Comprehensive Improvement Plan for Districts

Rationale

District improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, districts build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan

Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the district will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes 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.

Measure of Success: the criteria that you believe shows the impact of our work. The **measures** may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

Guidelines for Building an Improvement Plan

- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:
  For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.
  For high school: Proficiency, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

1: Proficiency Goal

Goal 1: Increase the average combined reading and math proficiency ratings for all students from 55.8% to 73.7% in elementary; from 55.1%-71.9% in the middle school; and from 46% to 50% in the high school by 2021.

Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*	Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)*	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Increase the reading proficiency of all students in elementary from 58.8% to 71.3; in MS from 62.3 to 66.3 in HS from 45.1 to 49.1% Objective 2: Increase math proficiency of all students in elementary from 52.8 to 65.5; in MS from 50.7 to 54.7; in HS from 46.9% to 50.9%	KCWP1: Design and Deploy Standards KCWP2: Design and Deliver Instruction KCWP4: Review, Analyze and Apply Data KCWP5: Design, Align and Deliver Support	*Ensure curricular alignment reviews are an ongoing action of the PLC's planning process. Increase collaboration in deconstructing standards and developing congruent learning targets.* Review and align curriculum pacing guides both vertically and horizontally during the summer. Based on assessment data and recommendations gathered from classroom teachers, standards will be clarified/deconstructed within the pacing guides to ensure instruction and tasks are rigorous and aligned to standards.	Revised documents made available in Team Drive. Benchmark Assessment Data,		District PD funds
		Implement data teaming methodologies… Intentional PLC time will be devoted to analyzing common formative assessments as well as benchmark assessment data following the Data Team 5 step process. Teams will analyze their data to determine next steps in instruction and monitor students' progress towards mastery of standards	District staff will visit data teams and consult with principal in order to monitor gains made from pre assessment data to post assessment data. Frequency of data teams meetings will be monitored by school leadership		No additional funding at this time.
		Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. A district-wide elementary focus group will continue to research the most effective organizational structure for the Foundational Reading Block and the Comprehension Reading Block as well as the most effective way to utilize staff to ensure all students are proficient readers by the end of third grade.	Minutes of meeting . Plan developed		No additional funding at this time.
		Establish a condition to: Ensure that grades	Minutes of meeting .		No additional

	.		*effectively and accurately communicate student achievement.* Establish a committee to begin to examine grading practices to make sure that they are reflective of learning. (PD) Research Standards Based Grading and Reporting.	Plan developed		funding at this time.
			Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. Continue to "fine tune" the RTI/KSI block to ensure all students are growing and receiving personalized instruction.			No additional funding at this time.
			Ensure congruency is present between standards, learning targets, and assessment measures. Conduct a Minnesota Slice or similar protocol to take a snapshot of standards, learning targets, instructional tasks, and assessments (math & reading). Use data to guide future professional learning activities.	Team will meet to analyze data and make recommendations for next steps		District PD funds

2: Separate Academic Indicator

Goal 2: Increase the average science proficiency ratings for all students from 34.6 % to 43 % in elementary; from 25.5%-37.5% in the middle school by 2021.
Increase the average social studies proficiency ratings for all students from 43.9% to 52% in elementary; from 66.3%-78.3% in the middle school by 2021.
Increase the average writing proficiency ratings for all students from 51.3% to 60% in elementary; from 59.2%-71.2% in the middle school; and from 52.5% to 64.5% in the high school by 2021.

Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*	Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Increase the science proficiency of all students in elementary from 34.6% to 38.6% ; in MS from to 25.5% to 29.5% Objective 2: Increase social studies proficiency of all students in elementary from 43.9% to 48% ; in MS from 66.3% to 70.3 % Objective 3: Increase writing proficiency of all students in elementary from 51.3% to 56%; in MS from 59.2% to 63.2%; in HS from to 52.5% to 56.5%	KCWP1: Design and Deploy Standards KCWP2: Design and Deliver Instruction KCWP4: Review, Analyze and Apply Data KCWP5: Design, Align and Deliver Support	*Ensure curricular alignment reviews are an ongoing action of the PLC's planning process. Increase collaboration in deconstructing standards and developing congruent learning targets.* Review and align curriculum pacing guides both vertically and horizontally during the summer. Based on assessment data and recommendations gathered from classroom teachers, standards will be clarified/deconstructed within the pacing guides to ensure instruction and tasks are rigorous and aligned to standards.	Revised documents made available in Team Drive. Benchmark Assessment Data		District PD funds
		Implement data teaming methodologies... Intentional PLC time will be devoted to analyzing common formative assessments as well as benchmark assessment data following the Data Team 5 step process. Teams will analyze their data to determine next steps in instruction and monitor students' progress towards mastery of standards	District staff will visit data teams and consult with principal in order to monitor gains made from pre assessment data to post assessment data. Frequency of data teams meetings will be monitored by school leadership.		No additional funding at this time.

3: Gap

Goal 3 (*State your Gap goal):* Goal 2: Increase the average combined reading and math proficiency ratings for all students in the non- duplicated gap group from 49.7 to 70.87 in elementary; from 48.9 to 69.4 in MS; and from 59.5 to 72.9 in HS by 2021.	

| Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*
• 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 | Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*
• KCWP1: Design and Deploy Standards Classroom Activities
• KCWP2: Design and Deliver Instruction Classroom Activities
• KCWP3: Design and Deliver Assessment Literacy Classroom Activities
• KCWP4: Review, Analyze and Apply Data Classroom Activities
• KCWP5: Design, Align and Deliver Support Classroom Activities
• KCWP6: Establishing Learning Culture and Environment Classroom Activities | In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities. |

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1-Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 49.7 to 70.87 in elementary; from 48.9 to 69.4 in MS; and from 59.5 to 72.9 in HS by 2021.	KCWP 1: Design and Deploy Standards	Special Education teachers in each school will be provided from both the district and GRREC in the areas of attaining baseline data, writing standards based goals and monitoring these goals. Training and follow-up visits from both the director and a GRREC representative will occur.	Minutes from meeting with GRREC consultant. Individual teacher meeting notes. Teacher survey before starting the assistance and one at the end of the year. Improved **ABCDEF** goal writing, accurate Baseline data collection and implementation in goal writing.	Monitored by school and district administration.	No additional funding at this time.
		During PLC times within all schools, the teachers will discuss the progress on goals as related to the students work within the standards. This will allow Special Education teachers to discuss where the student is in relation to grade level content with Regular education teachers. This will assist in planning delivery of instruction, ways to	Minutes from meetings, list of accommodations/ modifications for students as needed (not testing accommodations) lesson plans.	Monitored by school and district administration. Google form for individual students.	No additional funding at this time.

		assesses,and the depth of the standards for the identified students. Accomodations for everyday learning will be also be addressed for the identified students. The director will attend these meetings as well.			
	KCWP 2: Design and Deliver Instruction	During PLCs and other training opportunities, the Director will share High Leverage Practices in Special Education with teachers and leaders in the buildings. Books (produced by the Council for Exceptional Children will be purchased for each special education teacher. This will equip special education teachers to use these research based strategies during instruction. Teacher leaders will highlight this information at least monthly during their school team PLCs	Lesson plans, observations, Teacher growth plans and data. Increased used of high leverage practices implemented in classrooms.	Monitored by school and district administration.	Books $25 each paid through IDEA funds
		Increase the quality of Specially Designed Instruction through support and further developing the different co-teaching models to teach the student's SDI. Training will be provided, along with classroom visits from the director and principals to monitor the use of different models from each teacher partner group.	Lesson plans, data from observations (Principals and Director) .	Monitored by school and district administration.	No additional funding at this time.
	KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning and Culture and Environment	During PLC times with the director, special education teachers will use data to support what they are doing with students.STAR data will be addressed along with any other diagnostic evidence.	STAR data, diagnostic assessments given to students. (increased growth through the school year)	Monitored by school and district administration.	No additional funding at this time
		KCWP 4 & 5:Increase the quality of	Lesson plans,	Monitored by school and district	No additional

		Specially Designed Instruction through support and further developing the different co-teaching models allowing a teacher to teach the student's SDI. Training will be provided, along with classroom visits from the director and principals to monitor the use of different models from each teacher partner group.	observations, monitoring of co-taught classes. (Principals and Director) .	administration.	funding at this time
		KCWP 5: Establish a panel of stakeholders to assess and evaluate the special education program along with current practices. This panel will look at current data and identify areas of strength and areas for growth. The panel will consist of a combination of administrators, special education teachers , regular education teachers, parents and district directors. They will meet quarterly to discuss data and progress toward closing the gap.	Mintues from meetings. Plan of action based on panel findings.	Monitored by district administration.	No additional funding at this time
		KCWP 5:Provide support for any needed restructuring that needs to be done in order to better serve our special needs population.	Mintues from meetings.	Monitored by school and district administration.	No additional funding at this time
		KCWP 6: The Director of Special Education will go to each school to share information to all staff about accommodations and modifications. Teachers will receive a "Toolkit" to assist in determining what is appropriate for students and how this affects standards and grading.	Sign in sheets from meetings. Principal/director support notes.	Monitored by school and district administration.	No additional funding at this time
		The director of Special Education will develop a leadership team composed of one person from each	PLC Minutes	Monitored by school and district administration.	No additional funding at this time.

		school to serve as a liaison between the district and the schools. These leaders will then not only share information from the district, but also lead conversations in PLCs with the other special education staff in their building- increasing everyone's input to issues that each building faces with student success as a goal. This team will be principal/peer chosen from each building and will meet monthly to work collaboratively.			

4: Graduation rate

Goal 4*:* Grayson County Schools will increase the graduation rate from 93.1 % to 94.2% by 2020 as measured by the new accountability system.

Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*	Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
- 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	- KCWP1: Design and Deploy Standards Classroom Activities - KCWP2: Design and Deliver Instruction Classroom Activities - KCWP3: Design and Deliver Assessment Literacy Classroom Activities - KCWP4: Review, Analyze and Apply Data Classroom Activities - KCWP5: Design, Align and Deliver Support Classroom Activities - KCWP6: Establishing Learning Culture and Environment Classroom Activities	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1:Increase our graduation rate from 93.1% to 94.2% by 2020.	- KCWP 5: Design, Align and Deliver Support	Utilize the Persistence to Graduation Tool/Early Warning Tool to assist in identifying students at risk for remediation, failure, and/or untimely graduation.	Increased graduation rate.	Google Form documentation on at risk students. Mentoring documentation by administration at school and district level.	No additional funding at this time
		Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. Identify leaders and members to participate in an at-risk team. Continue the development of the Cougar Academy to target students that are at risk of dropping out.	Minutes of meeting and plan developed	Monitored by school and district administration.	No additional funding at this time
	KCWP 2: Design and Deliver Instruction	Plan strategically in the selection of high yield instructional strategy usage within lessons to implement the Profile of Graduate at all levels.	Lesson plans and observations.	Monitored by school and district administration.	No additional funding at this time

5: Growth

Goal 5 Increase the average combined reading/math categorical growth in elementary from 61.4 in 2017 to 70% in 2020 and in middle school from 59.74 in 2017 to 70% in 2020.

Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*	Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1:Increase reading categorical growth from 68.5% to 72% in elementary and from 64.29% in middle school to 67.5% Objective 2: Increase math categorical growth from 58.7% to 62% in elementary and from 48.24% in middle school to 52%	Design and Deliver Assessment Literacy (reading and math)	*Develop a tracking system for monitoring of student achievement progress by learning target and by standard.* Continue to utilize the tracking systems developed in previous years; track data from STAR Benchmark Assessments as well as data team common assessments; students participate in monitoring their progress and setting their own goals			

6: Transition Readiness

Goal 6 (*State your Transition Readiness goal): Increase the percentage of students at the high school that are Transition Ready from 55% to 67% by 2021.*

Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)* • 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	Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.* • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase transition readiness at the high school by 4% from 55% to 59% by 2019.	• KCWP 5: Design, Align and Deliver Support	Create a fluid and systemic functionality enabled by solid academic planning, schedule creation, and collegial participation in PLCs to enhance and promote a culture of/for learning.	Increased percentage of transition readiness	Each trimester administrators, CTE departments, and counselors will review schedules and advise students toward career pathway classes.	No additional funding at this time.
		GCHS will increase flexible scheduling to allow students to take more pathway classes.	Increased percentage of transition readiness	Each trimester administrators, CTE departments, and counselors will review schedules and advise students toward career pathway classes.	No additional funding at this time
		Increase the TRACK pathway options to increase opportunity and flexibility for students.	Increased percentage of transition readiness	Each trimester administrators, CTE departments, and counselors will review schedules and advise students toward career pathway classes.	No additional funding at this time
		Continue to implement and increase the participation in the CTE job shadowing program.			Bus for daily transportation
Objective 2					

Goal 7 (*State your goal*):

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*)	Which **Activities** will the district deploy based on the strategy or strategies chosen? (*The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1					
Objective 2					

Phase Two: The Needs Assessment for Districts_2019 sy

Phase Two: The Needs Assessment for Districts

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

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TABLE OF CONTENTS

Phase Two: The Needs Assessment for Districts

Understanding Continuous Improvement: The Needs Assessment

Rationale: 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 (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 (desired state).

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

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. As required by Section 1008 of the Every Student Succeeds Act (ESSA), Title I schools must base their program upon a thorough needs assessment.

Protocol

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

The process used for reviewing, analyzing and applying data results consisted of a five-step process: 1) chart the data, 2) graph the date, 3) make observations, 4) make hypotheses, and 5) determine next steps. The Comprehensive Improvement Planning Committee, comprised of a broad range of stakeholders, analyzed data including KPREP, STAR, dropout, graduation rate, transition to adult life, TELL Survey data, key findings from each school's improvement plan and a review of the previous district improvement plan in order to develop strategies and activities to help meet the state required goals and objectives. The committee also considered barriers that may hinder student achievement, student populations that may be underserved, and how district level services could support schools in meeting the needs of those schools. Once strategies and activities were written and approved by the district committee they were shared with the public for review and comment through draft publication on the district website. Committee: Carla Purcell, Stacey Decker, Monica Heavrin, Sonny Prunty, Brittany Gary, David Morgan, Sharon Drake, Ali Clemons, Tracie Johnston, Kelli Hall, Wendy Butler, Chancellor Dennison, Alfreda Weedman, Carolyn Thomason, Alicia Brooks, Shannon Cates, Allison Helm, Angie Jones, Amanda Brown, Heather VanMeter, Josh Basham, Lea Frank, Lisa Skaggs, Tim Watkins, Lacy Cox, Joy Scott, Melody Elliott, M Edwards, Gail Edwards

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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:
-32% of gap students scored proficient on KPREP Reading.
-We saw a 10% increase among gap students in Reading from 2017 to 2018.
-34% of our students scored proficient in math compared to the state average of 47%.

Example of Non-Academic Current State:
-Teacher Attendance: Teacher attendance rate was 87% for the 2017 school year – a decrease from 92% in 2016.
-The number of behavior referrals has decreased to 198 in 2018 from 276 in 2017.

Reading/Math Proficiency 60.5% of elementary students scored Prof/Distinguished in Reading as compared to the State's 54.6% 53.3% of elementary students scored Prof/Distinguished in Math as compared to the State's 48.8 % 14% of elementary students scored Novice in Reading as compared to the State's 20.3 11.1% of elementary students scored Novice in Math as compared to the State's 18.9 62.3% of MS students scored Prof/Distinguished in Reading as compared to the State's 60.3 % 50.7% of MS students scored Prof/Distinguished in Math as compared to the State's 47 % 45.1% of HS students met benchmark on the ACT Reading as compared to the State's 47.1% 46.9% of HS students met benchmark on the ACT Math as compared to the State's 38.9% Separate Academic Indicator 51.3% of Elementary students scored Prof/Distinguished in Writing compared to the State's 40.5% (down from 64.25% in 2017) 34.6% of Elementary students scored Prof/Distinguished in Science compared to the State's 30.8% 43.9% of Elementary students scored Prof/Distinguished in Social Studies compared to the State's 53.0% (down from 60.1 in 2017) 10.1% of elementary students scored Novice in Writing as compared to the State's 18.2 6.8% of elementary students scored Novice in Science as compared to the State's 15.3 12.5% of elementary students scored Novice in Social Studies as compared to the State's 13.7 59.2 % of MS students scored Prof/Distinguished in Writing as compared to the State's 44.4% 66.3% of MS students scored Prof/Distinguished in Social Studies as compared to the State's 60.4% 25.5% of MS students scored Prof/Distinguished in Science as compared to the State's 25.9% 52.5% of HS Students score Prof/Distinguished in Writing compared to the State's 52.3% Growth District Elementary Schools had a growth cut score of 15.2 for All Students which was below the recommended score of 15.8 District Elementary Schools had a growth cut score of 14.3 for Free/Reduced Students which was below the recommended score of 15.8 District Elementary Schools had a growth cut score of 15.7 for Special Education Students which was below the recommended score of 15.8 MS students had a Growth cut score of 13.3 as compared to the state required score of 9.5 Graduation Rate The 4 year graduation rate increased from 85.2 % in 2017 to 93.1 in 2018. Transition The current percentage of students that are transition ready at the high school is 55 % Gap Groups The two gap groups populations that have implications in scores are the Special Education and the Free and Reduced Lunch groups. Special Education Overall, the district elementary scores in the area of special education showed a gap between the special education and the non special education groups. The only subject that the gap was in favor of special education versus their non disabled peers was in science. 37% of special education students tested in science scored proficient or distinguished compared to 34% of their non disabled peers. This is a difference of 3%. In English language arts, 37% of special education students scored proficient or distinguished, as compared to 64% of their non-disabled peers. This is a difference of 27%. In math, 26% of special education students scored proficient or

distinguished, as compared to 57% of their non-disabled peers. This is a difference of 31%. In social studies, 17% of special education students scored proficient or distinguished, as compared to 48% of their non-disabled peers. This is a difference of 31%. At the middle school level, the gap widens. In English language arts, 15% of special education students scored proficient or distinguished, as compared to 69% of their non-disabled peers. This is a difference of 54%. In math, 9% of special education students scored proficient or distinguished, as compared to 56% of their non-disabled peers. This is a difference of 47%. Free and Reduced Lunch There were no areas where the percentage of proficient and distinguished scores were in favor of Free and Reduced Lunch versus their non-gap peers. In English language arts, 53% of Free and Reduced Lunch students scored proficient or distinguished, as compared to 74% of their non-gap peers. This is a difference of 21%. In math, 46% of Free and Reduced Lunch students scored proficient or distinguished, as compared to 68% of their non-gap peers. This is a difference of 22%. In science, 29% of Free and Reduced Lunch students tested scored proficient or distinguished compared to 47% of their non-gap peers. This is a difference of 18%. In social studies, 38% of Free and Reduced Lunch students scored proficient or distinguished, as compared to 56% of their non-gap peers. This is a difference of 18%. In the middle school, the gap is less evident between the Free and Reduced Lunch. In English language arts, 56% of Free and Reduced Lunch students scored proficient or distinguished, as compared to 58% of their non-gap peers. This is a difference of 2%. In math, 45% of Free and Reduced Lunch students scored proficient or distinguished, as compared to 46% of their non-gap peers. This is a difference of 1%.

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Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages as revealed by the analysis of academic and non-academic data points.

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

Gap Group learners scoring Novice 33% of the special education population at the elementary level scored Novice in reading. 11% of their non-disabled peers scored Novice. 29% of the special education population at the elementary level scored Novice in math. 9% of their non-disabled peers scored Novice. 18% of students who received free and reduced meals at the elementary level scored Novice in Reading, while 6% of their peers who do not receive free and reduced meals scored Novice. 13% of students who received free and reduced meals at the elementary level scored Novice in Math, while 8% of their peers who do not receive free and reduced meals scored Novice. 33% of the special education population at the elementary level scored Novice in reading. 11% of their non-disabled peers scored Novice. 29% of the special education population at the elementary level scored Novice in math. 9% of their non-disabled peers scored Novice. 18% of students who received free and reduced meals at the elementary level scored Novice in Reading, while 6% of their peers who do not receive free and reduced meals scored Novice. 13% of students who received free and reduced meals at the elementary level scored Novice in Math, while 8% of their peers who do not receive free and reduced meals scored Novice. The High School is a TSI school (student w/disabilities category). The cut score was not met in proficiency, transition or graduation. 63% of middle school students with IEPs scored below proficient in reading compared to 36% of non-identified peers 74% of middle school students with IEPs scored below proficient in math compared to 43% of non-identified peers. 47% of middle schools students that receive free and reduced meals scored below proficient in reading compared to 26% of their non-free and reduced peers. 54% of middle schools students that receive free and reduced meals scored below proficient in math compared to 32% of their non-free and reduced peers. 58.2% of the special education population at the middle school scored Novice in reading. 9.7% of their non-disabled peers scored Novice. 41.8% of the special education population at the middle school scored Novice in math. 7.5 % of their non-disabled peers scored Novice. 18.2% of students who received free and reduced meals at the middle school scored Novice in Reading, while 2.8% of their peers who do not receive free and reduced meals scored Novice. 15.3% of students who received free and reduced meals at the middle school scored Novice in Math, while 2.2% of their peers who do not receive free and reduced meals scored Novice. There is a 47% Gap in proficiency in Math (ACT) between students with IEP's and their non-identified peers with high school students. There is a 46% Gap in proficiency in Reading (ACT) between students with IEP's and their non-identified peers with high school students.

ATTACHMENTS
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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?

Trend Data Elementary Reading increased from 55.7% PD in 2015 to 60.5% in 2018 Elementary Math increased from 44.5% PD in 2015 to 53.3% in 2018 Elementary Writing increased from 38.8% PD in 2015 to 51.3% in 2018 Elementary Soc. Studies decreased from 62.4% PD in 2015 to 43.9% in 2018 Elementary Reading decreased from 17.6 % N in 2015 to 14.0 in 2018 Elementary Math decreased from 18.2 N in 2015 to 11.1 in 2018 Elementary Social Studies increased from 7.8 N in 2015 to 12.5 in 2018 Elementary Writing decreased from 15.2 N in 2015 to 10.1 in 2018 (a 2% increase from 2017) When looking at reading and math scores for the same groups of students over time, proficiency scores consistently drop from 5th grade to 6th grade and from 6th grade to 7th grade. MS Math increased from 40.01% PD in 2015 to 50.6% in 2018 MS Math decreased from 15.18% N in 2015 to 13% in 2018 HS Math increased (students meeting ACT benchmark) from 42.9% PD in 2015 to 46.9% in 2018 MS Reading increased from 53.09% PD in 2015 to 62% in 2018 MS Reading decreased from 18.20% N in 2015 to 15.67 in 2018 HS Reading decreased (students meeting ACT benchmark) from 50.3% PD in 2015 to 45.1% in 2018 MS Writing Increased from 35% PD in 2015 to 58% in 2018 HS Writing increased from 67% PD in 2015 to 51% in 2018 MS Social Studies increased from 63% PD in 2015 to 65% in 2018 The HS 4 year graduation rate increased from 88% in 2015 to 93% in 2018 The HS transition (CCR rate) decreases from 71% in 2015 to 55% in 2018 When comparing gap group data from the current and previous year in the area of special education: ELA dropped in 2018 to 37% special education students scoring proficient/distinguished from 2017 with 40% of identified students scoring proficient distinguished. Math stayed the same from 2017 to 2018, where 26% of special education students scored proficient/distinguished. When comparing the gap group data from the current and previous year in the area of free and reduced lunch students: ELA grew 1% from 52% proficient and distinguished in 2017 to 53% proficient and distinguished in 2018 Math stayed the same from 2017 to 2018 with 46% of students being proficient and distinguished.

ATTACHMENTS

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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](#)

See Goal Builder

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Potential Source of Problem

eProve diagnostics

Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data.

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

The percent of elementary students scoring Proficient in Reading, Writing, and Math has steadily continued to increase over the last 4 years. The percent of elementary students scoring Novice in Reading and Math has steadily decreased over the last four years. When looking at the reading scores of the same group of students from 2017 to 2018, third graders grew from 57.3% proficient to 62.6% proficient fourth graders; fourth graders grew from 53.3% proficient to 61.4% proficient as fifth graders; seventh graders grew from 57.2% proficient to 67.1% proficient as eighth graders. When looking at the math scores of the same group of students from 2017 to 2018, third graders grew from 54.8% proficient to 57.3% proficient as fourth graders; fourth graders grew from 47.38% proficient to 53.8% proficient as fifth graders; seventh graders grew from 39.4% proficient to 48.3% proficient as eighth graders. The percent of MS students scoring P/D in Reading and writing has steadily continued to increase over the last 3 years. MS Social Studies overall remained strong in proficient/distinguished scores The 4 year graduation rate increased from 85.2 % in 2017 to 93.1 in 2018. ACT score is at a 5 year high at 19.7 and up 1.1 points from last year. Over the last two years, there has not been a significant drop of scores with special education students scoring proficient/distinguished.

<u>ATTACHMENTS</u>

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)

eProve diagnostics

Phase One: Continuous Improvement Diagnostic for Districts 2019 sy

Phase One: Continuous Improvement Diagnostic for Districts

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

Last Modified: 12/27/2018
Status: Locked

TABLE OF CONTENTS

eProve diagnostics

Phase One: Continuous Improvement Diagnostic for Districts

Continuous Improvement Diagnostic

Rationale: The purpose of this diagnostic is to encourage thoughtful reflection of a district's current processes, practices and conditions in order to leverage its strengths and identify critical needs.

Part I:

1. Using the results of perception surveys (e.g., TELLKY, eProve™ surveys*) from various stakeholder groups, identify the processes, practice and conditions the district will address for improvement. Provide a rationale for why the area(s) should be addressed.

*eProve™ surveys employ research-based questions that produce useful, relevant results, empowering institutions to turn knowledge into practice. These surveys are accessible to all schools and districts and monitor stakeholder perceptions in the areas of communication, continuous improvement, and improvement initiatives. Additionally, surveys empower you to capture stakeholder feedback, target professional development, identify areas of strengths and weaknesses, monitor progress of improvement, and focus improvement initiatives and student achievement.

Based on the TELL Survey, there are a few areas that could be addressed for improvement. The teachers identified time as an area of concern. Our TELL survey scores were below the state scores in 5 of 7 questions. When reviewing the scores from 2017 and 2015, there was noted improvement in the scores from 2015 to 2017. In regard to the topic of efforts being made to minimize the amount of routine paperwork teachers are required to do, in 2015, the district scored 36.6%, our lowest score of in that topic. While in 2017, district faculty scored it at 62.3%. While this is still lower than the state average, there was a 25.7% gain in the score. Upon review, RTI paperwork was condensed and more specific guidelines were set for who was to bring what type of information to RTI reviews and Special education meetings. The district made these changes among others to assist teachers and lessen their paperwork burden. As far as a district impact on the area of use of time in the schools, the district can help streamline the use of time, assisting in scheduling and developing an urgency in the use of time in the buildings. The Primary Reading block has addressed time use, in that the 45 minute block is to be uninterrupted, non-negotiable block of time that is to address phonemic awareness and phonics instruction. There has also been initiative to have a 45 minute comprehension block that addresses the other reading components. Schools have been directed to make this time hands-on and directed to student needs. This should help with time use for reading. The district plans to implement something similar with math instruction. In the area of community involvement, 67.4% of the faculty and staff felt that parents and guardians support teachers contributing to their success with students. This score was below the state score of 75.7%. In November, the district invited a national speaker to speak about internet safety for an evening sessions with parents. This was an advertised event for all parents in our district. There were fewer than ten parents in the audience. This is a concern to the district as well. As a district, we can work with the schools to review the current practices used to involve parents and gain their support and try to develop the positive relation with our families. In the area of school leadership, teachers identified two areas of concern, based on low scores. Only 70.3% of teachers felt comfortable in raising issues and concerns that were important to them. This is a drop from 74.2% from 2015. When compared to the state, which scored 76%. Scores also indicated concern in recognizing faculty for accomplishments. This score dropped from 79.4% in 2015 to 73.8% in 2017. The 2017 scores indicated that our district is below the state, which is 83.8% teachers feeling recognized. The district leadership team is working on a plan for better customer service district wide. The idea of recognizing teachers for their accomplishments in unique ways has been discussed. By specializing in customer service, the district can build better relationships with staff, making them feel more recognized, along with increasing the buy-in and support from

our parents. The district will work with each school to find ways to recognize accomplishments along with finding ways for teachers to raise issues and concerns that they may have in a way that they are comfortable. There were some distinct positive gains that were made between the two TELL surveys. Scores improved greatly in the area of professional learning. Teachers indicated improvement in sufficient resources available (77.0% to 92.3%) and learning being more differentiated to their individual needs. (58.9% to 74.5%). One possible reason for this improvement is that district has allowed more flexible PD days as compared to previously more mandatory PD days in the calendar. This allows teachers that are willing to find reputable professional development to go to professional development that meets their specific needs.

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Part II:

2. How will the district engage a variety of stakeholders in the development of a process that is truly ongoing and continuous? Include information on how stakeholders will be selected and informed of their role, how meetings will be scheduled to accommodate them and how the process will be implemented and monitored for effectiveness.

A District Improvement Committee has been established and meets at least three times per year (twice in the first semester and once in the spring semester) to review data and monitor implementation of the CDIP. The DIP Committee is comprised of a broad range of stakeholders including district/school administration, teachers, parents, community members). Meetings are scheduled late afternoons to allow all stakeholders to participate. When a member is unable to attend a meeting, handouts and data are shared electronically and their feedback is solicited electronically. The committee analyzes data including KPREP, STAR, attendance, dropout, graduation rate, transition readiness, TELL Survey data, key findings from each school's improvement plans. and a review of the effectiveness of the previous year's plan in order to develop Goals, Objectives, Strategies, and Activities. The committee also considered barriers that may hinder student achievement, student populations that may be under-served, and how district level services could support schools in meeting the needs of those schools. Once strategies and activities are developed and approved by the district committee they are share with the public for review and comment through draft publication on the district web page.

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)

eProve diagnostics

Phase Three: The Superintendent Gap Assurance_2019 sy

Phase Three: The Superintendent Gap Assurance

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

Last Modified: 11/26/2018
Status: Locked

TABLE OF CONTENTS

e|Prove diagnostics

Phase Three: The Superintendent Gap Assurance

Gap Target Assurance

As superintendent of the district, I hereby certify that:

- ○ no school in the district has failed to meet its gap target for two (2) consecutive years.

- ● **the following school(s) has/have failed to meet its/their gap target for two (2) consecutive years and is/are listed in the comment box below.**

COMMENTS

Please enter your comments below.

Caneyville Elementary Clarkson Elementary Lawler Elementary Wilkey Elementary Grayson County Middle School Grayson County High School

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)

Phase Three: Executive Summary for Districts_2019 sy

Phase Three: Executive Summary for Districts

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

Last Modified: 12/27/2018
Status: Locked

TABLE OF CONTENTS

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Phase Three: Executive Summary for Districts

Executive Summary for Districts

Description of the District

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

Grayson County Schools, located in a widespread, largely rural area of south central Kentucky, serves 4,400 students between four elementary schools (PS - 5), with consolidation of 1,000 students at our middle school and nearly 1,300 at our high school. The county is the eleventh largest in Kentucky, spanning nearly 500 square miles. Population has held at just over 26,000 for some time, and of this number, 97 percent is Caucasian. All other races and ethnicities come in at or under 1 percent each. Median age is 39.7 years. Of county population age 25 and up, just 77.1 percent hold a high school diploma or higher, compared with 84.2 percent statewide. A mere 9.1 percent of that same population holds a bachelor's degree or higher, well below the state's 22.3 percent. Grayson County unemployment currently stands at 4.5 percent. The county is significantly lower than state levels in median household income ($36,129 vs. $46,659 statewide), and average weekly wages (all industries) of $622 compared to $901 state. The poverty rate for children under age 18 is 30.5 percent, significantly higher than the state rate of 25.9 percent. For children age 4 or under it is even higher at 37.3 percent. More than 22 percent of the total county population lives at or below poverty level. Nearly half are families with a female head of household, no husband present. Also, of grandparents living with their grandchildren under 18 years of age, nearly half are responsible for those grandchildren. Due to the district's high free/reduced lunch rate, all schools participate in the Community Eligibility Provision program providing no-charge breakfast and lunch for all students. Major employment sectors are manufacturing, followed by retail, health care and services, then education. Several manufacturers have undergone major expansions in recent years. The District is closely connected with all segments of the community. We consistently partner with businesses and community groups to create win-win scenarios for both employers and students of all levels. Employers often contribute financially and through in-kind services to career-related programs, enabling us to provide real-world equipment and training scenarios for students while they are in the classroom. They work with us to provide on the job training opportunities for students so they are career-ready upon graduation. Several current community initiatives will help expand those opportunities. Business partners have wholeheartedly supported a new work-based learning program, initiated just this year. Grayson County has attained Work Ready Community in Progress status. The district fully supports and continues to help work toward full certification. The district has also been heavily involved with the Chamber's Strategic Planning initiative. These projects will strengthen our workforce and provide additional opportunities for our students as the community and its employer base grows stronger. Employers and prospects will know that Grayson County students are more than capable of fulfilling their workplace needs. The Leitchfield campus of Elizabethtown Community and Technical College is a tremendous asset to our students, and to their families, who are now able to increase their educational attainment and economic opportunities through a local post-secondary option. Our working relationship with the college is strong, with numerous articulation agreements for technical and core content classes. We also have strong ties with other CTCs to provide a variety of dual-credit opportunities. We have a high-quality teaching staff, with an average of nearly 13 years of classroom experience. Nearly 84 percent hold an advanced degree and nearly 100 percent teach in their field of certification. In addition, 22 of our staff members are National Board Certified Teachers. Administrative leadership is stable. Our superintendent is in his fourth year. With the retirement of our Assistant

Superintendent, our high school principal moved into a district role as Director of Districtwide Services. A five-year GCHS assistant principal was hired to fill that vacancy. Overall, the majority of Central Office staff has been consistent and in their roles for at least three to five years, several longer. Strategic and careful planning has allowed the district to provide facilities upgrades and new programming to enhance academics, extracurriculars and the learning environment for students and staff. We are also fortunate to have exceptional, dedicated school board members who are always willing to "find a way" to provide for the benefit of our students. There is a tremendous level of support for our schools throughout our close-knit community. There is a high degree of pride and "ownership" in our schools, along with a strong culture of family.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

District's Purpose

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

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

ATTACHMENTS

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Notable Achievements and Areas of Improvement

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

Tradition and innovation go hand-in-hand in Grayson County Schools, as the three Rs and technology merge to prepare students for college, career, and 21st century challenges. Classroom technology has been on a three-year upward trend, thanks to a $1.2 million Growing Readers literacy and technology grant. Students in grades 2 – 8 are now at nearly a 1:1 Chromebook ratio. Preschool – 1st graders can learn in a familiar way with the addition of in-class iPad minis. The free literacy app, Footsteps2Brilliance, provides every Grayson County child from birth through five years of age with a vast library of electronic books, songs and games designed to increase reading skills. This program will continue for the next three years. A Technology Integration Specialist works closely with teachers, helping them create a more interactive learning environment, customized to students' individual needs. The addition of a variety of Google for Education and other technology tools have been extremely well-received in classrooms and schools alike. These innovations for learning are paying big dividends. Combined with strategic goal setting and monitoring the district has been able to chart and measure substantive successes. As a result of this consistent and intentional process, substantive strides have been made in state accountability progress, with Grayson County Schools on continued upward trend overall. Student Proficient and Distinguished level performance was up and bested state averages virtually across the board. This year has seen an even stronger focus on literacy, with the addition of a primary reading block program in all elementary schools. This protected daily time allows teachers to work strategically with small groups of students, based on their current reading level, in an effort to ensure that all students are reading on grade level by third grade. A concentrated effort has been placed on using data to drill down more in depth in all areas, with administrators and teachers focusing on individual students and building personal relationships with them. Consistent instructional rounds with district and school administrative teams focus on school-identified problems of practice. These sessions provide new ways to look at and resolve challenges. Staff feedback and results have been promising. Numerous AP and dual credit courses give students a head start on college, academically and financially. These have been extremely well-received at the high school, with high participation rates as students gain college credit and save significantly on tuition costs. Students also have the opportunity to complete an associate degree through Elizabethtown Community and Technical College while still in high school, graduating from both at the same time. We continue to explore additional opportunities as we see increased demand. A daily 30-minute high school wide RTI period focusses on ACT prep, career readiness, and has contributed to success in those areas. Industry certifications through KOSSA, ASK, and others are also on the rise. Our work-based learning program is providing students with real-world experiences, as it is familiarizing employers with their capabilities. Our credit recovery program to decrease dropouts and increase graduation rate has seen success and we continue that focus. Virtual classes through Edgenuity are an increasingly popular and successful tool. Soft skills training helps ensure that our students are also transition-ready in the intangibles employers demand. This has been integrated into mandatory, daily RTI periods at the high school. Our teaching staff is dedicated to doing whatever it takes to help students be successful. They benefit from dedicated time to collaborate with colleagues to analyze student work, monitor learning and plan differentiated instruction. Consistent monitoring has enabled us to guide our staff to reach new goals, find resources congruent to standards, provide rigor through cognitively engaging tasks, and develop standards-based assessments to monitor student mastery of standards. Good nutrition is imperative to learning. Three years ago one retired school bus was renovated to provide a mobile summer feeding program throughout the county to children through age 18. The program met with

unparalleled success, and has since expanded to three busses and tripled routes and service to students during the summer. The department has also added after school feeding programs in all schools with afternoon and evening activities. A 21st Century Learning grant at Grayson County Middle School provides tutoring, mentoring and abundant learning opportunities, both academic and enrichment. An Early Childhood Development grant allows our communitywide Early Childhood Council to provide training for childcare workers throughout the county. Three of our elementary schools have been awarded a "Toyota bornlearning Academy" grant to provide parents of preschoolers with resources and training to help ensure their child is school ready. We continue to build new and develop existing partnerships - with industry, businesses, government, healthcare, law enforcement and social agencies - benefiting our students in particular and our community in general. College, career, and transition readiness programs in our schools and our classrooms help provide students with tools they will need to make good life decisions. College and career events for all grade levels feature colleges, universities and technical schools along with area employers as students explore the opportunities ahead of them. Field trips to area colleges allow students to become familiar with options and learn what they can do now to prepare to reach their goals. Area businesses welcome students and staff to learn about the many opportunities Grayson County has to offer. In-class visits with professionals can spur interest in new career ideas by sharing experiences and know-how. Open and positive communication of district and school news is maintained with all stakeholders through a variety of tradition, social and digital channels. Parents can never have enough information about their children, business and industry can never know too much about what we are teaching their future workforce. Teachers and staff serve as our frontline with students, and also our community. As such, open communication is crucial to their job performance and satisfaction.

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Additional Information

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

Student achievement is not reflected solely in the classroom. Life lessons are just as often learned on stages, on athletic fields, and through the leadership and teamwork opportunities that extracurricular participation provides. The district's Board members are committed to providing opportunities that will engage students of all interests and provide opportunities for them to grow and excel. CTE programs and organizations consistently make strong showings at competitive events through DECA, HOSA, and SkillsUSA. Junior-level HOSA and DECA programs at the middle school give students an early start to these career paths and feed into the already successful high school organizations. Other award-winning programs such as Y-Club, FFA, and journalism also provide career and life experience in real world situations. Grayson County students frequently serve as regional, state and even national officers of many organizations. They are also often honored on a variety of levels for the leadership and team roles they play within their respective organizations. The district's arts programs are a source of pride, and have grown significantly in recent years. Band, orchestra, and chorus are all at new heights, consistently earning individual, district and state honors. The combined music programs now boast more than 700 members. Visual art is also strong, with students consistently juried into the prestigious Scholastic program and many others. Civic groups bring the arts world to our schools through sponsorship of dance and drama, even opera to expand students' knowledge of culture and the world around them. Partnerships with community civic groups also open new worlds to students as they bring arts into our schools through dance, drama, even opera. Our athletes play hard on the field, competing at ever higher levels. A variety of teams and individual players have accomplished

"firsts" for the district and their school in recent years. Student-athletes are consistently named to All-Tournament and All-Academic teams. Recent years have seen a number of limited or first-time titles brought home by the Cougars. Newer sports, such as volleyball, archery, and now bass fishing, have met with unparalleled enthusiasm. Students learn early to use their abilities to serve their community. Leadership skills are also developed and stretched through participation in staff-led clubs and organizations. Each year, Grayson County students give thousands of hours to a variety of wide-ranging projects and programs. This combined academic, extracurricular and service excellence has led to a high number of Grayson County students being selected for the prestigious Governor's Scholars Program. We have also had students accepted in the Governor's Schools for the Arts, and the Governor's School for Entrepreneurship, and prestigious selective-entry programs such as WKU's SCATS, VAMPY, and even the Gatton Academy of Mathematics and Science. We are also extremely proud of our teachers for the positive role modeling, mentorship, leadership and support they provide. Each year any number of staff receives awards as outstanding Advisors and Administrators, individually and as teaching teams. Many earn scholarships to conferences and symposiums to broaden their own knowledge and bring it back to their students. Our teachers are also active in many after school and community programs, many volunteering both their expertise and their time. As our staff leads the way, students learn, grow and perform at levels they may never have imagined was in them, leading to personal, school and community pride. And as they experience the hard work and persistence that leads to achievement of their goals, the joy of accomplishment, the back-pats, awards and honors they receive now should put them well on the road to continued success in the future.

ATTACHMENTS

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eProve diagnostics

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
PDF Profile of a Grayson County Schools Graduate	The skills and attributes every GCS student should exemplify upon graduation. Includes district Mission and Vision Statements.	

Phase Two: District Assurances_2019 sy

Phase Two: District Assurances

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

Last Modified: 12/27/2018
Status: Locked

TABLE OF CONTENTS

eProve diagnostics

Phase Two: District Assurances

Introduction

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

District Assurances

1. All schools in our district notify parents when their children are taught for four or more consecutive weeks by teachers who do not meet state certification requirements.

- **Yes**
- ○ No
- ○ N/A

COMMENTS

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

2. Our district provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college, career, and transition ready.

- **Yes**
- ○ No
- ○ N/A

COMMENTS

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

3. Our district has planned strategies to recruit and retain certified teachers.

- **Yes**
- ○ No
- ○ N/A

COMMENTS

ATTACHMENTS
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4. Our district ensures that program funds are targeted to schools that have the lowest proportion of certified teachers, have the largest average class size, or are identified as Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI) schools.

- **Yes**
- ○ No
- ○ N/A

COMMENTS

ATTACHMENTS

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5. Our district ensures that all personnel compensated from federal program funds are performing assignments aligned to the program purpose, according to the program plan, and appropriate documentation of such work is maintained.

- **● Yes**
- ○ No
- ○ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

6. Our district maintains proper time and effort documentation for all personnel paid with federal funds according to specific federal program requirements.

- **● Yes**
- ○ No
- ○ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

7. Our district ensures that there is documentation to support the child count for local institutions for neglected children that was submitted to KDE.

- **● Yes**
- ○ No
- ○ N/A

COMMENTS

ATTACHMENTS

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8. Our district ensures that set-aside funds for neglected institutions in the district are spent on identified student needs.

- ○ Yes
- ○ No
- **● N/A**

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

9. Our district ensures that neglected student needs were identified through consultation with staff at all neglected institutions in the district.

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

10. Our district ensures that parents are involved in deciding ways in which parent and family engagement funds are used.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

11. Our district ensures that there is an annual meeting to inform parents of program requirements, including the right of parents to be involved in planning, review and improvement of parent programs.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

ATTACHMENTS
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12. Our district ensures that it communicates with school councils/school staff on an ongoing basis including information on program requirements, analysis of data and review of the schoolwide program (SWP) or targeted assistance school's (TAS) program plan to ensure compliance and effectiveness.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

ATTACHMENTS

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13. Our district ensures that private schools (within and outside the district) serving students from participating public school attendance areas have been contacted to offer Title I, Part A equitable services.

- **Yes**
- ○ No
- ○ N/A

COMMENTS

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

14. Our district ensures that schools meet cap size requirements prior to using Title I and/or Title II funds.

- **Yes**
- ○ No
- ○ N/A

COMMENTS

ATTACHMENTS
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15. We certify that we are a District of Innovation and attach the approved application.

- ○ Yes
- ○ No
- **N/A**

COMMENTS

ATTACHMENTS
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16. The district certifies it has submitted the required District School Safety Report in eProve to verify compliance with KRS 158.162, to assure schools are safer places for students and staff and that school safety practices are being developed and are in place.

- **Yes**
- ○ No
- ○ N/A

COMMENTS

ATTACHMENTS
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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
📄 District Assurances	Board Minutes	1