

## **Phase II: District Safety Report\_10012017\_23:06**

### **Phase II: District Safety Report**

**Magoffin County**  
**Scott Helton**  
**109 Gardner Trail**  
**Salyersville, Kentucky, 41465**  
**United States of America**

**Target Completion Date: 10/25/2017**

**Last Modified: 12/19/2017**

**Status: Locked**

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**Phase II: District Safety Report****District School Safety Report****School Safety Adoption Requirements**

1. Has the board required each school council, or if none exists, the principal, to adopt an emergency plan to include procedures to be followed in case of fire, severe weather, or earthquake, or if a building lockdown is required?

Yes

**ATTACHMENTS**

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

2. Does each public school building have a written Emergency Management Plan (EMP)?

*If all schools in the district have not met the requirement, respond in the negative.*

Yes

**ATTACHMENTS**

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

3. Did each SBDM Council adopt a policy requiring the development and adoption of an EMP? Provide the date of adoption in the comments box below.

*If all schools in the district have not met the requirement, respond in the negative.*

No

**ATTACHMENTS**

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

4. Did each SBDM Council adopt an EMP? Provide the date of adoption in the comments box below.

*If all schools in the district have not met the requirement, respond in the negative.*

Magoffin County High School 8-02-17 Salyersville Grade School 8-02-17 North Magoffin Elementary 8-09-17 Herald Whitaker Middle 8-09-17 South Magoffin Elementary 8-28-17

**ATTACHMENTS**

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

5. Has each public school building provided local first responders with a copy of the EMP and a copy of the floor plan?

*If all schools in the district have not met the requirement, respond in the negative.*

Yes

**ATTACHMENTS**

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

6. Has each public school building's EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)? Provide the date of adoption in the comments box below.

*If all schools in the district have not met the requirement, respond in the negative.*

Yes 8-17-17

**ATTACHMENTS**

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

7. Was each public school building's EMP reviewed with the faculty and staff prior to the first instructional day of the school year? Provide the date of adoption in the comments box below.

*If all schools in the district have not met the requirement, respond in the negative.*

Yes 8-08-17

**ATTACHMENTS**

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

8. Were local law enforcement and/or fire officials invited to review each public school building's EMP?

*If all schools in the district have not met the requirement, respond in the negative.*

Yes

**ATTACHMENTS**

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

**School Safety Implementation Requirements**

1. Has the board required each school council, or if none exists, the principal, to implement the following school safety requirements?

Yes

**ATTACHMENTS**

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

2. In each public school building, are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?

*If all schools in the district have not met the requirement, respond in the negative.*

Yes

**ATTACHMENTS**

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

3. In each public school building, has the local fire marshal reviewed the designated safe zones for severe weather and are they posted in each room?

*Provide the date of review.*

No

**ATTACHMENTS**

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

4. Have practices been developed in each public school building for students to follow during an earthquake?

*If all schools in the district have not met the requirement, respond in the negative.*

Yes

**ATTACHMENTS**

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

5. Has each public school building developed and adhered to practices designed to ensure control of access to the school (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in, display of identification badges)?

*If all schools in the district have not met the requirement, respond in the negative.*

Yes

**ATTACHMENTS**

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

6. Has each public school building completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with Fire Safety regulations, Lockdown, Severe Weather and Earthquake).  
*If all schools in the district have not met the requirement, respond in the negative.*

Yes

**ATTACHMENTS**

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

7. In each public school building, are processes in place to ensure all four emergency response drills (Fire in compliance with Fire Safety regulations, Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days following January 1?  
*If all schools in the district have not met the requirement, respond in the negative.*

Yes

**ATTACHMENTS**

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

# ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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# **KDE Continuous Improvement Diagnostic 2017-18**

## **KDE Continuous Improvement Diagnostic**

**Magoffin County  
Scott Helton  
109 Gardner Trail  
Salyersville, Kentucky, 41465  
United States of America**

**Last Modified: 12/21/2017  
Status: Locked**

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## KDE Continuous Improvement Diagnostic

### Part I

Use the link provided to access [The Missing Piece](#) overview. Conduct a thorough review of the rubric found on pages 18-23 in collaboration with a planning team that consists of the building principal, teachers, and council members.

1. List the name and position of each member of the planning team included in this process:

Scott Helton- Superintendent  
 Angela Skaggs-Instructional Supervisor/DAC  
 Terry Watson-DPP/  
 Title I Director  
 Bronna Francis-Special Education Director/Headstart Director  
 Vickie Jo Howard-  
 Adult Education Director

#### **COMMENTS**

Please enter your comments below.

#### **ATTACHMENTS**

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

2. Use the [rubric](#) to diagnose 3-5 strengths or leverage points identified with your planning team.

As a district, we have determined 3 areas we believe to be our strengths. Objective #4 Advocacy. Magoffin County Schools actively and effectively include parent/guardians when planning for individual learning. Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans and RTI strategies to ensure college readiness. Objective #2 Communications. Magoffin County staff implements systematic efforts to inform parents about academic goals, classwork, grades, homework, and projects for their children in friendly language. For example, using Remind101 app, OneCall, teacher websites and Parent Portal. Objective #5 Learning Opportunities is our last identified strength. School staff makes systematic use of written communications (for example, newsletters, Websites, bulletin boards) to help parents understand their own children's academic progress and the progress of the school.

#### **COMMENTS**

Please enter your comments below.

As a district, we realize these strengths may vary at each school. However, all schools have systematic procedures in place to make these objectives and indicators successful. As a district we will work to create balance among all schools in these particular areas.

#### **ATTACHMENTS**

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

3. Use the [rubric](#) to identify 3-5 critical areas for improvement identified by your planning team.

Magoffin County District team identified 3 critical areas for improvement. Objective #1 Relationship-building. Staff occasionally asks for feedback on schools efforts to welcome and engage parents, in an informal or casual way with no regular data collection. Objective #5 Learning Opportunities. Schools have little or no development of parent leaders. Objective # 6 Community Partnerships After school programs are offered to some students, not all students.

#### **COMMENTS**

Please enter your comments below.

#### **ATTACHMENTS**

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

4. Specifically and explicitly identify action steps that will be taken to address the critical areas for improvement identified in question 3. These steps should be agreed upon by your planning team.

See Attachment

**COMMENTS**

Please enter your comments below.

**ATTACHMENTS**

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## Part II

1. Using the results of the school's TELL Kentucky Survey, identify the processes, practices and conditions the school will address for improvement. Provide a rationale for why the area(s) should be addressed.

According to the TELL Kentucky Survey the following areas were rated the lowest: Parents/guardians are influential decision makers in this school. Parents/guardians support teachers, contributing to their success with students. This school does a good job of encouraging parent/guardian involvement.

### **COMMENTS**

Please enter your comments below.

### **ATTACHMENTS**

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

### **Part III**

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

See attached document




#### **COMMENTS**

Please enter your comments below.

#### **ATTACHMENTS**

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

**ATTACHMENT SUMMARY**

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 Phase 1 Part 1	Diagnostic Planning Document-Phase 1 Part 1	1
 Phase 1 Part 2	Diagnostic Phase 1 Part 2 Planning Document	2
 Phase 1 Part 3	Diagnostic Phase 1 Part 3 Planning Document	3

**CDIP Phase II: Equitable Access to Effective Educators District  
Diagnostic\_10012017\_23:08**

**CDIP Phase II: Equitable Access to Effective Educators District Diagnostic**

**Magoffin County  
Scott Helton  
109 Gardner Trail  
Salyersville, Kentucky, 41465  
United States of America**

**Target Completion Date: 10/25/2017  
Last Modified: 01/24/2018  
Status: Locked**

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## CDIP Phase II: Equitable Access to Effective Educators District Diagnostic

### Equitable Access to Effective Educators District Diagnostic

#### Equity Data Analysis:

Provide a brief analysis of the completed district data chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators. This data analysis should be included in the Comprehensive District Improvement Plan needs assessment. The analysis should address items and/or themes highlighted in yellow. **NOTE: Attachments Required**

Evidence supports the practice that all students have equitable access to effective educators based on our district data. All teachers are certified in their field of practice with 14% of teachers having less than 0-3 years of experience. Leadership in the district is experienced with 80% having 3 years or more and at the school level only one principal has less than 3 years in an administrative role. The data indicates that all students have access to Accomplished teachers with all teachers having or working towards advanced degrees. Currently we also have 4 teachers pursuing National Board Certifications. Administrator and Teacher Turnover data is consistently low in our district. Historically, our district has been successful at retaining effective educators. However, in the past few years, it has become increasingly difficult to staff the high school and middle school in the areas of Science, Math and ELA due to retirements. Data from the needs assessment portion of the CDIP: Reading-Elementary level: 44% of Non-Duplicated Gap Group (180 of 410 students) are scoring below Proficiency. 44% of Free/Reduced Group (177 of 403 students) are scoring below Proficiency. Reading-Middle School: 60% of students with Disabilities with IEP scored P/D as compared to the state of 26%. 54% of Non-Duplicated Gap Group (193 of 358 students) are scoring below Proficiency. 55% of Free/Reduced Group (191 of 348 students) are scoring below Proficiency. High School English II EOC's: 62% of Non-Duplicated Gap Group (70 of 113 students) are scoring below Proficiency. 61% of Free/Reduced Group (67 of 110 students) are scoring below Proficiency. Math-Elementary: 42% of Non-Duplicated Gap Group (172 of 410 students) are scoring below Proficiency. 42% of Free/Reduced Group (169 of 403 students) are scoring below Proficiency. Math-Middle School: 60% of students with Disability with IEP scored P/D compared to the state of 19.9%. 60% of Non-Duplicated Gap Group (215 of 358 students) are scoring below Proficiency. 61% of Free/Reduced Group (212 of 348 students) are scoring below Proficiency. High School Algebra II EOC's: 81% of Non-Duplicated Gap Group (98 of 121 students) are scoring below Proficiency. 82% of Free/Reduced Group (98 of 118 students) are scoring below Proficiency. Non-Academic Factors: Student attendance was below 90% for 5 of the 10 months and 9 of the 10 months attendance was below 95%. Teacher Attendance averaged 92% for year 2016-17.

#### **ATTACHMENTS**

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

#### Barriers and Root Causes:

Identify your district's **barriers** to ensuring equitable access to effective educators for the students most at-risk (students experiencing poverty, minority students, English Learners, students with disabilities) in the district. Explain the **reasons** why these barriers exist. **NOTE: Attachments Optional**

In our district, we have such a small percentage of minority and ELL students the SRC does not have data to analyze. We believe most of the barriers we face when ensuring equitable access for students, we would consider to be socioeconomic: poverty and disabilities. During the school day, students have access to effective educators. However, some of our at-risk students need to attend our after school programs. After school programs (where the district does not provide transportation) at-risk students are unable to attend as a direct result of socioeconomic barriers.

#### **ATTACHMENTS**



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

**Goal Setting:**

Complete the District Equity Measures tab within the Equity Workbook. Updated and/or new measures should reflect the analysis of data, barriers, and root causes as listed above. Review the equity measures within this diagnostic and the goals in your CDIP. How are the concerns that have surfaced in the District Equity Measures, analysis of data, barriers and reasons for the barriers reflected in current CDIP goal(s)?

- If so, insert the associated CDIP goal(s) in the cell below.
- If not, create new SMART goal(s) to include in your CDIP to reflect this concern and insert it in the cell below.

\*\*\*Goals should be set high enough to encourage and inspire increased effort while still being attainable.

**NOTE:** Attachments Optional

See Attachment

**ATTACHMENTS**

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**Strategies and Activities:**

Identify **at least one** strategy and activity to address **each** goal identified above that is/will be embedded in the Comprehensive District Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve educator effectiveness; and strategies to retain educators, particularly in high needs schools. Once implemented, these should assist the district in meeting the equity-related goals set in the previous section.

\*\*\*The purpose is to ensure that equitable access to effective educators is incorporated into district planning.



**NOTE:** Attachments Optional

See Attachment

**ATTACHMENTS**

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

## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Equity Data	District Equity Data Charts	
 Phase III Goals and Strategies	Phase III Goals and Strategies	

**Phase II: The Needs Assessment District Diagnostic\_10012017\_23:09**

**Phase II: The Needs Assessment District Diagnostic**

**Magoffin County**  
Scott Helton  
109 Gardner Trail  
Salyersville, Kentucky, 41465  
United States of America

**Target Completion Date: 10/25/2017**  
**Last Modified: 01/24/2018**  
**Status: Locked**

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## Phase II: The Needs Assessment District Diagnostic

### Understanding Continuous Improvement: The Needs Assessment

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

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

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

#### Protocol

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

Scott Helton Superintendent Angela Skaggs Instructional Supervisor/DAC Terry Watson DPP/ Title I Director Bronna Francis Special Education/Headstart Director

### **ATTACHMENTS**

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#### Current State

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

#### **Example of Current Academic State:**

- 32% of non-duplicated gap students scored proficient on KPREP Reading.
- We saw a 10% increase among non-duplicated gap students in Reading from 2015 to 2016.
- 34%% of our students scored proficient in math compared to the state average of 47%.

#### **Example of Non-Academic Current State:**

- Teacher Attendance: Teacher attendance rate was 87% for the 2016 schools year – a decrease from 92% in 2015.
- The number of behavior referrals has decreased to 198 in 2017 from 276 in 2016.

**Current Academic State:** 45.6% of our Kindergarten students are coming to school “Not Ready”. Reading-Elementary level: 41% or 205 students out of 499 are below Proficiency 59% of all students scored P/D compared to the state average of 54%. We saw a 4.5% decrease in overall Novice scores from 2015 to 2016 44% of Non-Duplicated Gap Group (180 of 410 students) are scoring below Proficiency. 56% of Non-Duplicated Gap Group scored P/D compared to the state average of 45%. 44% of Free/Reduced Group (177 of 403 students) are scoring below Proficiency. 55% of Free/Reduced Group scored P/D compared to the state average of 45%. Reading-Middle School: 48% or 222 students out of 462 are below Proficiency. 60% of students with Disability with IEP scored P/D compared to the state of 26%. We saw a 5.2% decrease in overall Novice scores from 2015 to 2016. 54% of Non-Duplicated Gap Group (193 of 358 students) are scoring below

Proficiency. 55% of Free/Reduced Group (191 of 348 students) are scoring below Proficiency. High School English II EOC's: 57.1% are scoring below Proficiency or 82 students out of 143. 62% of Non-Duplicated Gap Group (70 of 113 students) are scoring below Proficiency. 61% of Free/Reduced Group (67 of 110 students) are scoring below Proficiency. Math-Elementary: 38% below Proficiency or 190 out of 499 students. 62% of all students scored P/D compared to the state average of 49%. We saw a 14% increase in overall P/D scores from 2015 to 2016. 42% of Non-Duplicated Gap Group (172 of 410 students) are scoring below Proficiency. 42% of Free/Reduced Group (169 of 403 students) are scoring below Proficiency. Math-Middle School: 58% below Proficiency or 267 students out of 462. 60% of students with Disability with IEP scored P/D compared to the state of 19.9%. We saw a 5% increase in overall P/D scores from 2015 to 2016. 60% of Non-Duplicated Gap Group (215 of 358 students) are scoring below Proficiency. 61% of Free/Reduced Group (212 of 348 students) are scoring below Proficiency. High School Algebra II EOC's: 77% or 118 students of 157 students were below Proficiency. 81% of Non-Duplicated Gap Group (98 of 121 students) are scoring below Proficiency. 82% of Free/Reduced Group (98 of 118 students) are scoring below Proficiency. Current Non-Academic Current State: Student attendance was below 90% for 5 of the 10 months and 9 of the 10 months attendance was below 95%. All behavior occurrences (in-school suspensions, out-of-school suspensions, and behavior referrals) more than doubled in month 2 of the school year. This behavior change was reflected in data again in month 7 of the school year with in-school detentions and behavior referrals doubling previous months calculations. Teacher Attendance averaged 92% for year 16-17.

## **ATTACHMENTS**

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### **Priorities/Concerns**

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

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

Academic Concerns: 45.6% of our Kindergarten students are coming to school "Not Ready". Reading-Elementary Level: 41% or 205 students out of 499 are below Proficiency. 44% of Non-Duplicated Gap Group (180 of 410 students) are scoring below Proficiency. 44% of Free/Reduced Group (177 of 403 students) are scoring below Proficiency. Math-Elementary Level: 38% below Proficiency or 190 out of 499 students. 42% of Non-Duplicated Gap Group (172 of 410 students) are scoring below Proficiency. 42% of Free/Reduced Group (169 of 403 students) are scoring below Proficiency. Reading-Middle School: 48% or 222 students out of 462 are below Proficiency. 54% of Non-Duplicated Gap Group (193 of 358 students) are scoring below Proficiency. 55% of Free/Reduced Group (191 of 348 students) are scoring below Proficiency. Math-Middle School: 58% below Proficiency or 267 students out of 462. 60% of Non-Duplicated Gap Group (215 of 358 students) are scoring below Proficiency. 61% of Free/Reduced Group (212 of 348 students) are scoring below Proficiency. High School English II EOC's: 57.1% are scoring below Proficiency or 82 students out of 143. 62% of Non-Duplicated Gap Group (70 of 113 students) are scoring below Proficiency. 61% of Free/Reduced Group (67 of 110 students) are scoring below Proficiency. High School Algebra II EOC's: 77% or 118 students of 157 students were below Proficiency. 81% of Non-Duplicated Gap Group (98 of 121 students) are scoring below Proficiency. 82% of Free/Reduced Group (98 of 118 students) are scoring below Proficiency. Non-academic Concerns: Student Attendance is a concern with an average of 90% for the last 2 years. Teacher Attendance is also a concern with a total increase of 52 more absences from the 2015-16 school year, suspensions, retentions and behavior referrals also increased from 15-16 school year.

## **ATTACHMENTS**

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

### Trends

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

Elementary Proficiency in Reading and Math Combined have shown a steady increase from 2013 to 2017.(41.0, 49.8, 51.4, 60.9). Middle School Proficiency in Reading and Math Combined have flatlined.(40.8,40.0,44.1,47.3) High School Proficiency in Reading and Math Combined have declined.(25.3, 33.7, 39.0, 33.9) Writing scores at the elementary(29.3, 39.4, 33.8, 46.0), are showing an increase, the middle school(34.8, 28.2, 32.7, 27.8) are in decline and the high school (27.9, 33.1, 36.3, 70.4) has shown a significant increase. Student and teacher monthly attendance have averaged in the low 90% \*See Charts

### ATTACHMENTS

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### Potential Source of Problem

Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six school improvement strategies outlined below:

1- Deployment of Standards

2- Delivery of Instruction

3- Assessment Literacy

4- Review, Analyze and Apply Data Results

5- Design, Align and Deliver Support Processes with Sub-group Focus

6- Establish a Learning Culture and Environment

We have decided to focus on #2 and #4. Design and Deliver Instruction • Monitoring of learning before instruction(Process) • Learning expectations with emphasis on rigor of targets, purpose of instruction and goal settings(Process) • Inconsistency with implementation of high yield strategies(Practice) • Varied levels of explicit instruction(Practice) • Systems for student ownership of learning(Process) Review, Analyze, and Apply Data • Systems for student ownership of learning(Process) • Systems for students to monitor their own data(Practice) • Process for students to have a voice in monitoring/evaluating classroom decisions(Process)

### ATTACHMENTS

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

### Strengths/Leverages

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

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

The 4 year Adjusted Cohort Graduation rate has increased from 88.9 in 2013 to 94.6 in 2016. College and Career Readiness has increased for 66.9 to 71.1, which is 6 points higher than the state. Writing scores at the high school are 70.4. Elementary P/D scores in Reading (58.9) Writing(46.0) and Math(61.9) have increased. Middle School Math and Reading Students with IEP's out scored the state. Scoring in Math, 60.0 as compared to the state at 19.9 and in Reading scoring 60.0 as compared to the state at 26.4. Design and Deliver Instruction • Through district PLC's, school PLC protocols are implemented in all schools with a focus on Tier I instruction • Curriculum alignment, vertically and horizontally, updated and reviewed twice a year • Common planning times for all subject/grades • iReady instruction used to meet individual needs of all


students for improvement Review, Analyze, and Apply Data • iReady data, Formative and Summative Assessments are analyzed in PLC's to drive classroom instruction • Class groupings are implemented for intervention

**ATTACHMENTS**

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



# ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Phase II Needs Assessment	Phase II Needs Assessment Workbook	.....

## **Phase III: Executive Summary for Districts\_11202017\_12:33**

### **Phase III: Executive Summary for Districts**

**Magoffin County**  
Scott Helton  
109 Gardner Trail  
Salyersville, Kentucky, 41465  
United States of America

Last Modified: 02/22/2018  
Status: Locked

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## Phase III: Executive Summary for Districts

### Executive Summary

#### Description of the District

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

Each year, the leadership staff of the Magoffin County Public Schools develops a cohesive plan to both guide and reflect the major work of employees throughout the school year. This strategic action plan, commonly referred to as the Comprehensive District Improvement Plan or CDIP, builds upon the goals set forth by the Board of Education and focuses on ways to address the identified needs of students. The Magoffin County School System is located in a very poor and rural area in Eastern Kentucky. Unemployment rates are among the highest in the state. The school system consists of one career and technical school, one high school, one middle school, and three elementary schools. Our total school enrollment is around 2,000. The school system also employs many people; making it the largest employer in the county. The District has successfully transitioned to a new state of the art High School and moved 6th graders from the three elementary schools to the Middle School with relative ease. Major employers in the county have recently relocated or had dramatic layoffs, which has affected the income of many families within our community forcing many to relocate. The Magoffin County School system provides free breakfast and lunch program, CEO, Community Eligible Option, for all students.

### **ATTACHMENTS**

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#### District's Purpose

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

The Mission of the Magoffin County School District is to challenge and engage all students by providing pathways to become college and /or career ready through effective teaching and personalized learning in a safe, supportive environment. Our Vision is that all learners believe in their power to embrace learning, to excel, and to own their future. Our Core Values include building quality lives and strong communities through... Individuality: Children are valued individually and require personalized approaches to learning. Caring: Staff will model empathy and compassion with all students. Creativity: Students will receive the opportunity to explore their creativeness within educational programs. Collaboration: We believe that schools belong to the community and that we must work to build solid bonds. Stewardships: All staff guide and model students through appropriate behavior through use of resources. Equity: Provide all students the necessary means to meet their individual needs enabling them to achieve success by removing barriers.

### **ATTACHMENTS**

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#### Notable Achievements and Areas of Improvement

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

Due to the fact that 2016-17 has been determined to be an accountability transition period, Magoffin County Schools does not have an overall score. However, following a thorough examination of available data measures, Magoffin County High School saw significant gains in Writing, the elementary and middle school showed a slight increase in Proficient and Distinguished

Reading and Math Combined scores. Salyersville Grade School was the only school that met their delivery target.

**ATTACHMENTS**

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**Additional Information**

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

Magoffin County Schools are working hard to give all students access to their own computers. Becoming a 1:1 school system is getting really close thanks to KVEC(Kentucky Valley Educational Cooperation) and The Race To The Top grant or Appalachian Renaissance Initiative (ARI).

**ATTACHMENTS**

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

# ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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## **Phase III: Goal Builder for Districts\_11012017\_14:44**

**Phase III: Goal Builder for Districts**

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**Last Modified: 03/23/2018**  
**Status: Open**

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## Phase III: Goal Builder for Districts

### Comprehensive School Improvement Plan

#### Understanding Continuous Improvement: Goals, Objectives, Strategies and Activities

**Rationale:** The development of goals and objectives to be obtained through strategies and activities is an essential component of executing a continuous improvement plan. In short, the Needs Assessment completed during Phase II expresses the school or district's CURRENT STATE, while goals, objectives, strategies and activities should succinctly plot the school or district's course to the DESIRED STATE. Here are the operational definitions of each integral component of the Goal Builder.

**Goal:** Long-term target based on Kentucky Board of Education Goals. Schools may supplement with individual or district goals.

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

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

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

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

Upload your completed Goal Builder in the attachment area below:




You may enter an optional narrative about your Goal Builder below. If you do not have an optional narrative, enter N/A.

See Attachment

### **ATTACHMENTS**

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

## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 30 Day Evidence	30 Day Evidence. Other evidence may also be found on our website at <a href="http://magoffin.kyschools.us">magoffin.kyschools.us</a> .	
 30 Day Plan	30 Day plan marked Red, Yellow or Green for determination of implementation of objectives.	
 Goals and Objectives	Goals and Objectives Workbook	

## **IMPORTANT NOTE:**

**This workbook has been adapted from the original *Goal Builder Template* located on KDE’s Continuous Improvement webpage (<https://education.ky.gov/school/csip/Pages/default.aspx>). This adaptation will allow for the document to serve as a “one-stop” location for both the plan and the continuous monitoring and evaluation during this year’s implementation period. The planning of goals, objectives, strategies and activities that are required of the Continuous Improvement Cycle - Phase 3 process look just as they did in the original template. The adaptation will allow for support in the Phase 4 process of continuous monitoring and evaluation using the 30-60-90 day planning format. Additional planning and quality tools for continuous improvement can be located on the Novice Reduction webpage (<https://education.ky.gov/school/stratclsgap/Pages/default.aspx>).**

## **Understanding Continuous Improvement: Goals, Objectives, Strategies and Activities**

**Rationale:** The development of goals and objectives to be obtained through strategies and activities is an essential component of executing a continuous improvement plan. In short, the Needs Assessment completed during Phase II expresses the school or district's CURRENT STATE, while goals, objectives, strategies and activities should succinctly plot the school or district's course to their DESIRED STATE. Here are the operational definitions of each:

**Goal:** Long-term target based on Kentucky Board of Education Goals. Schools may supplement with individual or district goals.

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

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

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

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

### **Guidelines for Building an Improvement Plan**

- There are 5 required District Goals: Proficiency, Gap, Graduation rate, Growth, and Transition readiness.
- There are 4 required school-level goals:  
For elementary/middle school: Proficiency, Gap, Growth, and Transition readiness.  
For high school: Proficiency, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

# 1: Proficiency

## State your Proficiency Goal

<p><b>Goal 1:</b> By May 2019, Magoffin County Schools will increase the percentage of elementary students scoring at or above proficiency by at least 9.6%, 11.6% at the Middle School and 28.8% at the High School level in Reading and Math Combined on the 2018-19 KPREP assessment.</p>					
<p>Which <b>Strategy</b> will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> <li>• <a href="#">KCWP 1: Design and Deploy Standards</a></li> <li>• <a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li>• <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li>• <a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li>• <a href="#">KCWP 5: Design, Align and Deliver Support</a></li> <li>• <a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>		<p>Which <b>Activities</b> will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> <li>• <a href="#">KCWP1: Design and Deploy Standards - Continuous Improvement Activities</a></li> <li>• <a href="#">KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</a></li> <li>• <a href="#">KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</a></li> <li>• <a href="#">KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities</a></li> <li>• <a href="#">KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</a></li> <li>• <a href="#">KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</a></li> </ul>		<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>	
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1: By May 2018, 65.7% of elementary students, 53.1% of middle school students, and 48.3% of high school students will score at or above proficiency in reading and math combined on KPREP.</p>	<p>KCWP2: Design and Deliver Instruction Develop a systematic approach in order to design and deliver core instruction to ensure that all students have access to quality Tier I instruction in Reading and Math.</p>	<p>District leadership team (CAO, Superintendent, Federal Programs/DPP, Head start/DOSE), in conjunction with school principals, will ensure congruency is present between standards, learning targets, and assessment measures bi-weekly, through open discussions in district PLC's. (Process)</p>	<p>Teachers use common assessments using common standards and learning targets weekly.</p>	<p>Discussions will occur in District PLC's on a biweekly basis to ensure congruency among schools. Monthly District Learning Walks, Teacher Lesson Plans to be checked quarterly.</p>	<p>General/Federal Funds: to cover substitutes when necessary.</p>

		District leadership team (CAO, Superintendent, Federal Programs/DPP, Head start/DOSE), in conjunction with school principals, will refine and implement with fidelity a clearly defined RtI district-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks as monitored through bi-weekly district PLC's. (Process)	All schools will use approved documentation tools and progress monitoring check sheets to determine effectiveness of RtI weekly.	Sharing of documentation in PLC's on a biweekly basis. Records checked yearly.	N/A
		District leadership team (CAO, Superintendent, Federal Programs/DPP, Head start/DOSE), in conjunction with school principals, will ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery through collaborative planning in summer, fall, and winter, with curriculum teams. (Process)	Curriculum teams will meet and discuss curriculum mapping both vertically and horizontally three times a year.	District and school curriculum team meetings three times a year. Curriculum shared and updated during weekly school PLC's.	General/Federal Funds: to cover substitutes when necessary.
		District leadership team (CAO, Superintendent, Federal Programs/DPP, Head start/DOSE), in conjunction with school principals, will ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery through PD opportunities in summer, fall, and winter where selected strategies will be modeled and monitored through district Learning Walks at a minimum of a quarterly basis. (Process)	All teachers receive instruction in DEI, cooperative learning and CASL on a yearly basis.	Trainings offered yearly by KDE, and teacher leaders.	N/A

<b>Fully Implemented</b>	<b>Partially Implemented</b>	<b>Not Implemented</b>
<b>Horizon Goal:</b> By May 2019, Magoffin County Schools will increase the percentage of elementary students scoring at or above proficiency by at least 9.6%, 11.6% at the Middle School and 28.8% at the High School level in Reading and Math Combined on the 2018-19 KPREP assessment.		
<b>180 Day Goal:</b> By May 2018, 65.7% of elementary students, 53.1% of middle school students, and 48.3% of high school students will score at or above proficiency in reading and math combined on KPREP.		

**2: Gap**

**State your Gap Goal**

<p><b>Goal 2:</b> By May 2019, Magoffin County Schools will increase F/R lunch scores at or above proficiency on the KPREP assessment in reading and math combined by 6% for elementary students, 13.5% for middle school students and 19% for high school students on the 2018-19 KPREP assessment..</p>					
<p><b>Which Strategy</b> will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> <li>• <u>KCWP 1: Design and Deploy Standards</u></li> <li>• <u>KCWP 2: Design and Deliver Instruction</u></li> <li>• <u>KCWP 3: Design and Deliver Assessment Literacy</u></li> <li>• <u>KCWP 4: Review, Analyze and Apply Data</u></li> <li>• <u>KCWP 5: Design, Align and Deliver Support</u></li> <li>• <u>KCWP 6: Establishing Learning Culture and Environment</u></li> </ul>		<p><b>Which Activities</b> will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> <li>• <u>KCWP1: Design and Deploy Standards - Continuous Improvement Activities</u></li> <li>• <u>KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</u></li> <li>• <u>KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</u></li> <li>• <u>KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities</u></li> <li>• <u>KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</u></li> <li>• <u>KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</u></li> </ul>		<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>	
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p><b>Objective 1:</b> By May 2018, 59.8% elementary students, 48.9% of middle school students, and 39.5% of high school students considered F/R Lunch will score at or above proficiency</p>	<p>KCWP4: Review, Analyze, and Apply Data Develop a uniformed process to review, analyze and apply multiple academic and non-academic data measures in order</p>	<p>District leadership team (CAO, Superintendent, Federal Programs/DPP, Head start/DOSE), in conjunction with school principals, will ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs through monthly district PLC discussions. (Process)</p>	<p>Following DLT, Principals will ensure students will be placed monthly, in appropriate classes based on specific skills as noted on iReady assessments.</p>	<p>iReady Growth Monitoring checks will be administered (every 3-4 weeks) after diagnostic is administered.</p>	<p>iReady Program (SBDM, General Fund, Title I)</p>

in reading and math combined on KPREP assessment.	to determine priorities for district process.	District leadership team (CAO, Superintendent, Federal Programs/DPP, Head start/DOSE), in conjunction with school principals, will assess with formative and summative assessments that are aligned to the standards and learning targets through collaboratively supported planning sessions and provided by district leadership three times a year. (Process)	Teachers evaluate and discuss common formative and summative assessments during district PLC's(three times a year) and school level(weekly) PLC's.	Teachers meet weekly in PLC's and three times a year at the district level to analyze and make adjustments to assessments. Monthly District Learning Walks, Teacher Lesson Plans and common assessments to be checked quarterly.	General Fund and PD Funds
		District leadership team (CAO, Superintendent, Federal Programs/DPP, Head start/DOSE), in conjunction with school principals, will utilize data wise questions to evaluate "as is" state at a minimum of every 30 days. (Data wise questions include: What does the data tell us? What does the data not tell us? What are causes for celebration? What are causes for concern? What are the next steps for school/district improvement?) to determine if adjustments are necessary to meet student academic needs. (Process)	District and all Schools use 30/60/90 day plans to evaluate and share data in PLC's.	30/60/90 plans	N/A

<b>Fully Implemented</b>	<b>Partially Implemented</b>	<b>Not Implemented</b>
<b>Horizon Goal:</b> <ul style="list-style-type: none"> <li>By May 2019, Magoffin County Schools will increase F/R lunch Gap scores at or above proficiency on the KPREP assessment in reading and math by 6% for elementary students, 13.5% for middle school students and 19% for high school students..</li> </ul>		
<b>180 Day Goal:</b> <ul style="list-style-type: none"> <li>By May 2018, 59.8% elementary students, 48.9% of middle school students, and 39.5% of high school students considered F/R Lunch will score at or above proficiency in reading and math combined on KPREP assessment.</li> </ul>		



### 3: Graduation rate

#### State your *Graduation rate* Goal

<p>Goal 3: By May 2019, Magoffin County will increase the 4 Year Adjusted Cohort Graduation rate by 5.4% from 94.6 to 100%, as measured by state performance standards.</p>					
<p>Which <b>Strategy</b> will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> <li>• <a href="#">KCWP 1: Design and Deploy Standards</a></li> <li>• <a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li>• <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li>• <a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li>• <a href="#">KCWP 5: Design, Align and Deliver Support</a></li> <li>• <a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>		<p>Which <b>Activities</b> will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> <li>• <a href="#">KCWP1: Design and Deploy Standards - Continuous Improvement Activities</a></li> <li>• <a href="#">KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</a></li> <li>• <a href="#">KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</a></li> <li>• <a href="#">KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities</a></li> <li>• <a href="#">KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</a></li> <li>• <a href="#">KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</a></li> </ul>		<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>	
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1: By May 2018, Magoffin County High School will increase the 4 Year Cohort Graduation Rate from 94.6 to 97.3.</p>	<p>KCWP6: Establishing Learning Culture and Environment Improve and sustain learning culture and environment to ensure an optimal and safe learning environment and reduce barriers to learning.</p>	<p>District leadership team (CAO, Superintendent, Federal Programs/DPP, Head start/DOSE), in conjunction with school principals, will ensure culturally responsive behaviors are modeled among faculty, staff, and peers through district wide expectations and monitored as a portion of district Learning Walks, which will occur at a quarterly minimum. (Process)</p>	<p>Novice Reduction resources on culturally responsive behaviors were discussed and shared during monthly district leadership team PLC's.</p>	<p>Novice Reduction resources on culturally responsive behaviors were discussed and shared during monthly district leadership team PLC's.</p>	<p>N/A</p>

		District leadership team (CAO, Superintendent, Federal Programs/DPP, Head start/DOSE), in conjunction with school principals, will ensure that schools operate within the district's guidelines of cultural responsiveness and hold students to high expectations for appreciating and accepting diversity as modeled by faculty, staff and peers. (Process)	Novice Reduction resources on culturally responsive behaviors were discussed and shared during monthly district leadership team PLC's.	Novice Reduction resources on culturally responsive behaviors were discussed and shared during monthly district leadership team PLC's.	
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Fully Implemented	Partially Implemented	Not Implemented
<b>Horizon Goal:</b>		
<ul style="list-style-type: none"> <li>By May 2019, Magoffin County will increase the 4 Year Adjusted Cohort Graduation rate by 5.4% from 94.6 to 100%.</li> </ul>		
<b>180 Day Goal:</b>		
<ul style="list-style-type: none"> <li>By May 2018, Magoffin County High School will increase the 4 Year Cohort Graduation Rate from 94.6 to 97.3.</li> </ul>		

#### 4: Growth

##### State your Growth Goal

<p><b>Goal 4:</b> By May 2019, Magoffin County Schools will reduce Novice in Reading from 15.6% to 9.6% and in Math from 11.2% to 5.2% at the elementary, 19.7% in Reading to 13.7% and in Math 18.6% to 12.6% at the Middle School as measured by the locally selected assessment measure. (iReady Diagnostic)</p>					
<p>Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> <li>• <u>KCWP 1: Design and Deploy Standards</u></li> <li>• <u>KCWP 2: Design and Deliver Instruction</u></li> <li>• <u>KCWP 3: Design and Deliver Assessment Literacy</u></li> <li>• <u>KCWP 4: Review, Analyze and Apply Data</u></li> <li>• <u>KCWP 5: Design, Align and Deliver Support</u></li> <li>• <u>KCWP 6: Establishing Learning Culture and Environment</u></li> </ul>		<p>Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> <li>• <u>KCWP1: Design and Deploy Standards - Continuous Improvement Activities</u></li> <li>• <u>KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</u></li> <li>• <u>KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</u></li> <li>• <u>KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities</u></li> <li>• <u>KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</u></li> <li>• <u>KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</u></li> </ul>		<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>	
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1: By May 2019, Magoffin County Schools will reduce Novice in Reading from 15.6% to 12.6% and in Math from 11.2% to 8.2 at the elementary, 19.7% in Reading to 16.7% and in Math 18.6% to 15.6% at the Middle School as measured by the locally selected</p>	<ul style="list-style-type: none"> <li>• <u>KCWP 4: Review, Analyze and Apply Data</u></li> </ul> <p>Develop a uniformed process to review, analyze and apply multiple academic and non-academic data measures in order to determine priorities for district process.</p>	<p>District leadership team (CAO, Superintendent, Federal Programs/DPP, Head start/DOSE), in conjunction with school principals, will refine and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing, collaborative lesson creation, and analysis of data for less than proficient performance. (Process)</p>	<p>District and all Schools use 30/60/90 day plans to evaluate and share data in PLC's.</p>	<p>Classroom assessments, iReady growth monitoring and PLC notes will be monitored to determine effectiveness and evaluate priorities for novice reduction.</p>	<p>N/A</p>

assessment measure. (iReady Diagnostic)					
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Fully Implemented	Partially Implemented	Not Implemented
<b>Horizon Goal:</b> <ul style="list-style-type: none"> <li>By May 2019, Magoffin County Schools will reduce Novice in Reading from 15.6% to 9.6% and in Math from 11.2% to 5.2% at the elementary, 19.7% in Reading to 13.7% and in Math 18.6% to 12.6% at the Middle School as measured by the locally selected assessment measure. (iReady Diagnostic)</li> </ul>		
<b>180 Day Goal:</b> <ul style="list-style-type: none"> <li>By May 2019, Magoffin County Schools will reduce Novice in Reading from 15.6% to 12.6% and in Math from 11.2% to 8.2 at the elementary, 19.7% in Reading to 16.7% and in Math 18.6% to 15.6% at the Middle School as measured by the locally selected assessment measure. (iReady Diagnostic)</li> </ul>		

### 5: Transition readiness

State your *Transition readiness Goal*

<p>Goal 5: By May 2019, Magoffin County Schools will increase Transition Readiness Proficient/Distinguished Scores in Elementary Writing at grade 5 by from 45.8% to 55.8%, Middle School at Grade 8 from 27.4% to 37.4% and High School from 71.2% to 81.2%.</p>		
<p>Which <b>Strategy</b> will the school/district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> <li><a href="#">KCWP 1: Design and Deploy Standards</a></li> <li><a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li><a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li><a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li><a href="#">KCWP 5: Design, Align and Deliver Support</a></li> <li><a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>	<p>Which <b>Activities</b> will the school/district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> <li><a href="#">KCWP1: Design and Deploy Standards - Continuous Improvement Activities</a></li> <li><a href="#">KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</a></li> <li><a href="#">KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</a></li> <li><a href="#">KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities</a></li> <li><a href="#">KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</a></li> </ul>	<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		<ul style="list-style-type: none"> <li>KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</li> </ul>			
Objective 1: By May 2018, Magoffin County Schools will increase Transition Readiness Proficient/Distinguished Scores in Elementary Writing at grade 5 by from 45.8% to 50.8%, Middle School at Grade 8 from 27.4% to 32.4% and High School from 71.2% to 76.2%.	<ul style="list-style-type: none"> <li>KCWP 2: Design and Deliver Instruction</li> </ul> <p>Develop a systematic approach in order to design and deliver core instruction to ensure that all students have access to quality Tier I instruction in Reading and Math</p>	District leadership team (CAO, Superintendent, Federal Programs/DPP, Head start/DOSE), in conjunction with school principals, will implement formal and informal processes that schools utilize to gather evidence to directly improve the learning of students assessed and monitoring will occur at a quarterly minimum during district leadership team PLC's. (Process)	Teachers receive Writing Professional Development yearly from KVEC. Teachers share common writing assignments during weekly PLC's, and ensure student-to-student guided feedback on writing assignments on a monthly basis.	During weekly PLC's, writing assignments are evaluated, monthly District Learning Walks, and sample student writing pieces evaluated quarterly.	

Fully Implemented	Partially Implemented	Not Implemented
<b>Horizon Goal:</b> <ul style="list-style-type: none"> <li>By May 2019, Magoffin County Schools will increase Transition Readiness Proficient/Distinguished Scores in Elementary Writing at grade 5 by from 45.8% to 55.8%, Middle School at Grade 8 from 27.4% to 37.4% and High School from 71.2% to 81.2%.</li> </ul>		
<b>180 Day Goal:</b> <ul style="list-style-type: none"> <li>Objective 1: By May 2018, Magoffin County Schools will increase Transition Readiness Proficient/Distinguished Scores in Elementary Writing at grade 5 by from 45.8% to 50.8%, Middle School at Grade 8 from 27.4% to 32.4% and High School from 71.2% to 76.2%.</li> </ul>		