



2020-21 District Phase One: Continuous Improvement Diagnostic
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2020-21 Phase One: Continuous Improvement Diagnostic for Districts

Hart County
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United States of America

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2020-21 Phase One: Continuous Improvement Diagnostic for Districts

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

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

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

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Districts

Phase Two: October 1 - November 1

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

Phase Three: November 1 - January 1

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

Phase Four: January 1 - December 31

- Continuation of Learning Plan for Districts (Due May 1)
- Progress Monitoring

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

Hart County

Please enter your name and date below to certify.

Nathan Smith, Superintendent by Angela Frank, Supervisor of Instruction



2020-21 Phase Two: District The Needs Assessment for
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2020-21 Phase Two: The Needs Assessment for Districts

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2020-21 Phase Two: The Needs Assessment for Districts

Understanding Continuous Improvement: The Needs Assessment

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

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

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

Protocol

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

All schools carefully analyze and report findings to their SBDM Councils and the Board of Education. Initially, school principals meet with the superintendent and instructional supervisors to review and analyze data from the state summative assessment. District Leadership teams consisting of central office staff and principals meet monthly to continue reflection on highly effective instructional practices along with formative data. Principals review the data with their entire staff initially, then break into smaller grade level teams to identify specific areas of need in particular grade levels. Meeting minutes are submitted to the principal. The SBDM councils review instructional data monthly to determine areas of strengths and weakness. These reviews are reflected in monthly agendas and minutes.

Current State

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

Example of Current Academic State:

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

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 84% for the 2019-20 school year – a decrease from 92% in 2018-19.
- The number of behavior referrals increased from 204 in 2018-19 to 288 in 2019-20.
- Survey results and perception data indicated 74% of the district's teachers received adequate professional development.

Elementary Reading Proficiency: 8.9 above the state and 9.4 increase from 2018
Elementary Math Proficiency: 5.1 increase from 2018 Overall High Growth Middle
Reading Proficiency: Equal to state average and 2.0 increase from 2018 Middle Math
Proficiency: Maintained Overall High Growth High School Reading and Math
Proficiency: Maintained (ACT), 10 points above the state in writing and 17 point gain
from 2018 No significant gaps for any group

Priorities/Concerns

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

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

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

46 % of all elementary students scored proficient in elementary math 44% of all middle grades students scored proficient in math 29% of all high school juniors scored at the proficient level on the ACT Schools are currently conducting additional diagnostic screenings to determine the academic development of all students due to schools being out of the building since March 13th.

Trends

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

Math continues to be a significant area of needed improvement

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](#)

All schools in the district are working to ensure their instructional program is intentional, of the highest quality, and aligned to the Kentucky Academic Standards. Instructional Supervisors have dedicated time to dig deeper into the standards by organizing training and time for content area teachers to determine pacing for the remainder of the school year. Plans are in place to continue this work during early release and after school. Impact teams are utilizing the alignment protocol provided by KDE to review lesson plans and student assignments to see how closely lessons are aligned to the KAS.

Strengths/Leverages

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

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

Elementary Reading and Math Proficiency has increased slightly the past five years with a large increase in 2018-19 (64% of students met reading proficiency in 2019) Middle Grades Writing declined from 53% to 23% Elementary and Middle Grades science scores were below the state level (Elementary by 5% and middle by 7%) High School

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Phase Three: The Superintendent Gap
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2020-21 Phase Three: The Superintendent Gap Assurance

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2020-21 Phase Three: The Superintendent Gap Assurance

This district-level report fulfills KRS 158.649(9), which requires superintendents to report to the Commissioner of Education any school within the district that fails to meet its targets to reduce the gap in student achievement for any student group for two consecutive years.

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

- **No school within my district failed to meet its targets to reduce the gap in student achievement for any student group for both of the last two (2) consecutive years; or.**
- Pursuant to KRS 158.649(9), one or more school(s) in my district failed to meet its targets to reduce the gap in student achievement for any student group for both of the last two (2) consecutive years. If this option is selected, completion of this assurance is contingent on the name(s) of any school being reported pursuant to KRS 158.649(9). Superintendents selecting this option, must complete the supplemental form hyperlinked below.



2020-2021 Phase Three: Comprehensive District Improvement
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2020-2021 Phase Three: Comprehensive District Improvement Plan

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2020-21 Phase Three: Comprehensive District Improvement Plan

District improvement efforts are a collaborative process involving multiple stakeholders. During the improvement planning process, leaders focus on priority needs, district funding, and closing achievement gaps between identified subgroups of students. When implemented with fidelity, the Comprehensive District Improvement Plan (CDIP) cultivates an environment that promotes student growth and achievement.

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

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

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

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

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

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

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

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

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

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

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

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

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

of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

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

There are six (6) required district goals:

- Proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness.

The required school goals include the following:

- For elementary/middle school, these include proficiency, separate academic indicator, achievement gap, and, growth.
- For high school, these include proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

. a. Develop your Strategic Goals using the [Comprehensive District Improvement Plan Template](#).



b. **Upload** your completed Comprehensive District Improvement Plan in the attachment area below.

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

N/A

Hart County

Attachment Summary

Attachment Name	Description	Associated Item(s)
 20-21 Goal Builder		•
 5 Year Strategic Plan		•



2020-21 Phase Three: Executive Summary for
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2020-21 Phase Three: Executive Summary for Districts

Hart County
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2020-21 Phase Three: Executive Summary for Districts

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

The Hart County School District is a small, rural district in south-central Kentucky, mid-way between Louisville and Bowling Green/Nashville on I-65. The largest town and County Seat is Munfordville, the location of one of the elementary schools (Munfordville) and Hart County High School. Several other small communities have elementary schools as well; Bonnierville, Cub Run, LeGrande, and Memorial each are in very small towns with a relatively large rural population surrounding them. Unique to most districts in the state is the fact that rather than have elementary and middle schools, our district is comprised of five schools that all have the configuration of preschool through grade 8. This has proven to be an effective way of educating our students because it enables each of our communities to feel more connected to their schools. Since populations are relatively stable, it also affords the personnel in each building to watch the children progress through eight to nine years of education, thus getting to know the complete child and differentiate and plan for the specific needs of each student. Conversely, there are a few unique challenges that this set-up presents as well. One challenge is the limited opportunities for advanced coursework at the middle school level. Schools are currently providing the high school health course online to all 8th graders. Another is how we meet the needs of gifted children. The district has been fortunate that resources other than from the state have been allocated to this program, thus allowing for many field trips, pull-ins, and other multiple options for these learners. A final challenge is how to help the students in the middle grades to connect with their peers at other schools so that when they arrive at the high school as freshmen, they will be able to merge into a cohesive unit rather than five separate entities. Close work among the principals and frequent gatherings of the students at the high school for academic competitions and the afore-mentioned field trips assists in this area. As of November 2019, the total population of students in PreK-8 is 2423. The smallest elementary school has 227 students (Cub Run) and the largest has 497 (Munfordville). Hart County High School has 686 students enrolled. As a rural community, we do not have a large number of minority students. Four of our elementary schools have between 3.18 and 6.32% percent non-white students; Munfordville has nearly 14.62% and the high school has nearly five percent. The district, therefore, is nearly 93% white. We do have a large number of economically disadvantaged students. 65% are eligible for free/reduced lunches. This ranges from 54% at Cub Run to 73% at Memorial Elementary. As one would expect, the numbers

above mirror our community as a whole. The population of Hart County in the 2015 census 18,823. Of that number, 92.6% are white with 4.6% black and about 1.6% Hispanic. The average personal income in Hart County is \$26,371 (2013 Data) while that in the state is \$35,643 and in the nation is \$43,735. This low income is reflected in the number listed above pertaining to students on free/ reduced incomes. The percentage of adults over age 25 with an Associate's Degree or higher is 14.7%, considerably lower than the state and nation. That poses one of the difficult challenges for our schools - the need to attend college to improve one's position in life; however, the teachers in the schools do not allow that to be an excuse. Rather, they find unique ways to overcome this challenge. The number of students attending college is increasing, a statistic of which we are justly pleased. From a teaching perspective, the average student to teacher ratio is 14:1, as compared to the state average of 15:1. A constant commitment by the local Board of Education has provided the ability to maintain small class sizes. The average teacher has taught 13 years and over 72% have a Master's Degree or better. Many of the teachers are from the communities where they teach and thus have a keen awareness of the needs of the students and know the families of them quite well. This is another advantageous attribute of our community and its schools.

. 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.

Motto: Where students come first. Vision: As a leader of public PreK-12 education, the Hart County School District has a student-focused culture. We believe all students will achieve success and graduate prepared for college and/or career, as well as for life. Mission: Working together to provide all students with a quality education that prepares them to be successful citizens.

. 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.

There are a number of areas where the Hart County Schools have excelled both academically and athletically. The most notable achievement of the school year is the opening of the Green River College and Career Academy which has opened the door for additional opportunities and career pathways for our students. The state-of-the-art building is attached to our new high school building. The availability of technology in the schools is at a very high level. As well as computers in the classroom and at least one separate lab in each building, the schools also all have mobile labs of computers, iPads, iPods, Nooks, and a variety of other technological

devices. Also, each class has Promethean's ACTIVBoards or Viewsonic Boards whereby teaching is able to be done using the latest in high definition technology. The high school has a one-on-one initiative where every student has a Chromebook he/she uses throughout the year, both at school and at home. Many online resources are used in teaching rather than the traditional textbook. Each of our elementary schools are nearly 1:1 with technology devices to provide additional learning opportunities to all students. With the increased access to technology, more teachers are utilizing Google Classroom to assist with selfpaced learning allowing students to move ahead at their own pace. All schools are utilizing Google Classroom to continue professional learning and student learning on Raider Days (non-traditional instructional days).

. Districts Supporting CSI/TSI (including ATSI) Schools Only: Describe the procedures for monitoring and providing support for (a) CSI/TSI school(s) so as to ensure the successful implementation of the school improvement plan.

N/A

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

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
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