

18-19 Logan District Executive Summary

Phase Three: Executive Summary for Districts

Logan County
Paul M Mullins
2222 Bowling Green Rd
Russellville, Kentucky, 42276
United States of America

Last Modified: 01/03/2020

Status: Open

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Phase Three: Executive Summary for Districts

Executive Summary for Districts

Description of the District

Describe the district 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?

The Logan County School District is located in Russellville, Kentucky, county seat of the seventh largest county (geographically) in the Commonwealth of Kentucky. Logan County is located in the southwest Pennyroyal area of Kentucky. A 2017 list from the U.S. Census Bureau estimates the population of Logan county to be 27,060. The Logan County School District is comprised of one central high school, Logan County High School, and five preschool through eighth grade schools in the outlying communities - Adairville, Auburn, Chandler's, Lewisburg and Olmstead. Approximately 3,400 students attend school in the Logan County School District, and more than 55% are identified as economically disadvantaged. Of the total number of students served by the Logan County School District, only 10% are identified as minority students. The district employs 217 teachers (FTE), making the average student to teacher ratio to be 15:1.

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 mission of the Logan County Schools is to enable all students to acquire the knowledge and skills necessary to become successful, contributing citizens. A vision of "College-and-Career Ready for All" and a slogan "A Great Place to Learn" also guide the work of faculty and staff members who strive hard each day to make a difference in the life and education of their students. We believe that: Providing challenging educational opportunities in a safe environment is the District's top priority. The Board and the schools will make program decisions on the basis of student needs. School success results in future success. Schools are responsible for creating an environment in which learners can and do succeed. Quality and equity are achieved and maintained only when the school improvement effort has been designed to benefit all students. Students, families, educators, and the community share the responsibility for student success and for providing safe schools to facilitate academic achievement. Our ultimate purpose as a district is to prepare our students for life as an adult including post secondary education, career, and community involvement.

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.

The Logan County School System has seen several changes in the past three years, including changes in leadership as well as improvements in academics and the increased use of professional learning communities to improve student achievement. All five of our Logan Middle Schools have been designated as a Middle School to Watch through The National Forum for the Advancement of Middle School Education. The district continues to stay above the state average in most assessed areas and proudly notes that the district's novice students continue to decrease each year in the area of on-demand writing for elementary, middle and high school. An increase continues in college/career ready numbers, with 87.3% of high school students being identified as

college and career ready in 2017. During the next three years, the goals of the district will focus on making sure our students are life ready which include strategies to improve student proficiency, continuing to improve college and career readiness and continuing teacher training/ coaching to reach the highest levels of student engagement. The school system will focus on upgrading technology offerings so all students can access information in a global manner. There will be increased emphasis on 21st century skills necessary for success in the evolving workplace. Student exploration of careers and college opportunities will be increased and internship opportunities will be improved. Professional Learning Communities will continue to be utilized to review student formative data and provide research-based interventions and resources to improve achievement for all students.

Additional Information

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

n/a

Attachment Summary

Attachment Name	Description	Associated Item(s)
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19-20 Logan County Continuous Improvement Diagnostic

2019-20 Phase One: Continuous Improvement Diagnostic for Districts

Logan County
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2019-20 Phase One: Continuous Improvement Diagnostic for Districts

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

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

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the district's 2019-20 diagnostics is as follows:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Districts

Phase Two: October 1 - November 1

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

Phase Three: November 1 - January 1

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

Phase Four: January 1 - December 31

- Progress Monitoring

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

Please enter your name and date below to certify.

Contessa Orr, Superintendent's designee

2019-20 District Needs Assessment

2019-20 Phase Two: The Needs Assessment for Districts

Logan County
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Russellville, Kentucky, 42276
United States of America

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2019-20 Phase Two: The Needs Assessment for Districts

2019-20 Phase Two: The Needs Assessment for Districts

Understanding Continuous Improvement: The Needs Assessment

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

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

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

Protocol

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

The district Continuous Improvement Planning committee consists of volunteers from the following areas: students, parents, community representative, board member, SBDM Council member, teacher, paraprofessional, all district administrators. Prior to meeting with this committee, the LCHS student representative on the committee will be working directly with the LCHS Principal's Advisory Committee to determine what specific data would be beneficial to review and then will analyze that data to identify keys areas of strength and areas for improvement. Representatives from the Principal's Advisory Committee met with representatives from the Continuous Improvement Committee to review the data and analysis of this data. The Principal's Advisory Committee will meet at least twice at the beginning of this process and then again in the Spring to review progress on the improvement plan goals, objectives and strategies. The Continuous Improvement Committee will meet once in person and then communicate throughout the year through email and a Google shared drive. A sign in sheet for the face to face meetings will document those in attendance and the agenda. The shared drive will document input received throughout the year from committee members.

Current State

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

Example of Current Academic State:

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

Example of Non-Academic Current State:

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

State assessment data shows that the district is above the state average in all areas. At the elementary level, student proficient and distinguished performance in Reading, Math, Social Studies and Writing all increased from the 2017-2018 school year. At the middle school level, student proficient and distinguished performance in Reading increased from the prior year, while performance in math stayed the same and performance in Social Studies and On-Demand writing dropped from the 2017-2018 school year. At the high school level, student proficient and distinguished performance dropped in Reading, Math, and On-Demand Writing. Survey data from teachers and students showed that the knowledge and implementation of the Logan County Profile of Success is in the beginning stages and work needs to continue in this area. Analysis by the Principal's Advisory Task Force identified that more opportunities for student involvement needs to be a focus. The student group additionally determined that the formative assessment data showed students make more progress in the lower grades than in higher grades. Their theory is that student engagement is key to moving students forward from middle school on through high school. District formative assessment data at the end of the 2017-2018 school year showed the following: 89% of students at the elementary level and 72.3% of students at the middle school level showed growth during the 2018-2019 school year. 46.5% of elementary students and 40% of middle school students showed one year's growth. 68.75% of elementary students and 53.66% of elementary school students were at or above benchmark at the end of the 2018-2019 school year.

Priorities/Concerns

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

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

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

Students with disabilities continues to be an area of concern: Reading: Elementary 34.2%, Middle School, 33.6% and high school 28.1% P/D; Math: Elementary 23.9%, Middle School 27.1%, high school 14.7% P/D Writing: Elementary 23.1%, Middle School 16.2%, high school 15.2% P/D While the graduation rate increased from 90.8 to 92.5%, it is still identified in the low rating There continues to be a gap between Economically Disadvantaged and Non-Economically Disadvantaged students in both reading and math at all grade levels Based on district formative assessment data, only approximately 40% of students grades 2-11 made one year's progress in Reading for the 2018-2019 school year and only approximately 41% of students (grades 2-11) made one year's growth.

Trends

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

There continues to be a gap between Economically Disadvantaged and Non-Economically Disadvantaged students in both reading and math at all grade levels. Low percentage of students with disabilities at the proficient/distinguished level also continues to be an area of concern. Assessment data from 2015 - 2019 has remained somewhat the same in the following areas, showing little to no improvement in student performance: Reading: Elem. 57.8 - 58.8; Middle 58.6 - 63.1; High 65.4 - 46.0 Math: Elem. 58.5 - 55.2; Middle 55.8 - 54.9; High 36.9 - 38.5 Writing: Elem 47.8 - 50.8; Middle 48.6 (2017) - 39.5; High 70.3 (2017) -56.1

Potential Source of Problem

Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six Key Core Work Processes outlined below:

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data](#)

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

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

KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP
4: Review, Analyze and Apply Data KCWP 6: Establishing Learning Culture and Environment

Strengths/Leverages

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

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

Graduation rate has increased from 90.8% to 92.5% Elementary On-Demand Writing has increased over the last five years from 38.7 to 50.8% P/D Attendance rate has continued to be above 94% since 2014 80.1% of the faculty in the district have a Masters Degree or higher with the average years school experience being 12.3 years. 2017 TELL survey indicated that 94.6% of teachers agree that there is community engagement and support for the education of their students.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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ement Plan for Districts

s on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district fun
s of students. Additionally, districts build upon their capacity for high-quality planning by making connections between academ

ch area within the plan

er target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

e attained by the end of the current school year.

ch based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the district

ed to deploy the chosen strategy.

ries of processes that involve the majority of an organization's workforce and relate to its core competencies. These are the fact
prioritize areas for growth.

that you believe shows the impact of our work. The **measures** may be quantifiable or qualitative, but they are observable in som
rate actions, we have little or no foundation for decision-making or improvement.

assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness

Improvement Plan

ict Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readin
l-level goals:

chool: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.

cy, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.

ectives for each goal.

tegies for each objective.

vities for each strategy.

Increase the average combined reading and math KPREP proficiency rate for elementary from 57% to 62.8%, middle school from 51% to 56.8%, and high school from 41% to 46.8% by 2022, as measured by state assessments.

<p>to address this goal? (The Key Core Work Processes listed below or justification and/or attach</p> <p>Standards Instruction Assessment Literacy and Apply Data Deliver Support Learning Culture and Environment</p>	<p>Which Activities will the school/district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</p> <ul style="list-style-type: none"> ● KCWP1: Design and Deploy Standards - Continuous Improvement Activities ● KCWP2: Design and Deliver Instruction - Continuous Improvement Activities ● KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities ● KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities ● KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities ● KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 	<p>Identify the timeline for the activities, the person responsible for ensuring the fidelity of implementation, and the necessary funding to execute the activities.</p>
<p>Strategy</p>	<p>Activities to deploy strategy</p>	<p>Measure of Success</p>
<p>Design and Deploy Standards</p>	<p>School and district grade level/content area teams will utilize the kystandards.org website to ensure effective understanding of reading standards and alignment of learning activities and assessments to the intent/rigor of the Kentucky Reading Standards</p>	<p>PLC Minutes PD Sign in Sheets</p>
<p>Design and Deliver Assessment Strategies</p>	<p>District grade level/content level teams will continue to administer reading common assessments during the two week testing windows established throughout the year and will use assessment results to determine effective teaching/learning strategies for priority standards being assessed.</p> <p>District grade level/content level teams will share examples of effective ways to implement student self-assessment and goal setting around priority reading standards.</p> <p>Reading teachers will implement student self-assessment and goal setting in their classrooms.</p>	<p>PLC minutes noting assessment discussion and effective strategies used to teach priority standards</p> <p>PLC minutes noting shared examples of student self-assessment and goal setting documents</p> <p>Walkthroughs, PLC discussions of implementation</p>
<p>Design and Deliver Instruction</p>	<p>Training and support on project based learning and passion projects will continue to be provided to all teachers.</p>	<p>After school mini sessions on PBL, coaching visits and</p>

		summer PBL learning sessions
	School visits will be scheduled for two additional schools to see evidence of project based learning and passion projects in the classroom.	completed school/district visits
	District Instructional Staff will send six additional teachers to attend the Next Generation Leadership Academy and work with those involved to set goals for the implementation of project based learning, performance based assessments, and passion projects in their classroom.	Presentation of Next Gen work completed at the end of each Next Gen cohort
	School and district walkthroughs will be completed to monitor the use of effective instructional strategies and project based learning activities tied to the state standards.	walkthrough reports
	School and district PLC meetings will focus on trainings and resources provided on the kystandards.org website to ensure effective alignment of instructional strategies and assessments to the intent of the Kentucky State Standards.	completed district plc meeting minutes
Design, Align and Deliver Support	The district curriculum team will facilitate a new teacher group that will meet 4 times during the school year to provide support in the areas of instructional strategies, intervention process and strategies, and other areas of need identified by the new teachers to ensure effective teaching for all students.	Meeting Agendas completed survey to determine effectiveness of program for new teachers
Design and Deploy Standards	School and district grade level/content area teams will utilize the kystandards.org website to ensure effective understanding of mathematics standards and alignment of learning activities and assessments to the intent/rigor of the Kentucky Mathematics Standards	
Design and Deliver Assessment Literacy	District grade level/content level teams will continue to administer math common assessments during the two week testing windows established throughout the year and will use assessment results to determine effective teaching/learning strategies for priority standards being assessed.	common assessments created/revised in district PLC teams
	School and district PLC meetings will be used to discuss math common assessment results, instructional and intervention strategies connected to the priority standards	completed PLC minutes showing discussions of student data and change in instruction to improve student progress
Design and Deliver Assessment Literacy	District grade level/content level teams will share examples of effective ways to implement student self-assessment and goal setting around priority reading standards.	PLC minutes noting shared examples of student self-assessment and goal setting documents
	Math teachers will implement student self-assessment and goal setting in their classrooms.	Walkthroughs, PLC discussions of implementation

increase the Science proficiency to 40.3%, the Social Studies proficiency to 65.2% and Writing proficiency to 55.8% by 2020. Elementary will increase from 32.8% to 42.0%, middle school will increase from 30.2% to 39.7% and high school will increase from 58.3% to 64.0% and middle school will increase from 61.2% to 66.5%. For Writing, elementary will increase from 39.5% to 47.8% and high school will increase from 56.1% to 62.1%.

<p>How do we address this goal? (The Key Core Work Processes used approach. Provide evidence for why the strategy was chosen.)</p> <p>Key Standards Deliver Instruction Assessment Literacy Review and Apply Data Support Learning Culture and Environment</p>	<p>Which Activities will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities 	<p>In the following chart, identify the person(s) responsible for the activity or activities.</p>
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Strategy	Activities to Deploy Strategy	Measure of Success
<p>KCWP 4: Review, Analyze and Apply Data</p>	<p>District grade level/content area PLCs will create two new Science Through Course Tasks that will be used to analyze teaching strategies, implementation and student work samples during district PLC meetings.</p>	<p>TCTs in Shared Drive PLC minutes</p>
<p>KCWP 2: Design and Deliver Instruction</p>	<p>Each school will have at least one teacher to participate in the implementation of Project Lead the Way (PLTW) to enhance the engagement and rigor of Science learning activities in the classroom.</p> <p>PLTW/PBL/Science learning activity and student work will be shared during district PLC meeting.</p>	<p>PLTW Curriculum Training sign in sheet Walkthroughs documenting implementation PLC minutes</p>
<p>KCWP 1: Design and Deploy Standards</p>	<p>School and district grade level/content area teams will utilize the kystandards.org website to ensure effective understanding of social studies standards and alignment of learning activities and assessments to the intent/rigor of the Kentucky Social Studies Standards.</p>	<p>Training sign in sheets PLC minutes noting discussions</p>

Strategy	Activities to Deploy Strategy	Measure of Success
KCWP 2: Design and Deliver Instruction	Teachers at all grade levels will connect writing prompts with real world interests/situations during PBL learning activities at least once each nine weeks.	PBL Plans Student writing samples
	Above writing prompts/PBL learning activities and student writing samples will be shared at district grade level/content area PLC meeting at least once each semester.	PLC minutes
KCWP 4: Review, Analyze and Apply Data	District PLC grade level/content area teams will create a writing prompt per semester to be administered as a common assessment.	PLC minutes Writing common assessments
	District PLC grade level/content area teams will review student writing samples and student writing data to determine areas of effectiveness and areas of need in grade level writing instruction.	PLC minutes Student work samples

increase the average combined reading and math KPREP proficiency rate for students with disabilities and students who are economically disadvantaged, elementary will increase from 47.4% to 49.2% and high school will increase from 30.4% to 39.9%. For students with disabilities, elementary will increase from 21.8% to 23.8% and high school will increase from 21.4% to 32.1%.

<p>What strategies will be used to address this goal? (The Key Core Work Processes listed below are the primary focus. Provide justification and/or justification for each strategy chosen.)</p> <ul style="list-style-type: none"> Standards Instruction Assessment Literacy Review and Apply Data Deliver Support Establishing Learning Culture and Environment 	<p>Which Activities will the school/district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</p> <ul style="list-style-type: none"> ● KCWP1: Design and Deploy Standards - Continuous Improvement Activities ● KCWP2: Design and Deliver Instruction - Continuous Improvement Activities ● KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities ● KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities ● KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities ● KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 	<p>Identify the timeline for the activity and the person responsible for ensuring the activity is completed. Identify any necessary funding to execute the activity.</p>
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Strategy	Activities to deploy strategy	Measure of Success
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<p>Design, Align and Deliver Support</p>	<p>School administrators will review the RTI Plan with staff to ensure adherence to the plan and a clear understanding of how teachers/schools will use the plan to provide interventions for struggling students.</p>	<p>training sign in sheets</p>
	<p>Schools will continue to utilize RTI teams (to include district representative) to meet at least 3 times during the school year to discuss interventions, student progress and next steps for student receiving intervention services.</p>	<p>RTI team minutes</p>
	<p>Schools will continue to use District PLC reporting forms to document grade level/content level discussions on core instruction, intervention strategies and enrichment opportunities connected to the priority standards.</p>	<p>completed PLC minutes showing discussions of student data and change in instruction to improve student progress</p>
	<p>District will provide a professional development opportunity each semester focused on meeting the needs of economically disadvantaged and intervention students.</p>	<p>Training sign in sheets</p>

Design, Align and Deliver supports	School level PBIS teams will analyze Tier I survey results to determine areas for improvement in the school implementation of PBIS	PBIS Team minutes
	School level PBIS teams will create a plan of action for those areas of improvement.	PBIS team plan of action
	School level and district level PBIS teams will continue to meet regularly throughout the school year to review attendance, behavior and academic performance to identify barriers to student learning and create RTI plan for those students struggling in one or more of these areas.	PBIS Team minutes
	District staff will evaluate the Tier I, II and III Behavior Supports. A universal behavior screener (Student Risk Screening Scale – Internalizing & Externalizing SRSS-IE) will be completed each time STAR is administered during district assessment windows.	Screener results
Design and Deliver Instruction	Various professional development opportunities will be provided focused on effective instructional strategies for students with disabilities.	PD sign in sheets
	Special education teachers will participate in continued training focused on the co-teaching method.	PD sign in sheets
	During the administrative PLC, administrators will discuss the implementation of to co-teaching model (using walkthrough and observation data) in his/her building and share examples of effective implementation strategies.	Admin. PLC minutes
Establishing Learning Culture and Environment	All special education teachers will implement student-led ARC meetings with at least one student for the purpose of educating the student(s) on the disability, strengths and the skill of advocating for oneself and his/her needs.	Student-led ARC meeting documentation

Increase the cohort graduation rate from 92.3% to 92.7% by 2022, as measured by state accountability measures.

<p>Address this goal? (The Strategy can be based on research or another research-based approach. Why the strategy was chosen.)</p> <p>Standards</p> <p>Instruction</p> <p>Assessment Literacy</p> <p>Apply Data</p> <p>Support</p> <p>Culture and Environment</p>	<p>Which Activities will the school/district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</p> <ul style="list-style-type: none"> ● KCWP1: Design and Deploy Standards - Continuous Improvement Activities ● KCWP2: Design and Deliver Instruction - Continuous Improvement Activities ● KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities ● KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities ● KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities ● KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 	<p>Identify the timeline for the activity ensuring the fidelity of the activity or activities.</p>
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Strategy	Activities to deploy strategy	Measure of Success
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<p>Establishing Learning Culture and Environment</p>	<p>Parent mail outs, meetings and trainings will be provided to inform parents and the community about the Logan County Profile of Success.</p>	<p>evidence of mail outs and trainings as well as parent feedback from the information</p>
	<p>Continued training will be provided to all teachers focused around instructional strategies connected to the Profile of Success competencies.</p>	<p>training sign in sheets teacher creation of PBL activities and passion projects</p>
	<p>Grade level/content level teams will identify age/grade level competencies tied to each of the Profile of Success Characteristics.</p>	<p>PLC minutes Competencies lists</p>
	<p>Grade level/content level teams will create age/grade level rubrics for each of the Profile of Success Characteristics.</p>	<p>Grade level rubrics</p>
	<p>All students will be compiling evidence toward mastery of Profile of Success characteristics in a digital portfolio that will be used during defenses of learning.</p>	<p>Digital portfolio for each student</p>
	<p>Defenses of learning focused on mastery of Profile of Success competencies will take place for each student when exiting 5th grade, 8th grade and 12th grade.</p>	<p>Defense of Learning for each 5th, 8th and 12th grade student</p>
	<p>Grade level teams at each school will identify project based learning activities, passion projects and/or performance based assessments that will be used to determine student achievement of graduate profile expectations.</p>	<p>listing of activities, projects and assessments connected to graduate profile expectations</p>

	Profile of Success Characteristics will be added to report cards to communicate student's progress toward mastery of these characteristics.	Report Card
	Presentation of Learning/Defense of Learning Nights will be held at all schools at least twice during the school year to allow students to share their Mastery of learning, PBL or passion project work to parents and community.	Presentation of Learning nights – dates, pictures
	Administration/staff/students in all schools will identify and implement additional opportunities for students to be engaged in activities before, during and after school. A Central location in each building will identify opportunities for students.	Opportunities for Students Bulletin Boards Additional club opportunities for students
	Teachers/administrators from all schools will attend an informational session provided by the Pritchard Student Voice Committee regarding a student culture survey process.	Session sign in sheet
	Each school will identify students to lead this survey process within their school and results will be shared after completion.	Survey results
	A plan of action to address areas identified from survey results will be created by students and teachers.	Plan of Action for each school
	Student mentoring programs will be implemented in all schools that will allow older students to pair with younger students having similar interests to promote student motivation and engagement in school.	Implementation of Student mentoring programs
<p>Review, Analyze and Apply Data</p> <p>District and high school administrative staff will develop a systematic approach to identify and assist at-risk students to ensure their successful completion of high school and preparation for life after high school.</p>	High school administrators and guidance counselors will review the Early Warning Report, Persistence to Graduation Report and student mastery of Profile of Success competencies with teachers to help them identify students who are at risk to not graduate and/or make a successful transition to opportunities after high school.	PLC meeting minutes List of Identified students and plan of actions for these students

Increase the growth indicator for reading and math in elementary school from 57.3 to 59.7 and middle school from 53.3 to 55.3

<p>Address this goal? <i>(The Strategy can be based on a research-based approach or another research-based approach. Why the strategy was chosen.)</i></p> <p>Standards Instruction Assessment Literacy Using Data Support Culture and Environment</p>	<p>Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> ● KCWP1: Design and Deploy Standards - Continuous Improvement Activities ● KCWP2: Design and Deliver Instruction - Continuous Improvement Activities ● KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities ● KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities ● KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities ● KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 	<p>Identify the timeline for the activity or activities, ensuring the fidelity of the activity or activities.</p>
Strategy	Activities to deploy strategy	Measure of Success
<p>Design and Deliver Instruction</p>	<p>District will provide continued training and support to teachers regarding Google Suite programs such as Google Classroom and the use of these programs to create personalized learning opportunities for students.</p> <p>ISTE certified teachers will provide educational sessions and support on personalized learning opportunities for other teachers in the district.</p> <p>Personalized Learning opportunities and intervention strategies will be identified and shared by teachers during district PLC meetings to provide strategies for growing all students</p>	<p>use of Google Classroom and other Google Suite tools by teachers and students</p> <p>Training session sign in sheets and agendas</p> <p>PLC minutes</p>
<p>Design, Align and Deliver Support</p>	<p>District and school administrator PLC meetings will continue to focus on district formative and summative assessment data to monitor student growth.</p> <p>District/school administrators will continue to receive support on coaching and mentoring skills for administrators to use in effective instructional discussions with teachers and staff.</p> <p>Some administrators and teachers will attend the Deeper Learning Conference to gain ideas and resources to engage students in deeper learning of reading and math standards as well as graduate profile competencies. Attendees will lead educational sessions for other teachers/staff to share ideas and resources.</p>	<p>District/School admin PLC meeting minutes noting analysis of district and school data</p> <p>scheduled coaching visits with Rutherford Learning Group</p> <p>Conference attendance District scheduled educational sessions for other teachers</p>

Goal

Increase the percentage of students who are College and Career Ready (CCR) from 77.0% to 80.7% by 2022, as measured by the following metrics:

<p>Address this goal? (The Strategy can be based on research or another research-based approach. Why the strategy was chosen.)</p> <p>Standards</p> <p>Assessment Literacy</p> <p>Apply Data</p> <p>Support Culture and Environment</p>	<p>Which Activities will the school/district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</p> <ul style="list-style-type: none"> ● KCWP1: Design and Deploy Standards - Continuous Improvement Activities ● KCWP2: Design and Deliver Instruction - Continuous Improvement Activities ● KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities ● KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities ● KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities ● KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 	<p>Identify the timeline for the activity or activities, ensuring the fidelity of the activity or activities.</p>
Strategy	Activities to deploy strategy	Measure of Success
<p>Establishing Learning Culture and Environment</p>	<p>Students at all grade levels will be able to identify the Profile of Success competencies and be able to explain their progress toward mastery of each of these competencies.</p> <p>All high school seniors will complete a defense of learning presentation to demonstrate mastery Graduate Profile Characteristics as well as high school standards.</p> <p>Grade level and graduate profile characteristics will be published to the parents and community and parent/community training will be provided around these characteristics.</p> <p>District and school administrators will work to build a group of community partners who will provide internship opportunities to high school seniors in order to allow students to practice skills needed for college/career success.</p> <p>District and school administrators will work to broaden the use of internships for high school juniors as well as seniors.</p> <p>All high school students in collaboration with a teacher, counselor or administrator will create a plan of action for choosing a career pathway and being college and/or career ready by their senior year.</p>	<p>Digital Portfolios</p> <p>Defense of Learning presentations</p> <p>Student survey focused on Profile of Success Competencies</p> <p>Defense of Learning presentations</p> <p>published characteristics training dates and sign in sheets</p> <p>Internship lists showing businesses and students</p> <p>Business list for internships</p> <p>A completed plan of action for each student</p>

	Assigned teachers, counselors or administrators will check in with each high school student regarding their progress on their action plan/career pathway at least twice during the school year.	Meeting notes with students
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19-20 Logan County Superintendent Gap Assurance

2019-20 Phase Three: The Superintendent Gap Assurance

Logan County
Paul M Mullins
2222 Bowling Green Rd
Russellville, Kentucky, 42276
United States of America

Last Modified: 12/30/2020
Status: Locked

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2019-20 Phase Three: The Superintendent Gap Assurance

2019-20 Phase Three: The Superintendent Gap Assurance

Gap Target Assurance

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

- No school within my district failed to meet its targets to reduce the gap in student achievement for any student group for both of the last two (2) consecutive years.**
- The following school(s) failed to meet its/their targets to reduce the gap in student achievement for any student group for both of the last two (2) consecutive years. (Please list the names of any school being reported pursuant to KRS 158.649(9) in the comment box below.)

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2019-20 Phase Two: District Assurances_10302019_10:24

2019-20 Phase Two: District Assurances

Logan County
Paul M Mullins
2222 Bowling Green Rd
Russellville, Kentucky, 42276
United States of America

Last Modified: 10/30/2019
Status: Locked

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2019-20 Phase Two: District Assurances

2019-20 Phase Two: District Assurances

Introduction

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

Title I

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

- Yes**
- No
- N/A

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

- Yes**
- No
- N/A

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

- Yes**
- No
- N/A

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

- Yes**
- No
- N/A

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

- Yes**
- No

N/A

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

Yes

No

N/A

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

Yes

No

N/A

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

Yes

No

N/A

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

Yes

No

N/A

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

Yes

No

N/A

Title II

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

- Yes**
- No
- N/A

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

- Yes**
- No
- N/A

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

- Yes
- No
- N/A**

All Programs

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

- Yes**
- No
- N/A

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

- Yes**
- No
- N/A

Individual Learning Plan (ILP)

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

- Yes**
- No
- N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
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