

18-19 Logan District Executive Summary

Phase Three: Executive Summary for Districts

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

Last Modified: 02/14/2019
Status: Locked

TABLE OF CONTENTS

Executive Summary for Districts	3
ATTACHMENT SUMMARY.....	5

Phase Three: Executive Summary for Districts

Executive Summary for Districts

Description of the District

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

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

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.

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

ATTACHMENTS

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

Notable Achievements and Areas of Improvement

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

The Logan County School System has seen several changes in the past three years, including changes in leadership as well as improvements in academics and the increased use of

professional learning communities to improve student achievement. All five of our Logan Middle Schools have been designated as a Middle School to Watch through The National Forum for the Advancement of Middle School Education. The district continues to stay above the state average in most assessed areas and proudly notes that the district's novice students continue to decrease each year in the area of on-demand writing for elementary, middle and high school. An increase continues in college/career ready numbers, with 87.3% of high school students being identified as college and career ready in 2017. During the next three years, the goals of the district will focus on making sure our students are life ready which include strategies to improve student proficiency, continuing to improve college and career readiness and continuing teacher training/ coaching to reach the highest levels of student engagement. The school system will focus on upgrading technology offerings so all students can access information in a global manner. There will be increased emphasis on 21st century skills necessary for success in the evolving workplace. Student exploration of careers and college opportunities will be increased and internship opportunities will be improved. Professional Learning Communities will continue to be utilized to review student formative data and provide research-based interventions and resources to improve achievement for all students.

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.

n/a

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)
-----------------	-------------	---------

18-19 Continuous Improvement Diagnostic for Districts

Phase One: Continuous Improvement Diagnostic for Districts

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

Last Modified: 02/14/2019
Status: Locked

TABLE OF CONTENTS

Continuous Improvement Diagnostic	3
ATTACHMENT SUMMARY.....	4

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 upon the results from Spring 2018 Climate and Culture surveys, active student engagement continues to be an area of need for our district. Feedback from community and business leaders as well as results from Spring 2018 Inventories have identified personal responsibility and accountability in learning and connection of academic content to relevant real world issues/content. Regular, clear communication with stakeholders regarding student learning and relevant content also continues to be an area of focus for the district.

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.

Our district will continue to hold public luncheons, meetings and events at the schools and district to bring stakeholders in, let them know about our improvement efforts and get feedback from them. Continued use of online, paper/pencil and oral surveys will also be a regular part of our improvement work. Information obtained from stakeholder feedback, survey results and various assessment analysis will be utilized by the District Continuous Improvement Committee to create goals, objectives and activities to facilitate our improvement efforts. This committee, per our board policy, is a group of volunteers, who are representative of various stakeholder groups in our district. Meetings for this work can be a combination of face-to-face meetings and online communication through the use of Google Drive. Feedback from committee members will be gathered to determine the best way, dates and times to hold meetings focused on creating, implementing and monitoring the district improvement goals.

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)
-----------------	-------------	---------

18-19 The Needs Assessment for Logan County Schools

Phase Two: The Needs Assessment for Districts

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

Last Modified: 02/14/2019
Status: Locked

TABLE OF CONTENTS

Understanding Continuous Improvement: The Needs Assessment	3
Protocol	4
Current State	5
Priorities/Concerns	6
Trends	7
Potential Source of Problem.....	8
Strengths/Leverages	9
ATTACHMENT SUMMARY.....	10

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 District Assessment Coordinator puts all numbers into presentation format to share with stakeholders. This presentation is shared and reviewed with our district improvement planning committee that is made up of certified, classified employees, administrators, students, parents and community members. The committee gets input/feedback from stakeholders through surveys. Using the data and feedback, the committee determines the needs and next steps in our improvement planning process. This committee meets in person or electronically as requested by committee members, but at least once a nine weeks for improvement planning progress updates (30,60,90 day monitoring). These meetings are documented in electronic format and in the committee team drive.

ATTACHMENTS

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

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.

The district performed above the state average in all areas except high school on-demand writing. Middle School Writing had 58.5% P/D and only 6.9% novice. Elementary Math increase in novice % from 13.6 in 2017 to 16.1 in 2018. Two elementary schools in the district are identified as TSI in the area of free/reduced meals.

ATTACHMENTS

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

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.

Elementary, middle and high school reading, students with disabilities all have 30% of students in this subgroup performing at the novice level. P/D % are flatlining instead of increasing each year in several areas, instead of showing growth. Only 50% of elementary school students with disabilities scored proficient/distinguished in reading and mathematics. Only 47.8% of middle school students with disabilities scored proficient/distinguished in reading and mathematics. 18% of all elementary students scored novice in reading for 2018.

ATTACHMENTS

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

Trends

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

The proficient/distinguished numbers stayed between 55.7 to 60.4 in elementary reading from 2014-2018. The proficient/distinguished numbers stayed between 58.3 to 63.3% High school graduation rate increased from 88% to 90% from 2017 to 2018. Elementary Math proficient/distinguished percentages have steadily declined from 58.4% in 2014 to 52.9% in 2018. Middle School Math proficient/distinguished percentages have declined from 59.6% in 2014 to 53.9% in 2018.

ATTACHMENTS

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

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](#)

Design and Deliver Instruction Design and Deliver Assessment Literacy Review, Analyze and Apply Data Establishing Learning Culture and Environment

ATTACHMENTS

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

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%.

There have been 10% or less students scoring novice in middle school mathematics for the last two years. In elementary school and middle school social studies, 10% or less students scored novice over the last five years. In middle school on-demand writing, P/D % increased from 48.6 to 58.5% for 2017 to 2018. The percentage of students scoring novice in middle school on-demand writing, remained below 7% for two years, 2017 and 2018.

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)
-----------------	-------------	---------

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

State your **Proficiency** Goal

Goal 1: Logan County Schools will increase the average combined reading and math KPREP proficiency rate for elementary from 55.1% to 75.1%, middle school from 58.9% to 78.9%, and high school from 42.6% to 62.6% by 2022, as measured by state assessments.					
Which Strategy will the school/district use to address this goal? <i>(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.)</i> <ul style="list-style-type: none"> 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 school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i> <ul style="list-style-type: none"> KCWP1: Design and Deploy Standards - Continuous Improvement Activities KCWP2: Design and Deliver Instruction - Continuous Improvement Activities KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 		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: By May 2019, 61.5% of elementary students, 67.9% of middle school students and 50.9% of high school students will score at or above proficiency in reading.	3: Design and Deliver Assessment Strategies Common reading assessments will be utilized for PLC discussions and student goal setting.	District grade level/content level teams will administer reading common assessments during the two week testing windows established throughout the year and will use assessment results to determine effective teaching/learning strategies for priority standards being assessed.	PLC minutes noting assessment discussion and effective strategies used to teach priority standards	January 2019 March 2019 October 2019	\$0 Hughes
		District grade level/content level teams will share examples of effective ways to implement student self-assessment and goal setting around priority reading standards.	PLC minutes noting shared examples of student self-assessment and goal setting documents	February 2019	\$0 Hughes
		Reading teachers will implement student self-assessment and goal setting in their classrooms.	Walkthroughs, PLC discussions of implementation	August 2019	\$0 Hughes
	2. Design and Deliver Instruction All teachers will incorporate project based learning activities and other effective instructional	Training and support on project based learning and passion projects will continue to be provided to all teachers.	After school mini sessions on PBL, coaching visits and phone calls and summer PBL learning sessions	March 2019 June 2019 August 2019 November 2019	\$10,000.00 Title II Orr

	strategies to improve student learning.	School visits will be scheduled for two additional schools to see evidence of project based learning and passion projects in the classroom.	completed school/district visits	March 2019 August 2019	\$10,00.00 Title II Orr
		District Instructional Staff will work with schools involved in the Next Generation Leadership Academy to set goals for the implementation of project based learning, performance based assessments, and passion projects in each classroom.	Presentation of Next Gen work completed at the end of each Next Gen cohort	April 2019 October 2019	\$10,000.00 Title II Orr
		School and district walkthroughs will be completed to monitor the use of effective instructional strategies and project based learning activities tied to the state standards.	walkthrough reports	March 2019 September 2019	\$0 Mullins
		School and district PLC meetings will continue with discussions focused on the meaning of the standards, the learning targets and common assessments to match the standards.	completed district plc meeting minutes	January 2019 February 2019 March 2019 April 2019 August 2019	\$0 Orr
	4. Design, Align and Deliver Support	The district curriculum team will facilitate a new teacher group that will meet 4 times during the school year to provide support in the areas of instructional strategies, intervention process and strategies, and other areas of need identified by the new teachers to ensure effective teaching for all students.	Meeting Agendas completed survey to determine effectiveness of program for new teachers	January 2019 March 2019 August 2019 November 2019	\$2,000.00 Title II Hughes
Objective 2: By May 2019, 58.8% of elementary students, 59.9% of middle school students and 44.3% of high school students will score at or above proficiency in math.	1. Design and Deploy Standards	District PLC teams will continue the work to create district common assessments focused on the district math priority standards.	common assessments created in district PLC teams	January 2019 March 2019	\$0 Clark
		Two week testing windows will be established throughout the school year for administration of the math common assessments at each grade level.	identified and published math common assessment windows	January 2019 March 2019	\$0 Clark
		Teachers will use GradeCam to score math common assessments and get reports based upon assessment results.	completed GradeCam reports for mathematics	February 2019 May 2019 September 2019	\$8,000.00 District Funds Clark
	2. Design and Deliver Instruction	School and district PLC meetings will be used to discuss math common assessment results, instructional and intervention strategies connected to the priority standards	completed PLC minutes showing discussions of student data and change in instruction to improve student progress	January 2019 March 2019 May 2019 October 2019	\$0 Clark
		All teachers will collaborate to utilize common math assessments for PLC discussions.			

	<p>3. Design and Deliver Assessment Literacy</p> <p>Teachers will implement student self-assessment and goal setting to help students understand their own mastery of the standards</p>	<p>District grade level/content level teams will share examples of effective ways to implement student self-assessment and goal setting around priority reading standards.</p>	<p>PLC minutes noting shared examples of student self-assessment and goal setting documents</p>	<p>February 2019</p>	<p>\$0</p> <p>Clark</p>
		<p>Math teachers will implement student self-assessment and goal setting in their classrooms.</p>	<p>Walkthroughs, PLC discussions of implementation</p>	<p>August 2019</p>	<p>\$0</p> <p>Clark</p>

2: Separate Academic Indicator

<p>Goal 1: Logan County Schools will increase the Science proficiency to 50% and Writing proficiency to 60% by 2022, as measured by state assessment. For Science, elementary will increase from 37.8% to 57.8%, middle school will increase from 28.1% to 48.1% and high school will increase from 25.6% to 45.6%. For Writing, elementary will increase from 45.5% to 65.5%, middle school will increase from 59.4% to 79.4% and high school will increase from 50.4% to 70.4%.</p>		
<p>Which Strategy will the district use to address this goal? (<i>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.</i>)</p> <ul style="list-style-type: none"> • 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 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities 	<p>In the following chart, identify the 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.</p>

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1 – Science</p> <p>By May 2019, 42.8% of elementary students, 33.1% of middle school students and 30.6% of high school students will score at or above proficiency in Science.</p>	<p>KCWP 4: Review, Analyze and Apply Data</p>	District grade level/content area PLCs will share Science Through Course Tasks implementation, student work samples and discuss areas for improvement	PLC minutes	January 2019	\$0 Hughes
		<p>KCWP 2: Design and Deliver Instruction</p>	Teachers at all grade levels will create and implement a PBL learning activity that will focus on grade level science standards as well as real world issues.	PBL Science Lesson Plan Classroom observation during lesson	December 2019
			PBL/Science learning activity and student work will be shared during district PLC meeting.	PLC minutes	January 2020
<p>Objective 2 – Writing</p> <p>By May 2019, 50.5% of elementary students, 64.4% of middle school students and 55.4% of high school students will score at or above proficiency in Writing.</p>	<p>KCWP 2: Design and Deliver Instruction</p>	Teachers at all grade levels will connect writing prompts with real world interests/situations during PBL learning activities at least once each nine weeks.	PBL Plans Student writing samples	August 2019 November 2019	\$0 Hughes
			Above writing prompts/PBL learning activities and student writing samples will be shared at district grade level/content area PLC meeting at least once each semester.	PLC minutes	November 2019 March 2020
		<p>KCWP 4: Review, Analyze and Apply Data</p>	District PLC grade level/content area teams will create a writing prompt per semester to be administered as a common assessment.	PLC minutes Writing common assessments	September 2019 February 2020

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		District PLC grade level/content area teams will review student writing samples and student writing data to determine areas of effectiveness and areas of need in grade level writing instruction.	PLC minutes Student work samples	November 2019 April 2020	\$0 Hughes

2: Gap

State your **Gap** Goal

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Goal 2: Logan County Schools will increase the average combined reading and math KPREP proficiency rate for students with disabilities and students who are economically disadvantaged, by 2022, as measured by state assessments. For students who are economically disadvantaged, elementary will increase from 47.9% to 67.9%, middle school will increase from 46.6% to 66.6% and high school will increase from 33.2% to 53.2%. For students with disabilities, elementary will increase from 32.2% to 52.2%, middle school will increase from 25.5% to 45.5% and high school will increase from 25.9% to 45.9%.</p>					
<p>Which Strategy will the school/district use to address this goal? (<i>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.</i>)</p> <ul style="list-style-type: none"> 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 		<p>Which Activities will the school/district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> KCWP1: Design and Deploy Standards - Continuous Improvement Activities KCWP2: Design and Deliver Instruction - Continuous Improvement Activities KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 	<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>		
<p>Objective 1: By May 2019, 52.9% of elementary, 51.6% of middle school and 38.2% of high school students in the economically disadvantaged gap group will score at or above proficiency in reading and math combined.</p>	<p>5. Design, Align and Deliver Support</p> <p>District and Schools will continue a strategic focus on Reading and Mathematics interventions and supports for ALL students, remediation to enrichment.</p>	<p>District personnel will train all schools on the new RTI Plan to understand how teachers/schools will use the plan to provide interventions for struggling students.</p> <p>Schools will utilize RTI teams (to include district representative) to meet at least 3 times during the school year to discuss interventions, student progress and next steps for student receiving intervention services.</p> <p>Schools will continue to use District PLC reporting forms to document grade level/content level discussions on core instruction, intervention strategies and enrichment opportunities connected to the priority standards.</p>	<p>training sign in sheets</p> <p>RTI team minutes</p> <p>completed PLC minutes showing discussions of student data and change in instruction to improve student progress</p>	<p>January 2019</p> <p>January 2019 April 2019 September 2019</p> <p>January 2019 February 2019 March 2019 April 2019 August 2019 September 2019</p>	<p>\$0</p> <p>Orr</p> <p>\$0</p> <p>Orr</p> <p>\$0</p> <p>Hughes</p>

		Teachers will receive additional training on how to use STAR assessment data to track intervention student progress and find resources for those intervention groups.	training sign in sheets teacher use of STAR data to work with groups	January 2019 March 2019	\$1,000.00 Title II Hughes
		District will provide professional development focused on meeting the needs of economically disadvantaged, special education and intervention students.	Book study participation signatures Training sign in sheets	January 2019 April 2019 June 2019	\$0 Hughes
	5. Design, Align and Deliver Supports	School level PBIS teams will analyze Tier I survey results to determine areas for improvement in the school implementation of PBIS	PBIS Team minutes	January 2019	\$0 Goley
	District and Schools will continue implementation of PBIS for support of instruction and promotion of a positive culture of learning within each school.	School level PBIS teams will create a plan of action for those areas of improvement.	PBIS team plan of action	January 2019	\$0 Goley
		School level and district level PBIS teams will continue to meet regularly throughout the school year to review progress of implementation and next steps.	PBIS Team minutes	January 2019- December 2019	\$0 Goley
		District representative will attend all school PBIS team meetings.	Team meeting sign in sheets	January 2019 – December 2019	\$0 Goley
		District staff will evaluate the Tier I Supports and introduce the universal behavior screener (Student Risk Screening Scale – Internalizing & Externalizing SRSS-IE). Screener will be completed each time STAR is administered during district assessment windows.	Screener results	April 2019 August 2019 December 2019	\$0 Goley
			Special education staff will participate in an online pd book study/discussion forum focused on the book, <u>High-Leverage Practices in Special Education</u> .	PD sign in sheets Discussion forum participation	January 2019
Objective 2: By May 2019, 37.2% of elementary, 30.5% of middle school and 30.9% of high school students with disabilities will score at or above proficiency in reading and math combined	2. Design and Deliver Instruction	Special education staff will use the practices learned from the above book study in resource and/or collaborative setting when working with students with disabilities.	Classroom observations Lesson Plan notations	March 2019	\$0 Goley
		Special education teachers will participate in a training focused on the co-teaching method.	PD sign in sheets	January 2019	\$0 Goley
		General education teachers and special education teachers who work together in a collaborative setting will participate in a co-teaching training provided by GRREC.	PD sign in sheets	May 2019	\$0 Goley
		During the administrative PLC, administrators will identify guidelines and practices that will include teaching expectations, walk-through “look fors” and required components of the co-teaching method.	Admin. PLC minutes District created walk-through documentation	July 2019	\$0 Goley
		6. Establishing Learning Culture and Environment	All special education teachers will implement student-led ARC meetings with at least one student for the purpose of educating the student(s) on the disability, strengths and the skill of advocating for oneself and his/her needs.	Student-led ARC meeting documentation	January 2019

3: Graduation rate

State your **Graduation rate** Goal

Goal 3: Logan County Schools will increase the cohort graduation rate from 90.8% to 98% by 2022, as measured by state assessments.					
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Which Strategy will the school/district use to address this goal? (<i>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.</i>) <ul style="list-style-type: none"> ● 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 school/district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>) <ul style="list-style-type: none"> ● KCWP1: Design and Deploy Standards - Continuous Improvement Activities ● KCWP2: Design and Deliver Instruction - Continuous Improvement Activities ● KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities ● KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities ● KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities ● KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 		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 1: By May 2019, the cohort graduation rate for Logan County High School seniors will be 93.0%, as measured by state documentation.	6. Establishing Learning Culture and Environment All schools will maintain a focus on the characteristics students should exhibit to be successful in the completion of high school, post secondary education and/or their careers.	Parent mail outs, meetings and trainings will be provided to inform parents and the community about the Logan County graduate profile.	evidence of mail outs and trainings as well as parent feedback from the information	February 2019 April 2019 August 2019	\$10,000.00 Title II Orr
		Continued training will be provided to all teachers regarding project based learning, passion projects and performance based assessments.	training sign in sheets teacher creation of PBL activities and passion projects	April 2019 June 2019 September 2019	\$10,000.00 Title II Orr
		Grade level/content level teams will identify age/grade level competencies tied to each of the Graduate Profile Characteristics.	PLC minutes Competencies lists	March 2019	\$0 Orr
		Grade level/content level teams will create age/grade level rubrics for each of the Graduate Profile Characteristics.	Grade level rubrics	August 2019	\$0 Orr
		Grade level teams at each school will identify project based learning activities, passion projects and/or performance based assessments that will be used to determine student achievement of graduate profile expectations.	listing of activities, projects and assessments connected to graduate profile expectations	August 2019	\$0 Orr
		Graduate Profile Characteristics will be added to report cards to communicate student's progress toward mastery of these characteristics.	Report Card	September 2019	\$0 Orr
		Presentation of Learning/Defense of Learning Nights will be held at all schools at least twice during the school year to allow students to share their Mastery of learning, PBL or passion project work to parents and community.	Presentation of Learning nights – dates, pictures	November 2019 April 2020	\$0 Orr

	4. Review, Analyze and Apply Data	High school administrators and guidance counselors will review the Early Warning Report and/or Persistence to Graduation Report with teachers to help them identify students who are at risk to not graduate.	PLC meeting minutes	January 2019	\$0
	District and high school administrative staff will develop a systematic approach to identify and assist at-risk students to ensure their successful completion of high school and preparation for life after high school.	District Personnel, teachers and administrators, as a committee, will create a plan of action for graduation of those students identified on the Early Warning Report.	completed plans for at risk students	January 2019	\$0
		A committee consisting of district personnel, administrators and counselors will meet 4 times during the year (before school starts, after Fall Break, after Winter Break and after Spring Break) to monitor success or revision of plans for student who are at risk to not graduate.	Meeting dates Meeting notes	January 2019 April 2019 August 2019 October 2019	\$0

4: Growth

State your **Growth** Goal

Goal 4:
Logan County Schools will increase the growth indicator for reading and math in elementary school from 17.2 to 21.2 and middle school from 13.6 to 17.6 by 2020, as measured by state assessments.

<p>Which Strategy will the school/district use to address this goal? <i>(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.)</i></p> <ul style="list-style-type: none"> ● 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 	<p>Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> ● KCWP1: Design and Deploy Standards - Continuous Improvement Activities ● KCWP2: Design and Deliver Instruction - Continuous Improvement Activities ● KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities ● KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities ● KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities ● KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 	<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
--	--	--

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1: By May 2019, the combined reading and math growth indicator for elementary school students will be 18.2 and 14.6 for middle school.</p>	<p>2. Design and Deliver Instruction</p> <p>District/building administrators and teachers will use technology and other resources to provide individualized learning opportunities for students to see individual student growth.</p>	<p>District will provide continued training and support to teachers regarding Google Suite programs such as Google Classroom and the use of these programs to create personalized learning opportunities for students.</p>	<p>use of Google Classroom and other Google Suite tools by teachers and students</p>	<p>February 2019 May 2019 September 2019 November 2019</p>	<p>\$5000.00 Title I Orr</p>
		<p>Up to four teachers will be selected to earn ISTE (International Society for Technology in Education) Certification for the district. These teachers will provide educational sessions and support on personalized learning opportunities for other teachers in the district.</p>	<p>ISTE Certification Training session sign in sheets and agendas</p>	<p>April 2019</p>	<p>\$10,000.00 District Instructional funds Orr</p>
		<p>Teachers applying for ISTE certification will create and implement a plan of action for providing learning opportunities/support throughout the district.</p>	<p>Plan of Action Timeline</p>	<p>September 2019 January 2020</p>	<p>\$0 Orr</p>
	<p>5. Design, Align and Deliver Support</p> <p>District and School administrators will continually offer support to teachers to ensure individual student growth.</p>	<p>District and school administrator PLC meetings will continue to focus on district formative and summative assessment data to monitor student growth.</p>	<p>District/School admin PLC meeting minutes noting analysis of district and school data</p>	<p>January 2019 April 2019 September 2019 January 2020</p>	<p>\$0 Orr</p>
		<p>District/school administrators will continue to receive support on coaching and mentoring skills for administrators to use in effective instructional discussions with teachers and staff.</p>	<p>scheduled coaching visits with Rutherford Learning Group</p>	<p>March 2019 September 2019</p>	<p>\$12,000.00 Title I Mullins</p>
		<p>Some administrators and teachers will attend the Deeper Learning Conference to gain ideas and resources to engage students in deeper learning of reading and math standards as well as graduate profile competencies. Attendees will lead educational sessions for other teachers/staff to share ideas and resources.</p>	<p>Conference attendance District scheduled educational sessions for other teachers</p>	<p>March 2019 May 2019</p>	<p>\$10,000.00 Title II Orr</p>

5: Transition readiness

State your **Transition readiness** Goal

Goal 5: Logan County Schools will increase the percentage of students who are College and Career Ready (CCR) from 77.4% to 97.4% by 2020, as measured by state assessments.					
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Which Strategy will the school/district use to address this goal? (<i>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.</i>) <ul style="list-style-type: none"> ● 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 school/district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>) <ul style="list-style-type: none"> ● KCWP1: Design and Deploy Standards - Continuous Improvement Activities ● KCWP2: Design and Deliver Instruction - Continuous Improvement Activities ● KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities ● KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities ● KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities ● KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 		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.	
By May 2019, the college/career rate for Logan County Schools will be 82.4, as measured by state assessment data.	6. Establishing Learning Culture and Environment District/School leadership and teachers will collaborate to ensure consistent expectations and support for all students to receive the skills necessary to be successful in college and/or a career.	All high school seniors will complete a defense of learning presentation to demonstrate mastery Graduate Profile Characteristics as well as high school standards.	Defense of Learning presentations	May 2019	\$0 Orr
		Grade level and graduate profile characteristics will be published to the parents and community and parent/community training will be provided around these characteristics.	published characteristics training dates and sign in sheets	August 2019	\$0 Orr
		District and school administrators will work to build a group of community partners who will provide internship opportunities to high school seniors in order to allow students to practice skills needed for college/career success.	Internship lists showing businesses and students	May 2019	\$0 Baird
		District and school administrators will work to broaden the use of internships for high school juniors as well as seniors.	Business list for internships	August 2019	\$0 Baird
		District and school administrators, as well as community representatives will review the programs provided at the Logan Career and Technical Center to determine areas of strength and areas of need.	Meeting minutes noting next steps	May 2019	\$0 Baird
		Teachers and administrators from high school and district will attend the High Tech High School Winter Institute. The workshops and classroom visits will focus on how relationships are developed through meaningful work, the permeable boundaries between school and the community and how skills and content are integrated across contexts.	Certificate of Attendance Institute Notes	March 2019	\$10,000.00 Title II Orr
		The Winter Institute team will create a plan of action for implementation and support of ideas that were gained from the winter institute.	Plan of Action Timeline of steps	May 2019	\$0 Orr

		All high school students in collaboration with a teacher, counselor or administrator will create a plan of action for choosing a career pathway and being college and/or career ready by their senior year.	A completed plan of action for each student	September 2019	\$0
		Assigned teachers, counselors or administrators will check in with each high school student regarding their progress on their action plan/career pathway at least twice during the school year.	Meeting notes with students	November 2019 April 2020	\$0
					Baird

18-19 Logan Superintendent Gap Assurance

Phase Three: The Superintendent Gap Assurance

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

Last Modified: 02/14/2019
Status: Locked

TABLE OF CONTENTS

Gap Target Assurance	3
ATTACHMENT SUMMARY.....	4

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.

Adairville Elementary and Middle School Auburn Elementary and Middle School Chandler's Elementary and Middle School Lewisburg Elementary and Middle School Olmstead Elementary School Logan 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)
 Gap Target document	Listing of schools, gap targets and targets met	

<u>SCHOOL</u>	<u>2018 consolidated Gap Group %</u>	<u>2018 Goal</u>	<u>2018 Goal met?</u>	<u>2017 gap goal met?</u>
Adairville Elementary	41.20%	64.70%	no	no
Adairville Middle	42.60%	72.40%	no	no
Auburn Elementary	36.00%	71.90%	no	no
Auburn Middle	13.50%	72.10%	no	no
Chandlers Elementary	29.10%	64.80%	no	no
Chandlers Middle	25.00%	66.00%	no	no
Lewisburg Elementary	36.00%	50.00%	no	no
Lewisburg Middle	13.50%	53.00%	no	no
Olmstead Elementary	48.40%	74.10%	no	no
Olmstead Middle	50.00%	64.20%	no	yes
LCHS	34.40%	60.50%	no	no

18-19 District Assurances

Phase Two: District Assurances

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

Last Modified: 02/14/2019
Status: Locked

TABLE OF CONTENTS

Introduction.....	3
District Assurances.....	4
ATTACHMENT SUMMARY.....	9

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

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

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

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

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

Our district does not have any institutions for neglected children.

ATTACHMENTS

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

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

Our district does not have any institutions for neglected children.

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

Our district does not have any neglected institutions.

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

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

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

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

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

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

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

- Yes
- No
- N/A**

COMMENTS

ATTACHMENTS

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

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

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

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
-----------------	-------------	---------