30.5 percent, significantly higher than the state rate of 22 percent. More than 22 percent of the total county population lives at or below poverty level. Nearly half are families with a female head of household, no husband present. Also, of grandparents living with their grandchildren under 18 years of age, nearly half are responsible for those grandchildren. Due to the district's high free/reduced lunch rate, all schools participate in the Community Eligibility Provision program providing no-charge breakfast and lunch for all students. Major employment sectors are manufacturing, followed by retail, health care and services, then education. While several manufacturers have undergone major expansions in recent years, one especially large, prominent employer recently announced that it was shuttering its Grayson County facility. The District has strong relationships with all segments of the community, consistently partnering with businesses and community groups to create win-win scenarios for both employers and students of all levels. Employers often contribute financially and through in-kind services to career-related programs, in order to provide real-world equipment and training scenarios for students while they are in the classroom. They work with us to provide on-the-job training opportunities for students so they are career-ready upon graduation. Business partners have wholeheartedly supported a work-based learning program, now in its second year. A Transition Coordinator was brought on board to maximize opportunities for both employers and students. The Leitchfield campus of Elizabethtown Community and Technical College is a tremendous asset to our students, and to their families, who are able to increase their educational attainment and economic opportunities through a local post-secondary option. We also offer students the opportunity to graduate from Grayson County High School with an Associate Degree from the college, as well as their diploma. A high-quality teaching staff averages nearly 13 years of classroom experience. Close to 84 percent hold an advanced degree and nearly 100 percent teach in their field of certification. In addition, 19 of our staff members are National Board Certified Teachers. Administrative leadership is stable. Our superintendent is in his fifth year. Two veteran teachers stepped into elementary principal roles to begin the 2019-20 school year. Overall, the majority of Central Office staff has been consistent and in their roles for at least five+ years, most significantly longer. The district is fortunate to have exceptional, dedicated school board members who are always willing to "find a way" to provide for the benefit of our students. There is a tremendous level of support for our schools throughout our close-knit community. There is a high degree of pride and "ownership" in our schools, along with a strong culture of family.

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.

At the end of their journey with Grayson County Schools, our students must be able to engage their world with 21st century skills and ready for life's transitions, whether to college or career. We are invested in preparing each child for their future, working together with each other and with the community to build individual relationships, and help each child grow into the best possible version of themselves they can be. Our commitment is to help each student reach their unique and individual potential through a combination of classroom and real-world experiences. Like any business, education's end product of future-ready graduates must have the marketable skills that its customers—the workplace and community—demand. It's a goal that can be attained by defining and building on our successes, being even more connected with our kids, and steering them toward their own successes from elementary through graduation and into adult life. In the spring of 2018, the district brought together a wide cross-section of the community to create a "Profile of a Grayson County Schools Graduate." The qualities and skills this group believed all graduates should possess include: •Personally Empowered•Effective Communicators•Solution Seekers•Team Players•Enterprising Innovators Along with the Profile, this community group also revised the district's Mission and Vision Statements: •Vision: Excellence in education, skills for life – every student future-ready. •Mission: Start, Share, Solve, Succeed – inspiring and empowering individual excellence in the classroom, in the community and in life. With a laser-like focus on living our Vision and Mission, and through daily emphasis on our Profile attributes, we are laying a strong foundation that will prepare every student with these essential skills to navigate transitions - in college or career and, even more importantly, in life. We believe that preparing students to be ready for life takes place through a variety of opportunities - academics, college and career preparation, the arts, extracurricular, leadership, service, health and wellness, and safety. We strive continually to provide students these opportunities to succeed through multiple channels. In tandem with our vision and mission, our belief system also guides us daily in how we educate our students, enhance the quality of environment and training we provide our staff, and how we interact with one another, with students, with parents, with our partners and with our community. We believe: •Our schools provide rigorous and relevant educational experiences which inspire lifelong learning. •Relationships are the foundation of academic success. •Our schools have high expectations for all students and staff. •A partnership among community, home, and school is crucial to the education of every student - even before a child enters our school system. In addition, we believe our students: •Should be able to learn in a safe and secure environment. •Should be able to utilize current technology and develop the 21st Century skills that their generation will need throughout their lives as "digital citizens". •Should have access to information that will guide them in making healthy lifestyle and fitness choices.

ATTACHMENTS

Attachment Name

 [Profile of a Grayson County Schools Graduate](#)

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.

"When you get the right people moving in the right direction, anything is possible." Doug Robinson, Supt. Connection is the name of the game throughout Grayson County Schools. Connection with

students, with colleagues, with community. Through relationships. Through partnerships. Through small daily acts as well as through high-impact programs, such as the district's work-based learning initiative. Launched during the 2018-19 school year, a job shadowing program gives students on-site experience with local businesses to explore a potential career. It met with such success that the position of Transition Coordinator was created to work one-on-one with students and employers alike. The coordinator assists students in planning and navigating the classes, certifications and hands-on job experiences that will allow them to leave GCHS ready for the next step. Working closely with local businesses to determine their workforce needs, the position serves as a bridge between the Grayson County Technology Center, High School, and the business community. The district has vast opportunities for students to succeed in any number of pathways. Having someone dedicated to making those vital connections between student abilities and workforce needs creates an immediate and long-term benefit to our students, employers and community alike. In addition to technical skills, soft skills may be even higher on an employer's wish list. The district and community joined together in the spring of 2018 to create the ideal "Portrait of a Graduate," a compilation of the most desired intangibles that every student should carry with them beyond their years in Grayson County Schools. Communication, collaboration, responsibility, critical thinking, initiative and self-direction are now interwoven in lessons and learning opportunities starting at the elementary level and carried on through coursework, activities, and in-the-field learning through the middle and high school levels. The community input we had in creating the profile makes it unique and invaluable in providing Grayson County with the type of workforce and citizen it wants and needs. It also ensures that our graduates are equipped with the soft skills and the life skills they need to be successful, whatever their path. The building blocks for success start early, and a strong reading foundation is a critical factor. The district has implemented a primary reading block program in all elementary schools. In its second year, this protected daily time allows teachers to work strategically with small groups of students, based on their current reading level, in an effort to ensure that all students are reading on grade level by third grade. Classroom technology has been on a fast upward track, thanks in large measure to grant funding. The district now has a nearly 1:1 ratio of technology devices to students, significantly expanding online and cloud-based learning opportunities. STEAM classes are flourishing at GCMS, Lawler and Clarkson, with all schools moving in that direction. Student Technology Leadership Program (STLP) groups are and growing across the district as more students take up the challenge, especially those with an eye on tech careers. Reading is vital to student success and technology literacy is mandatory in today's world. These initiatives give the district the ability to impact students' lives both in the classroom now and years into the future as they move on to college and careers. Focus classes at the middle school allow students to explore unique interests, and a successful mentorship program has brought community and business leaders together with students to share their life and career paths during the school year. AP and dual credit courses give all students an opportunity for a head start on college, both academically and financially. High school participation rates have soared as students can gain college credit and save significantly on tuition costs. Students also now have the opportunity to complete an associate degree through Elizabethtown Community and Technical College while still in high school, graduating from both at the same time. As students achieve academically, vital life lessons are just as often learned on stages, on athletic fields, and through the leadership and teamwork opportunities that extracurricular participation provides. Grayson County students at all levels lead the way in the arts, activities, and athletics on the district, regional and even national levels. Students also learn early to use their abilities to serve their community, developing leadership skills along the way. Each year, Grayson County students give thousands of hours to a variety of wide-ranging projects and programs. As we work to prepare every student to successfully transition from elementary to middle to high school to the real world, it's not just about being ready for college or career anymore. It's about being ready for life and equipped with tangible and intangible skills for success in whatever path they choose. Our students have more opportunities than ever before to learn and

apply those skills – at all levels. Thanks to open communication, feedback and tremendous support from our community we're working together to create the kind of win-wins that will benefit our students, our workforce and all of Grayson County.

ATTACHMENTS

Attachment Name



[Profile of a Graduate Essential Skills Crosswalk](#)

Additional Information



Districts Supporting CSI/TSI 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.

Additional Information

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

Student achievement is not reflected solely in the classroom. We are fortunate to have a Board committed to providing opportunities that will engage students of all interests and provide opportunities for them to grow and excel. CTE programs and organizations consistently make strong showings at competitive events through DECA, HOSA, and SkillsUSA. Other award-winning programs such as Y-Club, FFA, and journalism also provide career and life experience in real world situations. Grayson County students frequently serve as regional, state and even national officers of many organizations. They are also often honored on a variety of levels for the leadership and team roles they play within their respective organizations. The district's arts programs are a source of pride, and have grown significantly in recent years. Band, orchestra, and chorus are all at new heights, consistently earning individual, district and state honors. The combined music programs now boast more than 700 members. Visual art is also strong, with students consistently juried into the prestigious Scholastic program and many others. Partnerships with community civic groups open new worlds to students as they bring arts into our schools through dance, drama, even opera. Our athletes play hard on the field, competing at ever higher levels. A variety of teams and individual players have accomplished "firsts" for the district and their school in recent years. Student-athletes are consistently named to All-Tournament and All-Academic teams. Newer sports, such as volleyball, archery, and now bass fishing, have met with unparalleled enthusiasm. Each year, Grayson County students also give thousands of hours to a variety of wide-ranging community service projects and programs. Combined academic, extracurricular and service excellence has led to a high number of Grayson County students being selected for the prestigious selective entry programs such as Governor's Scholars, Governor's Schools for the Arts, Governor's School for Entrepreneurship, as well as WKU's SCATS, VAMPY, and even the Gatton Academy of Mathematics and Science. We are also extremely proud of our teachers for the positive role modeling, mentorship, leadership and support they provide. Each year any number of staff receives awards as outstanding Advisors and Administrators, individually and as teaching teams. Our teachers are highly active in after school and community programs, many volunteering both their expertise and their time. As our staff leads the way, students learn, grow and perform at levels they may never have imagined was in them, leading to personal, school and community pride. And as they experience the hard work and persistence that leads to achievement of their goals, the joy of accomplishment, the back-pats, awards and honors they receive now should put them well on the road to continued success in the future.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Profile of a Graduate Essential Skills Crosswalk	A guide to implementing Profile essential skills into curriculum and daily classroom activities.	•
 Profile of a Grayson County Schools Graduate	A district and community collaboration of the ideal GCHS graduate. This is a compilation of the most desired intangibles that every student should carry with them beyond their years in Grayson County Schools.	•

2019-20 Phase Three: The Superintendent Gap Assurance_09252019_15:44

2019-20 Phase Three: The Superintendent Gap Assurance

Grayson County
Doug Robinson
790 Shaw Station Rd
Leitchfield, Kentucky, 42754-8150
United States of America

Target Completion Date: 12/20/2019
Last Modified: 12/26/2019
Status: Locked

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.

Grayson County High School Grayson County Middle SchoolCaneyville ElementaryClarkson ElementaryHW Wilkey ElementaryOran P. Lawler Elementary