ACHS 2020-21 Phase One: Continuous Improvement Diagnostic for Schools

2020-21 Phase One: Continuous Improvement Diagnostic for Schools

Adair County High School
Troy Young
526 Indian Drive
Columbia, Kentucky, 42728
United States of America

2020-21 Phase One: Continuous Improvement Diagnostic for Schools - ACHS 2020-21 Phase One: Continuous Improvement Diagnostic for Schools - Generated on 07/13/2021

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The **Comprehensive School Improvement Plan or CSIP** is defined as a *plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate gaps among groups of students.*

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

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2020-21 diagnostics is as follows:

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

Phase Two: October 1 - November 1
• The Needs Assessment for Schools
• School Assurances
• School Safety Report

Phase Three: November 1 - January 1
• Comprehensive School Improvement Plan
• Executive Summary for Schools
• Closing the Achievement Gap Diagnostic for Schools
• Professional Development Plan for Schools

Phase Four: January 1 - December 31
• Progress Monitoring

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

Please enter your name and date below to certify.

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Troy W. Young August 31, 2020

ACHS 2020-21 Phase Two: The Needs Assessment for Schools

2020-21 Phase Two: The Needs Assessment for Schools

Adair County High School
Troy Young
526 Indian Drive
Columbia, Kentucky, 42728
United States of America

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Understanding Continuous Improvement: The Needs Assessment

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

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

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions. Further, as required by Section 1114 of the Every Student Succeeds Act (ESSA), Title I schools implementing a schoolwide program must base their Title I program on a comprehensive needs assessment.

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Protocol

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

The school focus team meets weekly to discuss pertinent issues. Each member of the team is given time to discuss items of importance from their respective areas. Decisions are made that involve the entire school population. Notes are taken by each stakeholder and info that needs to be shared with the entire staff is relayed in emails or at weekly staff meetings. Each week since our return to school, teachers have been given a missing assignment report for all students in their third block class. Those reports are given to Face-to-Face learners on Thursdays and Fridays and communicated with virtual learners via phone calls and emails. Department chairs meet as needed. School admin usually runs the meetings. In the past, once accountabililty data has been reported, department chairs meet to analyze our school data. We isolate strengths and weaknesses and develop a plan of action to move our learners forward for the next assessments. Due to the lack of data from the spring of 2020, we will have to use in-house data for this school year. We continue to concentrate on students with a high number of missing assignments and failing grades for our Power 30 Intervention time. Fall & Spring CERT/ACT scrimmages are being developed. Our daily goal is growth. Site base meets monthly in the school library.

ATTACHMENTS

Attachment Name

📄 ACHS Bell Schedule 2020-2021

📄 ACHS Master Schedule 2020-2021

📄 Leadership Teams

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Current State

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

Example of Current Academic State:
-Thirty-four percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
-From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.
-Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:
-Teacher Attendance: Teacher attendance rate was 84% for the 2019-20 school year – a decrease from 92% in 2017-18.
-The number of behavior referrals increased from 204 in 2018-19 to 288 in 2019-20.
-Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

CURRENT ACADEMIC STATE: According to our March 2020 ACT data, 31.1% of students tested are academic ready. Of the 208 students tested, 72 students met the math benchmark (34.62%), 90 students met the English benchmark (44.23%) and 85 students met the reading benchmark (40.87%). NON-ACADEMIC CURRENT STATE EXAMPLE: Teacher attendance rate for 2018-2019 was 96.4%. Teacher attendance rate for 2019-2020 was 96%.

<u>**ATTACHMENTS**</u>

Attachment Name

ACT Report

Teacher attendance rate

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Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages. **NOTE:** These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

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

Novice reduction is a great concern for our school. According to the last KPREP data that we have received, which was for 2018-19, ACHS had 29% of our tested students scoring novice in reading. 26% of our students tested scored novice in math. Our goal for 2019-2020 was to reduce each category by 5% on the spring 2020 assessment. Our secondary concern is to increase proficiency in all tested categories. If KDE rolls out testing for the 2020-2021 school year, our goals would be to attain a reading score of 65, math score of 65, science score of 70 and writing score of 70,

ATTACHMENTS

Attachment Name

🔗   2018-2019 School Report card

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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?

ACADEMIC MEASURES Based on the 2017-2018, 2018-2019 and 2020 data, we need to do more ACADEMICALLY to increase our proficiency scores and decrease our novice scores. ACT scores remain an academic area for improvement. Our school's composite score is below state and national levels. ACHS will continue to offer ACT passage drills in classes on Fridays (once we return from the COVID madness). ACHS will also do 2-3 scrimmages for the ACT using the CERT program. Ninth, tenth and eleventh graders take live, timed scrimmages that are appropriate to their grade level. Data will be analyzed and shared with all stakeholders. Data can also be used for intervention classes. The iReady program for math and reading has been purchased for the 2020-2021 school year and will be implemented for our striving readers and math students in SPED and tier 3 classes. ACHS is a part of the SRCL grant Money from the grant helped with the purchase of the iReady programs. Our daily schedule is now a hybrid block (due to COVID). Half of our face to face learners attend school on Mondays and Thursdays. The other half of face to face learners attend Tuesdays and Fridays. All students are virtual learners on Wednesdays so the building can be deep cleaned. We intentionally placed a 30 minute window at the end of third block for interventions. We also allow all learners to schedule appointments with teachers during Wednesday for extra help or to make up assignments. ACHS continues to employee an ESS/RTI teacher. The teacher is on a 100 day contract and works to reduce missing assignments and failing grades. This teacher works closely with the Curriculum Resource Teacher in failure reduction. The CRT continues to focus on classroom instruction and instructional practices. We have also expanded our After School ESS Tutoring Program beyond last year's. We offer virtual and in person after school tutoring sessions Monday through Thursday for all students who are struggling in all subject areas. The environment in which students learn and the support they are offered is important at ACHS. BEHAVIORAL & CULTURAL MEASURES Students need to know they are safe and their needs will be met, no matter what those needs are. While adhering to Covid-19 guidelines, student interaction among peers and staff is encouraged. Humans are made for social interaction and the staff at ACHS is doing all things possible to allow appropriate discussions, presentations... We have also incorporating one way hallways and stairwells to ensure the health and well being of all persons in our building. Mask are worn at all times by all individuals, except when eating breakfast and lunch. Assigned seating is used in the cafeteria and classrooms. ACHS ensures students are learning at the optimal level in a safe learning environment partially

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through the work of our CC Counselor (funded by Title IV). The CC Counselor coordinate several programs and partners with community advocacy programs to strengthen the relationships among students and adults. Some of these programs are partners include: Source of Strengths, Adair Youth coalition, Smoke Free Adair County, WATCH, KYASAP, Smoke Free Adair County, LCDHD. She has trained 16 adult leaders and 94 student peer leaders to implement Sources of Strength at ACHS and ACMS. She will be attending a virtual training in late October to learn more about training new adult and student leaders using virtual methods. The counselor partners with the LCDHD to coordinate a walking tobacco audit of local businesses. The ACHS Youth Service Center offers first aid and CPR training to students and adults. The center also provides academic and cultural guest speakers. In December of 209, the YSC brought Damon West, author of "The Coffee Bean" to our school. Senior English students had read his book on the negative effects of drug abuse and how to be an overcomer. He spent time in the classroom with students and shared his story with the entire student bodies of ACHS and ACMS. the YSC also provides mentoring, participates in friendly home visits, offers a safe spot for students during the school year and for the fall of 2020, provided a suicide training video that was created by a local artist to be shared with staff and students.

ATTACHMENTS

Attachment Name

📄 CCC Training Opportunity

📄 ESS/RTI Job Description

📄 March 2020 ACT Data

📄 Stakeholder Title IV letter 2020

📄 Title I Needs 2020-2021

📄 Title IV Info

📄 YSC Goals 2020-2022

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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

KCWP 1/3/5 Literacy was the focus of 18 hours of summer 2020 PD. Dr. Angela Gunter and Misty Higgins (KDE) provided three intense days of training that focused on literacy standards and implementation of standards across the curriculum with student engagement activities embedded into the work. Each teacher was trained on instructional best practices for reading and writing. Departments meet and developed literacy activities to use with current teaching units that included: vocabulary strategies, text structures, writing prompts and scoring rubrics. KCWP 2 The CRT at ACHS monitors and provides feedback for instruction on a daily basis. A google form is used for observations and is shared with the teacher immediately following the observation. Each teacher will be observed multiple times per semester. The ESS teacher works to reduce missing assignments and failures by making sure students are using their Power 30 time productively. Math and reading intervention classes will be used in the spring semester to target novice students in hope of reducing novice scores on the spring assessment. KCWP 2 The CRT will continue the work started by our CC Counselor on the SRCL grant. Our district will apply for the next round of grant money to continue improving literacy within our school. Another literacy resources that we are using is Reading Plus. It gives very good diagnostic data for students utilizing the program. KCWP 4 Due to Covid-19, ACHS returned to block scheduling for the 2020-2021 school year. The safety practices the block schedule offered outweighed the traditional six day period. Students would be in the hall fewer times during the day and have a fewer number of courses to attend with on a daily basis. Even on block, our schedule will allow tier three reading and math intervention classes in the spring and tier two intervention times during the regular fall school day. Because students have the opportunity to earn eight credits on a year of block scheduling, more career pathway courses and electives can be taken. Missing assignments and failure reports are analyzed weekly at the school focus meeting and staff meeting. KCWP 5 Missing assignments and

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failures are monitored on a weekly basis. The ESS/RTI teacher works closely with students and teachers to make sure students are using their Power 30 intervention time productively. ACHS offers after school tutoring four days a week at a variety of times and settings. Some tutoring is in-person, some is through the virtual format. Tutors are ACHS teachers. ACHS also has on staff an Employment Specialist, Jim Leib. He assist students with IEPs in transitioning to the work force. KHEEA/Americorps is paying for a new full time College Career Coach, Tony Just. Mr. Just will be assisting high school students that will be first generation college attendees with help applying to post secondary schools and help finding funding for those schools. Mr. Just plans on hosting a school-wide activity on college/career choices. He also plans to mentor core students from each grade level. KCWP 6 ACHS needs to offer support to the following programs: Global Competency and Visual & Performing Arts. Vaping has become a cultural problem at our school. Work to address this issue is being done by our Sources of Strength team and the YSC.

ATTACHMENTS

Attachment Name

CRT Observation Schedule 2019-2020

Dr. Angela Gunter Literacy PD info

EmploymentSpecialist.pdf

Juul Campaign YSC

Kagan PD with Literacy Talking Points

Summer PD 2020

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Strengths/Leverages

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

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

The most recent data from 2017-18, per the Kentucky Department of Education, shows 98% of the students in the Four-Year Cohort (graduating on time in four years after entering high school) at Adair County High School graduating on-time. This number is slightly lower than the 2014-15 rate, but still well above the state average of 90.8% for 2017-18 and at the 98% target set for ACHS to reach by 2022. The slight decrease is attributed to some students on an alternate diploma track staying a fifth year until they reached the age of 21 years old in order to receive services. ACHS Transition Readiness is 87.9 for the 201-2019 school year. Indian University, CHIEF Nation, CHOICES and many dual credit/AP courses are offered at ACHS in order to provide a well rounded education for all students.

ATTACHMENTS

Attachment Name

📄 Covid-19 Impacts on School Report Cards

📄 Master Schedule 20-21

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Attachment Summary

Attachment Name	Description	Associated Item(s)
🔗 2018-2019 School Report card	School Report Card	•
📄 ACHS Bell Schedule 2020-2021		•
📄 ACHS Master Schedule 2020-2021		•
📄 ACT Report	March 2020 ACT Report	•
📄 CCC Training Opportunity		•
📄 Covid-19 Impacts on School Report Cards		•
📄 CRT Observation Schedule 2019-2020	Dates teachers were observed by CRT 2019-2020	•
📄 Dr. Angela Gunter Literacy PD info	Summer 2020 PD on Literacy	•
📄 EmploymentSpecialist.pdf		•
📄 ESS/RTI Job Description		•
📄 Juul Campaign YSC		•
📄 Kagan PD with Literacy Talking Points		•
📄 Leadership Teams	2020-2021 Leadership Teams	•
📄 March 2020 ACT Data		•
📄 Master Schedule 20-21		•

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📄 PDF Stakeholder Title IV letter 2020		•
📄 PDF Summer PD 2020		•
📄 PDF Teacher attendance rate	Teacher attendance rate	•
📄 PDF Title I Needs 2020-2021		•
📄 PDF Title IV Info		•
📄 PDF YSC Goals 2020-2022		•

ACHS 2020-21 Phase Two: School Assurances

2020-21 Phase Two: School Assurances

Adair County High School
Troy Young
526 Indian Drive
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2020-21 Phase Two: School Assurances

Introduction

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

Teacher Performance

1. The KDE focuses on promoting equitable access to effective educators for all students, including minority students, those experiencing poverty, English learners and students with disabilities. Therefore, all districts and schools are charged with ensuring equitable access to experienced and effective educators. The Every Student Succeeds Act (ESSA) requires each school to report data regarding ineffective teachers. An ineffective teacher receives a summative effectiveness rating of "ineffective" as determined through the local performance evaluation system that meets the requirement established by KRS 156.557. An ineffective teacher consistently fails to meet expectations as determined by a trained evaluator, in competencies identified as the performance criteria in the Kentucky Framework for Teaching.

Due to the passage of Senate Bill 1 (2017), the measure and method for collecting teacher and leader effectiveness data was adjusted to fulfill the state law regarding district reporting and data collection. Number of students taught by ineffective teachers is self-reported by each school, in aggregate, by subpopulation. Names of ineffective teachers are not provided/collected.

Responses to this assurance will be collected in the Kentucky Equitable Access to Effective Educators Survey. Responses to each survey question should be based on data from the 2019-20 school year. This survey collects data on ineffective teachers only. Data on inexperienced and out-of-field teachers is collected using the EPSB identification number provided in Infinite Campus. Please be sure all teachers have an EPSB number on file.

Once you have completed the survey, return to the 2020-21 Phase Two: School Assurances diagnostic to certify that your school has completed the survey and to complete the remaining assurances on the diagnostic.

I certify this school has accurately completed the Kentucky Equitable Access to Effective Educators Survey by opening the survey link, entering all requested information, and submitting the completed survey as directed. I also certify that all certified staff members have an EPSB number entered in Infinite Campus.

- **Yes**
- No
- N/A

COMMENTS

Title I Schoolwide Programs

2. If the school is implementing a schoolwide program, the school developed a comprehensive plan during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

- **Yes**
- No
- N/A

COMMENTS

3. If the school is implementing a schoolwide program, the school developed a comprehensive plan with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

- **Yes**
- No
- N/A

COMMENTS

4. If the school is implementing a schoolwide program, the school developed a comprehensive plan that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

- **Yes**
- No
- N/A

COMMENTS

5. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

- **Yes**
- No

o N/A
COMMENTS

6. If the school is implementing a schoolwide program, the school developed a comprehensive plan that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

- **Yes**
o No
o N/A
COMMENTS

7. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 Code of Federal Regulations (CFR) 200.26.

- **Yes**
o No
o N/A
COMMENTS

8. If the school is implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to

improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

- **Yes**
- ○ No
- ○ N/A

COMMENTS

For the 20-21 school year, ACHS is operating on a hybrid schedule for students that wished to return to Face-to-Face instruction. This allows a small percentage of the students in the building on a daily basis, due to the Covid-19 situation. This schedule lessens anxiety issues experienced by students and staff of being in large crowds. Adanta counselors, the school nurse and SRO are all available to assist students on a daily basis.

9. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging State academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

- **Yes**
- ○ No
- ○ N/A

COMMENTS

Title I Targeted Assistance School Programs

10. If the school is implementing a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

● **Yes**
○ No
○ N/A
COMMENTS

Student grades are monitored weekly by the ESS daytime waiver employee. Missing assignment reports are given to students each week, in hopes that students will complete work in tutoring or Power Hour and an increased grade will be the result. Parental phone calls are made in increasing frequency, urging parents to bring students to tutoring.

11. If the school is implementing a targeted assistance school program, the school serves participating students using resources under Title I, Part of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

● **Yes**
○ No
○ N/A
COMMENTS

12. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

● **Yes**
○ No
○ N/A
COMMENTS

Power Hour is a Tier 2 intervention program that happens four days a week at ACHS. During this 30 minute block of time, all students are given the opportunity to work on missing assignments, improve grades on existing assignments, gain enrichment on classroom topics, make up exams...

13. If the school is implementing a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

- **Yes**
- No
- N/A

COMMENTS

14. If the school is implementing a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

- **Yes**
- No
- N/A

COMMENTS

15. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

- **Yes**
- No
- N/A

COMMENTS

16. If the school is implementing a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with

other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

● **Yes**
○ No
○ N/A
COMMENTS

17. If the school is implementing a targeted assistance school program, the school serves participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

● **Yes**
○ No
○ N/A
COMMENTS

Schools Identified for Targeted Support and Improvement

18. If identified for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

19. If identified for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

All School Programs

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

- **● Yes**
- ○ No
- ○ N/A
    COMMENTS

21. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR 200.403 and 200.405.

- **● Yes**
- ○ No
- ○ N/A
    COMMENTS

22. The school ensures that all teachers and paraprofessionals working in a program supported with Title I, Part A funding meet applicable state requirements as required by Section 1111(g)(2)(J) of ESSA.

- **● Yes**
- ○ No
- ○ N/A
    COMMENTS

23. The school distributes to parents and family members of participating children, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, that describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. For reference, Section 1116(b) of ESSA allows existing parent and family

engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

24. The school convenes an annual meeting, at a convenient time, to which all parents of participating children, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

25. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2).

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

26. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan undersection 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

- ● **Yes**
- ○ No
- ○ N/A
 COMMENTS

27. The school provides parents of participating children, or all children in a schoolwide program—

A. timely information about programs under Title I;
B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and
C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

- ● **Yes**
- ○ No
- ○ N/A
 COMMENTS

28. If the schoolwide program plan under section 1114(b) is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency.

- ○ Yes
- ● **No**
- ○ N/A
 COMMENTS

29. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

- **Yes**
- ○ No
- ○ N/A

COMMENTS

30. The school provides assistance to parents of children served by the school in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

- **Yes**
- ○ No
- ○ N/A

COMMENTS

31. The school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

- **Yes**
- ○ No
- ○ N/A

COMMENTS

32. The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

- **Yes**
- ○ No
- ○ N/A

COMMENTS

33. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

- **Yes**
- No
- N/A

COMMENTS

34. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

- **Yes**
- No
- N/A

COMMENTS

35. To the extent practicable, the school provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

- **Yes**
- No
- N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 Intervention Plan	ACHS 10 point plan for intervention	•
📄 School Report Card	Info from 2019 School Report Card	•
📄 Tutoring info	Link to ACHS Tutoring webpage.	•

ACHS 2020-21 Phase Two: School Assurances

2020-21 Phase Two: School Assurances

Adair County High School
Troy Young
526 Indian Drive
Columbia, Kentucky, 42728
United States of America

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2020-21 Phase Two: School Assurances

Introduction

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

Teacher Performance

1. The KDE focuses on promoting equitable access to effective educators for all students, including minority students, those experiencing poverty, English learners and students with disabilities. Therefore, all districts and schools are charged with ensuring equitable access to experienced and effective educators. The Every Student Succeeds Act (ESSA) requires each school to report data regarding ineffective teachers. An ineffective teacher receives a summative effectiveness rating of "ineffective" as determined through the local performance evaluation system that meets the requirement established by KRS 156.557. An ineffective teacher consistently fails to meet expectations as determined by a trained evaluator, in competencies identified as the performance criteria in the Kentucky Framework for Teaching.

Due to the passage of Senate Bill 1 (2017), the measure and method for collecting teacher and leader effectiveness data was adjusted to fulfill the state law regarding district reporting and data collection. Number of students taught by ineffective teachers is self-reported by each school, in aggregate, by subpopulation. Names of ineffective teachers are not provided/collected.

Responses to this assurance will be collected in the [Kentucky Equitable Access to Effective Educators Survey](). Responses to each survey question should be based on data from the 2019-20 school year. This survey collects data on ineffective teachers only. Data on inexperienced and out-of-field teachers is collected using the EPSB identification number provided in Infinite Campus. Please be sure all teachers have an EPSB number on file.

Once you have completed the survey, return to the 2020-21 Phase Two: School Assurances diagnostic to certify that your school has completed the survey and to complete the remaining assurances on the diagnostic.

I certify this school has accurately completed the [Kentucky Equitable Access to Effective Educators Survey]() by opening the survey link, entering all requested information, and submitting the completed survey as directed. I also certify that all certified staff members have an EPSB number entered in Infinite Campus.

- ● **Yes**
- ○ No
- ○ N/A
- **COMMENTS**

Title I Schoolwide Programs

2. If the school is implementing a schoolwide program, the school developed a comprehensive plan during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

- **Yes**
- ○ No
- ○ N/A
- **COMMENTS**

3. If the school is implementing a schoolwide program, the school developed a comprehensive plan with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

- **Yes**
- ○ No
- ○ N/A
- **COMMENTS**

4. If the school is implementing a schoolwide program, the school developed a comprehensive plan that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

- **Yes**
- ○ No
- ○ N/A
- **COMMENTS**

5. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

- **Yes**
- ○ No

o N/A
COMMENTS

6. If the school is implementing a schoolwide program, the school developed a comprehensive plan that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

- **Yes**
- o No
- o N/A
COMMENTS

7. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 Code of Federal Regulations (CFR) 200.26.

- **Yes**
- o No
- o N/A
COMMENTS

8. If the school is implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to

improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

For the 20-21 school year, ACHS is operating on a hybrid schedule for students that wished to return to Face-to-Face instruction. This allows a small percentage of the students in the building on a daily basis, due to the Covid-19 situation. This schedule lessens anxiety issues experienced by students and staff of being in large crowds. Adanta counselors, the school nurse and SRO are all available to assist students on a daily basis.

9. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging State academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

Title I Targeted Assistance School Programs

10. If the school is implementing a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

- **Yes**
- No
- N/A

COMMENTS

Student grades are monitored weekly by the ESS daytime waiver employee. Missing assignment reports are given to students each week, in hopes that students will complete work in tutoring or Power Hour and an increased grade will be the result. Parental phone calls are made in increasing frequency, urging parents to bring students to tutoring.

11. If the school is implementing a targeted assistance school program, the school serves participating students using resources under Title I, Part of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

- **Yes**
- No
- N/A

COMMENTS

12. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

- **Yes**
- No
- N/A

COMMENTS

Power Hour is a Tier 2 intervention program that happens four days a week at ACHS. During this 30 minute block of time, all students are given the opportunity to work on missing assignments, improve grades on existing assignments, gain enrichment on classroom topics, make up exams...

13. If the school is implementing a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

14. If the school is implementing a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

15. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

16. If the school is implementing a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with

other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

● **Yes**
○ No
○ N/A
COMMENTS

17. If the school is implementing a targeted assistance school program, the school serves participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

● **Yes**
○ No
○ N/A
COMMENTS

Schools Identified for Targeted Support and Improvement

18. If identified for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

- **Yes**
- ○ No
- ○ N/A

COMMENTS

19. If identified for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

- **Yes**
- ○ No
- ○ N/A

COMMENTS

All School Programs

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

- **Yes**
- No
- N/A
  COMMENTS

21. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR 200.403 and 200.405.

- **Yes**
- No
- N/A
  COMMENTS

22. The school ensures that all teachers and paraprofessionals working in a program supported with Title I, Part A funding meet applicable state requirements as required by Section 1111(g)(2)(J) of ESSA.

- **Yes**
- No
- N/A
  COMMENTS

23. The school distributes to parents and family members of participating children, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, that describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. For reference, Section 1116(b) of ESSA allows existing parent and family

engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

- **Yes**
- ○ No
- ○ N/A

COMMENTS

24. The school convenes an annual meeting, at a convenient time, to which all parents of participating children, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

- **Yes**
- ○ No
- ○ N/A

COMMENTS

25. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2).

- **Yes**
- ○ No
- ○ N/A

COMMENTS

26. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan undersection 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

- **Yes**
- ○ No
- ○ N/A

COMMENTS

27. The school provides parents of participating children, or all children in a schoolwide program—

A. timely information about programs under Title I;
B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and
C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

- **Yes**
- ○ No
- ○ N/A

COMMENTS

28. If the schoolwide program plan under section 1114(b) is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency.

- ○ Yes
- **No**
- ○ N/A

COMMENTS

29. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

● **Yes**
○ No
○ N/A
COMMENTS

30. The school provides assistance to parents of children served by the school in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

● **Yes**
○ No
○ N/A
COMMENTS

31. The school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

● **Yes**
○ No
○ N/A
COMMENTS

32. The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

● **Yes**
○ No
○ N/A
COMMENTS

33. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

- **Yes**
- No
- N/A

COMMENTS

34. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

- **Yes**
- No
- N/A

COMMENTS

35. To the extent practicable, the school provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

- **Yes**
- No
- N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 Intervention Plan	ACHS 10 point plan for intervention	•
📄 School Report Card	Info from 2019 School Report Card	•
📄 Tutoring info	Link to ACHS Tutoring webpage.	•

ACHS 2020-21 Phase Three: Executive Summary for Schools

2020-21 Phase Three: Executive Summary for Schools

Adair County High School
Troy Young
526 Indian Drive
Columbia, Kentucky, 42728
United States of America

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Adair County High School

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2020-21 Phase Three: Executive Summary for Schools

Description of the School

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

Adair County High School serves 785 students and is located in South Central Kentucky. The student body is roughly 90% white. The remaining 10% consists of 10 African-American students, 1 Asian student, 35 Hispanic/Latino students, 2 American Indian or Alaska Native students and 32 students of two or more races. Our school has 429 male students and 356 female students. Sixty percent of our students are economically disadvantaged. ACHS continues to work to improve its transition readiness to both college and careers.

ATTACHMENTS

Attachment Name

⊘ School Report Card

School's Purpose

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

Mission statement: Prepare all students to be college and career ready. Vision statement: Achieving Success, Changing Lives, Helping Others, Shaping the Future. Our school wide expectations center around the concepts of being respectful, being responsible and being involved. ACHS has a Transition Readiness Counselor located in house to help students prepare for their next steps after high school, college or career. We offer several programs such as : Indian University, Chief Nation, Cadet Corp, CNA Program and other Employment Specialty Programs to support our students. We also offer several activities, such as job shadowing and career/college fairs to demonstrate real-world application of content. We also have many extracurricular activities and clubs available to our students. Our central focus is giving students the best options, development and opportunities for careers through personalized learning and preparations.

Notable Achievements and Areas of Improvement

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

Prior to Covid, ACHS was maintaining our number of Transition Ready students, lowering our failure rate and novice rates. We continue to partner with more colleges and technical schools for dual-credit courses both on and off campus. We made time in our daily schedule for our school wide intervention/enrichment time. Power Hour (intervention time) helped in reducing our failure rates. Students used the intervention time to work one-on-one or in small group settings in courses where they were struggling with the content. ACHS, through the SRCL grant and summer PDs are continuing to efforts to strengthen student literacy skills. We are continuing the use of Reading Plus and iReady to strengthen literacy skills as well.

Additional Information

CSI/TSI Schools (including ATSI) Only: Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

ACHS is striving to reduce our number of failures through the use block scheduling, Power hour intervention time and a concentrated effort on literacy skills. This plan was created through various stakeholders in the form of PLC's, department meetings, department chairs meeting with school admin and school focus meetings. The Covid-19 pandemic has provided additional challenges, with more students than ever failing classes. Teacher/admin contact has been essential in encouraging students to complete work. We have also offered more day time help sessions and virtual tutoring sessions than ever before to help students pass their courses.

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

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Adair County High School

Attachment Summary

Attachment Name	Description	Associated Item(s)
🔗 School Report Card	2018-2019 School Report Card	•

ACHS 2020-21 Phase Three: Closing the Achievement Gap
Diagnostic

2020-21 Phase Three: Closing the Achievement Gap Diagnostic

Adair County High School
Troy Young
526 Indian Drive
Columbia, Kentucky, 42728
United States of America

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2020-21 Phase Three: Closing the Achievement Gap Diagnostic

Rationale

The **Closing the Achievement Gap Report** is required by KRS 158.649, which requires the school-based decision making council, or the principal if no council exists to set the school's targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption.

In addition to being a legal mandate, the Closing the Achievement Gap Report is also a vital component of the continuous improvement process. The report is designed to underscore a school's trend data (i.e. two-year window) relating to its individual gap groups. Upon completion of the **Closing the Achievement Gap Report**, schools will have already engaged in a significant piece of school improvement work by intentionally focusing on the gaps that exist among its underserved student populations.

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Adair County High School

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual Closing the Achievement Gap Report pursuant to KRS 158.649.

Complete the Achievement Gap Group spreadsheet and attach it.

Due to Covid, this section of the Gap Document will be based on data/information from the 2018-2019 school year. Students with disabilities - 57 students; 802 total students; 7% our that total population are students with disabilities.

ATTACHMENTS

Attachment Name

🔗 Gap info from 2018-2019

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Adair County High School

II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its achievement gap population.

Our climate and culture have been consistently solid over the past few years. Communication has greatly improved. ERF has been a huge success for our faculty and allows us to collaborate in a positive atmosphere. In our new Power Hour period teachers, students, staff, administration, and community collaborate to improve our climate and culture. We have had a decrease in students with missing assignments and students failing courses with the implementation of Power Hour. Together, with leadership from experienced staff, progress is being made.

B. Which achievement gaps has the school successfully **closed**? Use specific data from the previous two academic years when analyzing trends.

Students with disabilities in Math is the gap group had has shown improvement over the last two school years.

C. Based upon the analysis of the school's achievement gap data, identify the gap groups and content areas where the school has **shown improvement**. Use specific data from the previous two academic years when analyzing trends.

According to the school report card, students with disabilities improved from 1% to 10% proficiency in math from the 2017-2018 assessment to the 2018-2019 assessments.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has **lacked progression or regressed**. Use specific data from the previous two academic years when analyzing trends.

Economically disadvantaged students went from 27.2% proficiency in math, according to the 2017-2018 data to 25.9% proficiency in math for the 2018-2019 school year.

E. Describe the processes, practices and/or conditions that have prevented the school from closing existing and persistent achievement gaps.

Economically Disadvantaged Students have regressed in several areas. Traditionally this have been a groups of struggling learners. Adair County had experienced an

2020-21 Phase Three: Closing the Achievement Gap Diagnostic - ACHS 2020-21 Phase Three: Closing the Achievement Gap Diagnostic - Generated on 07/13/2021

Adair County High School

influx of foster students, most of these children are economically disadvantaged. We have also experienced homeless students and have tried to meet physical as well as academic needs. These issues have prevented us from closing existing and persistent achievement gaps.

F. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

Content specific professional development days are provided for all teachers throughout the year. ERF also provides many PD opportunities for whole-school and small group trainings. Staff analyze data during ERF, common planning time, bi-monthly planning period meetings, data meetings and CSIP meetings to plan strategies for instruction for student differentiation. Gap group data is specifically reviewed and strategies for instruction for gap groups are planned and implemented in classrooms. Our ESS funding provides a 100 day contract teacher for extended school services. This teacher focuses on data analysis and progress monitoring for standardized exams, guidance and instruction in reading and math intervention, advised students on course work and administers practice and actual standardized exams. Additional math and reading intervention class have been incorporated into the daily schedule utilizing co-teachers for students with disabilities who struggle in math. Our power hour period offers extended time to all students who are struggling with coursework, need to make up assignments or participate in enrichment opportunities. ESS also offers during school and after school tutoring services for all students in math, reading, writing, science and social studies. A number of additional strategies are utilized to help struggling math and reading learners such as Eureka Math, ALEKS and iReady.

G. Describe in detail the school's professional development plan related to its achievement gaps.

(Note: School-based decision making councils, or principals in schools where no council exists, are required by KRS 158.649(8) to submit revisions to the school improvement plan describing the use of professional development funds to reduce achievement gaps for review and approval by the superintendent. Superintendents shall report, pursuant to KRS 158.649(9), to the local school board and Commissioner of Education schools failing to meet targets to reduce the gap in student achievement for any student group two years in a row, and improvement plans for those schools will be subject to review and approval by KDE.)

Math dept. will spend common plan PD learning the specifics of Eureka math in order to implement for best results. SPED and all intervention teacher using iReady

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will gain better understanding of the data created from growth monitoring assessments and diagnostics in order to make next step choices for individual learners. Training to be provided by iReady software team.

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III. Planning the Work

Closing the Achievement Gap Goals

List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to the goal).

We will collaborate to increase the percentage rating for economically disadvantaged students in reading from 52.2 index score in 2019 to 54.8 in 2020 and math from 45.9 index score in 2019 to 48.2 in 2020 .

Closing the Achievement Gap

Step 1: Download the Closing the Achievement Gap Summary spreadsheet.
Step 2: Complete your findings and answers.
Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

We will establish a model to monitor and evaluate effectiveness in order to improve problems and improve the system. We will use data to improve work processes to support student learning, and use our resources to support best practice strategies. We have aligned our resources to our needs in order to make all systems work together for continuous improvement and success. We meet as a focus team, PLC groups and/or departments weekly to monitor student data regularly and to ensure a continuous improvement model that monitors what is working. We also provide data days for departments after our school accountability data is released to see what improvements to strategies and activities need to be made. We have ensured a plan and is developed and implemented for determination of program and initiative effectiveness for our gap group, incorporating, leadership observations and evaluations, and other formal and informal data sources such as; program data, classroom data, and routine assessment data. We have also ensured that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine our tiered intervention needs for all students. We are utilizing math and reading intervention classes integrating iReady, Reading Plus, and ALEKS online programs along with teacher instruction to close the gap in our Economically Disadvantaged group.

ATTACHMENTS

Attachment Name

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⊞ Measurable Gap Goal

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Attachment Summary

Attachment Name	Description	Associated Item(s)
🔗 Gap info from 2018-2019	Gap info from 2018-2019	• I
⊞ Measurable Gap Goal		• III

ACHS 2020-21 Phase Three: Professional Development Plan for Schools

2020-21 Phase Three: Professional Development Plan for Schools

Adair County High School
Troy Young
526 Indian Drive
Columbia, Kentucky, 42728
United States of America

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2020-21 Phase Three: Professional Development Plan for Schools

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

Annual Professional Development Plan:

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

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

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

1. What is the school's mission?

ACHS School Mission - Prepare all students to be college and career ready. ACHS Vision Statement - Achieving Success, Changing Lives, Helping Others, Shaping the Future.

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

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

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Novice reduction in reading and increasing proficiency scores in all tested areas are our top priorities, another major concern has been the implementation of various sources of technology to maximize virtual learning. Literacy professional development was our major focus for the summer of 2020. The majority of our faculty attended a two day training lead by Dr. Angela Gunter. Teachers developed a mini literacy unit to embed in an existing unit. The mini unit included: reading passages from sources other than a text book, a vocab strategy, a text structure and a writing assignment. Due to Covid-19, an additional need that the ACHS faculty faced was use of technology to teach virtually, successfully.

ATTACHMENTS

Attachment Name

⊞ Gap Goal

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

Dr. Angela Gunter - Literacy Training (Summer PD 2 days) Chad Parnell/Katie Curry - Technology Training (Summer PD 1 day) Kagan Structures with Literacy Talking Points (Summer PD 1 day)

ATTACHMENTS

Attachment Name

📄 Gunter PD

📄 Kagan PD with Literacy Talking Points

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

To decrease our novice reading score, teachers will implement strategies learned in summer PD. Long term would be to create more mini literacy units to implement in content units.

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

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Student outcomes would be reflected in a reduction in our school's reading scores. Teachers may need additional work time for the development of literacy units.

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

Once we are free from the current pandemic and life returns to some normalcy, our school would hope to see test scores that indicate a reduction in our novice reading scores.

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

Most all faculty members attended the PD lead by Dr. Angela Gunter of literacy in the classroom.

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

Stakeholders that were impacted by the summer 2020 literacy PD included: teachers, admin and students. School admin provided leadership by setting up the meetings and monitoring the implementation of the literacy work. Teachers created their mini-units to share with their students. Students are to complete the work during the spring semester.

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

Title 1 PD funds were used to pay for the summer 2020 PD at ACHS. Funds from the SRCL grant were used to pay for Kagan supplies and the Kagan presenter.

ATTACHMENTS

Attachment Name

📄 Summer PD 2020

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

CRT will continue to provide leadership to assist teachers in the implementation of the literacy strategies gleaned from the summer PD. Our hopes is to secure a writing coach for the 2020-2021 spring semester.

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

Teachers will be required to turn in student work samples from the implementation of the literacy initiative. They will turn in to school admin a low, medium and high sample, along with the rubric.

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

The second major need for teaching in the pandemic year was technology training for virtual learning. The school purchased many items to help teachers be successful from the making of videos, to materials from Teachers Pay Teachers to software for content specific applications.

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

The intended outcome is to continue the learning process and teach as many standards as possible, while providing the rigor that is needed.

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

Indicators of success would be found in our pass/fail rates and the number of faculty that was interested in the technology trainings.

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

Faculty and admin at ACHS.

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

Admin, teachers and students were all impacted by the technology PD.

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

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Most of the resources that were purchased were bought by using the CARES funds.

ATTACHMENTS

Attachment Name

📄 Edpuzzle

📄 Screencastify

📄 TPT

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

Departments are meeting regularly to discuss what is working and not working in terms of student success as reflected by grades and participation. Department chairs are meeting regularly with school admin to share information and request additional supplies.

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

Classroom observations were done when we had Face to Face learners. Pass/fail rates are monitored three times per nine weeks.

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

n/a

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Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 Edpuzzle	Edpuzzle	• 5f
⊞ Gap Goal	Gap Goal	• 2
📄 Gunter PD	Gunter PD Literacy Agenda	• 3
📄 Kagan PD with Literacy Talking Points	Kagan PD	• 3
📄 Screencastify	Screencastify	• 5f
📄 Summer PD 2020	Summer PD Plan	• 4f
📄 TPT	TPT	• 5f