



Success for All



**Academic
Success**



**School
Wellness**



Operations

**Danville Independent School District
2019-2023**

Where all students will graduate with the skills and knowledge for success in their chosen path and be prepared for civic engagement in a diverse society

Demographics

The Danville Independent School District (DISD) is made up of four schools. Mary G. Hogsett Primary School houses our youngest students from preschool through first grade with an enrollment of just over 360 students. Edna L. Toliver Intermediate School houses students in second through fifth grade and has a total enrollment of just over 600 students. John W. Bate Middle School is made up of sixth grade through eighth grade students totaling to about 420 students, and Danville High School houses ninth through twelfth grade with a total enrollment of about 535 students. In total, we currently enroll just over 1,900 students. Our district is made up of a diverse student population with 40.3 percent minority (Hispanic or Latino, American Indian or Alaskan Native, Asian, or African American) and 59.7 percent Caucasian. As of last school year, 65 percent of our students are economically disadvantaged qualifying the district for Community Eligibility Provision, meaning all students at all schools receive free breakfast and lunch.

Educational Opportunities

At the Danville Independent School District we provide a wide range of educational opportunities for all of our students. Danville Schools' core curriculum is math, English Language Arts (ELA), science, social studies, technology, visual and performing arts, world language, and critical thinking. We are committed to strong innovative instruction in all core areas. We continually strive to provide innovative teaching strategies that challenge, motivate, and engage all students. As an innovative district, we strive to peak student interest, inspire their passions and increase the level of enthusiasm students have for learning through arts, academics, and athletics.

Technology

The Danville Independent School District emphasizes and supports instructional technology as well as a robust infrastructure. In the past few years, the district has implemented one to one with chrome books technology in grades 2-12, provided many hours of technology-related professional development for staff, and updated all aspects (core, wireless access points, switches) of the network. The Danville Board of Education currently allocates a .5 Technology Resource Teacher to each school as support for integrating technology into instruction and throughout each building.

Visual and Performing Arts

The Danville Independent School District has a long history of strong visual and performing arts instruction. Studying the visual and performing arts aids our students in developing skills that help them engage with learning today while becoming successful citizens throughout their lives. High quality arts experiences build our students' creative problem-solving and critical thinking skills, develop their ability to collaborate with others, help them learn and grow from mistakes, and promote communication skills for the future. The Danville Schools pledge to continue our efforts including:

- Curriculum that builds over time for all students to create, perform, respond and connect to the arts in dance, music, theatre, and visual arts.
- Partnerships with local and statewide arts and cultural organizations that enrich our curriculum through opportunities for guest artist residencies, visual art field trips, performances by professional artists, professional learning opportunities, and community school based student performances and exhibits.
- Providing access to the Gravely Hall Performing Arts Center, a well-maintained and equipped performing arts center, for all students, their families, and the community.

Athletics

As a part of Title Town, our athletic programs are of the highest quality. Our student athletes have opportunities to participate in nineteen varsity sports. Following the lead of the KHSAA, we are constantly looking at trends to provide additional athletic opportunities for our increasingly diverse student population. Our coaches and administration continue to value the development of leadership, responsibility and commitment. The Danville Admirals are steeped in tradition and rich in athletic success as evidenced by our twenty-seven state championships.

People Strong

We recognize that Danville Independent Schools cannot stand alone. Our district thrives off of engagement from our community members, stakeholders and dedicated staff. With the support from the people of Danville, we are able to provide our students with great learning experiences both inside and outside of the classroom. We truly appreciate those who volunteer their time to support our schools.

Although we have strategic goals focused on specific areas, our school family is committed to a well-rounded education for all students and strong communications with parents and the community. Danville Independent Schools are dedicated to providing the highest quality education in the arts, academics, and athletics for all students.

School Board Members

School Board Members

Our board members are committed to being good stewards of the district's resources. They put the needs of students first and help all succeed. Board members are elected to four-year terms. They determine district-wide policies, priorities, direction, and spending.

Glenn Ball
Steve Becker (Chairperson)
Lori Finke
Troy McCowan (V. Chairperson)
Paul Smiley

Strategic Planning Process and Monitoring

This strategic plan was developed with input from various stakeholders, including teachers, administrators, staff, students, community members, and parents. Multiple committee meetings were held to determine the needs, goals, and action steps across the summer and fall of 2018. The school board will receive quarterly reports on the implementation of action steps and progress towards goals.

Vision

All students will graduate with the skills and knowledge for success in their chosen path and be prepared for civic engagement in a diverse society.

Mission Statement

Our mission is to engage **all** students in the pursuit of the Danville Diploma, which encompasses creative learning opportunities that build on individual interests, develop new strengths, and provide ultimately for college and career success. As an innovative district, we look for new and meaningful ways students can learn by doing, show what they know, and contribute to the community and wider world.

Core Belief

Success for **All**

Core Values

The Danville Independent School District believes:

- In engaging and creative instructional experiences that connect, build, and propel **all** students in their learning.
- In developing and expanding skills, knowledge, and capacities to ensure **all** students reach aspirations that benefit self, family, and society.
- **All** students, regardless of race, ethnicity, gender, and socioeconomic status, will have an equitable opportunity to achieve their maximum potential.
- It is our responsibility to dedicate **all** district resources with integrity to create a positive and safe environment to maximize student success.
- The visual and performing arts, verbal and written communication, and the use of multiple forms of technology are essential components of **all** student's education.
- As members of a diverse community (local and global), we are accountable to **all** stakeholders to provide **all** students with the opportunity to learn and succeed at high levels.



Priority Areas



**Academic
Success**



**School
Wellness**



Operations

Danville Independent School District



Academic Success:

Academic success in the Danville Independent School District means that all students will receive a rigorous education in the core curriculum encompassing core subject areas, arts, technology, critical thinking, and provides creative learning opportunities based on individual interests in order to prepare students for the postsecondary pathways of their choosing.

GOAL 1 **The average ACT composite score for junior students in the Danville Independent School District will increase to 21 by the year of 2022 (2018-19: 19.5, 2019-20: 20.0, 2020-21: 20.5, 2021-22: 21.0).**

Strategy 1: Core teachers in English, math, reading, social studies, and science will utilize ACT-like questions weekly, with timing, as formative assessments in their classrooms. Results will be compiled and analyzed during professional learning communities (PLCs) with administration in order to help drive instruction.

Strategy 2: Teachers will utilize Mastery Connect in grades 6-12 to track their formative AND summative assessments, using grade level and ACT standards in English, math, reading, and science. Data from Mastery Connect will be shared and discussed in PLC meetings, with the intent of using the data to provide differentiated instruction within Tier I instruction. This will be fully implemented by August 2019.

Strategy 3: Danville High School will utilize and monitor the College Equipped Readiness Tool (CERT) program school-wide starting in the fall of the 2018-19 school year. Beginning with the 2019-20 school year, all Danville High School students will utilize the CERT program, regardless of ACT score. CERT data will be shared and discussed in PLC meetings, in order to provide differentiated instruction in Tier I instruction.

Strategy 4: The DISD will utilize and monitor multiple online programs, with district level approval, at all grade levels to differentiate supplemental instruction based on individual student data/need (e.g. - ReadingPlus, Lexia, RazPlus, DreamBox, Study Island, etc.).

Strategy 5: Danville High School will provide intervention to at-risk students in reading and math and provide enrichment activities within their master schedule.

GOAL 2 **The Danville Independent School District will be at or above state average in both reading and math by 2022, as measured by state assessments, while implementing strategies in order to close the achievement gap.**

Strategy 1: Effective PLC protocol(s) for the 2019-20 school year will be created by May 1, 2019. Protocols will be finalized by August 1, 2019 and implemented with fidelity at all schools to foster continuous improvement. PLC protocol(s) will be re-evaluated on a yearly basis

Strategy 2: Grade level and content area curriculum maps with pacing guides and common assessments will be developed/revised through backwards planning by August 14, 2019 in order to ensure that students are on track and prepared to transition to the next grade level/content area. Principals and instructional coaches will monitor the use, analyze, and provide feedback of these documents through the PLC process.



Academic Success:

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Strategy 3: Preschool through grade 5 teachers in the DISD will participate in a job-embedded professional learning experience during the 2019-20 and 2020-21 school years called Language Essentials for Teachers of Reading and Spelling (LETRS). LETRS will provide knowledge and tools that teachers can use with any good reading program. Teachers will learn the science of how the brain learns to read in order to allow teachers to teach students how to read with confidence.

Strategy 4: Teachers will utilize Mastery Connect (2-12) and Educational Software for Guiding Instruction (ESGI) (K/1) to track all formative AND summative assessments, using current standards for mastery criteria. Data from Mastery Connect and ESGI will be used to create differentiated instruction within Tier I instruction.

Strategy 5: Instructional coaches and teachers will utilize data from multiple sources (e.g. – CERT, Measures of Academic Progress (MAP), FastBridge, Student Numeracy Assessment Progression (SNAP), Developmental Reading Assessment (DRA), Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Add+VantageMR (AVMR), Reading Mastery, Barton, etc.) in order to form Tier 2 and Tier 3 response to intervention (RTI) groupings in reading and math. Instructional coaches and teachers will utilize guidelines set forth in the DISD RTI manual

GOAL 3

The Danville Independent School District will provide equitable access to education and growth via a rigorous and relevant curriculum in all subject areas, regardless of student performance level. In order to help close the achievement gap, the Danville Independent School District will provide a well-rounded education that allows students to develop skills and competencies that help them reach academic and career readiness.

Strategy 1: The DISD will build on its 1:1 learning environment by implementing the SAMR Technology Model for instruction in K-12 classrooms. The SAMR Technology Model will be introduced in August 2019 with full implementation occurring by August 2020.

Strategy 2: DISD students will be provided opportunity and access to standards based instruction in computer science and keyboarding, with the addition of a computer science career pathway at Danville High School in the 2019-20 school year in order to allow them to transition successfully to using technology to support their individual areas of study.

Strategy 3: The DISD will partner with multiple colleges and universities to provide dual credit opportunities for 11th and 12th grade students who meet entrance requirements.



School Wellness:

School wellness is the active process of fostering student mental and physical well-being and interpersonal skills through the development of emotional, environmental, intellectual, occupational, physical and social functioning.

GOAL 4 **The Danville Independent School District will expand efforts to engage families and local support agencies in a partnership to increase the district's capacity to address students' social and emotional health to foster and sustain a healthy, respectful, caring, and safe learning environment for students, staff and community. Each year, the Danville Independent School District will decrease the achievement gap for all subgroups.**

Strategy 1: In fall of 2019, the district will educate all staff regarding student social, emotional and physical health as factors that affect learning through Trauma Informed Care training.

Strategy 2: In the fall of 2019, all kindergarten staff will be trained and pilot the use of the Second Steps Social-Emotional Learning (SEL) curriculum. The district will purchase 4 kits to be utilized by classroom teachers and the Moderate to Severe Disabilities (MSD) teacher.

Strategy 3: In the fall of 2020, all P-first grade staff will be trained and integrate the Second Steps curriculum in all classrooms at Hogsett Primary School. The district will purchase 3 additional First Steps kits.

Strategy 4: The district will increase nursing services to provide and expand direct student health services by having a nurse in each building by 2022.

Strategy 5: Prior to the 2019-20 year, the district will employ a licensed mental health counselor or similarly qualified school psychologist to assist in meeting the needs of students in crisis and with on-going mental health needs.

Strategy 6: Danville High School will pilot the use of a trained therapy dog in the spring of 2019, to assist in facilitating a positive mental health climate. With successful completion of the pilot, a second trained therapy dog will be acquired for the elementary level by fall of 2020.

Strategy 7: Informational sessions on the topics of mental health services and family engagement will be offered during planned Family Nights in each school.



School Wellness:

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GOAL 5

The Danville Independent School District will have operational behavior management systems resulting in improved student behavior and utilize recommended practices for in-school suspension alternatives to reduce referrals and out-of-school suspension rates.

Strategy 1: School teams will participate in Positive Behavioral Interventions and Supports (PBIS) training in the spring of 2019 and train building staff by fall of 2019, to implement individualized school-wide Tier I behavior expectations, systems, and supports.

Strategy 2: Beginning fall of 2019, school based teams will meet monthly to review behavioral data, problem solve, and ensure the system is implemented with fidelity.

Strategy 3: The district will purchase the School Wide Information System (SWIS) behavioral tracking system to identify behavioral patterns and monitor program fidelity by spring of 2020. (\$350 per school annually).

Strategy 4: The district PBIS team will attend the National PBIS Leadership Forum in the fall of 2019 and 2020, as recommended by the KY PBIS Network.

Strategy 5: Beginning summer of 2020, PBIS training will be provided for all new teachers prior to the beginning of school, or upon hire, with on-going training and support provided throughout the year.



Operations:

The Danville Independent School District operations supports the day-to-day management of non-instructional services and functions. These supports allow teachers and staff to focus on instruction and learning in order to achieve success for all students.

GOAL

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The safety of our students, staff, and visitors is of utmost importance. The Danville Independent School District will regularly review school and district emergency management plans, partner with local, state, and federal law enforcement as well as related first responder agencies to implement best practices and work to ensure a positive culture and climate in all of our schools.

Strategy 1: Emergency management plans will be aligned with standards set by local, state, and federal agencies.

Strategy 2: A complete review and revision of the DISD Emergency Management Plan (EMP) at the district and school level will be conducted during the 2018-19 year. The updated version of the EMP will be implemented in the 2019-20 year. The EMP will be reviewed annually for any revisions and additions based on research and best practices in emergency management planning.

Strategy 3: All district employees will receive annual training on emergency management planning.

Strategy 4: The DISD will work to develop and maintain close relationships with first responders and utilize those relationships to help implement best practices in emergency planning and school safety.

Strategy 5: The DISD will conduct required safety drills (fire, weather, active shooter, etc...) and keep up to date on best practices and recent research related to safety drills.

Strategy 6: The DISD will annually evaluate the need for additional or increased safety related resources including, but not limited to, school nurses, school resources officers, and new technologies related to school safety.

GOAL

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The Danville Independent School District is committed to sound financial practices with transparency to all stakeholders. We will demonstrate effective and efficient financial planning and fiscal responsibility to ensure a financially sound future for the school district.

Strategy 1: The DISD will prepare a sound annual district budget, based on the optimization of available financial resources and input of stakeholders through needs assessments from various departments operating within the school district, reflecting the accomplishments of academic goals, committing necessary resources for district employees, and maintaining necessary facilities and transportation resources.



Operations:

The Danville Independent School District operations supports the day-to-day management of non-instructional services and functions. These supports allow teachers and staff to focus on instruction and learning in order to achieve success for all students.

Strategy 2: The DISD will maintain accountability through strong internal controls, mitigate the risk of financial irregularities within the school district, transparency in the presentation of financial information to the board of education for review on a regular basis and requiring an annual independent audit of the district's finances.

Strategy 3: The DISD will continue to monitor and analyze fiscal stability through sound financial practices and ensure the district maintains a necessary contingency fund to allow the district to continue to operate and provide a quality education to our students in the event of a financial crisis.

GOAL

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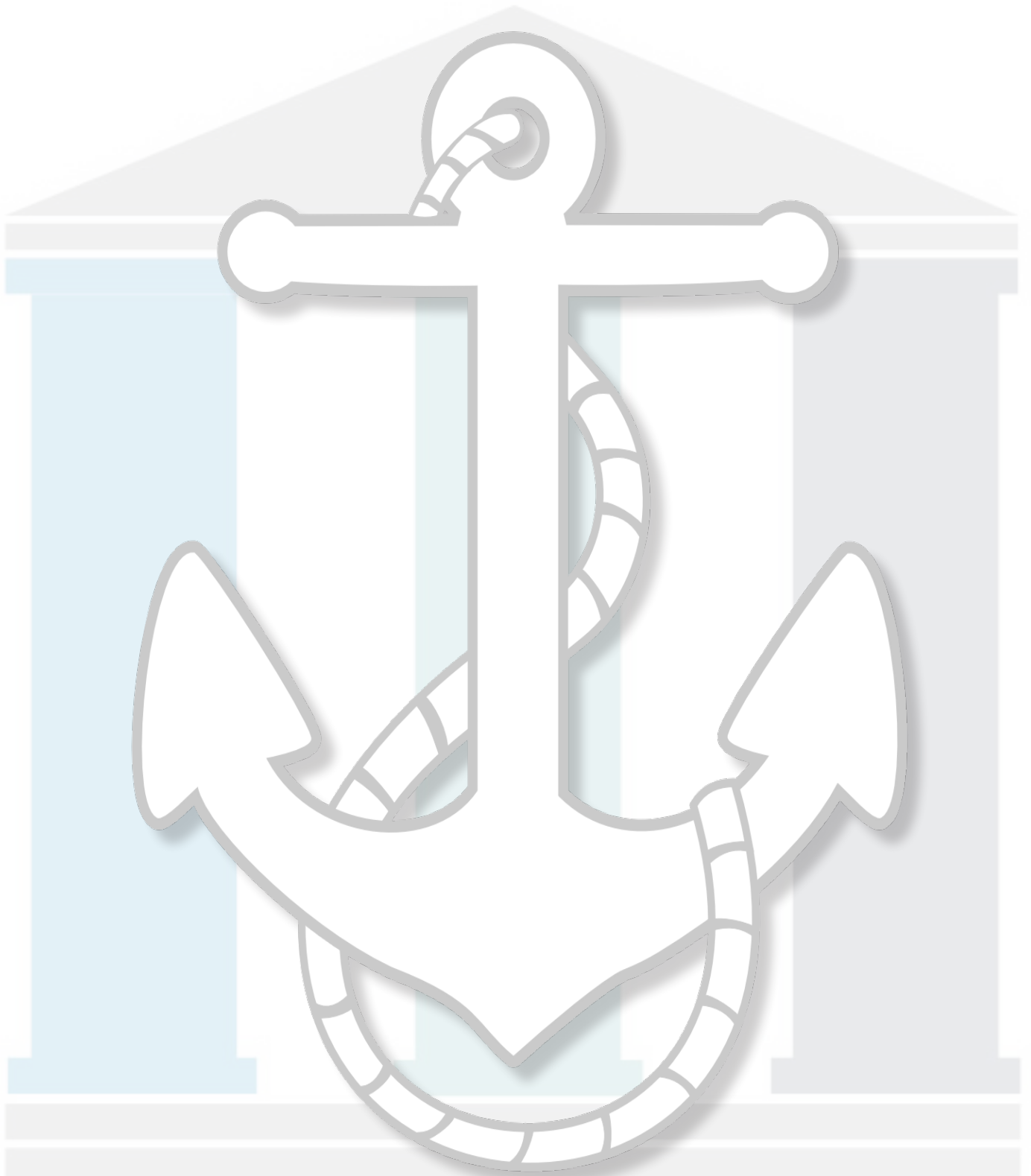
The Danville Independent School District will ensure that it has the largest and strongest pool of qualified applicants for a position each year. The total applicant pool of qualified teachers will increase by 10 percent and hard to staff subjects/positions and minority applicants will increase by 20 percent for the 2019-20. Additionally, the Danville Independent School District will see a reduction in teacher attrition by 5 percent per year for the next three years.

Strategy 1: The DISD will develop a recruitment plan for the 2019-20 year.

Strategy 2: The recruitment plan will include forming partnerships with regional universities that have strong teacher prep programs. Meetings will be set up with regional universities to promote Danville Schools. Additionally, district-wide employees will visit regional university's to attend job fairs each year in the spring.

Strategy 3: Each year DISD district-wide employees will examine staffing needs and project hiring needs through attrition data each year by December 1st. This data will include vacancy data in hard to staff areas, minority teachers, and trends over time.

Strategy 4: Each year DISD district wide employees will develop and/or update clear recruitment materials, job announcements, and recruitment files.



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