2020-21 Phase Three: Executive Summary for Districts_12092020_15:25

2020-21 Phase Three: Executive Summary for Districts

Hancock County
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United States of America

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. 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?

Hancock County is a small rural community that rests along the Ohio River. Hancock County Public Schools serve approximately 1,650 students. HCPS has a graduation rating of 94.2. The district attendance average is 95% our poverty rate is 51% and our special education population is 15%. The total population for the county is approximately 8,500 citizens and that has remained stable for many years with little fluctuation. The primary cities in Hancock County are Hawesville and Lewisport. The community is very involved and takes great pride in the four schools that make up the HPS system: North Hancock Elementary, South Hancock Elementary, Hancock County Middle School and Hancock County High School. Hancock County Public Schools have a tradition of academic excellence that reflects the deep commitment of parents, business, and community partners in our children's lives and our school system. Over the last few years, like many communities, the economy has been a trying and evolving issue. We are largely driven by industrial blue-collar jobs, which continue to evolve in complexity and cognitive demand in recent years. This has translated into emerging issues and challenges for our school system. Hancock County is a very close knit and collaborative community and it serves its citizens (birth through elderly) very well. The community and school system work closely with grant initiatives to promote community involvement in education and civic activities. HCPS will continue to partner with community and business through initiatives such as our Work Ready In Progress Status to ensure that our students and citizens are prepared for successful participation in the global economy.

. 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 vision of Hancock County Public Schools is "Learning Today, Leading Tomorrow". This was developed collaboratively between HCPS faculty, staff, students, parents, and the community members. "The mission of the Hancock County School System is to embody the principles and practices of a champion organization as e prepare students for college, career, and life. In the preparation of our students for success, we are committed to instilling & conducting ourselves with integrity, service, quality, and trust. " We strive to prepare every student to become College, Career, and Life ready. We work collaboratively to monitor the progress of

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children as they enter our school system and as they progress through our schools to ensure that each child's needs are met academically, socially, and emotionally. Teachers and support staff work together at the building level and as students transition throughout our system to ensure they make annual progress and achieve key transition targets and benchmarks as they move towards college and career readiness. Our expectations of our faculty, staff, students, and community are high. The future is in our hands as our school system produces the citizens that will guide our community though the 21st century.

. 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.

Hancock County Public Schools have a proud tradition of K-12 academic excellence. Fall 2019 the High School band won the State Championship Marching Competition. It was the first time in the school's history the band had achieved this status. Also, our middle and high school are working towards full implementation of the Cambridge International program. Both HCMS and HCHS have been approved as affiliate schools and are embarking on the initial year of implementation. At HCMS, our 6th, 7th, and 8th grades are implementing the Cambridge Science coursed and at HCHS all 9th and 10th grade. This is an area we will continue to increase our focus on as we expand the Cambridge program in our middle and high school. Both Hancock County Middle School and Hancock County High School promote STEM education through our certified Project Lead the Way programs. HCHS also recently added an Aviation program at HCHS. Our district has one to one iPad initiatives at both our middle and high schools. Our District Technology Coordinator, Greg Payne, received his Apple Certified Systems Administrator Certification and numerous teachers participate annually in DataSeam's teacher Apple training. We have teachers in each building with National Board Certification and currently have 5 more working on the process. We have a continued district focus on Literacy and Math Fluency K-12. Our board has purchased the Bridges Math program and Jan Richardson and we are in year 1 of implementation. The district is working closely with the CTE department at HCHS to expand our CTE Pathway offerings and certifications. We continue to work with the County Government to expand our current status as a "Work Ready Community in Progress" to "Work Ready Community" status. We recently were able to pass a Nickel Tax and are moving forward with a committee who is working on a long-term plan to build a new middle school. The Board of Education continues to commit to the upkeep and upgrade of our facilities. Individually, each of our schools continues to have tremendous accomplishments. Their students, athletic teams and academic teams, bands and chorus continue to perform at high levels and excel. Both in our schools and

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community the commitment of our students and staff to personal and professional excellence is a priority and is evidenced by their significant accomplishments and achievements.

. **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.

Hancock County High School is a 2 star school that has an ATSI status with a specific area of special education. In the spring of 2019 HCHS began planning with the intention of implementing a school wide Co-Teaching model in the fall of 2019. They began as planned and the district and school leaders are providing ongoing professional learning and monitoring. As a district, we also volunteered for a KDE Audit of our high school and are currently awaiting results of that visit/review. HCHS PLC's meet weekly with a focus of student needs/interventions, using protocols to review assessments and student work. In addition to the PLC's, teachers participated in several meetings to identify their preferred instructional model (out of 3 models provided based on Hunter, Bloom, Marzano, Antonetti and other research/best practices). Each of these 3 instructional groups meet weekly to review and report progress and to monitor implementation of the model. In addition the administrators have created/revamped the HCHS PRIDE time, which is for targeted interventions based on ACT data. Student receive 3 periods of intervention per week focusing on ACT science, math and reading. Teachers participate in a weekly meeting to review all PRIDE intervention exit slips and enter student scores into a database so that progress can be monitored in order to adjust instruction. Our High school (and district administrators) are also working with KDE Education Recovery Specialist, Leesa Moman on a regular basis to learn about new strategies and techniques as well as to gain outside insight and perspective. As a district we have a monthly PLC with district administrators in which we focus only on instruction K-12 across all schools.

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

Within the district framework of Literacy Across Content, Engagement in Learning, Rigor, and Relationships, each school focuses on individual student growth and uses the professional learning team/communities structure to conduct ongoing professional learning. This work along with multiple other sources of data, including surveys, weekly formative assessments, benchmark tests, non-academic data, state assessment data and other measures are used to create the individual School Improvement Plans in conjunction with the SBDM Councils. At the district level, a

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committee with representation from each school, the community, and district administration works collaboratively to look holistically at all of the data and create a Comprehensive District Improvement Plan which incorporates the needs and growth areas of our entire district. The DIP serves as a guide to help us reach our KBE goals and delivery targets for the state accountability system, but most importantly to ensure that all students have an equitable opportunity to achieve success and transition to the next level prepared.

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Attachment Summary

Attachment Name	Description	Associated Item(s)

2020-21 Phase One: HCS District Continuous Improvement Diagnostic for Districts_09222020_09:01

2020-21 Phase One: Continuous Improvement Diagnostic for Districts

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2020-21 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 2020-21 diagnostics is as follows:

Phase One: August 1 - October 1
• Continuous Improvement Diagnostic for Districts

Phase Two: October 1 - November 1
• The Needs Assessment for Districts
• District Assurances
• District Safety Report

Phase Three: November 1 - January 1
• Comprehensive District Improvement Plan
• Executive Summary for Districts
• The Superintendent Gap Assurance
• Professional Development Plan for Districts

Phase Four: January 1 - December 31
• Continuation of Learning Plan for Districts (Due May 1)
• 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.

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Please enter your name and date below to certify.

Kyle Estes 9-22-20

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2020-21 Phase Two: The Needs Assessment for Districts

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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 district as well as the processes, practices and conditions that contributed to that state.

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 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.

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Protocol

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

Our district has a District Improvement Planning Committee consisting of Administrators, Teachers, Parents, Students (middle and high), and community members. This group generally only meets as one large group once per year, but can meet more if necessary. However, each school and members of the larger group meet regularly (biweekly or monthly depending on the school - currently our High School is meeting weekly) in smaller groups more focused on the specific school, data and unique school needs. Each school has a CSIP progress monitoring component on their monthly agenda and committee/departments report out on progress toward the goals and amend the goals if necessary. There are many smaller committees that meet on a regular basis (most monthly). In addition each school has weekly PLC meetings. The district leadership, including principals and assistants from each building, meet as a PLC to discuss instruction and progress towards goals both at the school and district level.

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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 percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
-From 2018 to 2020, the district saw an 11% increase in novice scores in reading among students in the achievement gap.
-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: Teacher attendance rate was 84% for the 2019-20 school year – a decrease from 92% in 2018-19.
-The number of behavior referrals increased from 204 in 2018-19 to 288 in 2019-20.
-Survey results and perception data indicated 74% of the district's teachers received adequate professional development.

Currently our high school is a 2 star school and is in ATSI for the gap in the Disabled population. They are low in all indicators except graduation, which they were rated medium. The staff is working with KDE conducting an audit and creating improvement plans based on their suggestions as well as a large stakeholder group. HCMS, our only middle school was a 4 star school, and only 1.4 away from the 5 rating. They were high in 2 areas and very high in growth. They have been working intensively over the last several years towards closing the achievement gap in special education and to remediate and have all students grow regardless of where they start. Both of our elementary schools were rated 3 star. SHE received a low rating in the proficiency rating and a medium in the seperate academic index and high in growth. NHE received mediums in all 3 indicator ratings. Our current graduation rate is 94.2 which is an area of concern for us, and our attendance rate held within 1/10 of a percent at 95% while our number of students who are economically disadvantaged rose 7% to 53.1% district wide. Our faculty attendance decreased by 1.73% in 2018-2019. I am attaching a %Proficient/Distinguished comparison from spring 2018 to spring 2019.

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Priorities/Concerns

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

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

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

Achievement in all subject areas as well as Transition and Graduation readiness are a concern at our high school which received a 2 Star rating. Work has been underway to identify issues and create specific plans for improvement. Hancock County High is also an ATSI school whose gap has increased in the last 2 years in special education. We are working with KDE towards improvement plans in this area, as well as implementing co-teaching. Our middle school was our highest ranked school with 4 Stars and they received a high rating in each indicator except growth and received a very high rating in the area of growth. They too are continuing to focus on the achievement gaps in special education and economic status. North Hancock and South Hancock Elementary schools both received 3 Star ratings. Both are going to focus on growth for every student and also the achievement gaps between the economically disadvantaged and advantaged and those with special needs versus those without special needs. I am attaching our data that shows the exact percentages of P/D over the past 2 years by subject by school. I am also attaching the GAP scores in the areas of Economic Status and Disability Status which will be a focal point of the CSIP and CDIP.

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Trends

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

I am attaching the referenced data. Our high school is our area of most concern as much of their extended data trends downward. All P/D percentages trended downward in content areas and in gap areas. There are also signs of cultural issues within the building. The district and building leadership are working very closely to address issues. We are also working with KDE in a voluntary review and will be working with the HS faculty, staff and those parents and students who are on our committees towards plans for improvement. Our middle school has trended upward in most areas and has been seeing improvement in their gap areas (although they are still large and of great concern). In the last 3 years they have conducted extensive reviews and implemented changes to instruction, programs and schedules in order to meet the needs. This work seems to be yielding positive results. Our elementary schools have been stagnant in academic achievement over the last several years. Growth remains a concern at South Hancock Elementary.

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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

Each school is different. Our school in most need is our high school. By looking at data, participating in stakeholder meetings/ PLC's/faculty meetings there are concerns in each of the KCWP areas. However, through analysis and stakeholder input (and soon we will have data from a KDE voluntary review) we are going to focus this year on 1) Interventions and 2) Instructional Models. Teachers are taking inventories and will be using one of 3 instructional models (attached) to focus on best practice and research in instruction. The schedules are being tweaked so that there are 3 one hour intervention sessions per week. These will focus on students who are not reaching proficiency, demonstrate a lack of skills, as well as those struggling in specific courses. HCMS is continuing to focus on the growth of every child with an emphasis on those with special needs or economic disadvantage. Our elementary schools have both been focusing on KCWP 1 and 2 with the implementation of the Jan Richardson guided reading model in reading and the Bridges Math program in mathematics. Focusing work around academic achievement for each child at their appropriate levels has been and will continue to be an area of focus.

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Strengths/Leverages

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

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

Our areas for focus and improvement are our gap groups - special education and free and reduced lunch. While our high school is our only school with a federal Classification (ATSI - Disability). All schools show a gap with these two groups.

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Attachment Summary

Attachment Name	Description	Associated Item(s)
PDF 2018 and 2019 Spring KPREP Percent Proficient and Distinguished Comparison		•
PDF GAP scores HCPS Spring 2019		•
PDF HCPS Overview KPREP Spring 2018		•
PDF Instructional Models		•
PDF Percent P/D Comparisons		•
PDF Percent Proficient and Distinguished Spring 2017 and 2018		•
PDF State Indicator Ratings by School		•

% Proficient/Distinguished Comparison
Spring 2018 and 2019

ELEMENTARY	NHES		SHES		DISTRICT-ELEM		STATE-ELEM	
	Spg 2018	Spg 2019	Spg 2018	Spg 2019	Spg 2018	Spg 2019	Spg 2018	Spg 2019
READING	60.4	56.3	60.8	57.4	60.5	56.8	54.6	54.6
MATH	42.2	43.7	36.3	33.3	40.6	40.5	48.8	48.6
WRITING	38.9	62.1	22.9	43.2	34.6	56.8	40.5	46.6
SOCIAL STUDIES	52.6	36.8	54.3	59.5	53.1	43.2	53.0	53.0
SCIENCE	29.4	37.6	38.9	21.6	32.2	32.8	30.8	31.7

MIDDLE	HCMS		STATE-MIDDLE	
	Spg 2018	Spg 2019	Spg 2018	Spg 2019
READING	61.1	67.6	60.0	59.6
MATH	51.7	55.3	47.0	46.4
WRITING	48.9	44.4	44.3	31.9
SOCIAL STUDIES	76.3	77.4	60.2	58.8
SCIENCE	27.1	26.8	25.9	26.0

HIGH	HCMS		STATE-MIDDLE	
	Spg 2018	Spg 2019	Spg 2018	Spg 2019
READING	50.0	40.8	45.4	44.5
MATH	40.6	24.0	37.5	35.3
WRITING	54.3	37.9	51.8	50.3
SOCIAL STUDIES	N/A	N/A	N/A	N/A
SCIENCE	29.4	16.9	29.6	29.9

Reading Scores by Socio-Economic Status

Math Scores by Socio-Economic Status

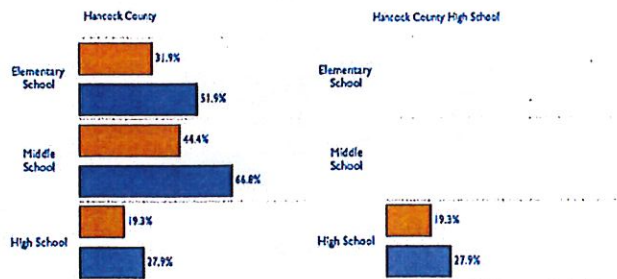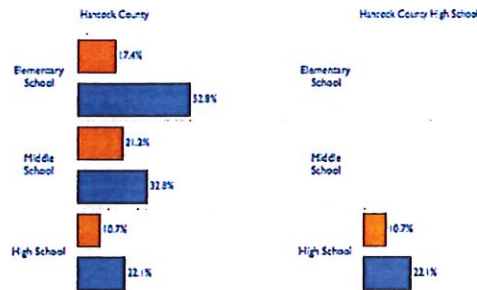# Science Scores by Socio-Economic Status
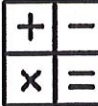
Proficient/Distinguished in Science: Economically Disadvantaged vs Non-Economically Disadvantaged

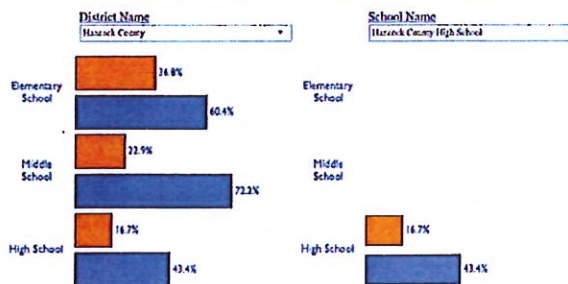Hancock County   Hancock County High School
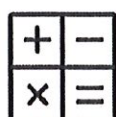

Reading Scores by Disability Status

Proficient/Distinguished in Reading: Students with Disabilities vs Students without Disabilities

Legend
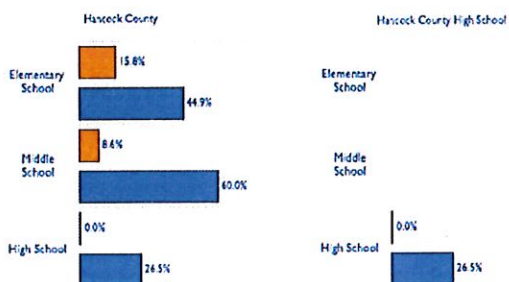- Students with Disabilities
- Students without Disabilities

District Name
Hancock County

School Name
Hancock County High School

Math Scores by Disability Status

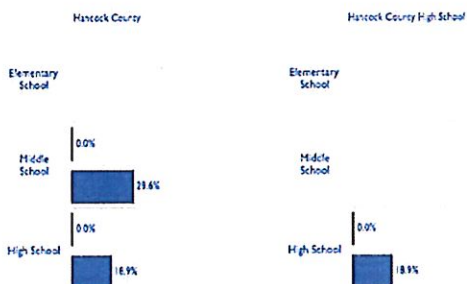*Proficient/Distinguished in Mathematics: Students with Disabilities vs Students without Disabilities*

Hancock County

Hancock County High School

Elementary School: 15.8%, 44.9%

Middle School: 8.4%, 60.0%

High School: 0.0%, 26.5%

Hancock County High School — Elementary School, Middle School, High School: 0.0%, 26.5%

Mathematics

Science Scores by Disability Status

Proficient/Distinguished in Science: Students with Disabilities vs Students without Disabilities

Hancock County

Hancock County High School

Elementary School

Middle School: 0.0%, 29.6%

High School: 0.0%, 18.9%

Middle School

High School: 0.0%, 18.9%

Science

School Name	Overall Score	# of Stars	Federal Classification	Reason for Federal Classification	Proficiency Indicator Scores by Disability Status	Proficiency Indicator Rating	Separate Academic Indicator	Separate Academic Indicator Rating	Growth Indicator	Growth Indicator Rating	Transition Readiness Indicator	Transition Readiness Indicator Rating	Graduation Indicator	Graduation Indicator Rating	4 Yr Cohort Graduation Rate
Dist ELEM	64.2	3			66.8	Low	66.1	Medium	60.2	High					
Dist Middle	72.4	4			80.8	High	74.2	High	62.6	Very High					
Dist High	59.1	2			51.4	Low	52.8	Low			66.7	Low	94.2	Medium	92.9
HCHS	59.1	2	ATSI	Disability	51.4	Low	52.8	Low			66.7	Low	94.2	Medium	92.9
HCMS	72.4	4			80.8	High	74.2	High	62.6	Very High					
NHE	63.6	3			67.3	Medium	66.7	Medium	57.7	Medium					
SHE	65.6	3			65.7	Low	64.9	Medium	66.1	.High					

Our Instructional Model

Instructional Model Defined	Choose at least 1 in each category
Anticipatory Set: • Reflect on experiences (*authenticity*) • Generate curiosity & make predictions • Use advanced questioning to prompt critical thinking & connections • Participate in atypical activities to connect to new content (*novelty & variety*)	*Bellringer:* • *Entrance ticket to assess yesterday's learning* • *Journal/Reflection Questions* • *ACT practice question related to the day's target* • *Vocabulary activity* • *Reteach from exit information the previous day*

Objective/Target or Standard:
• Utilize Mastery Card - Personalize standard/objective/target.
• Students predict experience & importance through connections to thinking skills
• Students articulate how learning will be demonstrated (*clear/modeled expectations*).
  ○ Ex. Proficiency Scales
  ○ Task Rubrics
	Review target(s) for the day:
	• *Students record the targets from board/screen*
	• *Ask students to rephrase the targets*
	• *Ask students to record their confidence with the target (mastery cards)*

Input & Modeling:
• Scaffolded activities to
  ○ Help students define concepts
  ○ Gain skills
  ○ generate thinking & prompt understanding
• Intentional options to help students access curriculum (*choice*).
• Modeling at high levels
	Direct instruction strategies:
	• *Lecture (with visual aides)*
	• *Detailed & clear modeling/demonstration*
	• *Webquest/focused research*
	• *Jigsaw Activity*

Checking for Understanding:
• Intentional, scaffolded questioning
• Students assess & report their progress
  ○ Mid-lesson understanding check
  ○ Mastery Cards
• Continuous positive feedback & guidance to prompt honest and open sharing from students (*intellectual/emotional safety*).
	Intentional mid-lesson understanding check:
	• *Whole group questioning (DOK 1-3)*
	  ○ *Use student whiteboards, cue cards, board practice, online quizzes, etc.*
	• *Think-pair-share or Turn & Talk*
	• *Students journal current understanding of target (mastery card)*

Guided Practice: • Intentional & organized • Scaffolded to build to standard • Teacher-assisted or group focused (*Learning with Others*) **Independent Practice:** • Intentional & organized • Purposeful practice without outside help • Students have opportunity to demonstrate content mastery at the level of the target/standard. (*Sense of audience*).	*Choose grade-level tasks to engage students and prompt practice & demonstration of learning:* • *Thinking Maps (notemaking)* • *Reading & Response (OECD Level 4 or higher)* • *Writing Task (with feedback)* • *Vocabulary practice* • *Process practice* • *Small group tasks (Kagan structures)* • *Creating a product (with rubric)*
Closure: Through a brief activity or prompt, students reflect on, summarize, analyze, or prioritize content from the lesson. Closure is a final moment of connection (*Personal Response*).	*Formative assessment:* • *Exit slip* • *Journal question - summary, connection, or reflection* • *Weekly formative for all targets*

Instructional Model Defined	Choose at least 1 in each category
Anticipatory Set: • Reflect on experiences (*authenticity*) • Generate curiosity & make predictions • Use advanced questioning to prompt critical thinking & connections • Participate in atypical activities to connect to new content (*novelty & variety*)	*Bellringer:* • *Entrance ticket to assess yesterday's learning* • *Journal/Reflection Questions* • *ACT practice question related to the day's target* • *Vocabulary activity* • *Reteach from exit information the previous day* • *Attendance Question (building community)* • *Student-generated questions to teacher from yesterday* • *Student-chosen review stations*

Objective/Target or Standard:
• Utilize Mastery Card - Personalize standard/objective/target.
• Students predict experience & importance through connections to thinking skills
• Students articulate how learning will be demonstrated (*clear/modeled expectations*).
    ○ Ex. Proficiency Scales
    ○ Task Rubrics
	Review target(s) for the day:
	• *Students record the targets from board/screen*
	• *Ask students to rephrase the targets*
	• *Ask students to record their confidence with the target (mastery cards)*
	• *Students turn & talk about previous knowledge of targets (record in notemaking)*

Input & Modeling:
• Scaffolded activities to
    ○ Help students define concepts
    ○ Gain skills
    ○ generate thinking & prompt understanding.
• Intentional options to help students access curriculum (*choice*).
• Modeling at high levels
	Direct instruction strategies:
	• *Interactive lecture (must attend mini-training)*
	• *Detailed & clear modeling/demonstration*
	• *Webquest/focused research*
	• *Jigsaw Activity*
	• *Peer teaching*
	• *Stations teaching*

Checking for Understanding:
• Intentional, scaffolded questioning
• Students assess & report their progress
    ○ Mid-lesson understanding check
    ○ Mastery Cards
• Continuous positive feedback & guidance to prompt honest and open sharing from students (*intellectual/emotional safety*).
	Intentional mid-lesson understanding check:
	• *Whole group questioning (DOK 1-3)*
	    ○ *Use student whiteboards, cue cards, board practice, online quizzes, etc.*
	• *Think-pair-share or Turn & Talk*
	• *Students journal current understanding of target (mastery card)*

Guided Practice: • Intentional & organized • Scaffolded to build to standard • Teacher-assisted or group focused (*Learning with Others*) **Independent Practice:** • Intentional & organized • Purposeful practice without outside help • Students have opportunity to demonstrate content mastery at the level of the target/standard. (*Sense of audience*).	*Choose grade-level tasks to engage students and prompt practice & demonstration of learning:* • *Thinking Maps (notemaking)* • *Reading & Response (OECD Level 4 or higher)* • *Short Writing Task (with feedback)* • *Extended writing task (with feedback)* • *Vocabulary practice* • *Process practice (student choice)* • *Small group tasks (Kagan structures)* • *Creating a product (with rubric)* • *Learning Stations*
Closure: Through a brief activity or prompt, students reflect on, summarize, analyze, or prioritize content from the lesson. Closure is a final moment of connection (*Personal Response*).	*Formative assessment:* • *Exit slip* • *Journal question - summary, connection, or reflection* • *Weekly formative for all targets* • *Short performance task*

Our Instructional Model

Instructional Model Defined	Choose at least 1 in each category
Anticipatory Set: • Reflect on experiences (**authenticity**) • Generate curiosity & make predictions • Use advanced questioning to prompt critical thinking & connections • Participate in atypical activities to connect to new content (**novelty & variety**)	*Bellringer:* • *Entrance ticket to assess yesterday's learning* • *Career Connection Journal Question* • *Attendance Question (building community)* • *Review by practicing yesterday's skill OR* • *Choose a student to demonstrate yesterday's skill*

Objective/Target or Standard:
• Utilize Mastery Card - Personalize standard/objective/target.
• Students predict experience & importance through connections to thinking skills
• Students articulate how learning will be demonstrated (**clear/modeled expectations**).
   ○ Ex. Proficiency Scales
   ○ Task Rubrics
	Review target(s) for the day:
	• *Teacher tells students which skill they will be performing today*
	• *Students record the targets from board/screen*
	• *Ask students to record their confidence with the target (mastery cards)*

Input & Modeling:
• Scaffolded activities to
   ○ Help students define concepts
   ○ Gain skills
   ○ generate thinking & prompt understanding.
• Intentional options to help students access curriculum (**choice**).
• Modeling at high levels
	Instruction strategies:
	• *Detailed & clear modeling/demonstration*
	• *Guest speaker/expert interview*
	• *Vocabulary activities*
	• *Webquest/focused research*
	• *Jigsaw Activity*
	• *Peer teaching*
	• *Learning Stations*

Checking for Understanding:
• Intentional, scaffolded questioning
• Students assess & report their progress
   ○ Mid-lesson understanding check
   ○ Mastery Cards
• Continuous positive feedback & guidance to prompt honest and open sharing from students (**intellectual/emotional safety**).
	Intentional mid-lesson understanding check:
	• *Whole group questioning (DOK 1-3)*
	   ○ *Use student whiteboards, cue cards, board practice, online quizzes, etc.*
	• *Think-pair-share or Turn & Talk*
	• *Short Writing Task (with feedback)*
	• *Thinking Maps (notemaking)*

Guided Practice: • Intentional & organized • Scaffolded to build to standard • Teacher-assisted or group focused (**Learning with Others**) **Independent Practice:** • Intentional & organized • Purposeful practice without outside help • Students have opportunity to demonstrate content mastery at the level of the target/standard. (**Sense of audience**).	*Choose grade-level tasks to engage students and prompt practice & demonstration of learning:* • *Thinking Maps (notemaking)* • *Presentation (individual or group with feedback)* • *Repetitive performance practice* • *Case Study* • *Performance Task* • *Extended Project (individual or group)*
Closure: Through a brief activity or prompt, students reflect on, summarize, analyze, or prioritize content from the lesson. Closure is a final moment of connection (**Personal Response**).	*Formative assessment:* • *Exit slip* • *Journal question - summary, connection, or reflection* • *Weekly formative for all targets* • *Checkpoint for performance task or project*

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2020-21 Phase Three: Professional Development Plan for Districts

Hancock County
Kyle Estes
83 State Route 3543
Hawesville, Kentucky, 42348
United States of America

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2020-21 Phase Three: Professional Development Plan for Districts

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

Annual Professional Development Plan:

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

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

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

1. What is the district's mission?

The mission of the Hancock County School System is to embody the principles and practices of a champion organization as we prepare students for college, career, and life. In the preparation of our students for success, we are committed to instilling and conducting ourselves with integrity, service, quality, and trust.

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

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

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Based on the needs assessment the district's top priorities for professional development which will support continuous improvement across the district include 1) strategies for implementing co-teaching in K-12 classrooms and 2) ensuring engagement and rigor in every classroom for every student.

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

The identified priorities for professional development relate to the district goals by addressing the achievement gap among the districts two identified subgroups (students with special needs and socioeconomically disadvantaged students). The focus is also on increasing proficiency for all students in reading and math.

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

The specific objective for co-teaching professional development is to train regular, special education teachers, and instructional assistants on co-teaching models. Through the training the staff will develop an understanding of the six co-teaching approaches and how to embed the delivery of specially designed instruction into the regular classroom. After implementation of co-teaching training the objective is for staff to develop a collaborative relationship in which co-teaching partners plan instruction in which all students are receiving access to a rigorous and engaging curriculum.

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

The intended results for implementing co-teaching strategies for students is the increased outcome of their academic performance. This should be reflected in progress monitoring and proficiency levels. The intended results for implementing co-teaching strategies for educators beliefs is a deeper understanding of individual student needs and the building of collective efficacy. The intended results for implementing co-teaching strategies for practices is every student will receive access to a rigorous and viable curriculum that accelerates learning.

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

The indicators of success for co-teaching will be ongoing classroom walk through observations using a co-teaching instrument conducted by building and district

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leadership to ensure implementation of co-teaching models and strategies. Student outcomes will be measured by state assessment, district assessments (MAP and ACT), and common assessments.

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

The targeted audience for co-teaching includes regular education teachers and special education teachers who will be trained on co-teaching strategies and models. District-level administrators and building-level administrators will be included to allow for support and follow-up on co-teaching implementation. Instructional assistants will also be trained in the models of co-teaching.

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

Co-teaching will impact everyone from students, to teachers, to administrators in the district. The special education students will be impacted by having a shift from receiving instruction solely in resource classrooms to being in regular education classes. They will have access to a more rigorous content. The regular education students will be impacted by having their peers in class with them. The special education teachers and regular education will be impacted by having to collaborate with each other about content, instructional strategies, and individual student needs. Special education teachers will have to learn content and regular education teachers will have to learn to differentiate instruction. Principals and administrators will be impacted by having to facilitate an environment where co-teaching will be successful (time for planning, schedules, training, build partnerships, and evaluate effectiveness).

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

In order to support co-teaching both special and regular education teachers from grades K-12 will need to be trained alongside their co-teaching partner. Time out of the classroom when substitutes are needed for training will be provided by district Title II funds. Additional funding is also being provided through Project Link/ University of Louisville in the form of training and coaching. The district's educational cooperative (GRREC) is also able to provide training at no cost to the district.

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

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Support for co-teaching will be ongoing through coaching from the district partnership with University of Louisville/Project Link. The grant will allow for training and follow-up observations in classrooms with feedback. In addition, consultants from GRREC are providing coaching sessions to teachers throughout the year. Special and regular education teachers from each school are participating in an on-going co-teaching community of practice facilitated by GRREC. At each building grade/content level PLC meetings are held weekly. Special Ed teachers will participate in content related PLC meetings.

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

The professional development for co-teaching will be monitored by ongoing classroom walk through observations using a co-teaching instrument conducted by building and district leadership to ensure implementation of co-teaching models and strategies. PLC's will also meet and conduct data analysis monthly of common assessments, work samples, and MAP data of students.

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

The objective of the professional development is to train teachers on rigor, engaging qualities of work, and high yield instructional strategies based on John Antonetti research. Teachers will need to learn and become familiar with each of the components and then consistently implement them in the classroom. With the implementation teachers will be able to provide students with intentional curriculum tasks which learning targets are tied to standards, have engagement strategies, include rigorous activities, and personalized learning.

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

The intended results is for student performance to increase at all levels but specifically in reading and math. Teachers will develop high expectations for student learning which are apparent in daily lessons. Across the district equitable learning will be created for all learners.

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

The indicator of success will be determined by the measured outcomes of the students. This will be demonstrated by increased performance in common assessments, MAP data, ACT scores, state assessments (specifically reading and math proficiency), and transition rates. Successful implementation in the classroom will be measured by building and district leadership conducting walk through observations designed to look for high level engagement strategies and rigorous activities with feedback provided to teachers.

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

The targeted audience is all K-12 teachers and administrators. The teachers will be trained on the specific concepts based on John Antonetti's work regarding high yield instructional strategies and engaging qualities of work. Administrators will participate in training as well to be able to provide follow-up, coaching, and monitor implementation after training.

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

All K-12 students, teachers and administrators are impacted by the professional development. Effective teaching in every classroom increases instructional competence. This in turn affects student learning. By giving the teachers the tools and strategies to deliver a rigorous and viable curriculum, the students will be prepared for the next grade or the transition to college/career.

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

Any time the teachers need to be out of the classroom to participate in training for professional development will be paid through Title II funds. Each building will need to create a master schedule which will allow for staff to participate in PLC meetings. Through Title I and Title II funds training will be provided on High Yield Instructional Strategies, Rigor, and Engaging Qualities of Work which is based on the work of John Antonetti.

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

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Support will be through weekly coaching at the school-level PLC meetings. Teachers will have an opportunity to share ideas and discuss instructional strategies being utilized in the classrooms on a regular basis. District-level PLC meetings will have an instructional focus.

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

Evidence of implementation will be monitored by school-level data teams which will analyze student data from grade-level common assessments and MAP data. The teams will meet monthly as part of school PLC's. Building and District administrators along with teachers will conduct routine Learning Visits to classrooms to look for evidence of high yield instructional strategies and engaging qualities of work.

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

N/A

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Attachment Summary

Attachment Name	Description	Associated Item(s)

2020-2021 Phase Three: Comprehensive District Improvement Plan_12092020_15:23

2020-2021 Phase Three: Comprehensive District Improvement Plan

Hancock County
Kyle Estes
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2020-21 Phase Three: Comprehensive District Improvement Plan

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.

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

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

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

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

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction
KCWP 3: Design and Deliver Assessment Literacy
KCWP 4: Review, Analyze and Apply Data
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establishing Learning Culture and Environment

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

Progress Monitoring: Process used to assess the implementation of the plan, the rate

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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.

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

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

. 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.

You may enter an optional narrative about your Comprehensive District Improvement Plan below. If you do not have an optional narrative, enter N/A.
See Attached Template

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Hancock County

Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 PDF Hancock County CDIP 2020-2021		•

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.

Operational Definitions

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

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

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

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

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

- KCWP 1: Design and Deploy Standards
- KCWP 2: Design and Deliver Instruction
- KCWP 3: Design and Deliver Assessment Literacy

- KCWP 4: Review, Analyze and Apply Data
- KCWP 5: Design, Align and Deliver Support
- KCWP 6: Establishing Learning Culture and Environment

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

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

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

Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:
  - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
  - For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Explanations/Directions

Goal: Include long-term three to five year targets based on the six (6) required district level goals. Long-term targets should be informed by The Needs Assessment for Districts.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.	An approach to systematically address the process, practice, or condition that the district will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed above or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.*).	Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.	Discuss the 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. Progress monitoring ensures that plans are being revisited and an opportunity to determine whether the plan is working.	List the funding source(s) used to support (or needed to support) the improvement initiative.

Goal 1 (State your proficiency goal.): By the spring of 2023, our goal is to increase the percent of students scoring Proficient and Distinguished in Reading by 15% (71) in elementary reading, 15% in middle school (82.6) reading and by 15% (55.8) for the High school reading exam as well. In mathematics, our goal is to increase the percent of students scoring Proficient and Distinguished at the elementary level by 15% (43.5), to increase the middle school %P&D by 15% (70.2) and to increase the HCHS math score by 15% (29)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: To increase the percent of students scoring Proficient and Distinguished in elementary, middle and high school reading by: 5% at all levels by the spring of 2021	KCWP 1 Design and Deploy Standards	HCHS Instructional Models – Teachers self-assessed and then chose one of three models to use for instruction. All 3 were based on Hunter's research and incorporated High Yield Instructional Strategies	Weekly Instructional Model Meetings, Student work samples and student achievement.	Weekly Model Meeting with Administrators, classroom observations	No funding needed
NHE – 61.3% SHE – 62.4% HCMS – 82.6% HCHS – 45.8%	KCWP 2 Design and Deliver	Implementation of Daily 5 Literacy Framework-Elementary	Student improvement on class assessments and MAP	MAP results three times annually Individual student growth tracked as a result of small groups and differentiation	Title II for necessary teacher training and General Fund for MAP test
	KCWP 2 Design and Deliver	Implementation of Evidence Based Reading (i.e. Jan Richardson Guided Reading) Middle school reading content class HCMS-Engage NY E/LA HCHS- Cambridge	Student progress on individual reading assessments	Scholastic Assessment, DIBELS, Running Records, and other individualized reading assessments	Title I, General Fund and School Funds for resources and training
	KCWP 2 Design and Deliver	HCMS-Minimum AR requirement	Tracking of AR scores and goals attained	Principal & ELA teachers will monitor and collect data	School funds to purchase AR
	KCWP 2 Design and Deliver	PBIS- The district has applied to join the GRREC PBIS District program, which is a long term commitment to the development and implementation of a consistent District Wide PBIS Program. This will help students reach proficiency by ensuring clear systems of positive support and reducing barriers.	Implementation timeline will be developed by the District PBIS Leadership team	Each month the district PBIS Leadership team will meet and monitor and track progress. They will develop implementation plans, identify needs and work to ensure consistency as this initiative moves forward.	Grant through GRREC
	KCWP 3 Design and Deliver Assessment Literacy	District Assessment Cycle- PLC's and departments will use the District Assessment Cycle Protocol to review assessments, rewrite assessments,	Analysis of assessments and results in PLC's	Principals are tracking these in PLC's and classroom observations. Results are reviewed in School & Building PLC's following the District Protocols	Money for subs Title II

Goal 1 (State your proficiency goal.): By the spring of 2023, our goal is to increase the percent of students scoring Proficient and Distinguished in Reading by 15% (71) in elementary reading, 15% in middle school (82.6) reading and by 15% (55.8) for the High school reading exam as well. In mathematics, our goal is to increase the percent of students scoring Proficient and Distinguished at the elementary level by 15% (43.5), to increase the middle school %P&D by 15% (70.2) and to increase the HCHS math score by 15% (29)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		monitor and collect student data and then review feedback given to students and received by students.		Established	
Objective 1 (Continued)	KCWP 4 Review, Analyze and Apply Data	MAP-monitored through mentor/ACCESS/PLC's/Teams that carefully monitor students who are not reaching proficiency or are at risk for not meeting future proficiency	Mentor notes, PLC and department meeting notes, student growth progress on MAP	Principals and teams are tracking the progress of students with individual students or small groups assigned to specific personnel	N/A
	KCWP 5 Design, Align and Deliver Support	Elementary-Reading Interventionist hired part-time to help implement small groups or individual student interventions	Progress data is recorded on each student/group	Teams track progress of each student/group and determine need for continued intervention	Title I for subs
	KCWP 5 Design, Align and Deliver Support	Elementary-Compass CAI program allows teachers to individual assign content to students for independent computer work and also works in conjunction with MAP testing to ensure students are receiving computer assisted instruction specific to their achievement level	COMPASS provides many reports that are utilized by teachers and administrators.	PLC's and teams and teachers utilize the reports to track data	General Fund
	KCWP 5 Design, Align and Deliver Support	HCMS- MyPath. MyPath is a product in the COMPASS line specific to middle school. It provides specific CAI for students based on needs.	My Path provides many reports that are utilized by teaches and administrators.	PLC's and teams and teachers utilize the reports to track data. Students also receive a grade on the work.	General Fund district
	KCWP 5 Design, Align and Deliver Support	HCHS- Mastery Prep is an ACT intervention/preparation program that is used during PRIDE time	Students complete exit slips each session	Exit slip scores are recorded and tracked for success and progress over multiple sessions	District General Fund
	KCWP 5 Design, Align and Deliver Support	MTSS/RTI- schools are working with Univ of L and Project Link to develop sound interventions and a smoother RTI process	Data collected by MTSS teams	Teams meet monthly or more often if needed to review data and make decisions about students, intervention as well as core programs.	Grant with Project Link U of L

Goal 1 (State your proficiency goal.): By the spring of 2023, our goal is to increase the percent of students scoring Proficient and Distinguished in Reading by 15% (71) in elementary reading, 15% in middle school (82.6) reading and by 15% (55.8) for the High school reading exam as well. In mathematics, our goal is to increase the percent of students scoring Proficient and Distinguished at the elementary level by 15% (43.5), to increase the middle school %P&D by 15% (70.2) and to increase the HCHS math score by 15% (29)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 (Continued)	KCWP 5 Design, Align and Deliver Support	Co-Teaching– the district has funded special education at the middle and high level so that they can staff co-teaching.	Data is tracked by regular education teacher, special education teacher and administrators	Special Education PLC's and regular education PLC's track progress of IEP students in Co-teaching classroom	District General Fund, Title II for training
	KCWP 5 Design, Align and Deliver Support	ESS to target students performing below grade level on MAP	MAP scores	MAP scores	General Fund & ESS for instruction
	KCWP 5 Design, Align and Deliver Support	HCHS PRIDE Intervention time students are grouped by prior data in order to receive specific instruction/intervention	Student data collected weekly	Weekly faculty and team meetings to review spreadsheet of student data	N/A
	KCWP 6 Establishing Learning Culture and Environment	Teacher release time for vertical observations and alignment at all levels.	PLC and other teacher share	Data and ideas recorded in observations and then shared in faculty meetings or PLC's	Title II for subs
Objective 2: To increase the percent of students scoring Proficient and Distinguished in elementary, middle and high school math by 5%, middle school math by 5% and high school mathematics by 5% by the spring of 2021.	KCWP 1 Design and Deliver Standards	HCHS Instructional Models-Teachers self-assessed and then chose one of three models to use for instruction. All 3 were based on Hunter's research and incorporated High Yield Instructional Strategies	Weekly Instructional Model Meetings, Student work samples and student achievement.	Weekly Model Meeting with Administrators, classroom observations	Title II, General Fund and SBDM as relevant
	KCWP 2 Design and Deliver Instruction	Elem-Bridges Math HCMS-Engage NY Math HCHS-Cambridge	Student progress on class and individual assessments, and MAP	MAP, Bridges Assessments, Engage NY, assessments and Cambridge Assessments	Title I, General Fund and School Funds
NHE- 48.7% SHE-38.3% HCMS-60.2% HCHS-29%	KCWP 2 Design and Deliver Instruction	PBIS- The district has applied to join the GRREC PBIS District Program, which is a long-term commitment to the development and implementation of a consistent District-wide PBID Program. This will help students reach proficiency by ensuring clear systems of positive support and reducing barriers	Implementation timeline will be developed by the District PBIS Leadership team and that will be tracked in monthly leadership meetings	Each month the district PBIS Leadership team will meet and monitor and track progress. They will develop implementation plans, identify needs and work to ensure consistency as this initiative moves forward.	N/A

Goal 1 (State your proficiency goal.): By the spring of 2023, our goal is to increase the percent of students scoring Proficient and Distinguished in Reading by 15% (71) in elementary reading, 15% in middle school (82.6) reading and by 15% (55.8) for the High school reading exam as well. In mathematics, our goal is to increase the percent of students scoring Proficient and Distinguished at the elementary level by 15% (43.5), to increase the middle school %P&D by 15% (70.2) and to increase the HCHS math score by 15% (29)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2 (Continued)	KCWP 3 Design and Deliver Assessment Literacy	District Assessment Cycle-PLC's and departments will use the District Assessment Cycle Protocol to review assessments, rewrite assessments, monitor and collect student data and then review feedback given to students and received by students	Analysis of assessments and results in PLC's	Principals are tracking these in PLC's and classroom observations. Results are reviewed in School & Building PLC's following the District Protocols Established	Money for subs Title II
	KCWP 4 Review, Analyze and Apply Data	MAP-monitored through mentor/ACCESS/PLC's/Teams	Individual student growth	PLC and teams meeting on individual students	N/A
	KCWP 5 Design, Align and Deliver Support	ESS to target students performing below grade level on MAP	MAP scores	MAP scores	General Fund & ESS for instruction
	KCWP 5 Design, Align and Deliver Support	Elementary- Math Interventionist hired part time to help implement small groups or individual student interventions	Progress data is recorded on each student/group	Teams track progress of each student/group and determine need for continued intervention	Title I for subs
	KCWP 5 Design, Align and Deliver Support	Elementary- Compass CAI program allows teachers to individual assign content to students for independent computer work and also works in conjunction with MAP testing to ensure students are receiving computer assisted instruction specific to their achievement level	COMPASS provides many reports that are utilized by teachers and administrators	PLC's and teams and teachers utilize the reports to track data	General Fund
	KCWP 5 Design, Align and Deliver Support.	HCMS- MyPath. My Path is a product in the COMPASS line specific to middle school. It provides specific CAI for students based on needs.	MyPath provides many reports that are utilized by teachers and administrators.	PLC's and teams and teachers utilize the reports to track data. Students also receive a grade on the work.	General Fund District
	KCWP 5 Design, Align and Deliver Support	HCHS-Mastery Prep is an ACT intervention/preparation program that is used during PRIDE time	Students complete exit slips each session	Exit slip scores are recorded and tracked for success and progress over multiple sessions	District General Fund
	KCWP 5 Design, Align and Deliver Support	MTSS/RTI- schools are working with U of L and project Link to develop	Data collected by MTSS teams	Teams meet monthly or more often if needed to review data and make	Grant with Project Link U of L

Goal 1 (State your proficiency goal.): By the spring of 2023, our goal is to increase the percent of students scoring Proficient and Distinguished in Reading by 15% (71) in elementary reading, 15% in middle school (82.6) reading and by 15% (55.8) for the High school reading exam as well. In mathematics, our goal is to increase the percent of students scoring Proficient and Distinguished at the elementary level by 15% (43.5), to increase the middle school %P&D by 15% (70.2) and to increase the HCHS math score by 15% (29)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		sound interventions and a smoother RTI process		decisions about students, intervention as well as core programs	
Objective 2 (Continued)	KCWP 5 Design, Align and Deliver Support	Co-Teaching –the district has funded special education at the middle and high level so that they can staff co-teaching	Data is tracked by regular education teacher, special education teacher and administrators	Special Education PLC's and regular education PLC's track progress of IEP students in Co-teaching classrooms	District General Fund, Title II for training
	KCWP 5 Design, Align and Deliver Support	HCHS PRIDE Intervention time students are grouped by prior data in order to receive specific instruction/intervention	Student data collected weekly	Weekly faculty and team meetings to review spreadsheet of student data	N/A
	KCWP 6 Establishing Learning Culture and Environment	Teachers release time for vertical observations and alignment at all levels	PLC and other teacher share	Data and ideas recorded in observations and then shared in faculty meetings or PLC's	Title II for subs

Goal 2 (State your separate academic indicator goal.): By the spring of 2022, the elementary percent of P & D science scores will be NHE 37.7%, SHE 35%, HCMS 41.8% and HCHS 31.9%. In On Demand writing those percentages will be NHE 77.1%, SHE 58.2%. In Social Studies NHE 51.9%, SHE 74.4% HCMS 92.5%, & HCHS will establish a goal when the new state social studies assessment is released.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By the end of the 2020-2021 school year, all of the schools will have the following % P& D in each area listed:	KCWP 1: Design and Deploy Standards	Instructional Models- same strategy listed under Proficiency goal—only specifically used in writing, social studies and science courses in addition to Math/ELA	Weekly Instructional Model Meetings, Student work samples and student achievement	Weekly Model Meeting with Administrators, classroom observations	Title II, General Fund and SBDM as relevant
NHE Science -36.8% On Demand -67.1%	KCWP 2: Design and Deliver Instruction	Thinking Maps-used in science, social studies on demand used in writing, social studies and science courses in addition to Math/ELA	Student work samples Increased scores on work requiring the use of Thinking Maps	PLC's teams and administrators are sharing student data and work samples	District General Fund and Title II
Social Studies -51.0% SHE Science -25% On Demand -48.2%	KCWP 2: Design and Deliver Instruction	Thinking Maps Writing training Summer 2021-focus on Non-Fiction texts	Teacher evaluation of PD and implementation plan as a result of PD	Administrators will report implementation and progress throughout 20-21 year based on the PD	District Title II And General funds
Social Studies -64.4% HCMS Science -31.8%	KCWP 2: Design and Deliver Instruction	Vocabulary Plans Tier I, II, and III developed in each core area and implemented across content areas	Administrative review of Vocab plans and student work samples	Progress reported within schools and at District PLC's	N/A
On Demand -49.4% Social Studies -82.5% HCHS Science -31.9%	KCWP 2: Design and Deliver Instruction	Elementary-PBL S.O.L.E. project based learning platform used extensively in science and social studies courses	Student projects	Projects and other work samples	N/A
On Demand -42.9% Social Studies -51.0%	KCWP 2: Design and Deliver Instruction	HCMS- History Alive used to make social studies PBL and engaging	Student presentations and produces	Student grades and project presentations	N/A
	KCWP 3: Assessment Literacy	District Assessment Cycle-PLC's and departments will use the District Assessment Cycle Protocol to review assessments, rewrite assessments, monitor and collect student data and then review feedback given to students and received by students	Analysis of assessments and results in PLC's	Principals are tracking these in PLC's and classroom observations. Results are reviewed in School & Building PLC's following the District Protocols Established	Money for subs Title II
	KCWP 5: Design, Align and Deliver Support	Send teachers to KDE and GRREC training on new standards.	Implementation of new standards curriculum	PLC's monitoring along with administrators of the implementation	District Title II funds

Goal 2 (State your separate academic indicator goal.): By the spring of 2022, the elementary percent of P & D science scores will be NHE 37.7%, SHE 35%, HCMS 41.8% and HCHS 31.9%. In On Demand writing those percentages will be NHE 77.1%, SHE 58.2%. In Social Studies NHE 51.9%, SHE 74.4% HCMS 92.5%, & HCHS will establish a goal when the new state social studies assessment is released.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			documents and pacing guides		
Objective 1 (Continued)	KCWP 5: Design, Align and Deliver Support	HCMS/HCHS- Co-Teach in Science and Social Studies	Data is tracked by regular education teacher, special education teacher and administrators	Special Education PLC's and regular education PLC's track progress of IEP students in Co-teaching classrooms	District General Fund, Title II for training
	KCWP 5: Design, Align and Deliver Support	On-Demand Writing Training	Implementation of new techniques	Student work and Administrative observations	Title II
	KCWP 6: Learning Culture and Environment	District Science Committee to work on the implementation of new standards and specifically a plan to incorporate more science K-5	Lesson plans	Administrative observations	Title II
	KCWP 6: Learning Culture and Environment	HCMS/HCHS- Weekly Cambridge PD for teachers/Cambridge Curriculum	Cambridge Plans and assessments	Teachers meet weekly to discuss issues, successes and review student work and achievement data	District General fund and Title II

Goal 3 (State your growth goal.): Our goal is to increase the growth rating of each school. By the spring of 2022: NHE will move from 57.7 medium to a 72.7 high rating, SHE will move from a 66.1 high rating to a 75.1 very high, HCMS will move from a 62.6 very high rating to 67.6 very high rating, and HCHS at this time does not have a growth data point in the state accountability system.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By the spring of 2021, each school will improve its growth rating to the following: NHE- 62.7 High SHE- 69.1 Very High HCMS-64.6 Very High HCHS- will continue to collect weekly intervention data to monitor individual student growth.	KCWP 2 Design and Deliver Instruction	Differentiated Grouping within core classes (Bridges/Jan Richardson)	Students will receive intentional small group instruction specific to their achievement level and instructional needs. Student grades, scores on assessments and MAP	PLC's review student and program success on a bimonthly basis and more often as necessary	Program Purchases and training by District General fund and Title II
	KCWP 5 Design, Align and Deliver Support	Elementary- Compass HCMS- MyPath Students are placed in specific strands or courses based on their MAP and other achievement data to receive individualized instruction	COMPASS and MyPath reports	Principals and teams will review reports and adjust student placement in the programs according to need	School and District General Funds
	KCWP 5 Design, Align and Deliver Support	Intervention times/courses at all schools. Students receive 45 minutes of direct remediated instruction in science, math and reading 3 times per week. Students are grouped according to their specific content and achievement needs.	Exit slips at each session	Scores for exit slips are entered into a spreadsheet and monitored by administrators and faculty in weekly meetings	N/A
	KCWP 4 Review, Analyze and Apply Data KCWP 5 Design, Align and Deliver Support	The GT Coordinator will provide direct and indirect services for enrichment and track progress of GT students.	GT student growth in class an local and state assessments	GT coordinator, Individual Gifted Student Progress Plans	NA
	KCWP 4 Review, Analyze and Apply Data KCWP 6 Establishing Learning	Grade level teams will develop specific plans for all students who have not met growth, utilizing real-time data sources – MAP, Reading	Individual student plans and student progress towards		

Goal 3 (State your growth goal.): Our goal is to increase the growth rating of each school. By the spring of 2022: NHE will move from 57.7 medium to a 72.7 high rating, SHE will move from a 66.1 high rating to a 75.1 very high, HCMS will move from a 62.6 very high rating to 67.6 very high rating, and HCHS at this time does not have a growth data point in the state accountability system.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Culture and Support	Inventories, Formative Assessments, running records. These plans will include cognitive and non-cognitive interventions			

Goal 4 (State your Gap goal) :By the spring of 2022, the percent of special education students scoring Proficient & Distinguished in elementary reading 37.9%, middle math 47% high school reading 31.7% high school math15. The number of socioeconomically disadvantaged students scoring Proficient and Distinguished will be elementary reading 37.9%, middle math 47% high school reading 31.7% high school math15. The number of socioeconomically disadvantaged students scoring Proficient and Distinguished will be elementary reading 62%, elementary math 47%, middle reading 74%, middle math 59.4%, and high school reading 51.8%, high school math 34.3%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 To increase the number of students scoring Proficient and Distinguished in both math and reading for the special education and socioeconomically disadvantaged groups in the Spring of 2021 to the following: NHE- Special Education Reading-41.5% Math-22.1%	KCWP 1 Design and Deploy Standards	Prioritizing standards, creating proficiency scales and organizing units to ensure equity in instruction across all content areas	Aligned and viable curriculum	Principles will monitor lesson and unit plans for implementation	No money-PD and PLC time
	KCWP 2 Design and Deliver Instruction	Students who are not proficient take a credit bearing course for remediation in reading and math	Student MAP scores and other class assessment data	Review of ongoing data and MAP assessments.	No money
	KCWP 2 Design and Deliver Instruction	ESS will serve students who are less than proficient in mathematics	Ongoing assessments, class grades, and MAP	These will be reviewed by school administrators quarterly	ESS
	KCWP 2 Design and Deliver Instruction	Co teaching. GAP students with IEP will be placed in co-teaching classrooms for additional support. All students receive core instruction in the regular classroom.	Progress monitoring MAP and other data. Student inclusion measures.	Progress monitoring weekly	District funding for staffing to allow for coteaching.
SHE-Special Education Reading-41.6% Math-22.1% NHE-Socio-Economic Disadvantaged Reading- 46.3% Math-36.5% SHE- Socio-Economic Disadvantaged	KCWP 2 Design and Deliver Instruction	DoSE is going to work closely with High School Administrators and Special Education Staff in planning necessary trainings and other areas of needs as they are an ATSI school	Student Achievement	Meeting agendas, plans developed, sign-in sheets from trainings	School, Special Ed, Title II, and General Fund
	KCWP 2 Design and Deliver Instruction	Students will be looked and individually and remediation plans created for students who are scoring less than proficient	Student Plans	Principal observation and walk through data	NA
Reading- HCMS-Special Education Reading-27.9% Math-13.6% HCMS-Socio-Economic Disadvantaged Reading-64.2% Math-49.4%	KCWP 5 Design and Deliver Instruction	Small group intervention targeting Special Needs student and economically disadvantaged students coordinated with counselor and Student Success Coordinator	Meeting notes students' progress monitoring	Administrative review of caseload	No Additional funding
	KCWP 5 Design and Deliver Instruction	The district will provide additional Title II funds to support HCHS which	GAP data and ATSI status	Principal will review collected data throughout the year to determine	Title II

Goal 4 (State your Gap goal) :By the spring of 2022, the percent of special education students scoring Proficient & Distinguished in elementary reading 50%, elementary math 32.1%, middle reading 37.9%, middle math 47% high school reading 31.7% high school math15. The number of socioeconomically disadvantaged students scoring Proficient and Distinguished will be elementary reading 62%, elementary math 47%, middle reading 74%, middle math 59.4%, and high school reading 51.8%, high school math 34.3%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 (Continued) HCHS-Special Education Reading-21.7% Math- 5%		is an ATSI school. Additional training and resources as needed. Additional supports for planning and site visits as well.	PRIDE intervention data	needs in both training and resources	
HCHS-Socio-Economic Disadvantaged Reading- 41.8% Math- 24.3%	KCWP 5 Design, Align and Deliver Support	Additional K-2 Instructional Assistants to allow additional interventions and support for special education student and those below grade level	Special education progress monitoring and individual student data	General education and special education teachers will collaborative review data and modify interventions	Title I funding and District funding as needed
	KCWP 5 Design, Align and Deliver Support	Name and Claim program at each school so that students not reaching proficiency and student achievement in GAP groups are intentionally tracked for progress	Individual student data plans	Principals will work with teaches to monitor student progress	No money. Schedule modification.
	KCWP 1 Design and Deploy Standards	Professional Learning experiences for new teachers and all math teachers as needed	Implementation of new learning	Monitoring by administrators via observation and lesson plans	Title II and School funding
	KCWP 6 Establishing Learning Culture and Environment	PBIS School Team- The district has applied to join the GRREC PBIS District Program which is a long term commitment to the development and implementation of a consistent District Wide PBIS program. This will help students reach proficiency by ensuring clear systems of positive support and reducing barriers. Students in gap groups will be reviewed quarterly	Implementation timeline will be developed by the District PBIS Leadership team and that will be traced in monthly leadership meetings.	Each month the district PBIS Leadership team will meet and monitor and track progress. They will develop implementation plans, identify need an work to ensure consistency as this initiative moves forward. School teams will look at individual student and GAP student data to track student achievement and work to reduce barriers to learning.	NA

5: Transition Readiness

Goal 5 (State your transition readiness goal.): By the Spring of 2024, HCHS will improve the transition readiness rating from 66.7 Low to 81.7 High.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By spring of 2021, HCHS will improve its Transition Readiness Rating from 66.7 in 2019 to a 71.7 medium.	KCWP 1: Design and Deploy Standard	Expand Career and Technical Education (CTE) Options	Expanded course and pathway offerings as well as additional opportunities for Industry Certifications	CTE PLC minutes, KDE approved programs and number of students successfully completing pathways, assessments and certification	District General Funds, Carl Perkins and other as needed
	KCWP 2: Design and Deliver Instruction	Teaches choose from 1 of 3 Instructional Models to ensure all students are receiving equitable access to research based instructional strategies and a viable curriculum implemented with fidelity	Teacher Model Group meetings, Teacher lesson plans, student work samples and ultimately ACT scores	Weekly meetings, lesson plans and administrative observations to ensure implementation across all classrooms.	Title II for professional development as needed
	KCWP 5: Design, Align and Deliver Support	School-wide PRIDE intervention to assist students in meeting ACT Benchmarks	Exit slips ACT scores ACT practice test scores	Ongoing records tracked throughout the year and reviewed weekly in faculty meetings	NA
	KCWP 5: Design, Align and Deliver Support	Use of State Transition Readiness Calculator to help establish and review school programs, scores and progress	Use and reporting of results to CTE teachers/PLC	PLC minutes	NA

Goal 6 (State your graduation rate goal.): By the spring of 2024, HCHS will increase the Graduation Rate from 94.2 Medium rating, to a 97.2 Very High rating.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By the spring of 2022, HCHS will increase the Graduation Rate from 94.2 Medium rating, to a 97.2 Very High rating	KCWP 2 Design and Deliver Instruction	PBIS-HCHS PBIS School team will work with the student success coordinator (also District PBIS Coordinator) to determine barriers to specific students graduation options	Individual student plans School PBIS plan once designed	Monthly District and School PBIS meetings	GRREC Grant, Title II as needed
	KCWP 5 Design, Align and Deliver Support	Co-teaching will allow students access to general education classrooms and will allow teaches more time to work one on one with students and develop specific plans for students at risk of not graduating. These are often students with IEP's	Number of students with IEPs graduating on time	Name and claim lists	District General Fund
	KCWP 5 Design, Align and Deliver Support	Counseling to reduce barriers and engage family. School counselor, FRYSC staff administrators, Student Success Coordinator and School Resource Officer will work with students at risk of failing for graduate and their families to design graduation plans	Number of students graduating	Counseling team notes, student graduation plans	NA

7: Other (Optional)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Goal 7 (State your separate goal.):					
Objective 1					
Objective 2					

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

Districts with a school identified for Targeted Support and Improvement (TSI) must monitor and provide support to the school to ensure the successful implementation of the school improvement plan (703 KAR 5:280(11)). The local board of education must review and approve the revised school improvement plan for TSI schools (KRS 160.346(4)(a)) .

Monitoring and Support
Consider: Describe the district's plan for monitoring and supporting the school improvement plan of any school identified for TSI. Include in your response information regarding the process for local board review and approval. **Response:**

2020-21 Phase Three: The Superintendent Gap Assurance_12092020_15:27

2020-21 Phase Three: The Superintendent Gap Assurance

Hancock County
Kyle Estes
83 State Route 3543
Hawesville, Kentucky, 42348
United States of America

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2020-21 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.

. As superintendent of the district, I hereby certify either:

o No school within my district failed to meet its targets to reduce the gap in student achievement for any student group for both of the last two (2) consecutive years; or.

● **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.**

2020-21 Phase Two: District Assurances_12072020_16:05

2020-21 Phase Two: District Assurances

Hancock County
Kyle Estes
83 State Route 3543
Hawesville, Kentucky, 42348
United States of America

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Hancock County

Introduction

Assurances are a required component of the CDIP process (703 KAR 5:225). Please read the 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.

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Hancock County

District Assurances

1. The district hereby ensures that the FY 2020-2021 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**

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Hancock County

Attachment Summary

Attachment Name	Description	Associated Item(s)