

## 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 seven (7) required district goals:
  - State Assessment Results in reading and mathematics
  - State Assessment Results in science, social studies and writing
  - Achievement Gap
  - English Learner Progress
  - Quality of School Climate and Safety
  - Postsecondary Readiness
  - Graduation Rate

Explanations/Directions

**Goal:**Districts should determine long-term goals that are three to five year targets for each required district level indicator. Long-term targets should be informed by The Needs Assessment for Districts.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Districts should determine short-term objectives to be attained by the end of the current academic year. There can be multiple objectives for each goal.</p>	<p>Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Districts. There can be multiple strategies for each objective. The strategy can be based upon <a href="#">Kentucky’s six (6) Key Core Work Processes</a> or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.</p>	<p>Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.</p>	<p>List the specific federal, state, or local funding source(s) used to support each improvement initiative.</p>

1: State Assessment Results in Reading and Mathematics

Goal 1: Increase the percentage of students scoring proficient/distinguished on the KSA in reading at the elementary level from 38% in 2022 to 68% in 2025, at the middle level reading from 47% in 2022 to 77% in 2025, and at the high school level from 50% in 2022 to 80% in 2025. Increase the percentage of students scoring proficient/distinguished on the KSA in math at the elementary level from 24% in 2022 to 54% in 2025, at the middle level from 30% in 2022 to 60% in 2025, and at the high school level from 33% in 2022 to 63% in 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Reading (Elementary/Middle) Increase the percentage of students scoring proficient/distinguished at the elementary level from 38% in 2022 to 48% in 2023; at middle level from 47% in 2022 to 57% in 2023.	KCWP 1: Design and Deploy Standards	<b>Success for All Reading Program –</b> K-8 Reading teachers will implement and refine the research based SFA program with fidelity.	Observation data at school level by Principal and SFA Facilitator  Observations by SFA District Coach & Program Consultant		District Funding
	KCWP 2: Design and Deliver Instruction  KCWP 3: Design and Deliver Assessment Literacy				
	KCWP 4: Review, Analyze and Apply Data	<b>SFA Reading Data –</b> Teachers and reading facilitators will use Member Center to track lesson cycles, student growth, and overall grade level growth in quarterly reports and snapshots.	SFA Member Center Quarterly Reports		No Funding Required
	KCWP 2: Design and Deliver Instruction  KCWP 3: Design and Deliver Assessment Literacy	<b>RTI</b> District instructional coach and literacy facilitators will provide coaching and monitoring of reading interventions.	Data from Coach and progress monitoring reports		District Funding
	KCWP 4: Review, Analyze and Apply Data	<b>Save the Children Literacy Program –</b> Targeted students in grades K-6 (performing below grade level) will be provided intervention/instruction in phonics, sight words, fluency, comprehension and vocabulary.	Save the Children tutoring data/reports on targeted students  STaR assessments and Accelerated Reader data/reports		Save the Children Funding

Goal 1: Increase the percentage of students scoring proficient/distinguished on the KSA in reading at the elementary level from 38% in 2022 to 68% in 2025, at the middle level reading from 47% in 2022 to 77% in 2025, and at the high school level from 50% in 2022 to 80% in 2025. Increase the percentage of students scoring proficient/distinguished on the KSA in math at the elementary level from 24% in 2022 to 54% in 2025, at the middle level from 30% in 2022 to 60% in 2025, and at the high school level from 33% in 2022 to 63% in 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	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	<p><b>Blended Learning</b> – Reading teachers will incorporate blended learning strategies into daily instruction to engage all learners (e.g. Google Classroom, Flocabulary, Accelerated Reader, Lightning Squad, etc.)</p> <p><b>Reading Mastery Coaching</b> – New Reading Facilitators will learn programming and through this programming, coaching will be supported.</p> <p><b>Building the Literacy Leader Training-</b> District instructional coach, District Curriculum Specialist, and all facilitators will be trained at the National SFA Conference.</p> <p><b>Southeast/South Central Co-op Coaching-</b>coaches will support and help teachers refine student engagement procedures and routines during reading instruction</p>	<p>Increased student engagement via observations</p> <p>Data from platforms and lesson plans</p> <p>Reading Mastery student reports showing student growth/Data Binders</p> <p>Stronger Core Program as measured by observations of the school reading leadership</p> <p>Coaching Support plans/feedback notes</p> <p>Increased student engagement via observations</p>		<p>District and Title IV Funds</p> <p>District Funding</p> <p>District Funding</p> <p>Southeast/South Central Co-op will provide funding</p>
Objective 2: Math (Elementary/Math) Increase the percentage of students scoring proficient/distinguished at the elementary level from	KCWP 1: Design and Deploy Standards  KCWP 2: Design and Deliver Instruction	<p><b>Phase II – New Standards Project</b> – Math teachers across grade levels and schools will begin to design math assessments aligned to the standards using Edulastic and HMH to mirror KSA.</p>	Aligned math assessments for K-12		Title IV Funds

Goal 1: Increase the percentage of students scoring proficient/distinguished on the KSA in reading at the elementary level from 38% in 2022 to 68% in 2025, at the middle level reading from 47% in 2022 to 77% in 2025, and at the high school level from 50% in 2022 to 80% in 2025. Increase the percentage of students scoring proficient/distinguished on the KSA in math at the elementary level from 24% in 2022 to 54% in 2025, at the middle level from 30% in 2022 to 60% in 2025, and at the high school level from 33% in 2022 to 63% in 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
24% in 2022 to 34% in 2023, at middle level from 30% in 2022 to 40% in 2023.	KCWP 3: Design and Deliver Assessment Literacy  KCWP 4: Review, Analyze and Apply Data	<b>Blended Learning</b> – Math teachers will incorporate blended learning strategies into daily instruction to engage all learners (e.g. Google Classroom, MAP Accelerator, Probelem-Attic, MobyMax, Flocabulary, etc.)	Increased student engagement via observations  Data from platforms and lesson plans		District Funds
	KCWP 1: Design and Deploy Standards  KCWP 2: Design and Deliver Instruction	<b>Math In Focus</b> – Teachers will implement and refine MIF curriculum as aligned to the KAS and utilize the online Teacher Resource Platform, in which they were trained on during PD.	Classroom observations/lesson plans		District Funds
	KCWP 3: Design and Deliver Assessment Literacy  KCWP 4: Review, Analyze and Apply Data	<b>Targeted Math Interventions</b> – Teachers will utilize a variety of math interventions (including MAP Accelerator, Problem-attic, Simple Solutions, Automaticity, Moby Max) to address individual student math needs.	Progress data and reports showing student growth		District, Title IV and Gear Up Funds
	KCWP 2: Design and Deliver Instruction	<b>Southeast/South Central Co-op Coaching</b> -coaches will support and help teachers refine student engagement procedures and routines during reading instruction	Coaching Support plans/feedback notes  Increased student engagement via observations		SESC will provide funding

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 3: HS Reading and Math</p> <p>Increase the percentage students scoring proficient/distinguished in reading from 50% in 2022 to 60% in 2023 and in math from 33% in 2022 to 43% in 2023 at the high school level.</p>	<p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 3: Design and Deliver Assessment Literacy</p> <p>KCWP 4: Review, Analyze and Apply Data</p>	<p><b>The Thoughtful Classroom Instructional Strategies –</b></p> <p>All classroom teachers have been trained and will implement and refine the Thoughtful Classroom Instructional Strategies into daily instruction. Implementation will include on site coaching from expert and PLCs conducted periodically.</p>	<p>Weekly Monitoring of strategies through lesson plans and classroom observations</p> <p>Increased student achievement on CERT testing and KSA</p>		<p>Title IV Funds</p>
		<p><b>HS Activity – Achieve 3000</b></p> <p>Teachers will continue to integrate Achieve 3000 reading components into the English classes and the Math classes on a weekly basis.</p>	<p>Weekly progress reports</p> <p>Admin and teachers will monitor program for student progress and program effectiveness</p>		<p>ESSER Funds</p>
	<p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p>	<p><b>Edulastic</b></p> <p>Teachers will design exams that mimic the format of state KSA exams.</p>	<p>Real time data points/Reports in Edulastic</p> <p>Improvement on KSA</p>		<p>District Funding</p>
	<p>KCWP 3: Design and Deliver Assessment Literacy</p> <p>KCWP 4: Review, Analyze and</p>	<p><b>ALEKS Learning Labs</b></p> <p>Teachers and students will utilize the program to improve math skills and problem solving.</p>	<p>Progress data will be collected by learning lab instructors and classroom teachers and reported to</p>		<p>Gear-Up Funding</p>

Goal 1: Increase the percentage of students scoring proficient/distinguished on the KSA in reading at the elementary level from 38% in 2022 to 68% in 2025, at the middle level reading from 47% in 2022 to 77% in 2025, and at the high school level from 50% in 2022 to 80% in 2025. Increase the percentage of students scoring proficient/distinguished on the KSA in math at the elementary level from 24% in 2022 to 54% in 2025, at the middle level from 30% in 2022 to 60% in 2025, and at the high school level from 33% in 2022 to 63% in 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Apply Data		administration; Learning Lab and Classroom Observations conducted by school administration/Learning Lab data/reports		

2: State Assessment Results in Science, Social Studies and Writing

Goal 2: Goal 2: Increase the percentage of students scoring proficient and distinguished in elementary science from 24% in 2022 to 64% in 2025, in middle science from 21% in 2022 to 61% in 2025 and in high school science from 26% in 2022 to 64% in 2025. Increase the percentage of students scoring proficient and distinguished in elementary social studies from 33% in 2022 to 63% in 2025, in middle school social studies from 35% in 2022 to 65% in 2025, and in high school social studies from 44% in 2022 to 74% in 2025. Increase the percentage of students scoring proficient and distinguished in elementary writing from 34% in 2022 to 74% in 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Science Increase the percentage of students scoring proficient/distinguished at the elementary level from 24% in 2022 to 37% in 2023, at the middle level from 21% in 2022 to 34% in 2023, and at high school level from 26% in 2022 to 39% in 2023.	KCWP 1: Design and Deploy Standards	<b>Phase II – New Standards Project –</b> Science teachers across grade levels and schools will create Science assessments aligned to the new standards using Edulastic to mirror KSA.	Aligned science assessments		Title IV Funds
	KCWP 2: Design and Deliver Instruction				
	KCWP 3: Design and Deliver Assessment Literacy	<b>PIMSER Virtual Science Coaching –</b> elementary and middle school science teachers in two schools will participate in coaching sessions focused on science assessments.	Coaching reports from provider		Gear Up Funds
	KCWP 4: Review, Analyze and Apply Data				
	KCWP 1: Design and Deploy Standards	<b>Blended Learning –</b> Science teachers will incorporate blended learning strategies into daily instruction to engage all learners (e.g., Google Classroom, BrainPOP, Mystery Science, Gizmos, etc.)	Increased student engagement via observations  Data from platforms and lesson plans		Various funding sources based on the platform
	KCWP 2: Design and Deliver Instruction				
	KCWP 3: Design and Deliver Assessment Literacy	<b>HS only - The Thoughtful Classroom Instructional Strategies –</b> All classroom teachers have been trained and will implement and refine the Thoughtful Classroom Instructional Strategies into daily instruction. Implementation will include on-site coaching from expert and PLCs conducted periodically.	Lesson plans  Classroom observations  Increased student achievement on CERT testing and KSA		Title IV Funds
	KCWP 4: Review, Analyze and Apply Data				
		<b>HS only-Through Course Tasks</b>	Rubrics will be utilized		No Funding



Goal 2: Goal 2: Increase the percentage of students scoring proficient and distinguished in elementary science from 24% in 2022 to 64% in 2025, in middle science from 21% in 2022 to 61% in 2025 and in high school science from 26% in 2022 to 64% in 2025. Increase the percentage of students scoring proficient and distinguished in elementary social studies from 33% in 2022 to 63% in 2025, in middle school social studies from 35% in 2022 to 65% in 2025, and in high school social studies from 44% in 2022 to 74% in 2025. Increase the percentage of students scoring proficient and distinguished in elementary writing from 34% in 2022 to 74% in 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Students will perform TCTs provided by state task bank			Required
		<b>HS only-GIZMOS</b> Lab experiments for all Science content	Improvement shown on KSA and ACT		No Funding Required
Objective 2: Social Studies Increase the percentage of students scoring proficient/distinguished at the elementary level from 33% in 2022 to 43% in 2023, at the middle level from 35% in 2022 to 45% in 2023 and at high school level from 44% in 2022 to 54% in 2023.	KCWP 1: Design and Deploy Standards  KCWP 2: Design and Deliver Instruction	<b>Phase II – New Standards Project –</b> Social Studies teachers across grade levels and schools will create Social Studies assessments aligned to the new standards using Edulastic to mirror KSA.	Aligned social studies assessments		Title IV Funds
	KCWP 3: Design and Deliver Assessment Literacy  KCWP 4: Review, Analyze and Apply Data	<b>Social Studies Consulting/Professional Development</b> -provided by Kim Sergent with KVEC Co-op, addressing how to implement the new standards into instruction and assessment; implementation of strategies and assessments	Improved teacher understanding of social studies standards  Lesson plans and observations		Professional Development Funding
	KCWP 1: Design and Deploy Standards  KCWP 2: Design and Deliver Instruction  KCWP 3: Design and Deliver Assessment Literacy	<b>Blended Learning</b> – Social Studies teachers (5 <sup>th</sup> -8 <sup>th</sup> ) will incorporate blended learning strategies into daily instruction to engage all learners (e.g., Google Classroom, BrainPOP, Actively Learn, CHARGE Grant resources, History Alive, etc.)	Increased student engagement via observations Data from platforms and lesson plans		Various funding sources based on the platform
	KCWP 4: Review, Analyze and Apply Data	<b>HS only - The Thoughtful Classroom Instructional Strategies –</b> All classroom teachers have been trained and will implement and refine the Thoughtful Classroom	Lesson plans  Classroom observations		Title IV Funds

Goal 2: Goal 2: Increase the percentage of students scoring proficient and distinguished in elementary science from 24% in 2022 to 64% in 2025, in middle science from 21% in 2022 to 61% in 2025 and in high school science from 26% in 2022 to 64% in 2025. Increase the percentage of students scoring proficient and distinguished in elementary social studies from 33% in 2022 to 63% in 2025, in middle school social studies from 35% in 2022 to 65% in 2025, and in high school social studies from 44% in 2022 to 74% in 2025. Increase the percentage of students scoring proficient and distinguished in elementary writing from 34% in 2022 to 74% in 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Instructional Strategies into daily instruction. Implementation will include on site coaching from expert and PLCs conducted periodically.	Increased student achievement on CERT testing and KSA		
Objective 3: Writing Increase the percentage of students scoring proficient/distinguished at the elementary level from 34% in 2022 to 47% in 2023.	KCWP 1: Design and Deploy Standards	<b>Phase II – New Standards Project –</b> Writing teachers across grade levels and schools will create writing assessments aligned to the new standards using Edulastic to mirror KSA.	Aligned on-demand writing assessments		Title IV Funds
	KCWP 2: Design and Deliver Instruction	<b>Writing Consultant Coaching – 3<sup>rd</sup>-8<sup>th</sup></b> grade writing teachers have the opportunity to participate in...district-wide workshops with expert writing coaching by Angela Hilterbrand with KVEC Co-op	Improved teacher understanding of writing strategies		Professional Development Funding
	KCWP 3: Design and Deliver Assessment Literacy		Lesson plans and observations		
	KCWP 4: Review, Analyze and Apply Data	<b>Supplemental Resources</b> ELA teachers use across the district use the standards based on-line program <i>No Red Ink</i> to help build strong writers through an interest-based curriculum. <i>Scope magazine</i> is used to elevate student interest in current topics while incorporating informative and argumentative prompts and responses. Other supplemental resources are utilized across the district as well.	On-demand writing samples		District/School Instructional Funding
Objective 3: Writing	KCWP 1: Design and Deploy Standards	<b>Supplemental Resources</b> ELA teachers use across the district use the standards based on-line program <i>No Red Ink</i> to help build strong writers through an interest-based curriculum. <i>Scope magazine</i> is used to elevate student interest in current topics while incorporating informative and argumentative prompts and responses. Other supplemental resources are utilized across the district as well.	On-demand writing samples		District/School Instructional Funding
Increase the percentage of students scoring proficient/distinguished at the elementary level from 34% in 2022 to 47% in 2023.	KCWP 2: Design and Deliver Instruction				
	KCWP 3: Design and Deliver Assessment Literacy				

Goal 2: Goal 2: Increase the percentage of students scoring proficient and distinguished in elementary science from 24% in 2022 to 64% in 2025, in middle science from 21% in 2022 to 61% in 2025 and in high school science from 26% in 2022 to 64% in 2025. Increase the percentage of students scoring proficient and distinguished in elementary social studies from 33% in 2022 to 63% in 2025, in middle school social studies from 35% in 2022 to 65% in 2025, and in high school social studies from 44% in 2022 to 74% in 2025. Increase the percentage of students scoring proficient and distinguished in elementary writing from 34% in 2022 to 74% in 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

3: 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
Objective 1: Reading Increase the percentage of gap students (targeted gap group of students with disabilities) at the elementary level scoring proficient and distinguished from 32% in 2022 to 37% in 2023.	KCWP 4 – Review, Analyze and Apply Data  KCWP 5 – Design, Align and Deliver Support	<b>Data Analysis</b> – All schools will analyze student achievement data by gap groups relative to state, district and school level assessments.	Increase teacher knowledge of students’ individual instructional levels and needs as evidenced by differentiated instruction in lesson plans.		No Funding Required
		<b>Save the Children Reading Intervention</b> implemented.	Data reports from STC		Save the Children Funding
	KCWP 4 – Review, Analyze and Apply Data  KCWP 5 – Design, Align and Deliver Support	<b>Summer Enrichment Camp</b> – Targeted students were provided with intensive reading instruction and interventions.	Improved reading skills for targeted gap students on enrichment camp data.		ESSER Funds
		<b>Social Emotional/Behavioral Support System</b> – Implement a Universal Screener for behavior and the Institute for Behavior Online Management System to build behavior plans and provide continuous support for staff.	System of support to target students with specific behavioral needs.		Special Education Funds
KCWP 4 – Review, Analyze and Apply Data  KCWP 5 – Design, Align and Deliver Support		<b>Blended Learning</b> – Reading teachers will incorporate blended learning strategies into daily instruction to engage all learners (e.g. Google Classroom, Flocabulary, Accelerated Reader, Lightning Squad, etc.)	Increased student engagement via observations  Data from platforms and lesson plans		District & Title IV Funds
Objective 2: Reading	KCWP 4 – Review, Analyze	<b>Data Analysis</b> – All schools will	Data Analysis		No Funding

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase the percentage of gap students (targeted gap group of students with disabilities) at the middle school level scoring proficient and distinguished from 27% in 2022to 32% in 2023.	and Apply Data  KCWP 5 – Design, Align and Deliver Support	analyze student achievement data by gap groups relative to state, district and school level assessments.	Worksheets		Required
		<b>Save the Children Reading Intervention</b> implemented.  <b>Summer Enrichment Camp</b> – Targeted students provided with intensive reading instruction and interventions.	Data Reports from STC  Improved reading skills for targeted gap students on enrichment camp data.		Save the Children Funding  ESSER Funds
	KCWP 6- Establishing Learning and Culture and Environment	<b>Social Emotional/Behavioral Support System</b> – Implement a Universal Screener for behavior and the Institute for Behavior Online Management System to build behavior plans and provide continuous support for staff.	System of support to target students with specific behavioral needs.		Special Education Funds
Objective 3: Math Increase the percentage of gap students (targeted gap group of students with disabilities) at the middle school level scoring proficient and distinguished from 20% in 2022to 25% in 2023.	KCWP 4 – Review, Analyze and Apply Data	<b>Data Analysis</b> – All schools will analyze student achievement data by gap groups relative to state, district and school level assessments.	Data Analysis Worksheets		No Funding Required
	KCWP 5 – Design, Align and Deliver Support	<b>Save the Children Reading Intervention</b> implementation.	Data Reports from STC		Save the Children Funding
	KCWP 4 – Review, Analyze and Apply Data	<b>Summer Enrichment Camp</b> – Targeted students provided with intensive math instruction and	Improved math skills for targeted gap students on		ESSER Funds

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 5 – Design, Align and Deliver Support	interventions.	enrichment camp data.		
	KCWP 6- Establishing Learning and Culture and Environment	<b>Social Emotional/Behavioral Support System</b> – Implement a Universal Screener for behavior and the Institute for Behavior Online Management System to build behavior plans and provide continuous support for staff.	System of support to target students with specific behavioral needs.		Special Education Funds

4: English Learner Progress

Goal 4: Due to our school district not meeting the criteria of 30 students in order to get an indicator score, we do not have data to set a goal for English Learner Progress. Our school district only has 1 EL student.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: N/A					
Objective 2: N/A					

5: Quality of School Climate and Safety

Goal 5: Increase the quality of the school climate and safety from 78.5% in 2022 to 90.5% in 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the quality of the school climate from 81.3% in 2022 to 84.1% in 2023.	KCWP 6- Establishing Learning and Culture and Environment	<b>Red Ribbon Week</b> Students participate in activities and programs that target drug and bullying prevention.	Red Ribbon Week Calendar of Events (per school schedules)		School Funding
		<b>HS Level-Blue Crew</b> Mentoring of students with similar backgrounds (students are paired); School-wide Anti-bullying campaign	Student follow-up and reporting		Gear-Up Funding
	KCWP 6- Establishing Learning and Culture and Environment	<b>Gear-Up</b> "Be Kind" Campaign (Pledge)	Student follow-ups		Gear-Up Funding
		<b>FRYSC Anti-Bullying Programs</b>	Student Feedback		FRYSC Funding
	KCWP 6- Establishing Learning and Culture and Environment	<b>Guidance Counselors</b> Will work with students using appropriate strategies that will help address student conflicts that they face with other students, this may include PBIS or other similar strategies.	Counselor Notes/Documentation		No Funding Required
		<b>PBIS</b> Guidance Counselors have undergone extensive training to implement the interventions and support at the school level. School PBIS teams help students develop their understanding of rules and how their behavior affects others.	PBIS data including Terrace Metrics Screening Data  Office Referrals (Infinite Campus)		No Funding Required
Objective 2: Increase the quality of the school safety from 75.7% in 2022 to 80.6%	KCWP 6- Establishing Learning and Culture and Environment	<b>Safe School Grant</b> Behavioral & Mental Health Screener/Tools & Curriculum- All	Grant Documentation/Records		Safe School Grant Funds



Goal 5: Increase the quality of the school climate and safety from 78.5% in 2022 to 90.5% in 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
in 2023.		students will take the 20 min screener assessment and be assigned a level 1, 2, or 3. Depending on the level, each student will be assigned a program to support the improvement of his/her mental health.	Screener Data Results/Progress Monitoring Notes		
		<b>School Safety Enforcers</b> 8-to-10-page evaluation instrument- used to ensure that our district/schools are conducting routine procedures that are required to ensure school safety	Routine procedure checks		Safe School Grant Funds
		<b>Safety Plans</b> Maintained at local law enforcement agencies, first responders, and FEMA	Dates provided are maintained at district level offices		

6: Postsecondary Readiness

Goal 6: Increase the percentage of students who are Postsecondary Ready from 76.8% in 2022 to 90% in 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the percentage of students who are Postsecondary Ready from 76.8% in 2022 to 82% in 2023.	<b>Career Pathways</b> KCWP 2: Design and Deliver Instruction  KCWP 4: Review, Analyze, and Apply Data	<b>Targeting Students</b> – Intentional targeting of 2-year students for review and testing for End of Program (EOP) or Industry Certification; Vocational tracks are set and testing all students for EOPs and Certifications	Review before exams; Higher percentage of students passing EOPs and Industry Certification testing		No Funding Required
		<b>Expansion of CTE Dual Credit</b> – Expanding Dual Credit options in CTE programs in collaboration with the Bell Co ATC and Southeast Community and Technical College	Higher percentage of students meeting career readiness		Title IV
	<b>Academic Pathways</b> KCWP 2: Design and Deliver Instruction  KCWP 4: Review, Analyze, and Apply Data	<b>ACT Recharge</b> – All juniors will be instructed in ACT preparation using materials created by BCHS teachers.	Increase benchmark scores for ACT		Title IV
		<b>ACT Testing</b> – Students not meeting ACT benchmarks will be provided the opportunity for another ACT assessment through district funding.  <b>Torch Prep</b> All sophomores and juniors will participate in an ACT boot camp			Gear-Up Funds
		<b>Intervention based on Benchmark</b> – All students who did not benchmark will receive instruction in the content area not being met and	Increase students achieving Academic readiness via ACT or KYOTE		No Funding Required

Goal 6: Increase the percentage of students who are Postsecondary Ready from 76.8% in 2022 to 90% in 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>then either Retake ACT or take KYOTE.</p> <p><b>Individualized Proctoring</b> Students with IEPs will be targeted for one-to-one with proctor and ensuring they are getting what they need to be postsecondary ready; Using proctor for special education students on testing</p> <p><b>CERT</b>-Freshmen, sophomores, and juniors will be given ACT-like assessments. End-of-year assessments will determine placement for classes.</p>	<p>Follow-up on students that have not reached benchmark on math, reading, and writing; test given at the end of school year</p> <p>Data reported to administration after completion of each round of exams; mid-year data; improvement on CERT exams throughout the school year</p>		<p>No Funding Required</p> <p>Gear-Up Funds</p>
	<p><b>Transition Strategy to Support both Academic and Career Pathways</b></p> <p>KCWP 5 Design, Align and Deliver Support</p>	<p><b>College and Career Counseling Day</b> – High School seniors will be provided with the opportunity to meet with college and career counselors to promote post-secondary goals and achievements</p>	<p>Number of students participating; increase in the number of students going on to post-secondary education or employment.</p>		<p>No Funding Required</p>
	<p>KCWP 6 Establishing Learning Culture and Environment</p>	<p><b>Link Crew</b> – Implement a Student Leadership program that promotes working together, positive social interactions, and promotes</p>	<p>Number of students participating; increase in the number of students going on to</p>		<p>Gear Up Funds &amp; Title IV Funds</p>

Goal 6: Increase the percentage of students who are Postsecondary Ready from 76.8% in 2022 to 90% in 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		academic success through peer support.	post-secondary education or employment.		
	KCWP 5 Design, Align and Deliver Support	<b>Check and Connect College and Career Navigator</b> - CCN working to mentor high school students by implementing the check and connect protocol in order to help students be successful.	Gear-Up mentoring notes/plans		Gear Up Funds
	KCWP 6 Establishing Learning Culture and Environment				

7: Graduation Rate

Goal 7: Increase the Average Graduation Rate from 88.1% in 2022 to 97 % in 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the Average Graduation Rate from 88.1% in 2022 to 93.1% in 2023.	KCWP 5 – Design. Align, and Deliver Support	<b>Persistence to Graduation Tool-</b> Identify at-risk students and collaborate to help those students become successful.	Students are evaluated twice per year; graduation rate improves		No Funding Required
	KCWP 6 – Establishing Learning Culture and Environment	Create a list of students in danger of not graduating and staff will assist in intervening.	Students will be monitored each six weeks grading period.		No Funding Required
		Establish communication protocols for parents/guardians regarding placement and intervention procedures.	Students are evaluated twice per year; graduation rate improves		No Funding Required
Objective 2: Increase the number of our homeless population graduating from 82.1% to 85.1%.	KCWP 5 – Design. Align, and Deliver Support	<b>AmeriCorps Services</b> (tutoring, one-on-one help)	Bi-monthly check-ups		No Funding Required
	KCWP 6 – Establishing Learning Culture and Environment	<b>FRYSC Resources</b>	Bi-monthly check-ups		FRYSC Funding
		Target homeless population and partner to increase help with those students.			

8: Other (Optional)

Goal 8 (State your other goal.): N/A					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: N/A					
Objective 2: N/A					

Special Considerations for Districts with Targeted Support and Improvement(TSI) including Additional Targeted Support and Improvement (ATSI) Schools

Districts with a school identified for TSI (including ATSI) must monitor and provide support to the school to ensure the successful implementation of the school improvement plan (703 KAR 5:280(10)). The local board of education must review and approve the revised school improvement plan for TSI (including ATSI) schools (KRS 160.346(4)(a)).

Monitoring and Support
<p><b>Consider:</b> Describe the district’s plan for monitoring and supporting the school improvement plan of any school identified for TSI/ATSI. Include in your response information regarding the process for local board review and approval.</p> <p><b>Response:</b> N/A</p>



2022-23 Phase One: Executive Summary for  
Districts\_08172022\_09:06

2022-23 Phase One: Executive Summary for Districts

**Bell County**  
**Tom Gambrel**  
211 Virginia Ave  
Pineville, Kentucky, 40977  
United States of America



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## 2022-23 Phase One: Executive Summary for Districts

### Description of the District

Describe the district's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the district serves?

Every school system has its own distinct story to tell. The Bell County School District's story begins with sharing the context in which teaching and learning takes place. This context influences the processes and procedures by which the school system makes decisions about curriculum, instruction, and assessment, as well as, the individual well-being of each student. The context also impacts the way a school system remains focused on its vision. Many factors contribute to the overall narrative, such as the trends and issues affecting the school system from within and from the community, as well as, the kinds of programs and services a system implements to support student learning. At present, the COVID-19 Pandemic is continuing to influence the educational environment in the most drastic and alarming ways. During the 2021-2022 school year teachers stress levels continued to be at an all time high due to the struggles of juggling health concerns, virtual and in-person learning, advanced use of chromebooks for all students and continued use of new digital learning platforms that had not previously been utilized, as well as the struggles of students being 2-3 grade levels behind academically due to the absence of in-school instruction during the pandemic. Needless to say, the learning curve has continued to be a challenge for the entire learning community from administrators to teachers to students and parents. New barriers were revealed during the pandemic that include the lack of internet services for many students either due to the affordability or the location of their home being too remote. During the 2021-2022 school year, our district hired 3 virtual teachers to help alleviate some of the stress for virtual students and classroom teachers. In addition, our district now has 10 Digital Learning Coach stipend positions (at least 1 per building and larger buildings having more) to help support the classroom teachers with blended learning. The Bell County School District currently serves approximately 2453 students, Preschool through 12th grade students (decrease of 83 students since last year at this time). Our students are served by 6 preschool through 8th grade school centers and one high school (9th - 12th grade). Our district partners with the Bell Whitley Community Action Agency to provide a fully blended preschool model that includes Head Start to help promote Kindergarten Readiness. We also provide a full day of Kindergarten to help meet students' needs. Our schools are all located across the various communities throughout our county lines that reach from the Fourmile Community to Red Bird to Page Cut Off to the Frakes Community, and even extends to the city of Middlesboro, which is located on the Kentucky, Tennessee, and Virginia borders. Our community, parents, and students are serviced by approximately 221 certified employees, 46 instructional assistants, 42 food service staff, 24 custodians, 43 bus drivers, 8 Family Resource Centers, 1 district Social Worker, 1 Community Education Coordinator, 1 Parent Liaison, and 4 IT staff. 77% of our students qualify for free and reduced feed program which evidences the low socioeconomic status of our county and is also a decrease from last year's percentage of 79.6%. Our enrollment has shown a

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significant decline starting in 2016 and continuing until the present ( -83 in 2021-22, -62 in 2020/21, -127 in 2019/20, -81 in 2018/19, -110 in 2016-18). The 2020 Census revealed that Bell County had the largest decline in population of 16% in the state of Kentucky. This decline is mainly due to the loss of jobs and the reduction of job opportunities in our area/region. Examples of loss of job opportunities include the decline of the coal industry and the near closing of the Pineville Hospital, as well as several local businesses. Our county school system is currently the largest employer in the county. Thus, economic growth is one of the biggest challenges our district faces as it impacts our student enrollment, as well as our funding abilities. In addition, our special education population is currently 16.1% while the Gifted and Talented population has declined to 7% and the homeless population is at 13%.

### 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.

The Bell County School District's mission states that the parents, employees and community partners strive to provide the individualized support necessary to ensure that each student reaches his or her full potential and is prepared, upon graduation, to successfully pursue their college or career ambitions. This mission was developed by the district and school level administration, including both the Special Education and Gifted & Talented Directors at the time. This mission is at the heart of what the district, each school, and each employee does for our students on a daily basis, whether it be through the instruction given in the classroom, the relationships built with bus drivers and cooks, or the basic needs of the student being met by the FRYSC coordinators and other support staff. Our district holds high expectations for the teaching and learning that occurs within each and every classroom every day. We strive to ensure high quality instruction by providing effective and engaging professional development learning opportunities for all teachers. Two Instructional Supervisors, two Curriculum Resource Specialists, and a Gifted & Talented Instructor are utilized to help with ongoing curriculum alignment with the newly adopted Kentucky Academic Standards across all content areas, continuing with the work of Rick Stiggins including Daily Learning Targets and Formative/Summative Assessment. We are presently in our 13th year of MAP assessment as our universal screener for K-8 schools. The data from this online assessment is used to inform whole class and individual student instruction. Our district has also partnered with Berea for the Gear Up Soar grant. We currently have 7 Academic Interventionists at the high school level and 5 College and Career Navigators at the high school level and 3 at the K-8 level, in which they balance their time, serving the grant cohort of students. The Academic Interventionists and the College & Career Navigators work with students in a variety of ways including tutoring, mentoring, transition support to high school, family nights, college field trips, etc. Our district continues to work to enhance our students' educational experiences and opportunities in order to provide them with the 21st Century Skills needed to be successful.

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## 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.

As our state accountability system continues to change as well as newly revised Kentucky Academic Standards have been adopted, our district strives to continue to provide our students with exceptional learning experiences and high quality instruction. At present, our district is continuing to work on Phase II of our New Standards Project with a focus on The Opportunity Myth - Grade Appropriate Assignments. We had to postpone this work due to COVID Pandemic's effects on our schools and daily operations. We are now working to move forward with developing assessments aligned to the standards across content areas. The district purchased Edulastic, an online assessment platform, to begin building these common assessments for grades 3-12. Our plan is to work on these assessments being online through this new online web-based software. Our district is comprised of six K-8 schools; thus, we have 6 middle schools. The middle school level is the strongest across our district. This has been a trend starting before COVID and continuing through the Fall of 2022 MAP assessment. Bell County High School is also showing growth with the majority of the high school areas scoring at or above the state average on the spring assessment. Due to the lack of consistent instruction and the other constraints that were placed upon the education system by the COVID pandemic, we are working hard to identify exactly what areas need targeting; however, the social studies content has new standards and a new assessment format that is completely different from anything that has been implemented to this point. We know that due to these drastic changes in this area, it must be a focus area for the district. The district will also host five Writing workshops for ELA teachers during the 2022-23 school year, presented by Angela Hilterbrand, to "Raise On-Demand Scores: Teaching Writing in the Grade 5 Post-Covid Classroom. The workshops will be open to ELA teachers, grades 4-8, across the district, in order to strengthen the quality of instruction across both elementary and middle school classrooms. The two curriculum coaches will collaborate with faculty and staff across the district throughout the school year, visiting each of the 6 elementary/middle schools on a rotational two-week basis, (with the two larger schools, receiving two visits during their assigned week) to refine practices already in place. Twelve coaching visits are scheduled for the 2022-23 school year to support the district's core reading program, Success for All. A program coach will visit the six elementary/middle schools to provide coaching in regards to instructional practices and student mastery. During the coaching visits, the program coach will be accompanied by the district reading coach, the district's three literacy facilitators, the district's ELA curriculum specialist, and at least one principal from each of the schools. The team will work together to provide teachers with the support needed to implement the program to fidelity and to refine practices that are already in place. The district is also participating in the Deeper Learning Initiative, in collaboration with the Southeast/South Central Co-Op. The Co-Op will provide 6 additional coaches to support teachers with 5 years or less teaching experience and teachers, who may be experienced, but are teaching new subject areas. The district's deployment plan will place a focus on teachers effectively planning for student engagement, which correlates with the core reading program's

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student engagement procedures. The Elgin Foundation is providing a reading coach to support instructional practices for three of the six elementary/middle schools.

The coach will work with each of the three individual schools to learn of individual needs, determined by assessment data and classroom observations. Specific areas of focus will be identified, in which the coach will work with teachers to refine. We know that due to the COVID slide and results of our elementary assessment scores declining, these must be targeted areas of focus. Math at the high school level is also a targeted focus, with 73.2% of students scoring below proficient and 46.6% of this percentage being Novice, according to the Achieve 3000 results. High School teachers will continue to utilize ALEKS, determining individual student's baseline of knowledge and helping students master course topics through a continuous cycle of mastery, knowledge retention, and positive feedback. Each student begins a new course with a unique set of knowledge and prerequisite gaps to fill. The district will work to support each of the seven schools individually in each of their primary focus areas.

#### 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.

NOT APPLICABLE

#### Additional Information

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

Although the Bell County School District is a rural area located in the southeastern region of Kentucky, it is an area that is rich in tradition, heritage and culture. We find that our area lacks in diverse economical and cultural experiences that other regions access with ease. We, as educators, must continuously strive to overcome these regional barriers to provide more diverse experiences for our students in the fields of arts, sciences, and technology in order to better prepare them for their futures.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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2022-23 Phase One: Continuous Improvement Diagnostic for  
Districts\_08172022\_09:00

2022-23 Phase One: Continuous Improvement Diagnostic for Districts

**Bell County**  
**Tom Gambrel**  
211 Virginia Ave  
Pineville, Kentucky, 40977  
United States of America

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## **2022-23 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 2022-23 diagnostics is as follows:

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

- Continuous Improvement Diagnostic for Districts
- Executive Summary for Districts

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

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

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

- Comprehensive District Improvement Plan
- The Superintendent Gap Assurance

### **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)
- Professional Development Plan for Districts (Due May 1)
- Progress Monitoring

***As superintendent of the district, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students. I also assure that***

Bell 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.

Tom Gambrel, 08-17-2022



2022-23 Phase Two: The Needs Assessment for  
Districts\_09272022\_13:03

2022-23 Phase Two: The Needs Assessment for Districts

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## **2022-23 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.

The District Continuous Improvement Planning Team is made up of one representative from each school within the district, the Director of Pupil Personnel, the Director of Special Education, the Director of Academic Programs, Two Curriculum Resource Specialists, the Homeless Coordinator, and the Director of Technology. The planning team meets in stages that coincide with the Phases of the CDIP/CSIP process as identified by the Kentucky Department of Education (Phase I, II, III, and IV). The team, as well as individuals, meet during the process with tasks to be completed in between the designated meetings. In addition, progress monitoring occurs after the plan has gone through board approval. Documentation of meetings includes resource materials, and communication notes and follow-up emails. There are also informal meetings held throughout the process, where small groups of the team work together regarding specific data, goals, strategies and activities for continuous improvement. Data is analyzed at both the school and district levels. The analysis of both levels includes reviewing elementary, middle, and high school, as well as each individual content area at those same levels. The

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analysis is then drilled down by the grade levels and gap groups. For example, elementary reading is narrowed down to the 3rd, 4th, and 5th grade scores and then analyzed specially for significant increases, decreases, trends over time, etc. The results of the analysis is used at the teacher level, grade level, school level, and district level to create goals and action plans for the current school year and beyond. At present, due to the state assessment and accountability system undergoing changes, there is a gap in our district and school level data; however, the district is utilizing the recently released KSA data for the 2021-22 school year, Achieve 3000, ACT, CERT data (high school), and the Fall 2022 MAP data (elementary/middle school) for our academic analysis. In addition, our non-academic data analysis includes social emotional indicators, homeless data, behavior data, attendance data, etc.

### Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive District Improvement Plan (CDIP). What was successful? How does it inform this year's plan?

Goals, objectives, strategies, and activities from the 2021-22 school year's Comprehensive District Improvement Plan (CDIP) were implemented upon beginning the school year with in-person instruction and with an option for students to remain on a digital learning platform. 359 students remained on a virtual platform for part of the school year and/or for the entirety of the school year. Based on data results that we are analyzing from various forms of assessment, the plan was not implemented with fidelity, and therefore, not as successful as we planned for it to be at the elementary level. As a result, at the elementary and middle school levels, administration will begin monitoring for fidelity of standard taught lessons & program implementation. Schools will plan to conduct standards work, in which teachers will specifically focus on aligning standards to learning targets, lesson planning, instructional practices, and assessments. With the standards curriculum work, gaps will be identified and prepared for during lesson planning. However, at the middle school level, the plan was successful in reading and writing. Otherwise, in the content areas that were not as successful, the same plan will be implemented as referred to in the elementary. At the high school level, the plan was successful; therefore, the school and district will build upon the previous plan for refinement. With the scoring changes in the KSA accountability system and addition of the redesigned Social Studies assessment, the district has determined that Social Studies at the elementary and middle levels is an area of concern that will be reviewed to inform this year's plan. The two district curriculum specialists are collaborating with teachers to conduct curriculum work to design Common Assessments in Science, Social Studies, and Math, using an online assessment platform, Edulastic. Teachers within the schools will begin to utilize this tool to familiarize students with the KSA testing format of the varying types of questions and to ensure that assessments are rigorous and aligned to standards. Snapshots of data will be reviewed on a regular basis to plan for rigorous instruction. Based on a continuous review of various data types, the district will be making changes to the plan in order to progress schools

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into the high performance ratings and to cultivate an environment that promotes student growth and achievement.

### Trends

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

#### Example of Trends

- The number of behavior referrals increased from 204 in 2020-21 to 288 in 2021-22.
- From 2020 to 2022, the district saw an 11% increase in novice scores in reading among students in the achievement gap.

Academic Trends: Elementary Reading and Math continue to be areas of concern. Elementary Reading has been below state average for 4 consecutive years prior to 2022-23. This trend has continued with an increase of novice (2019-20.9% Novice to 43.6% Novice in 2021 and the state average of novice 34.8% in 2021.) The percentage of students scoring Novice in 2022 stills remains considerable at 31%. The trend also reveals a large decrease of proficient/distinguished (2019-51.5% proficient/distinguished, 2021-33.8% proficient/distinguished, 2022-38% proficient/distinguished). All six of the district's elementary/middle schools scored lower than the state average of KSA indicator scores and ratings for the 2021-22 school year, with a 6.2% difference between the highest ranking school and state in Reading/Mathematics. Elementary Math has also been below state average for 4 consecutive years prior to the 2022-23 school year. This trend has continued with an increase of novice (2019-21.1% Novice, 2021-34.7% Novice, and 2022-40% Novice). The trend in Math also reveals a large decrease in the percentage of students scoring proficient/distinguished (2019-42.3% proficient/distinguished, 2021-23.8% proficient/distinguished, and 2022-24%). Upon reviewing current KSA data, middle school math is being targeted as an area of concern. 38% scored Novice in middle school math, while only 30% scored proficient/distinguished.

Cultural and Behavioral Measures: The continued increase in the number of students, who are leaving the Bell County School District to "enroll" into Home School status is a major concern. In 2020-21, the district had 83 students (3.4%) in homeschool status; in the 2021-22 school year, the number of students increased to 138. Based upon the trend of this data, our prediction is that this will continue to increase throughout this school year.

### Current State

4. 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 Kentucky Summative Assessment (KSA) in reading.

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- 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 2021-22 academic year
- Survey results and perception data indicated 74% of the district's teachers received adequate professional development.

Current Academic State: The elementary level is an area of concern with 62% of students at the elementary level scoring novice or apprentice in reading, 75% of students scoring novice or apprentice in Math, 76% scoring novice or apprentice in Science, 67% of students scoring novice or apprentice in Social Studies, and 67% of students at the elementary level scored novice or apprentice in Writing. In grade 3, 36% of the students scored at the proficient/distinguished levels in Reading and 20% of students scored proficient/distinguished in Math. In grade 4, 39% of students scored proficient/distinguished in Reading, 27% scored proficient/distinguished in Math, and 24% scored proficient/distinguished in Science. In grade 5, 39% of students scored proficient/distinguished in Reading, 26% scored proficient/distinguished in Math, 34% scored proficient/distinguished in Writing (Combined), and 33% scored proficient/distinguished in Social Studies. The middle school reading and writing is an area of strength with the proficient/distinguished percentage ranking higher than the state average. The middle school level shows 47% of students scoring proficient/distinguished in reading; 30% scoring proficient/distinguished in Math; 21% scoring proficient/distinguished in science, 33% scoring proficient/distinguished in Social Studies, and 43% scoring proficient/distinguished in writing. Although at the middle school level, the percentage of students scoring proficient/distinguished in reading and writing is above state average, math, science, and social studies are areas of concern. Currently, 48% of 6th grade students scored proficient/distinguished in reading, 45% of 7th grade students scored proficient distinguished in reading, and 49% of 8th grade students scored proficient/distinguished in reading. In middle school math, 32% of 6th grade students scored proficient distinguished, 33% of 7th grade students, and 26% of 8th grade students scored proficient/distinguished in math. 21% of the 7th grade students scored proficient/distinguished in Science; while, 35% of 8th grade students scored proficient/distinguished in Social Studies. At the 8th grade level in Writing (Combined), 43% of students scored proficient/distinguished. The district's high school level is an area of strength when comparing their scores to the state average. The high school overall score was 67.3%, while the state score was 59.5%, a 7.8% difference. The percentage of high school students scoring proficient/distinguished in reading, writing, science, and social studies is also an area of strength, scoring higher than the state average as well. The high school ranked higher than the state average (56.6%) in reading/math, at 61.4%; 4.8% difference. 50% of students scored proficient/distinguished in Reading; 33% of students scored proficient/distinguished in Math, in Science, 26% of students scored proficient/distinguished, 44% scored proficient/distinguished in Social Studies, and 57% scored proficient/distinguished in Writing. The high school's overall rating for science, social studies, and writing was 63.5%, while the state average was 48.0%, a 15.5% difference. 78.1% of students demonstrated postsecondary readiness, also ranking higher than state average at 76.2%. Currently, 33% of grade 10 students scored



proficient/distinguished in Math. 26% of grade 11 students scored proficient/distinguished in Science; while, 44% of grade 11 students scored proficient/distinguished in Social Studies. Although, the percentage of proficient/distinguished may not be at the level we would like, but the fact that our high school students performed either at or above the state average shows this as an area of leverage, and that we are not behind the state. Non-Academic Current State: 77.9%-Economically Disadvantaged Students; 13% of the student population qualifies as Homeless, decrease of 2% from 2021-22; an increase of students withdrawing to Homeschool, 83 students in 2020-21 to 138 in 2021-22; Dropout Rate: 0.5%, 4.4% of students retained in grades 4-12; 95.6% of students, grades 4-12, were promoted. The number of behavioral referrals that were made district-wide during the 2021-22 school year was 412. Certified Employee Attendance for the 2021-22 school year was 95.14%. Classified Employee Attendance for the 2021-22 school year was 95.73%. The District Social Worker reports that during the 2021-22 school year, 96 DCBS cases were reported with 59 dealing with mental health, 17 suicidal ideation/self-harm, 11 sexual abuse, 27 neglect, 19 physical abuse, 86 basic needs/welfare/housing/homelessness.

### Priorities/Concerns

5. 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 percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

### Greatest Areas of Weakness

#### Elementary...

-62% of students at the elementary level scored novice or apprentice in reading. (According to Fall 2022 MAP results, only 38% of students at 3rd grade are on grade level in reading.)

-75% of students at the elementary level scored novice or apprentice in math. (According to Fall 2022 MAP results, only 44% of 3rd grade students benchmarked in Math; 42% of 4th grade students, and 46% of 5th grade students.)

-76% of students at the elementary level scored novice or apprentice in science.

-67% of students at the elementary level scored novice or apprentice in writing. (According to Fall 2022 MAP results, only 38% of students benchmarked in Language at the 3rd grade level and 46% at the 5th grade level.)

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-67% of students at the elementary level scored novice or apprentice in social studies.

Middle School...

-69% of students at the middle school level scored novice or apprentice in math. (According to Fall 2022 MAP results, only 44% of 6th grade students benchmarked in Math, 40% of students at the 7th grade level, and 47% at the 8th grade level.)

-79% of students at the middle school level scored novice or apprentice in science.

-65% of students at the middle school level scored novice or apprentice in social studies.

-46% of students at the 7th grade level benchmarked in Language on the Fall 2022 MAP assessment.

High School...

-67% of students at the high school level scored novice or apprentice in math. (73.2% scored novice or apprentice in math based on ACHIEVE 3000 data)

-75% of students at the high school level scored novice or apprentice in science.

-Graduation rate at the high school is declining. 2020-21 school year-92.1%, 2021-22 school year-88.1%, compared to 89.9%-state average

After reviewing all content areas, the elementary level as a whole is an area of priority/concern.

### Strengths/Leverages

6. 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.

Our high school is continuing to make improvements and becoming an area of strength for our district. The district's high school level is an area of strength when comparing their scores to the state average. The high school overall score was 67.3%, while the state score was 59.5%, a 7.8% difference. The percentage of high school students scoring proficient/distinguished in reading, writing, science, and social studies is also an area of strength, scoring higher than the state average as well. The high school ranked higher than the state average (56.6%) in reading/math, at 61.4%; 4.8% difference. 50% of students scored proficient/distinguished in Reading; 33% of students scored proficient/distinguished in Math, in Science, 26% of students scored proficient/distinguished, 44% scored proficient/distinguished in

Social Studies, and 57% scored proficient/distinguished in Writing. The high school's overall rating for science, social studies, and writing was 63.5%, while the state average was 48.0%, a 15.5% difference. 78.1% of students demonstrated postsecondary readiness, also ranking higher than state average at 76.2%. Although, the percentage of proficient/distinguished may not be at the level we would like, but the fact that our high school students performed either at or above the state average shows this as an area of leverage, and that we are not behind the state. 57% of high school students scored proficient/distinguished in writing, and only 10% of students scored Novice. Our district is made up of six K-8 schools, so we have 6 middle schools. The percentage (31%) of students scoring proficient in middle school reading is higher than the percentage (25%) of students scoring Novice, which is an area that we can continue to improve, moving more students from Novice & Apprentice to Proficient. The female population at the middle school level is outperforming the male population in writing. 62% of the females scored proficient/distinguished in writing, which is 24% higher than females scoring at the Novice level (38%). 31% of the male population scored at the proficient/distinguished level. The females are also outperforming males in middle school reading. 54% of females scored proficient/distinguished; whereas, the male population scoring proficient/distinguished was 42%. The percentage of students scoring proficient/distinguished at the middle school level in reading and writing is above state average. Five of the district's six elementary schools ranked above state index on the Quality of School Climate and Safety Indicator; the district's index was 78.5%, while the state index was 76.6%. All six middle schools ranked above the state index on the Quality of School Climate and Safety Indicator; the district's index was 73.7%, while the state index was 65.9%. The high school ranked above the state index as well on the Quality of School Climate and Safety Indicator; high school 63.8%, state 61.4%. Graduation Rate continues to be a strength, even though it has dropped a small percentage through the pandemic since the students were allowed to reclassify, etc. (2019-97.1%, 2021-94.4%, 2022-90.6%, which is only 0.4% below the state average.)

### Evaluate the Teaching and Learning Environment

7. 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](#)

[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.

The district's focus will be on Key Elements: Design and Deliver Instruction, Design and Deliver Assessment Literacy, and Review, Analyze, and Apply Data. The district will deliver support in order to produce the desired changes. Furthermore, administration will evaluate teaching methods and instructional practices through walk-throughs and observations to ensure programs are implemented with fidelity. District administration will meet with school administration on a weekly basis to analyze data and track progress.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 District Key Elements 2022-23	Processes, practices, and conditions evident in the teaching and learning environment as identified in the Six Key Core Work Processes.	•



2022-23 Phase Three: Comprehensive District Improvement  
Plan\_10252022\_10:15

2022-23 Phase Three: Comprehensive District Improvement Plan

**Bell County**  
**Tom Gambrel**  
211 Virginia Ave  
Pineville, Kentucky, 40977  
United States of America

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## 2022-23 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.

After the analysis of data by the district CDIP team, it is evident that targeting elementary reading and math will continue. Strategies for these areas have remained the same with some modifications in the actual activities for these two areas. In the Separate Academic Indicator Goal, science remains the main area of concern at all levels (elementary, middle, and high school); however, goals for Social Studies and Writing have been written for specific areas of need. The Achievement Gap Goal was completely changed last year to target reading and math, using the district MAP data as a means of helping to monitor our progress in both reading and math. The goal will continue to target reading and math again this year.

Although, the Achievement Gap Goal has been modified to target students with disabilities in the area of reading for the elementary and middle school level and math at the middle school level. Additionally, working to increase the graduation rate at the high school level by targeting homeschool students is a priority and the strategies and activities that focus on this have been maintained in the Graduation Rate Goal. The Transition Readiness Goal is continuing to improve, but isn't at the percentage we desire. Therefore, this will continue to remain a goal as well.


## **ATTACHMENTS**

### **Attachment Name**

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 2022-23 Comprehensive Improvement Plan for Bell County School District

## 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 seven (7) required district goals:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing

- English Learner Progress
- Quality of School Climate and Safety
- Postsecondary Readiness
- Graduation Rate
- Achievement Gap

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 2022-23 Comprehensive Improvement Plan for Bell County School District		•



2022-23 Phase Three: The Superintendent Gap  
Assurance\_10252022\_10:14

2022-23 Phase Three: The Superintendent Gap Assurance

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<u>2022-23 Phase Three: The Superintendent Gap Assurance</u>	3
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## 2022-23 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:

- **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.



2022-23 Phase Two: District Assurances\_09222022\_13:33

2022-23 Phase Two: District Assurances

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**Tom Gambrel**  
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<u>2022-23 Phase Two: District Assurances</u>	3
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## 2022-23 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 2022-2023 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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2022-23 Phase Two: District Safety Report\_09302022\_09:08

2022-23 Phase Two: District Safety Report

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## 2022-23 Phase Two: District Safety Report

### District Safety Report

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

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

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

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

#### Questions Related to the Adoption and Implementation of the Emergency Plan

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

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

Yes, School Council Policies Adoption of Policy 02.4241

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

*If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box. Please note that Senate Bill 1 (2019) and Senate Bill 8 (2020) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and*

*locked during instructional time as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, shall be reported for the 2022-2023 school year and each year thereafter.*

Yes

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

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

Yes

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

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

Yes

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

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

Yes

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

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

Yes

7. Are practices in place to control access to each school building, including but not limited to controlling outside access to exterior doors during the school day; controlling the main entrance of the school with electronically locking doors, a camera, and an

intercom system; controlling access to individual classrooms; requiring classroom doors to remain closed and locked during instructional time (with limited exceptions outlined in statute); requiring classroom doors with windows to be equipped with material to quickly cover the windows during a lockdown; requiring all visitors to report to the front office of the building, provide valid identification, and state the purpose of the visit; and providing a visitor's badge to be visibly displayed on a visitor's outer garment as required by KRS 158.162(3)(d)?

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

Yes, we have the Raptor ID system in all schools.

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

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

Yes.

Bell Central 7/15/22, Bell High 7/13/22 and 7/19/22 , Frakes 8/4/22, Lone Jack 7/19/22 , Right Fork 8/1/22, Page 7/13/22, Yellow Creek 7/19/22

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

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

Yes.

Bell Central 8/2/22, Bell High 8/2/22, Frakes 8/1/22 , Lone Jack 8/1/22 , Right Fork, 8/2/22 and 8/3/22, Page 8/2/22, Yellow Creek 8/2/22

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

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

Yes

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

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

Yes

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

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

Yes



# Attachment Summary

Attachment Name	Description	Associated Item(s)
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Key Elements of the Teaching and Learning Environment - District

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>The District implements research/evidenced based reading curriculums that are designed aligned around National Standards that are cross-referenced with Kentucky Academic Standards to ensure alignment. These curriculums focus on three tiers of instruction to address all learners. Success for All is the core reading curriculum and is designed to address grades PK-8 (Curiosity Corner-PK, KinderCorner-K, Roots-Grade 1, Wings-Grades 2-5, Edge-Grades 6-8). Our Tier 2 instruction is comprised of the Imagine It from McGraw Hill that focuses on supplemental instruction in the areas of Phonemic Awareness, Phonics, Vocabulary, Comprehension and Fluency. In addition to the Imagine It curriculum, the District provides Tier 2 enrichment instruction in the form of Series Launchers, a novel studies curriculum designed by Terry Dodd and Fay Goodfellow. The Tier 3 curriculum is Reading Mastery for grades K-3 and Corrective Reading for grades 4-8. Reading Mastery and Corrective Reading are both McGraw Hill products and are marketed as highly effective reading intervention programs. To ensure that our reading curriculum continually provides high levels of student achievement gains to our students, our District monitors the implementation effectiveness by analyzing in-house data obtained from student achievement results gathered within the program data and our universal reading screening that is conducted three times per year (Fall, Winter and Spring). This data is analyzed on a continuous manner by our school-based Reading Facilitators. The analysis is on-going each week from a classroom implementation level and every 8 weeks (4 quarters per school year) at the school-based leadership level and District level.</p> <p>The District implements an ELA curriculum based on the Kentucky Academic Standards. District curriculum maps are aligned with the Kentucky Academic Standards to ensure exposure to the standards. Writing Composition Guidelines are established by the district to ensure that educators provide students with opportunities to develop into confident, independent and proficient writers who are transition ready. This curriculum focuses on four tiers of instruction to address all learners. A new Handwriting curriculum (Handwriting without</p>

## Key Elements of the Teaching and Learning Environment - District

	<p>Tears) has been implemented into all K-3 classrooms across the district. Handwriting without Tears is the core handwriting program, in which all students are exposed to. Tier 2 instruction is comprised of small group instruction, utilizing the Handwriting without Tears curriculum, as well as Tools to Grow resources. Tier 3 instruction continues with small group instruction that is specialized specifically to individual student needs, in which the schools' occupational therapists work with. In Tier 4, instructors continue the RtI process with the same curriculum resources, but also begin referral processes. The Language curriculum correlates with the district's Success for All Reading curriculum. Language and Writing Composition is addressed in the core curriculum of SFA, including KinderCorner (Kindergarten), Roots &amp; Wings (Grades 1-3), and Wings &amp; Edge (Grades 4-8). All students received this core instruction in Success for All Reading, as well as a separate instructional period for ELA, to build upon the standards being addressed. In Tier 2, writing interventions include Lightning Squad (Success for All tutoring curriculum) for grades 1-3. Within the Lightning Squad instruction, Letter Launch and Super Speller address Language skills and concepts. Small group instruction is also delivered through Intervention Central for K-8 Writing Academic Interventions and Moby Max for K-8 Language Academic Interventions. Tier 3 language and writing instruction correlates with the district's supplemental reading programs, Reading Mastery (Grades K-3) and Corrective Reading (Grades 4-8). Language for Learning, which focuses specifically on the Language Arts strand, is an additional component of the Reading Mastery program that is utilized for students Tier 3, 10% or below. In Tier 4, instructors continue the RtI process with the same curriculum resources, but also begin referral processes. To ensure that our ELA curriculum continually provides high levels of student achievement gains to our students, our District monitors the implementation effectiveness by analyzing in-house data obtained from student achievement results, gathered within the program data and our universal language and handwriting screeners that are conducted three times per year (Fall, Winter and Spring). This data is analyzed on a continuous manner the school based RtI teams. The analysis is on-going each week from a classroom implementation level and every 6-8 weeks at the school-based leadership level and District level. The RtI team reviews data on an 8 weeks schedule to determine placement in a different tier or referral for specifically-</p>
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Key Elements of the Teaching and Learning Environment - District

	<p>designed instruction-based on an Individualized Education plan.</p> <p>Additional Evidence for KCWP 1...</p> <ul style="list-style-type: none"> <li>• Professional Development</li> <li>• Science, Social Studies, &amp; ELA Curriculum work, led by district to ensure alignment</li> <li>• Math in Focus curriculum</li> <li>• Curriculum maps for all content areas</li> <li>• Science &amp; Social Studies Snapshot</li> <li>• Data Analysis</li> <li>• PLCs</li> <li>• Grade Level/Content Area Meetings</li> <li>• Learning Targets</li> <li>• Analysis of Data</li> <li>• Weekly submission of school admin walkthroughs and observations to the superintendent</li> </ul>
<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>The Reading evidence used to support KCWP 2 is derived from our core program’s snapshot of indicators and standards document that is completed during each quarter of the school year. This document reflects on indicators that evaluate the overall school wide structures, instructional practices and student engagement practices that are in place. A level of performance is defined (mechanical, routine, refinement) within each level and is verified by data that is collected during the instructional delivery and implementation of the programs. After the snapshot has been completed the District works in collaboration with each of the schools’ leadership teams to address goal setting and next steps for program improvement and effectiveness.</p> <p>The Social Studies and Science evidence used to support KCWP 2 is derived from the district’s Social Studies Snapshot. Teachers are now assessing students using an online assessment platform, Edulastic. The online assessments are created to look similar to the KSA testing formats. Teams of teachers have worked together to create Common Assessments to be given to all students across the district (Social Studies-grades 5<sup>th</sup> &amp; 8<sup>th</sup>; Science-grades 4<sup>th</sup> &amp; 7<sup>th</sup>). Continued work for non-assessed grades (KSA) is in progress. Writing and Language assessments are still a work in progress, as well. Monitoring data is</p>

Key Elements of the Teaching and Learning Environment - District

	<p>based on curriculum map dates, in which district guidelines have been established to review data.</p> <p>Writing Composition periodic checks are conducted by the district to ensure that students are provided with opportunities to develop into confident, independent and proficient writers, who are transition ready. Dates and guidelines are established by the district for monitoring progress.</p> <p>Additional evidence in for KCWP 2...</p> <ul style="list-style-type: none"> <li>• District implementation of research-based math program – Math in Focus</li> <li>• Research-based Professional development</li> <li>• Weekly submission of school admin walkthroughs and observations to superintendent</li> <li>• Bi-weekly walkthroughs/observation visits from district curriculum coaches</li> <li>• Feedback/Coaching from district curriculum specialists</li> <li>• Learning Targets</li> <li>• Assessments (Formative &amp; Summative)</li> <li>• Data Reviews (Formal &amp; Informal)</li> <li>• Research based Professional Development opportunities such as SFA Getting Along Together and Silver &amp; Strong</li> </ul>
<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 evidence in place to support KCWP 3 can be obtained from the data collected from the administration our universal progress monitoring assessment (Measures of Academic Progress-MAP) which is conducted three times year (Fall, Winter and Spring). In addition to MAP, the District can use evidence from our core, supplemental and intervention program data that is collected within the instructional program delivery. For the core reading curriculum, the data is housed on an online data management system called Member Center which is accessible to district/school leadership and all reading instructors. Our supplemental and intervention reading program assessment data is collected and maintained by those individual instructors and is defined with the</p> <p>District’s Procedural Manual for Supplemental Reading Instruction. Instructors maintain data collection binders that are reviewed</p>

Key Elements of the Teaching and Learning Environment - District

	<p>continuously by district/school leadership to determine if students are making adequate progress in the programs that they are assigned.</p> <p>Additional evidence for KCWP 3...</p> <ul style="list-style-type: none"> <li>• Formative and summative assessments across all grade levels as evidence by lesson plans and walkthroughs</li> <li>• MAP assessments – Reading, Math, Language</li> <li>• Common Assessments, Through Course Tasks in science</li> <li>• Common Assessments in Social Studies, Edulastic &amp; Actively Learn</li> <li>• Unit Assessments</li> <li>• Science &amp; Social Studies snapshot</li> <li>• Simple Solutions (Supplemental Instruction)</li> <li>• Fluency Checks</li> <li>• Brigance Kindergarten Screener</li> <li>• Save the Children (STaR reading assessment)</li> </ul>
<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>As noted in KCWP 3, the District has numerous forms of data that is collected and maintained at the district and school levels. This data is evaluated each quarter and is the basis of our goal setting process that is defined with our snapshot guidelines and provides an opportunity for students to be reevaluated to determine what instructional levels they may need to address their skill obtainments and deficits. This ensures that students are given instruction that is tailored to their academic performance levels. Additionally, this data is utilized by the individual classroom instructors of our core program to establish benchmarks for their students and set individual learning goals and ensure the implementation of cooperative learning standards.</p> <p>Additional Evidence for KCWP 4...</p> <ul style="list-style-type: none"> <li>• School admin lead data discussion</li> <li>• Snapshot data for science and social studies</li> <li>• MTSS plans for math</li> <li>• Writing Composition Guidelines</li> <li>• Administration Meetings</li> </ul>

Key Elements of the Teaching and Learning Environment - District

	<ul style="list-style-type: none"> <li>• PLCs</li> <li>• Elgin Coaching Visits (Reading)</li> <li>• Elgin MAP organizer</li> <li>• SFA Member Center (Reading)</li> <li>• SFA Coaching Visits</li> <li>• Grade Level/Content Area Meetings</li> <li>• School RtI Plans</li> </ul>
<p><b>KCWP 5: Design, Align and Deliver Support</b></p> <p>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>Evidence for KCWP 5 can be verified by the examination of data that is collected with our core program’s online data management system called Member Center. In this system individual instructors complete weekly lesson cycles that maintain their classroom and student assessments that are conducted. The examination of student performance within our core program consists of weekly assessments that are aligned to five essential components of reading (phoneme awareness, phonics, vocabulary, comprehension and fluency). Our data collected from our supplemental and intervention programs are conducted at least weekly or bi-weekly, based on the level of supplemental or remediation defined within the program the student is assigned. In addition, fluency measures are collected quarterly utilizing curriculum based measures that are maintained on EasyCBM.com.</p> <p>Evidence that shows evidence of interpreting data includes: Science &amp; Social Studies Snapshots, Edulastic Data Reports, MAP Data Analysis, KSA Data Analysis</p> <p>Additional evidence for KCWP 5...</p> <ul style="list-style-type: none"> <li>• MAP data for math, reading, and language analyzed 3 times per year</li> <li>• Science &amp; Social Studies Unit data analysis at end of each unit</li> <li>• Through course for science 3 times per year</li> <li>• Bi-weekly walkthroughs/observation visits from district curriculum coaches</li> <li>• Curriculum Maps</li> <li>• PLCs</li> </ul>

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	<ul style="list-style-type: none"> <li>• SFA Coaching Visits</li> <li>• Elgin Coaching Visits (Reading)</li> <li>• SESC Deeper Learning Initiative Coaching Visits</li> <li>• High school teachers submit DATA reports each 6 weeks to the school admin</li> <li>• HS Learning Labs analyze RtI data from ALEKS and Reading Plus programs</li> </ul>
<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>Our District programs are research and evidenced based. They have been designed and field tested across this nation to ensure opportunities of learning that is designed to be culturally responsive to students of various social economic and cultures. Contained within the core program students are exposed to reading material that allows them to engage in and learn about different races, ethnicities and culturally responsive practices that they otherwise would not be exposed to due to the social economic, geographical locations afforded to them. Our supplemental and intervention curriculums also embrace and nurture the opportunities of diversity and culturally responsiveness in their instructional materials. Thus, ensuring students an opportunity of awareness, learning and understanding. Students in grades K-8 are provided at the beginning of each school year (two weeks) an opportunity to engage in “Getting Along Together” curriculum that teaches students how to be a part a learning team that embraces cooperative learning standards. The “Getting Along Together” curriculum serves as a foundation for the core reading instructors to facilitate and implement their instructional delivery with their students.</p> <p>As it relates to Homeless students, every year, as federally mandated, all staff complete a training on identifying and working with homeless students. School faculty and FRYSC staff are aware of who the homeless students are in their classes. Teachers receive a list of Best Practices when working with homeless youth. Enrollment staff is given written instructions for enrolling homeless youth and questions to ask, which may help to identify homeless youth. FRYSC staff work closely with Liaison to correctly identify homeless youth and provide services needed. Informational flyers are provided at the individual schools throughout the district for both students and parent. When needed, homeless youth are provided the following things to</p>



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	<p>promote academic success:</p> <ul style="list-style-type: none"><li>• Tutoring, supplemental instruction, and other educational services that help homeless children and youth reach the same challenging State content and State student performance standards to which all children are held. As clearly specified in the ESEA, as reauthorized by the NCLB Act, all academic enrichment programs for disadvantaged students, including programs for homeless students, must be aligned with State standards and curricula. Additionally, when offering supplemental instruction, LEAs should focus on providing services for children and youth that reflect scientifically based research as the foundation for programs and strategies to ensure academic success.</li><li>• Expedited evaluations of eligible students to measure their strengths and needs. These evaluations should be done promptly in order to avoid a gap in the provision of necessary services to those children and youth. Evaluations may also determine a homeless child or youth's eligibility for other programs and services, including educational programs for gifted and talented students, special education and related services for children with disabilities, English language acquisition, vocational education, school lunch, and appropriate programs or services under ESEA.</li><li>• Programs and other activities designed to raise awareness among educators and pupil services personnel of the rights of homeless children and youth under the McKinney-Vento Act, and the special needs such children and youth have as a result of their homelessness.</li><li>• Paying the excess cost of transportation not otherwise provided through Federal, State, or local funds, to enable students to attend schools selected under section 722(g)(3) of the McKinney-Vento Act.</li><li>• Developmentally appropriate early childhood education programs for homeless children of preschool age that are not provided through other Federal, State, or local funds.</li><li>• Services and assistance to attract, engage, and retain homeless children and youth, and unaccompanied youth, in public school programs and services provided to non-homeless children and youth.</li></ul>
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	<ul style="list-style-type: none"><li>• Before- and after-school programs, mentoring, and summer programs for homeless children and youth. Qualified personnel may provide homework assistance, tutoring, and supervision of other educational instruction in carrying out these activities.</li><li>• Paying fees &amp; costs associated with tracking, obtaining, and transferring records necessary for the enrollment of students in school. The records may include birth certificates, guardianship records, immunization records, academic records, and evaluations of students needed to determine eligibility for other programs and services.</li><li>• Education and training programs for parents of homeless children and youth regarding the rights their children have as homeless individuals and regarding the educational and other resources available to their children.</li><li>• Programs coordinating services provided by schools and other agencies to eligible students in order to expand and enhance such services. Coordination with programs funded under the Runaway and Homeless Youth Act should be included in this effort.</li><li>• Providing school supplies to eligible students at shelters, temporary housing facilities, and other locations as appropriate.</li><li>• Providing extraordinary or emergency services to eligible students as necessary to enroll and retain such children and youth in school</li></ul> <p>The Bell County School system currently implements PBIS practices in order to establish a learning culture and environment. These PBIS practices consist of Tier 1 universal social-emotional screening that involves student and teacher input, monthly coaching support provided to internal PBIS coaches to continually review evidence-based research interventions, as well as in-district trainings and collaboration with the SESC regional cooperative to stay up to date on current research. In order to produce desired change in this area, the district will plan to utilize a fidelity tool (Tiered Fidelity Inventory) to assess intervention implementation along with staff perception of PBIS practices using the Self-Assessment Survey. Additionally, individual schools will work towards developing PBIS action plans, meeting regularly to review discipline data, and completing tiered</p>
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	<p>fidelity walk-throughs. The district will work towards maximizing its district leadership capacity by expanding membership roles to eventually include related service staff, parent involvement, and student representation. We also plan to grow our partnership with KEDC through the SAFE Grant utilizing the Terrace Metrics resiliency screener starting with 3<sup>rd</sup> and 12<sup>th</sup> grade students.</p> <p>Additional evidence for KCWP 6...</p> <ul style="list-style-type: none"><li>• Counseling</li><li>• Intervention</li><li>• Student Recognition; Celebrating ALL (small and large) student successes through multiple avenues</li><li>• Offering a variety of extracurricular activities/opportunities for students that go beyond sports</li><li>• Mentoring Programs</li></ul>
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