

18-19 Phase One: Continuous Improvement Diagnostic for Districts_09182018_18:59

Phase One: Continuous Improvement Diagnostic for Districts

Magoffin County

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

Target Completion Date: 09/28/2018

Last Modified: 10/01/2018

Status: Open

TABLE OF CONTENTS

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

Phase One: Continuous Improvement Diagnostic for Districts

Continuous Improvement Diagnostic

Rationale: The purpose of this diagnostic is to encourage thoughtful reflection of a district's current processes, practices and conditions in order to leverage its strengths and identify critical needs.

Part I:

1. Using the results of perception surveys (e.g., TELLKY, eProve™ surveys*) from various stakeholder groups, identify the processes, practice and conditions the district will address for improvement. Provide a rationale for why the area(s) should be addressed.

*eProve™ surveys employ research-based questions that produce useful, relevant results, empowering institutions to turn knowledge into practice. These surveys are accessible to all schools and districts and monitor stakeholder perceptions in the areas of communication, continuous improvement, and improvement initiatives. Additionally, surveys empower you to capture stakeholder feedback, target professional development, identify areas of strengths and weaknesses, monitor progress of improvement, and focus improvement initiatives and student achievement.

An examination of the principals' mean Core Components of the Val-ed Survey with eighty-one percent of teachers responding throughout the district, the following areas have been identified to show a trend district wide: On a scale of 1-5 with 1 being the lowest, Instruction was rated the highest with a score of 4.1. Connections to External Communities with the lowest rating of 3.5 (Process), Performance Accountability rating of 3.9 (Practice) and High Standards for Student Learning 3.9 (Condition) all showed areas which need improvement. Magoffin County District Leadership team will monitor, develop strategies to improve community involvement and provide additional supports to increase instructional rigor and student performance accountability. The district leadership team will address these areas, at a minimum of once a month, and continue to focus on initiatives that will increase community involvement, student growth and achievement.

ATTACHMENTS

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

Part II:


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

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)
 Phase I Workbook	Phase I Workbook	1, 2

Continuous Improvement Planning: Phase 1 – Continuous Improvement Diagnostic

List the name and position of each member of the planning team involved in the Phase 1 – Continuous Improvement Diagnostic Review.
(Additional members beyond 10 can be added to this sheet, as needed).

Team Member Name	Shareholder Position
Scott Helton	Superintendent
Terry Watson	DPP
Randell Blanton	Special Education Director
Kelli Isaac	Title I/Head Start Director
Angela Skaggs	Instructional Supervisor/District Assessment Coordinator
Vickie Jo Howard	Adult Education Director



PART 1: Using the results of perception surveys (e.g. TELLKY, eProve™ surveys) from various stakeholder groups, identify the processes, practice and conditions the school will address for improvement. Provide a rationale for why the area(s) should be addressed

Directions:

Using the following link to the district/school's TELLKY Survey (<https://tellkentucky.org/results>), review the data. Consider areas that have declined since the last survey administration and those results that reflect ratings below state averages. From this information, identify three (3) to five (5) prioritized needs for this continuous improvement cycle. Mark these items with a **red/pink highlighter**. It is also important to consider other perception data that has been collected, e.g. eProve™ surveys, etc.

The work tool on the next page of this workbook will assist you in creating a plan for addressing these identified and prioritized needs. As you plan, remember to consider where the support needs to be targeted. Is the need associated with a process, practice, or condition? The image below will provide clarity as to how these three (3) "work" areas are defined within the continuous improvement process.

As-Is-State of Processes, Practices, and Conditions

Work:
Identify the **PROCESSES** implemented by students, teachers, teacher leaders, and/or school/district leadership

Worker:
Identify the **PRACTICES**, capabilities, and motives of the students, teacher leaders, school/district leadership

Workplace:
Identify the **CONDITIONS**, environments, and surroundings in which the people live, study, and/or work.

Framing Our Next Steps

Action		Phase of the Work	Where is the action?			Tools of Transformation How's the action implemented?				Other, specific:	In the next 30 days...
What action(s) needs to happen to improve perception survey results?		Developing, Monitoring, Evaluating Actionable Next Steps	Process	Practice	Condition	PLC Protocol	Professional Learning (Training, Preparation)	Walk Through /Learning Walks	Leadership Support		30-60-90 Day Planning
	Source: Val-Ed Survey Connections to External Communities	Monitoring	X						X (Communication)		Leadership will... <ul style="list-style-type: none"> implement usage of Plus/Delta quality tool to determine strengths and continued needs in Connections to External Communities of schools develop targeted connection to communities survey tool during district PLC's allow for time to review community survey results
	Performance Accountability	Monitoring and Evaluation		X		X			(Analyze)		<ul style="list-style-type: none"> implement usage of Plus/Delta quality tool to determine strengths and continued needs in Performance Accountability during district PLC's allow for time to review Performance Accountability
	High Standards for Student Learning All surveys and non-identifying data are evaluated and results are communicated to stakeholders	Developing, Monitoring and Evaluating			X	X	X	X	(Evaluation)		<ul style="list-style-type: none"> implement usage of Plus/Delta quality tool to determine strengths and continued needs in High Standards for Student Learning during learning walks, develop targeted connections to DEI, student engagement, etc. for High Standards for Student Learning

--	--	--	--	--	--	--	--	--	--	--



PART 2:

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

Directions:

As a team, define the term “shareholder.”

District Leadership team defines “Shareholder” as: Any individual invested in the interest and success of a school and its students. This can include administrators, teachers, staff, students, parents, family, community members, board members, businesses and organizations.

Has the practice of the district/school been holistic in providing for “shareholder” involvement, or has it been confined to smaller groups of “shareholders,” such as the SBDM Council and/or the PTA/PTO? Explain the team’s response below.

Magoffin County, while a small community, is striving to provide holistic shareholder involvement. The district is expanding from traditional SBDM and PTA to events on a larger community scale.

How can the team **intentionally plan and provide** opportunities for larger scale discussion and participation by **“all”** shareholders?

Our team has made opportunities for larger discussions and participation by including students as non-voting board members, and inviting community members to attend monthly meetings.

- Stakeholders review data from surveys to determine needs and interest of parents and community to encourage participation.
- Collaboration with higher education institutes
- Family involvement activities
- Parent Volunteers
- Cultural Diversity Workshops

This page serves as a notetaking guide for Part II. The following tool will allow you to move your team’s “notes” into actionable next steps related to increasing stakeholder participation/opportunities.

Here’s What <i>(Factual Statements)</i>	So What <i>(Discuss Implications)</i>	Now What <i>(Develop a Plan of Action)</i>
<p>According to Val-ed Data, Connections to External Communities (Process), Performance Accountability (Practice) and High Standards for Student Learning (Condition) are areas of weakness.</p>	<p>Home-School-Community relationships and supports for holistic improvement are limited due to small sector of participation. Performance Accountability measures are not always equitable. Students who score Novice are not reflecting comparable grades. High Standards for Student Learning will be observed in classrooms during Learning Walks and student achievement will be effected.</p>	<ol style="list-style-type: none"> 1. Make connections with local businesses and organizations such as Masonic Lodge and Kiwanis, Chamber of Commerce, attend monthly board meeting; share partnership opportunities and shareholder importance to school improvement. 2. Collaborate with higher education institutes 3. Make time for principals and teachers to compare grades and various assessment data and follow-up with suggestions for improvement. 4. Conduct scheduled Learning Walks, minimum of 3 per year, per school to support High Standards for Student Learning.

18-19 Phase Two: District Assurances_10022018_13:04

Phase Two: District Assurances

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

Target Completion Date: 10/26/2018

Last Modified: 10/04/2018

Status: Open

TABLE OF CONTENTS

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

Phase Two: District Assurances

Introduction

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

District Assurances

1. All schools in our district notify parents when their children are taught for four or more consecutive weeks by teachers who do not meet state certification requirements.

- Yes
- No
- N/A

COMMENTS

All teachers meet state certification requirements

ATTACHMENTS

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

2. Our district provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college, career, and transition ready.

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS

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

3. Our district has planned strategies to recruit and retain certified teachers.

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS

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

4. Our district ensures that program funds are targeted to schools that have the lowest proportion of certified teachers, have the largest average class size, or are identified as Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI) schools.

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS

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

5. Our district ensures that all personnel compensated from federal program funds are performing assignments aligned to the program purpose, according to the program plan, and appropriate documentation of such work is maintained.

- Yes
- No
- N/A

COMMENTS**ATTACHMENTS**

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

6. Our district maintains proper time and effort documentation for all personnel paid with federal funds according to specific federal program requirements.

- Yes
- No
- N/A

COMMENTS**ATTACHMENTS**

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

7. Our district ensures that there is documentation to support the child count for local institutions for neglected children that was submitted to KDE.

- Yes
- No
- N/A

COMMENTS**ATTACHMENTS**

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

8. Our district ensures that set-aside funds for neglected institutions in the district are spent on identified student needs.

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS

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

9. Our district ensures that neglected student needs were identified through consultation with staff at all neglected institutions in the district.

- Yes
- No
- N/A

COMMENTS**ATTACHMENTS**

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

10. Our district ensures that parents are involved in deciding ways in which parent and family engagement funds are used.

- Yes
- No
- N/A

COMMENTS**ATTACHMENTS**

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

11. Our district ensures that there is an annual meeting to inform parents of program requirements, including the right of parents to be involved in planning, review and improvement of parent programs.

- Yes
- No
- N/A

COMMENTS**ATTACHMENTS**

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

12. Our district ensures that it communicates with school councils/school staff on an ongoing basis including information on program requirements, analysis of data and review of the schoolwide program (SWP) or targeted assistance school's (TAS) program plan to ensure compliance and effectiveness.

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS

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

13. Our district ensures that private schools (within and outside the district) serving students from participating public school attendance areas have been contacted to offer Title I, Part A equitable services.

- Yes
- No
- N/A

COMMENTS**ATTACHMENTS**

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

14. Our district ensures that schools meet cap size requirements prior to using Title I and/or Title II funds.

- Yes
- No
- N/A

COMMENTS**ATTACHMENTS**

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

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

- Yes
- No
- N/A

COMMENTS**ATTACHMENTS**

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

16. The district certifies it has submitted the required District School Safety Report in eProve to verify compliance with KRS 158.162, to assure schools are safer places for students and staff and that school safety practices are being developed and are in place.

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS

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

ATTACHMENT SUMMARY

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

18-19 Phase Two: The Needs Assessment for Districts

Phase Two: The Needs Assessment for Districts

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

Target Completion Date: 10/31/2018
Last Modified: 11/06/2018
Status: Open

TABLE OF CONTENTS

Understanding Continuous Improvement: The Needs Assessment	3
Protocol	4
Current State	5
Priorities/Concerns	7
Trends	8
Potential Source of Problem.....	9
Strengths/Leverages	10
ATTACHMENT SUMMARY.....	11

Phase Two: The Needs Assessment for Districts

Understanding Continuous Improvement: The Needs Assessment

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

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

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

Protocol

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

Magoffin County Leadership team includes Scott Helton-Superintendent, Terry Watson-DPP, Kelli Isaac-Title I/Head Start Director, Randall Blanton-Special Education Director, Angela Skaggs, Instructional Supervisor/District Assessment Coordinator, Vickie Jo Howard-Adult Education Director, Keith Isaac-North Magoffin Elementary Principal, Gary Helton-Salyersville Grade School Principal, Mark Rice-South Magoffin Principal, Garland Yates-Herald Whitaker Middle School Principal, and Chris Meadows-Magoffin County High School Principal. The team reviews and analyzes data at each individual school and our findings are reported below. The leadership team meets bi-monthly and agendas and sign-in sheets are used for documentation.

ATTACHMENTS

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

Current State

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

Example of Current Academic State:

- 32% of gap students scored proficient on KPREP Reading.
- We saw a 10% increase among gap students in Reading from 2017 to 2018.
- 34% of our students scored proficient in math compared to the state average of 47%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 87% for the 2017 school year – a decrease from 92% in 2016.
- The number of behavior referrals has decreased to 198 in 2018 from 276 in 2017.

Current Academic State According to the Brigance Kindergarten Readiness Assessment, out of 127 students tested district wide, 45.7 percent were found “Not Ready” for kindergarten. North Magoffin Elementary tested 55 students with 50.9% “Not Ready”, Salyersville Grade School tested 52 students and 32.7% were found “Not Ready”, South Magoffin Elementary tested 20 students and 65% were found “Not Ready”. Using State provided CCR information, Magoffin County High School had 55 students Academically Ready and 20 students Career Ready, with an overall student Readiness Count of 67. Magoffin County High School had an average 94.6% graduation rate. Continued analysis of state data reflected the following information: Reading- Elementary level: 40% or 189/473 of Assessed students scored below Proficiency 60.0% or 284/473 of Assessed students scored P/D 9.4% or 11/116 of Accountable Students with IEP scored below Proficiency 88% or 104/116 of Accountable Students with IEP scored P/D 40.8% or 150/368 of Accountable F/R Lunch students scored below proficiency 59.2% or 218/368 of Accountable F/R Lunch students scored P/D Reading-Middle School level: 45.8% or 223/487 of Assessed students scored below Proficiency 54.2% or 264/487 of Assessed students scored P/D 47.9% or 45/96 of Accountable Students with IEP scored below Proficiency 52.1% or 50/96 of Accountable Students with IEP scored P/D 50.9% or 186/366 of Accountable F/R Lunch students scored below proficiency 49.2% or 180/366 of Accountable F/R Lunch students scored P/D Reading-High School level: 70% or 93/133 of Assessed students scored below Proficiency 30.1% or 40/133 of Assessed students scored P/D 100% or 20/20 of Accountable Students with IEP scored below Proficiency 0% or 0/20 of Accountable Students with IEP scored P/D 74.5% or 73/98 of Accountable F/R Lunch students scored below proficiency 25.5% or 25/98 of Accountable F/R Lunch students scored P/D Math-Elementary level: 45.2% or 214/473 of Assessed students scored below Proficiency 54.8% or 259/473 of Assessed students scored P/D 13.8% or 16/116 of Accountable Students with IEP scored below Proficiency 86.2% or 100/116 of Accountable Students with IEP scored P/D 44.5% or 164/368 of Accountable F/R Lunch students scored below proficiency 55.4% or 204/368 of Accountable F/R Lunch students scored P/D Math-Middle School level: 60.5% or 295/487 of Assessed students scored below Proficiency 39.4% or 192/487 of Assessed students scored P/D 46.9% or 45/96 of Accountable Students with IEP scored below Proficiency 53.1% or 51/96 of Accountable Students with IEP scored P/D 62.9% or 231/366 of Accountable F/R Lunch students scored below proficiency 37.2% or 136/366 of Accountable F/R Lunch students scored P/D Math-High School level: 76.9% or 103/134 of Assessed students scored below Proficiency 23.1% or 31/134 of Assessed students scored P/D 100% or 21/21 of Accountable Students with IEP scored below Proficiency 0% or 0/21 of Accountable Students with IEP scored P/D 80.8% or 80/99 of Accountable F/R Lunch students scored below proficiency 19.2% or 19/99 of Accountable F/R Lunch students scored P/D Elementary level: 65.7% of all students scored

below Proficiency in Writing Middle School level: 66.7% of all students scored below Proficiency in Writing High School level: 55.7% of all students scored below Proficiency in Writing Non-Academic Current State Student attendance was 90% or lower for 6 out of the 11 months with an average of 91% for the 17-18 school year. Teacher attendance All behavior occurrences (in-school suspensions, out-of-school suspensions and behavior referrals) more than doubled in month 2 (same problem occurred in 16-17 school year). October had the largest number of in-school suspensions 69, for the entire year, with February a close second with 57 suspensions. Behavior Referrals for October were also the highest with 72 and March a close second with 55.

ATTACHMENTS

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

Priorities/Concerns

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

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

Priorities/Concerns High School: According to K-Prep data, All Accountable students at the high school level with an IEP in Math and Reading are scoring below Proficiency. 86.4% of Accountable high school students with and IEP are scoring below Proficiency in Writing. 76.1% of All Accountable high school students are scoring below Proficiency in Math and 69.8% of all Accountable high school students are below Proficiency in Reading. Middle School: According to K-Prep data, 47.9% of Accountable students at the middle school level, with an IEP, scored below Proficiency in Reading. 66.7% of all Accountable middle school students scored below Proficiency in Writing. 59.8% of all Accountable middle school students scored below Proficiency in Math. Science is also a concern at the middle school, with 88.6% of all Accountable middle school students scoring below Proficiency. Elementary Schools: According to the Math K-Prep data, all Accountable Male students at the elementary level, out scored females with 64.3% scoring Proficient or Distingusihged as compared to elementary Females, who scored 48.2% P/D. In Science at the elementary level, Males also scored higher than Females, scoring 54.3% P/D as compared to Females who only scored 21.9% P/D. All Accountable students at the elementary level scored 65.7% below Proficiency in Writing and 61% scored below in Proficiency in Science.

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?

While analyzing data we have noticed since 2013, most all areas of assessment have consistently stayed the same with very little fluctuation in assessment scores. (See Attached Charts). However, we have seen a steady increase in Graduation Rate.

ATTACHMENTS

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

Potential Source of Problem

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

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

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

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

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

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

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

We have decided to work on the following: KCWP # 2 Design and Deliver Instruction-We will use resources outlined in the attached workbook to ensure instructional programs are intentional and rigorous. The district will also help implement evidence based curriculum and strategies with fidelity. KCWP #4 Review, Analyze, Apply Data Results- We will implement a uniform and repeatable system to examine and interpret school data. District will use the data to determine students' needs and effectively monitor their progress.(See attached workbook for specific processes, practices and conditions)

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%.

At the High School level, Graduation rates have increased from 88.9% in 2014-15 to 94.3% in the 2017-18 school year. 67.3% of Females at the HS level scored P/D in Writing. Middle School Gifted/Talented students are scoring 94.1% P/D in Reading and 100% are scoring P/D in Math. 90.5% of Elementary students with an IEP, scored P/D in Reading and 86.2% P/D in Math.

ATTACHMENTS

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

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 18-19 Phase II Needs Assessment Workbook	Needs Assessment	, , , ,

18-19 Phase Two: District Safety Report_10022018_13:05

Phase Two: District Safety Report

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

Target Completion Date: 10/26/2018
Last Modified: 10/05/2018
Status: Open

TABLE OF CONTENTS

District School Safety Report	3
Questions Related to the Adoption and Implementation of the Emergency Plan.....	4
ATTACHMENT SUMMARY.....	7

Phase Two: District Safety Report

District School Safety Report

Pursuant to KRS 158.162, the local board of education shall require the school council or, if none exists, the principal in each school to adopt an emergency plan that must be utilized in case of fire, severe weather, earthquake, or a building lockdown and that: establishes evacuation routes; identifies the best available severe weather zones; develops earthquake protocols for students; and, develops and adheres to practices controlling access to the school building. The emergency plan shall be annually reviewed by the council, principal, and first responders and revised as needed.

In addition to the emergency plan requirements in KRS 158.162, KRS 158.164 requires the local board of education to direct the school council or, if none exists, the principal in each school to establish procedures to perform a building lockdown and to invite local law enforcement to assist in establishing lockdown procedures.

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition to the drills required in KRS 158.162, 922 KAR 2:120 applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented.

Finally, pursuant to KRS 158.162, local Superintendents must submit verification to the Kentucky Department of Education that all schools are in compliance by November 1 each year. This diagnostic is the means by which this reporting requirement is fulfilled.

Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the local board adopted a policy requiring the school council or, if none exists, the principal in each school to adopt and implement an emergency plan as required by KRS 158.162?

Please reference the appropriate board policy number(s) and/or title(s) below.

Please note that the local board is also required, pursuant to KRS 158.164, to direct the school council or, if none exists, the principal in each school to establish lockdown procedures; however, you are not being asked to certify that here.

Yes, 05.4

ATTACHMENTS

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

2. Has each school council or, where applicable, the principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3)?

If all schools in the district have NOT met the requirement, respond "no" and please explain further below.

Please note that the school council or, where applicable, the principal in each school is also required, pursuant to KRS 158.164, to establish, in consultation with local law enforcement, lockdown procedures; however, you are not being asked to certify that here.

Yes

ATTACHMENTS

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

3. Has each school provided local first responders with a copy of the school's emergency plan along with a diagram of the school as required by KRS 158.162(2)(b)?

If all schools in the district have NOT met the requirement, respond "no" and please explain further below.

Yes

ATTACHMENTS

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

4. Has each school posted primary and secondary evacuation routes in each room by any doorway used for evacuation as required by KRS 158.162(3)(a)?

If all schools in the district have NOT met the requirement, respond "no" and please explain further below.

Yes

ATTACHMENTS

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

5. Has each school posted the location of severe weather safe zones in each room as required by KRS 158.162(3)(b)?

If all schools in the district have NOT met the requirement, respond "no" and please explain further below.

Yes

ATTACHMENTS

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

6. Was each school's emergency plan reviewed at the end of the prior school year by the school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c)?

Please provide the most recent date of review/revision of the emergency plan for each school in the district below. If all schools in the district did NOT meet the requirement, respond "no" and please explain further below.

Yes

ATTACHMENTS

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

7. Did each principal discuss the emergency plan with **all** school staff prior to the first instructional day of the current school year and appropriately document the time and date of such discussion as required by KRS 158.162(2)(d)?

Please provide the date each school in the district completed this discussion below. If all schools in the district have NOT met the requirement, respond "no" and please explain further below.

Yes

ATTACHMENTS

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

8. During the first 30 instructional days of the current school year, did the principal in each school within the district conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(4)?

If all schools in the district did NOT meet the requirement, respond "no" and please explain further below.

Please note that 922 KAR 2:120 also applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented; however, you are not being asked to certify that here.

Yes

ATTACHMENTS

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

9. During the month of January during the prior school year, did the principal in each school within the district conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(4)?

If all schools in the district did NOT meet the requirement, respond "no" and please explain further below.

Please note that 922 KAR 2:120 also applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented; however, you are not being asked to certify that here.

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

18-19 Phase Two: District Safety Report_10022018_13:05

Phase Two: District Safety Report

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

Target Completion Date: 10/26/2018
Last Modified: 10/05/2018
Status: Open

TABLE OF CONTENTS

District School Safety Report	3
Questions Related to the Adoption and Implementation of the Emergency Plan.....	4
ATTACHMENT SUMMARY.....	7

Phase Two: District Safety Report

District School Safety Report

Pursuant to KRS 158.162, the local board of education shall require the school council or, if none exists, the principal in each school to adopt an emergency plan that must be utilized in case of fire, severe weather, earthquake, or a building lockdown and that: establishes evacuation routes; identifies the best available severe weather zones; develops earthquake protocols for students; and, develops and adheres to practices controlling access to the school building. The emergency plan shall be annually reviewed by the council, principal, and first responders and revised as needed.

In addition to the emergency plan requirements in KRS 158.162, KRS 158.164 requires the local board of education to direct the school council or, if none exists, the principal in each school to establish procedures to perform a building lockdown and to invite local law enforcement to assist in establishing lockdown procedures.

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition to the drills required in KRS 158.162, 922 KAR 2:120 applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented.

Finally, pursuant to KRS 158.162, local Superintendents must submit verification to the Kentucky Department of Education that all schools are in compliance by November 1 each year. This diagnostic is the means by which this reporting requirement is fulfilled.

Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the local board adopted a policy requiring the school council or, if none exists, the principal in each school to adopt and implement an emergency plan as required by KRS 158.162?

Please reference the appropriate board policy number(s) and/or title(s) below.

Please note that the local board is also required, pursuant to KRS 158.164, to direct the school council or, if none exists, the principal in each school to establish lockdown procedures; however, you are not being asked to certify that here.

Yes, 05.4

ATTACHMENTS

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

2. Has each school council or, where applicable, the principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3)?

If all schools in the district have NOT met the requirement, respond "no" and please explain further below.

Please note that the school council or, where applicable, the principal in each school is also required, pursuant to KRS 158.164, to establish, in consultation with local law enforcement, lockdown procedures; however, you are not being asked to certify that here.

Yes

ATTACHMENTS

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

3. Has each school provided local first responders with a copy of the school's emergency plan along with a diagram of the school as required by KRS 158.162(2)(b)?

If all schools in the district have NOT met the requirement, respond "no" and please explain further below.

Yes

ATTACHMENTS

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

4. Has each school posted primary and secondary evacuation routes in each room by any doorway used for evacuation as required by KRS 158.162(3)(a)?

If all schools in the district have NOT met the requirement, respond "no" and please explain further below.

Yes

ATTACHMENTS

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

5. Has each school posted the location of severe weather safe zones in each room as required by KRS 158.162(3)(b)?

If all schools in the district have NOT met the requirement, respond "no" and please explain further below.

Yes

ATTACHMENTS

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

6. Was each school's emergency plan reviewed at the end of the prior school year by the school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c)?

Please provide the most recent date of review/revision of the emergency plan for each school in the district below. If all schools in the district did NOT meet the requirement, respond "no" and please explain further below.

Yes

ATTACHMENTS

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

7. Did each principal discuss the emergency plan with **all** school staff prior to the first instructional day of the current school year and appropriately document the time and date of such discussion as required by KRS 158.162(2)(d)?

Please provide the date each school in the district completed this discussion below. If all schools in the district have NOT met the requirement, respond "no" and please explain further below.

Yes

ATTACHMENTS

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

8. During the first 30 instructional days of the current school year, did the principal in each school within the district conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(4)?

If all schools in the district did NOT meet the requirement, respond "no" and please explain further below.

Please note that 922 KAR 2:120 also applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented; however, you are not being asked to certify that here.

Yes

ATTACHMENTS

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

9. During the month of January during the prior school year, did the principal in each school within the district conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(4)?

If all schools in the district did NOT meet the requirement, respond "no" and please explain further below.

Please note that 922 KAR 2:120 also applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented; however, you are not being asked to certify that here.

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

18-19 Phase Two: The Needs Assessment for Districts

Phase Two: The Needs Assessment for Districts

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

Target Completion Date: 10/31/2018

Last Modified: 11/06/2018

Status: Open

TABLE OF CONTENTS

Understanding Continuous Improvement: The Needs Assessment	3
Protocol	4
Current State	5
Priorities/Concerns	7
Trends	8
Potential Source of Problem.....	9
Strengths/Leverages	10
ATTACHMENT SUMMARY.....	11

Phase Two: The Needs Assessment for Districts

Understanding Continuous Improvement: The Needs Assessment

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

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

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

Protocol

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

Magoffin County Leadership team includes Scott Helton-Superintendent, Terry Watson-DPP, Kelli Isaac-Title I/Head Start Director, Randall Blanton-Special Education Director, Angela Skaggs, Instructional Supervisor/District Assessment Coordinator, Vickie Jo Howard-Adult Education Director, Keith Isaac-North Magoffin Elementary Principal, Gary Helton-Salyersville Grade School Principal, Mark Rice-South Magoffin Principal, Garland Yates-Herald Whitaker Middle School Principal, and Chris Meadows-Magoffin County High School Principal. The team reviews and analyzes data at each individual school and our findings are reported below. The leadership team meets bi-monthly and agendas and sign-in sheets are used for documentation.

ATTACHMENTS

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

Current State

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

Example of Current Academic State:

- 32% of gap students scored proficient on KPREP Reading.
- We saw a 10% increase among gap students in Reading from 2017 to 2018.
- 34% of our students scored proficient in math compared to the state average of 47%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 87% for the 2017 school year – a decrease from 92% in 2016.
- The number of behavior referrals has decreased to 198 in 2018 from 276 in 2017.

Current Academic State According to the Brigance Kindergarten Readiness Assessment, out of 127 students tested district wide, 45.7 percent were found “Not Ready” for kindergarten. North Magoffin Elementary tested 55 students with 50.9% “Not Ready”, Salyersville Grade School tested 52 students and 32.7% were found “Not Ready”, South Magoffin Elementary tested 20 students and 65% were found “Not Ready”. Using State provided CCR information, Magoffin County High School had 55 students Academically Ready and 20 students Career Ready, with an overall student Readiness Count of 67. Magoffin County High School had an average 94.6% graduation rate. Continued analysis of state data reflected the following information: Reading- Elementary level: 40% or 189/473 of Assessed students scored below Proficiency 60.0% or 284/473 of Assessed students scored P/D 9.4% or 11/116 Accountable Students with IEP scored below Proficiency 88% or 104/116 of Accountable Students with IEP scored P/D 40.8% or 150/368 of Accountable F/R Lunch students scored below proficiency 59.2% or 218/368 of Accountable F/R Lunch students scored P/D Reading-Middle School level: 45.8% or 223/487 of Assessed students scored below Proficiency 54.2% or 264/487 of Assessed students scored P/D 47.9% or 45/96 of Accountable Students with IEP scored below Proficiency 52.1% or 50/96 of Accountable Students with IEP scored P/D 50.9% or 186/366 of Accountable F/R Lunch students scored below proficiency 49.2% or 180/366 of Accountable F/R Lunch students scored P/D Reading-High School level: 70% or 93/133 of Assessed students scored below Proficiency 30.1% or 40/133 of Assessed students scored P/D 100% or 20/20 of Accountable Students with IEP scored below Proficiency 0% or 0/20 of Accountable Students with IEP scored P/D 74.5% or 73/98 of Accountable F/R Lunch students scored below proficiency 25.5% or 25/98 of Accountable F/R Lunch students scored P/D Math-Elementary level: 45.2% or 214/473 of Assessed students scored below Proficiency 54.8% or 259/473 of Assessed students scored P/D 13.8% or 16/116 of Accountable Students with IEP scored below Proficiency 86.2% or 100/116 of Accountable Students with IEP scored P/D 44.5% or 164/368 of Accountable F/R Lunch students scored below proficiency 55.4% or 204/368 of Accountable F/R Lunch students scored P/D Math-Middle School level: 60.5% or 295/487 of Assessed students scored below Proficiency 39.4% or 192/487 of Assessed students scored P/D 46.9% or 45/96 of Accountable Students with IEP scored below Proficiency 53.1% or 51/96 of Accountable Students with IEP scored P/D 62.9% or 231/366 of Accountable F/R Lunch students scored below proficiency 37.2% or 136/366 of Accountable F/R Lunch students scored P/D Math-High School level: 76.9% or 103/134 of Assessed students scored below Proficiency 23.1% or 31/134 of Assessed students scored P/D 100% or 21/21 of Accountable Students with IEP scored below Proficiency 0% or 0/21 of Accountable Students with IEP scored P/D 80.8% or 80/99 of Accountable F/R Lunch students scored below proficiency 19.2% or 19/99 of Accountable F/R Lunch students scored P/D Elementary level: 65.7% of all students scored

below Proficiency in Writing Middle School level: 66.7% of all students scored below Proficiency in Writing High School level: 55.7% of all students scored below Proficiency in Writing Non-Academic Current State Student attendance was 90% or lower for 6 out of the 11 months with an average of 91% for the 17-18 school year. Teacher attendance All behavior occurrences (in-school suspensions, out-of-school suspensions and behavior referrals) more than doubled in month 2 (same problem occurred in 16-17 school year). October had the largest number of in-school suspensions 69, for the entire year, with February a close second with 57 suspensions. Behavior Referrals for October were also the highest with 72 and March a close second with 55.

ATTACHMENTS

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

Priorities/Concerns

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

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

Priorities/Concerns High School: According to K-Prep data, All Accountable students at the high school level with an IEP in Math and Reading are scoring below Proficiency. 86.4% of Accountable high school students with and IEP are scoring below Proficiency in Writing. 76.1% of All Accountable high school students are scoring below Proficiency in Math and 69.8% of all Accountable high school students are below Proficiency in Reading. Middle School: According to K-Prep data, 47.9% of Accountable students at the middle school level, with an IEP, scored below Proficiency in Reading. 66.7% of all Accountable middle school students scored below Proficiency in Writing. 59.8% of all Accountable middle school students scored below Proficiency in Math. Science is also a concern at the middle school, with 88.6% of all Accountable middle school students scoring below Proficiency. Elementary Schools: According to the Math K-Prep data, all Accountable Male students at the elementary level, out scored females with 64.3% scoring Proficient or Distingusihged as compared to elementary Females, who scored 48.2% P/D. In Science at the elementary level, Males also scored higher than Females, scoring 54.3% P/D as compared to Females who only scored 21.9% P/D. All Accountable students at the elementary level scored 65.7% below Proficiency in Writing and 61% scored below in Proficiency in Science.

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?

While analyzing data we have noticed since 2013, most all areas of assessment have consistently stayed the same with very little fluctuation in assessment scores. (See Attached Charts). However, we have seen a steady increase in Graduation Rate.

ATTACHMENTS

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

Potential Source of Problem

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

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

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

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

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

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

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

We have decided to work on the following: KCWP # 2 Design and Deliver Instruction-We will use resources outlined in the attached workbook to ensure instructional programs are intentional and rigorous. The district will also help implement evidence based curriculum and strategies with fidelity. KCWP #4 Review, Analyze, Apply Data Results- We will implement a uniform and repeatable system to examine and interpret school data. District will use the data to determine students' needs and effectively monitor their progress.(See attached workbook for specific processes, practices and conditions)

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%.

At the High School level, Graduation rates have increased from 88.9% in 2014-15 to 94.3% in the 2017-18 school year. 67.3% of Females at the HS level scored P/D in Writing. Middle School Gifted/Talented students are scoring 94.1% P/D in Reading and 100% are scoring P/D in Math. 90.5% of Elementary students with an IEP, scored P/D in Reading and 86.2% P/D in Math.

ATTACHMENTS

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

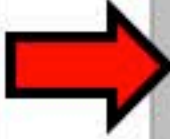
ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 18-19 Phase II Needs Assessment Workbook	Needs Assessment	, , , ,

Continuous Improvement Planning Cycle

Phase 2: Needs Assessment

***This is a generalized planning tool, not specific to a grade span. Content within the workbook is not locked and, therefore, is fully adaptable.**



Protocol

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

Step 1: Protocol

List the name and position of each member of the planning team involved in the Phase 2 – Needs Assessment. Additional members beyond 10 can be added to this sheet, as needed. Remember, it is important that your Core Team remain constant through this process, but it is understandable that additions to the team may be needed as you move through the phases of the cycle of continuous improvement.

Team Member Name	Shareholder Position
In eProve	

Maintain active logs of planning sessions with your team members. The table below can assist you in capturing this documentation in a concise manner.

Date	Team Members Present	Meeting Duration	Location Site
See Attachments			

***Please adjust table for more space if needed.**

Describe your team's process in reviewing and analyzing data sources: What sources did you utilize in your data review and analysis? How did you apply your data findings to determine your needs? (i.e. How did you prioritize your "work"?) *This step is best completed after all analysis has been finished.

Magoffin County Leadership team includes Scott Helton-Superintendent, Terry Watson-DPP, Kelli Isaac-Title I/Head Start Director, Randall Blanton-Special Education Director, Angela Skaggs, Instructional Supervisor/District Assessment Coordinator, Vickie Jo Howard-Adult Education Director, Keith Isaac-North Magoffin Elementary Principal, Gary Helton-Salyersville Grade School Principal, Mark Rice-South Magoffin Principal, Garland Yates-Herald Whitaker Middle School Principal, and Chris Meadows-Magoffin County High School Principal. The team reviews and analyzes data at each individual school and our findings are reported below. The leadership team meets bi-monthly and agendas and sign-in sheets are used for documentation.

**District Data Disaggregation Tool:
Kindergarten Readiness
CCR
Graduation Rate**

**Brigance: Kindergarten Readiness
All Student District Data**

	2015-2016	2016-2017	2017-2018
Enrollment	133	151	137
# Tested	128	149	127
Participation Rate	96.2	98.7	92.7
Not Ready	54.7	45.6	45.7
Kindergarten Ready	45.3	54.4	54.3

Understanding CCR Information

Understanding Graduation Rate Information

District Average 16-17	71.1	District Average 16-17	94.6
State Average 16-17	65.1	State Average 16-17	89.8
Was the Delivery Target Met for 16-17?	YES / NO	Was the Delivery Target Met for 16-17?	YES / NO
District Average 17-18 Transition Readiness (CCR)	Out of 151 Students: Academic Ready: 55 Career Ready: 20 Total: 75	District Average 17-18	95.1
No. of Students within Transition Ready Categories		State Average 17-18	
Academic Career		4 Year Cohort	94.3%
Total: Overall 67%		5 Year Cohort	95.9%

District/School Data Disaggregation Tool:

Gap

Understanding Gap Information

Reading(Elem) Math(Elem) Reading(Ms) Math(Ms) Reading(Hs) Math(Hs)

Total # of students with an IEP scoring below proficiency	11/116	16/116	46/96	45/96	20/20	21/21
Total # of students F/R Lunch Scoring below proficiency	150/368	164/368	186/366	231/366	73/98	80/99
Total # of African American students scoring below proficiency	N/A	N/A	N/A	N/A	N/A	N/A
Total # of Two or More Races students scoring below proficiency	N/A	N/A	N/A	N/A	N/A	N/A
Total # of English Learners students scoring below proficiency	N/A	N/A	N/A	N/A	N/A	N/A
Total # of American Indian students scoring below proficiency	N/A	N/A	N/A	N/A	N/A	N/A
Total # of Hispanic students scoring below proficiency	N/A	N/A	N/A	N/A	N/A	N/A
Total Number of students in the Consolidated Student Group scoring below proficiency	14/121	18/121	48/100	48/100	20/20	21/21
Gap Group Students with an IEP : # Gap Students P/D	104/116	100/116	50/96	51/96	0/20	0/21
Gap Group F/R Lunch : # Gap Students P/D	218/368	204/368	180/366	136/366	25/98	19/99
Gap Group African American : # Gap Students P/D	N/A	N/A	N/A	N/A	N/A	N/A
Gap Group Two or More Races : # Gap Students P/D	N/A	N/A	N/A	N/A	N/A	N/A
Gap Group English Learners : # Gap Students P/D	N/A	N/A	N/A	N/A	N/A	N/A
Gap Group American Indian : # Gap Students P/D	N/A	N/A	N/A	N/A	N/A	N/A
Gap Group Hispanic : # Gap Students P/D	N/A	N/A	N/A	N/A	N/A	N/A
Total Number of students in the Consolidated Student Group P/D	107/121	103/121	52/100	52/100	0/20	0/21

District/School Data Disaggregation Tool:

All Assessed Students

Proficiency - Converting Percentages into Numbers

Reading

Novice	Apprentice	Proficient	Distinguished
Elementary: 86/473 Middle: 117/487 High: 55/133	Elementary: 103/473 Middle: 106/487 High: 38/133	Elementary: 153/473 Middle: 203/487 High: 35/133	Elementary: 131/473 Middle: 61/487 High: 5/133

Mathematics

Novice	Apprentice	Proficient	Distinguished
Elementary: 71/473 Middle: 80/487 High: 65/134	Elementary: 143/473 Middle: 215/487 High: 38/134	Elementary: 158/473 Middle: 167/487 High: 28/134	Elementary: 101/473 Middle: 25/487 High: 3/134

Science

Novice	Apprentice	Proficient	Distinguished
Elementary: 17/159 Middle: 52/167 High: 45/135	Elementary: 81/159 Middle: 97/167 High: 70/135	Elementary: 49/159 Middle: 18/167 High: 18	Elementary: 12/159 Middle: 0/167 High: 2/135

Social Studies

Novice	Apprentice	Proficient	Distinguished
Elementary: 15/171 Middle: 12/152 High: N/A	Elementary: 66/171 Middle: 59/152 High: N/A	Elementary: 63/171 Middle: 66/152 High: N/A	Elementary: 17/171 Middle: 15/152 High: N/A

Writing

Novice	Apprentice	Proficient	Distinguished
Elementary: 44/171 Middle: 19/152 High: 26/133	Elementary: 71/171 Middle: 83/152 High: 50/133	Elementary: 43/171 Middle: 48/152 High: 49/133	Elementary: 13/171 Middle: 2/152 High: 8/133

District/School Data Disaggregation Tool:

Proficiency – Notable Changes in Data since Previous Year

Reading			
Novice	Apprentice	Proficient	Distinguished
Elem.: +1.3% Middle: +3.2% High: Eng II:-2.5%	Elem.: -3.6% Middle: -6.4% High: Eng II: +15.2%	Elem.: -2.4% Middle: +2.4% High: Eng II: -11.0%	Elem.: +4.7% Middle: +0.80 High: Eng II: -1.6%
Mathematics			
Novice	Apprentice	Proficient	Distinguished
Elem.: +3.1% Middle:-3.1% High: Alg II:+4.4%	Elem.: +2.3% Middle: +5.1% High: Alg II:-4.9%	Elem.: -9.1% Middle:-1.8% High: Alg II:+4.0%	Elem.: +3.7% Middle:-0.10% High: Alg II: -3.5%
Science			
Novice	Apprentice	Proficient	Distinguished
Elem.: N/A Middle: N/A High: Bio: -5.2%	Elem.: N/A Middle: N/A High: Bio: +13.2%	Elem.: N/A Middle: N/A High: Bio: -7.0%	Elem.: N/A Middle: N/A High: Bio: -1.2%
Social Studies			
Novice	Apprentice	Proficient	Distinguished
Elem.: -0.9% Middle: -0.20% High: N/A	Elem.: +0.50 Middle: -1.0% High: N/A	Elem.: -0.40% Middle: +0.80% High: N/A	Elem.: +0.90% Middle: +0.40% High: N/A
Writing			
Novice	Apprentice	Proficient	Distinguished
Elem.: +7.9% Middle:-3.7% High:+6.6%	Elem.: +3.6% Middle: -2.2% High: +20.2%	Elem.: -13.3% Middle: +10.8% High: -25.2%	Elem.: +1.9% Middle: -4.9% High: -1.7%

Nonacademic Data Review

School Year 2016-2017

	Student Attendance	Teacher Attendance	Suspensions		Retentions	Behavior Referrals	Expulsions	Other
			In-school	Out of School				
July	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
August	95.05	94	29	20	0	55	0	0
September	93.21	93	85	26	0	105	0	0
October	92.30	93	45	23	0	66	0	0
November	91.02	89	36	17	0	50	0	0
December	89.38	92	24	11	0	36	0	0
January	90.33	92	40	14	0	49	0	0
February	89.39	90	69	28	0	94	0	0
March	87.42	91	47	23	0	53	0	0
April	88.28	92	24	11	0	23	0	0
May	87.23	94	17	13	0	22	0	0
June	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
OVERALL	90.40	92	416	186	0	555	0	0

School Year 2017-2018

	Student Attendance	Teacher Attendance	Suspensions		Retentions	Behavior Referrals	Expulsions	Other
			In-school	Out of School				
July	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
August	95.28	94.6	21	1	0	29	0	
September	93.48	92.0	48	5	0	56	0	
October	93.08	90.2	69	4	0	72	0	
November	90.03	90.1	40	8	0	41	0	
December	91.15	91.4	23	7	0	25	0	

January	92.08	90.4	19	2	0	16	0	
February	88.12	90.8	57	9	0	52	0	
March	90.35	93.8	46	18	0	55	0	
April	87.56	90.0	35	9	0	37	0	
May	86.67	93.1	17	7	0	24	0	
June	77.11	N/A	0	0	N/A	0	0	N/A
OVERALL	90.54		375	70	3	407	0	

District Data Disaggregation Tool:

Using Data Questions to Define the As-Is- State of Student Achievement in Your School/District

1. What does the data tell us?

According to the Brigance Kindergarten Readiness Assessment, out of 127 students tested district wide, 45.7 percent were found "Not Ready" for kindergarten. North Magoffin Elementary tested 55 students with 50.9% "Not Ready", Salyersville Grade School tested 52 students and 32.7% were found "Not Ready", South Magoffin Elementary tested 20 students and 65% were found "Not Ready".

Using State provided CCR information, Magoffin County High School had 55 students Academically Ready and 20 students Career Ready, with an overall student Readiness Count of 67. Magoffin County High School had an average 94.6% graduation rate. Continued analysis of state data reflected the following information:

Reading- Elementary level:

40% or 189/473 of Assessed students scored below Proficiency

60.0% or 284/473 of Assessed students scored P/D

9.4% or 11/116 Accountable Students with IEP scored below Proficiency

88% or 104/116 of Accountable Students with IEP scored P/D

40.8% or 150/368 of Accountable F/R Lunch students scored below proficiency

59.2% or 218/368 of Accountable F/R Lunch students scored P/D

Reading-Middle School level:

45.8% or 223/487 of Assessed students scored below Proficiency

54.2% or 264/487 of Assessed students scored P/D

47.9% or 45/96 of Accountable Students with IEP scored below Proficiency

52.1% or 50/96 of Accountable Students with IEP scored P/D

50.9% or 186/366 of Accountable F/R Lunch students scored below proficiency

49.2% or 180/366 of Accountable F/R Lunch students scored P/D

Reading-High School level:

70% or 93/133 of Assessed students scored below Proficiency

30.1% or 40/133 of Assessed students scored P/D

100% or 20/20 of Accountable Students with IEP scored below Proficiency

0% or 0/20 of Accountable Students with IEP scored P/D

74.5% or 73/98 of Accountable F/R Lunch students scored below proficiency

25.5% or 25/98 of Accountable F/R Lunch students scored P/D

Math-Elementary level:

45.2% or 214/473 of Assessed students scored below Proficiency

54.8% or 259/473 of Assessed students scored P/D

13.8% or 16/116 of Accountable Students with IEP scored below Proficiency

86.2% or 100/116 of Accountable Students with IEP scored P/D

44.5% or 164/368 of Accountable F/R Lunch students scored below proficiency

55.4% or 204/368 of Accountable F/R Lunch students scored P/D

Math-Middle School level:

60.5% or 295/487 of Assessed students scored below Proficiency

39.4% or 192/487 of Assessed students scored P/D

46.9% or 45/96 of Accountable Students with IEP scored below Proficiency

53.1% or 51/96 of Accountable Students with IEP scored P/D

62.9% or 231/366 of Accountable F/R Lunch students scored below proficiency

37.2% or 136/366 of Accountable F/R Lunch students scored P/D

Math-High School level:

76.9% or 103/134 of Assessed students scored below Proficiency

23.1% or 31/134 of Assessed students scored P/D

100% or 21/21 of Accountable Students with IEP scored below Proficiency

0% or 0/21 of Accountable Students with IEP scored P/D

80.8% or 80/99 of Accountable F/R Lunch students scored below proficiency

19.2% or 19/99 of Accountable F/R Lunch students scored P/D

Elementary level: 65.7% of all students scored below Proficiency in Writing

Middle School level: 66.7% of all students scored below Proficiency in Writing

High School level: 55.7% of all students scored below Proficiency in Writing

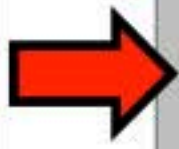
2. What does the data not tell us?

The data does not tell us

Non-academic side, the data does not tell us what the reasons are that schools have poor teacher and student attendance or what causes an increase in behavior referrals and suspensions in September and October.

6th grade students were moved from the three elementary schools and combined with 7th and 8th grade students at the middle school. (Did this have an effect on scores and non-academic data?)

Academic data does not tell us why male students at the elementary level are out scoring females in Math (64.3% P/D males to 48.2% female P/D) and in Reading (63.9% P/D 58.3% females). However, females are out scoring males in Reading and Math at both the middle school and high school levels.

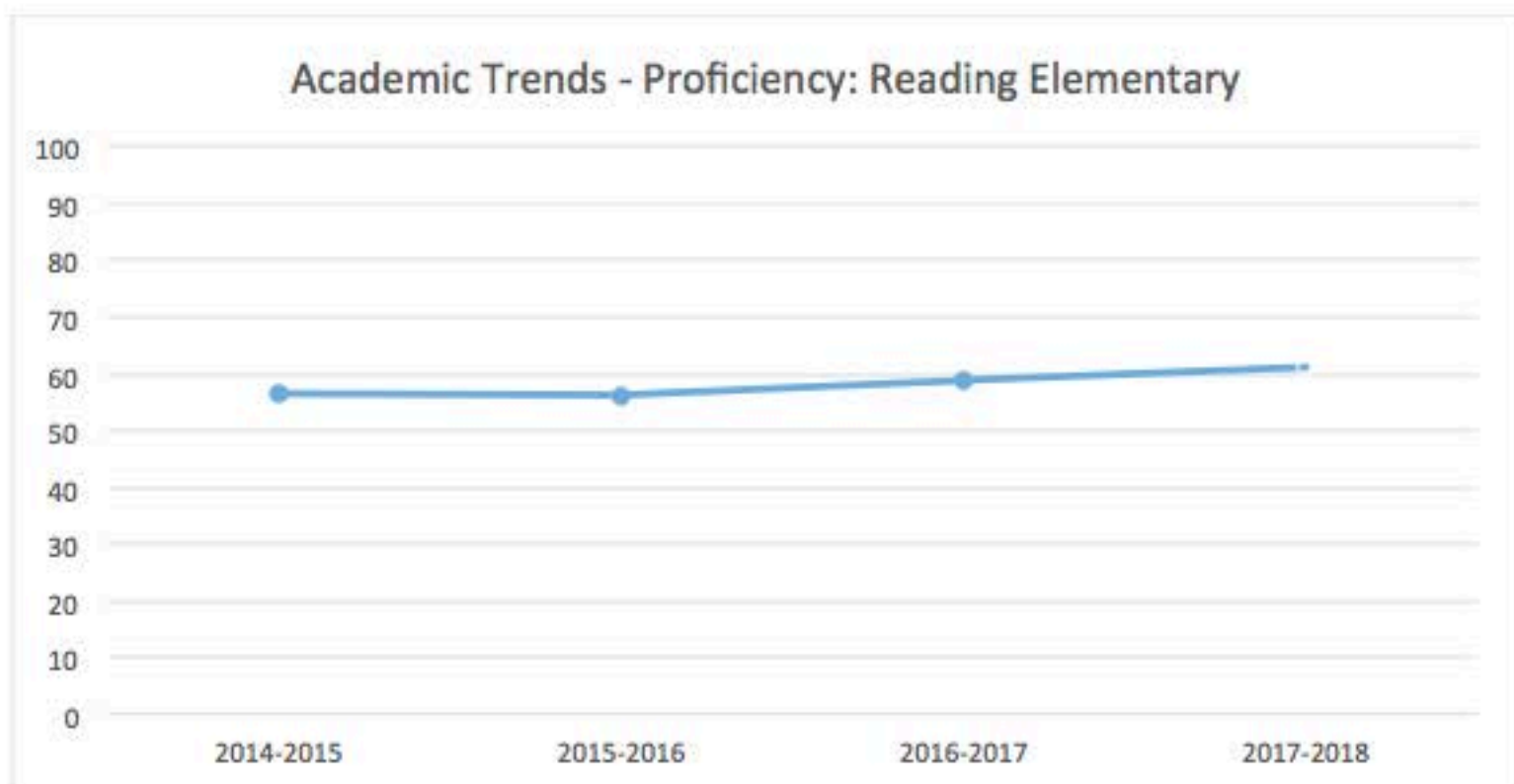


Trends

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

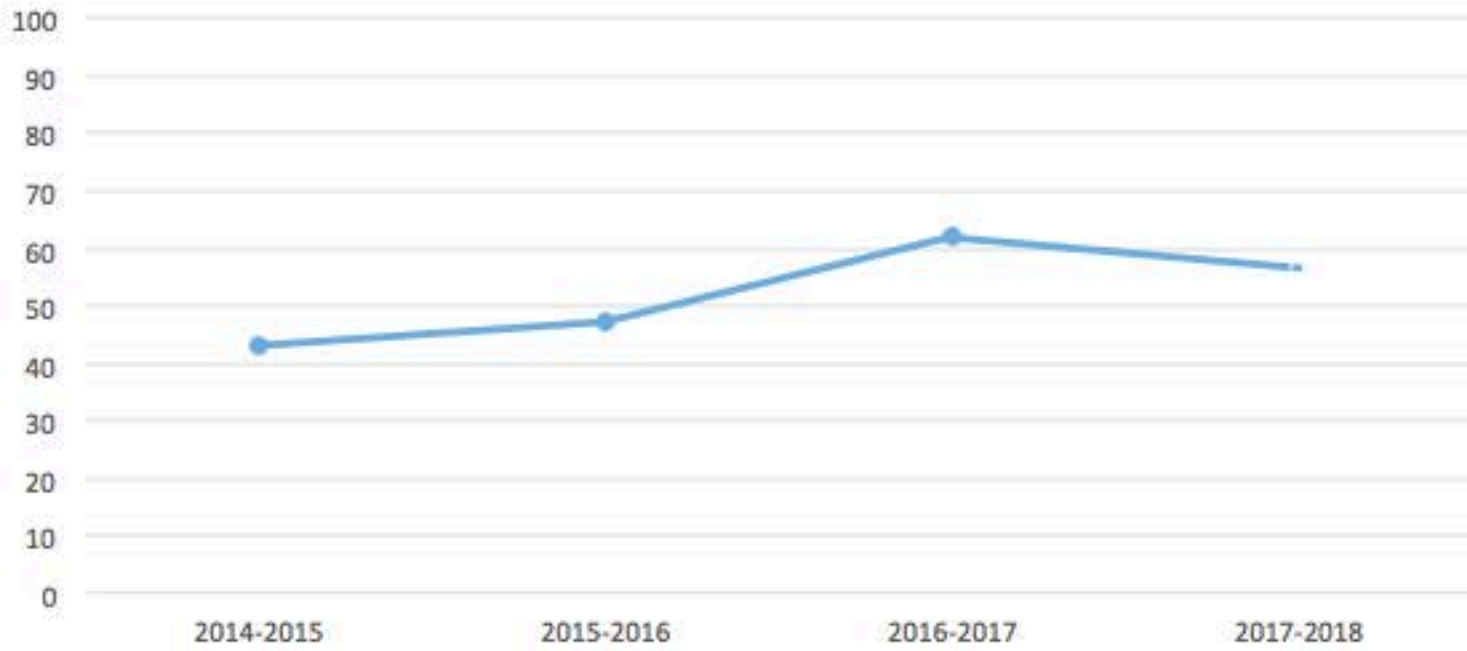
Step 4: Identifying Your Data Trends

To dig deeper into your “as is” state, it is important to consider how performance has fared across time. Using the School Report Card for your school/district, present your data to make your trends more visual. This data display and analysis assists you in the beginning steps of “systems thinking.”

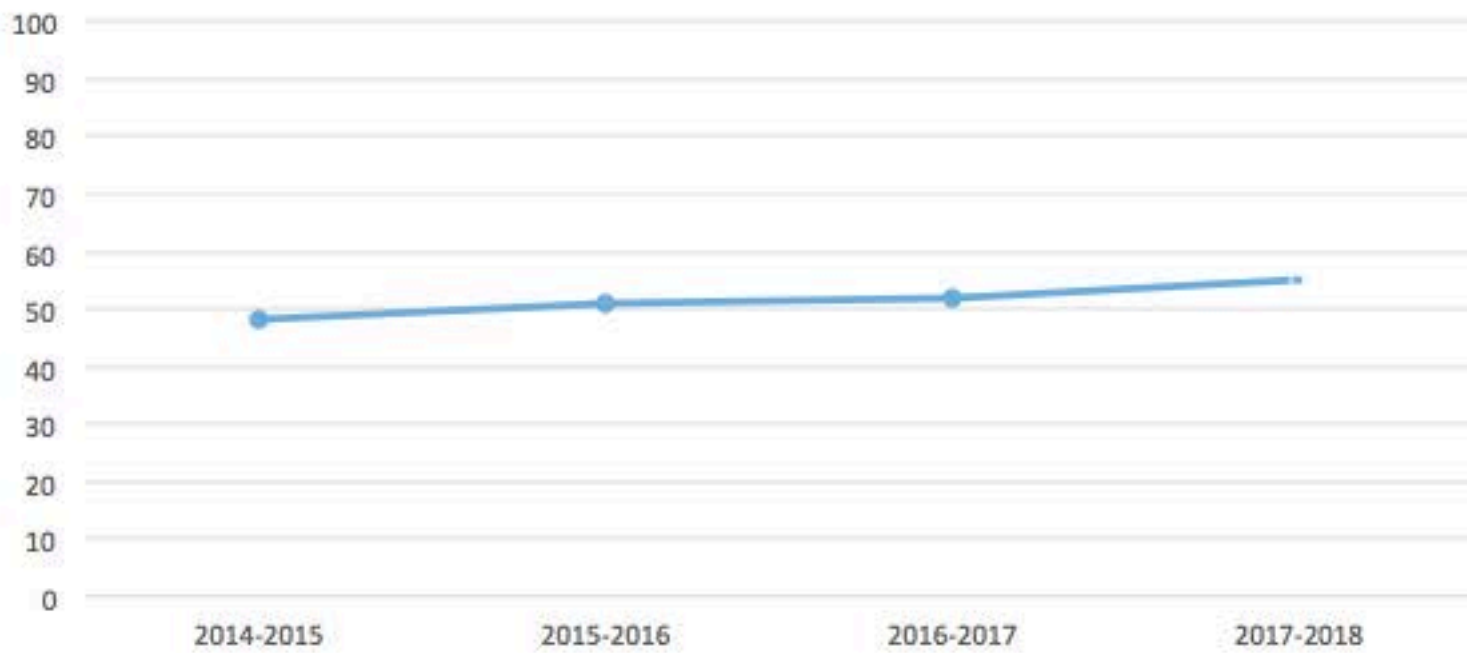


To enter data into the chart, place your cursor on the chart and right click. A window will open. Select “Edit Data,” then select “Edit Data in Excel” from the window as well. This will allow you to enter the data into the chart easily. The chart has been created to graph as you enter data.

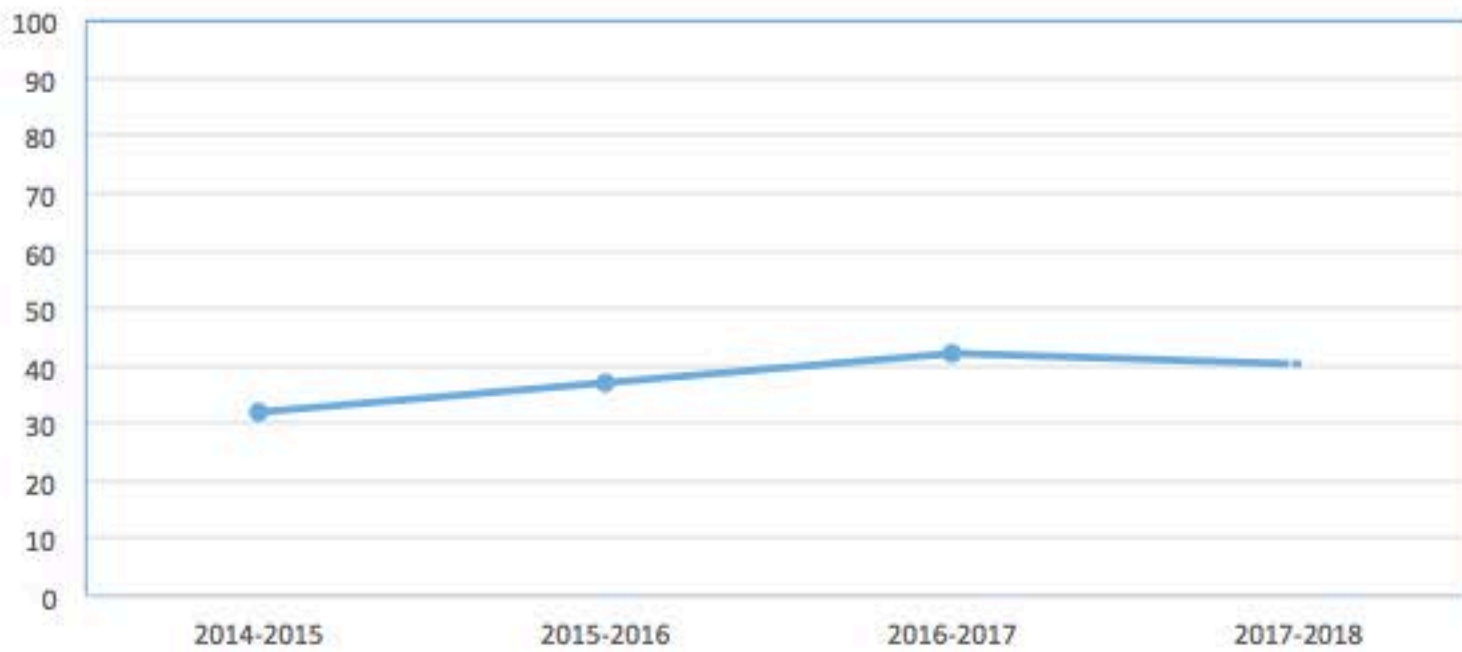
Academic Trends - Proficiency: Math Elementary



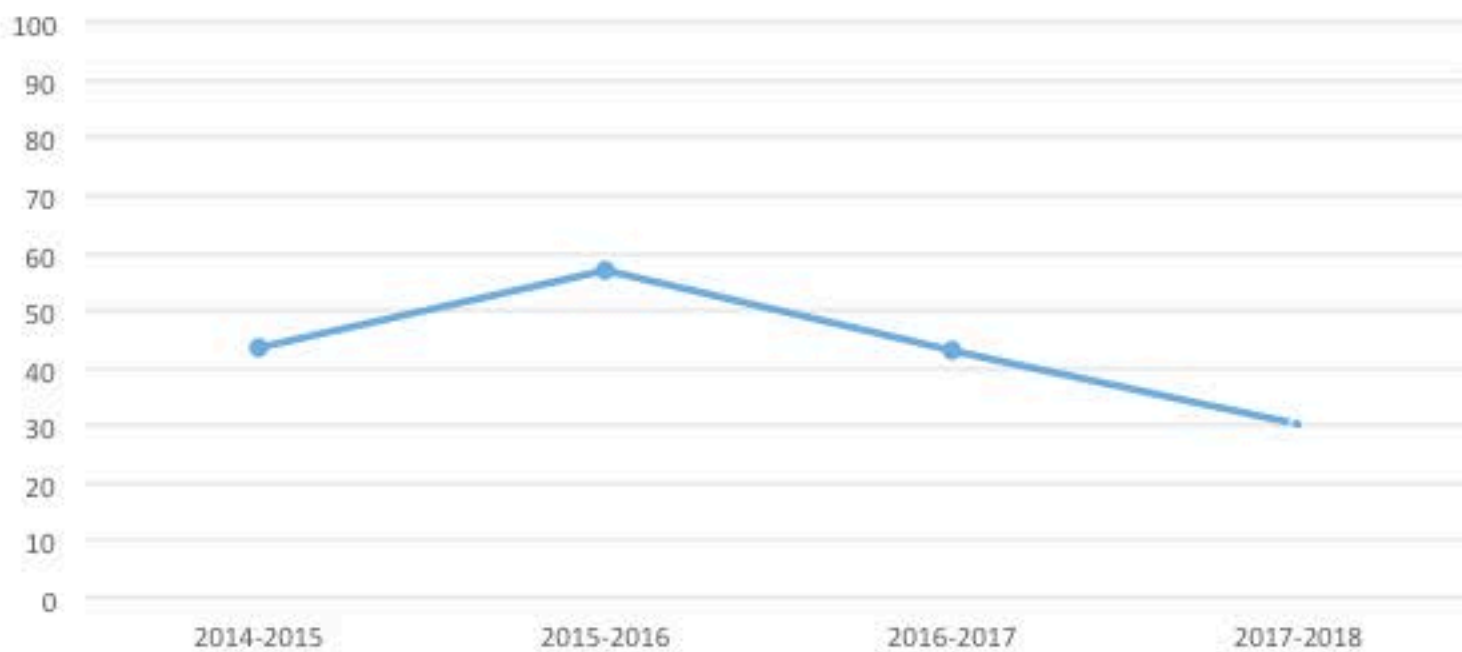
Academic Trends - Proficiency: Reading Middle School



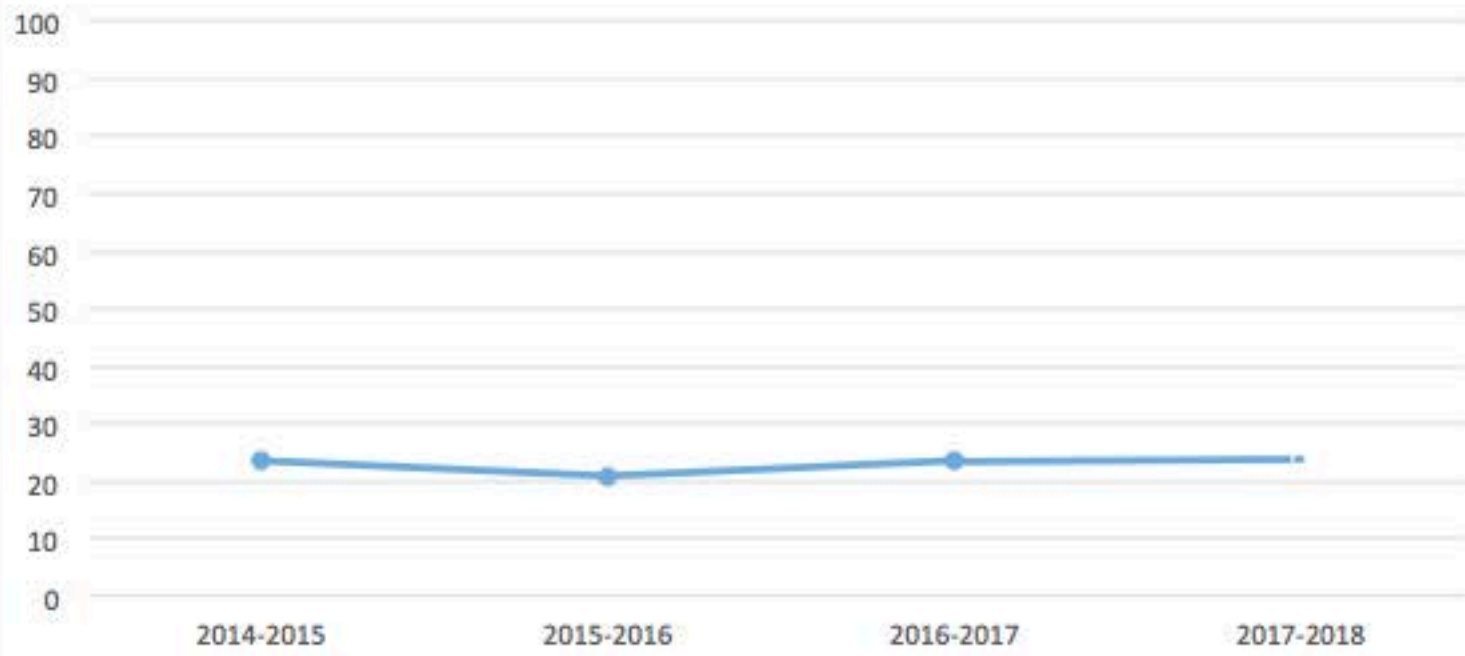
Academic Trends - Proficiency: Math Middle School



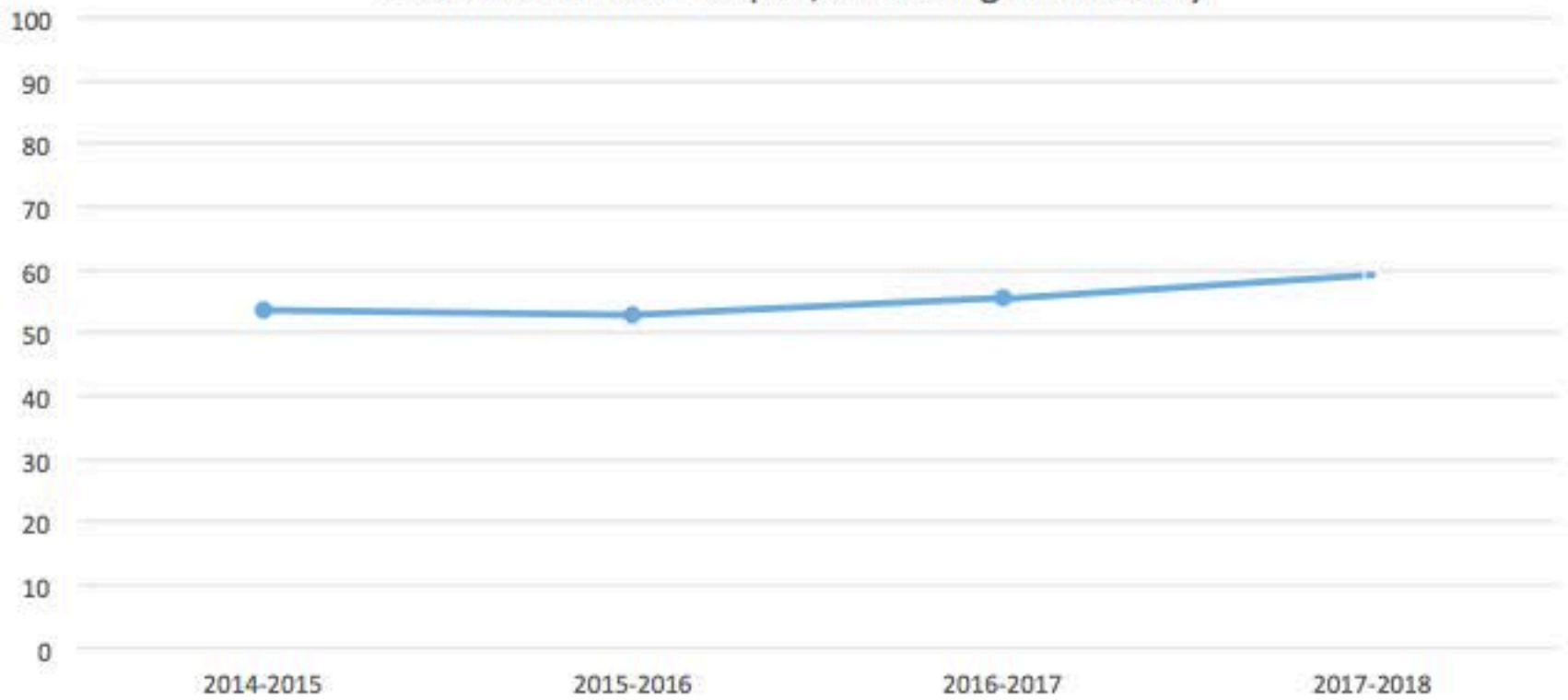
Academic Trends - Proficiency: Reading High School



Academic Trends - Proficiency: Math High School

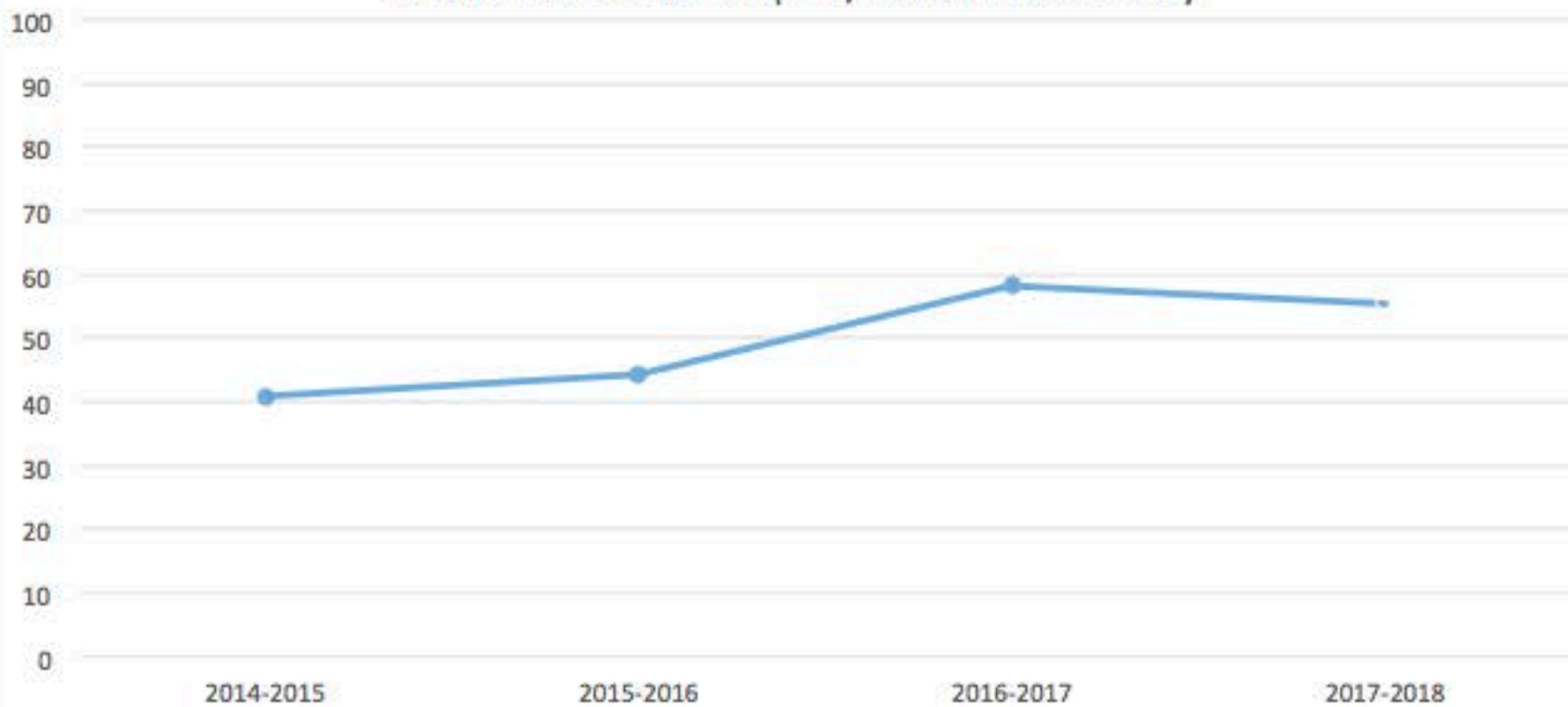


Academic Trends - Gap: F/R Reading Elementary

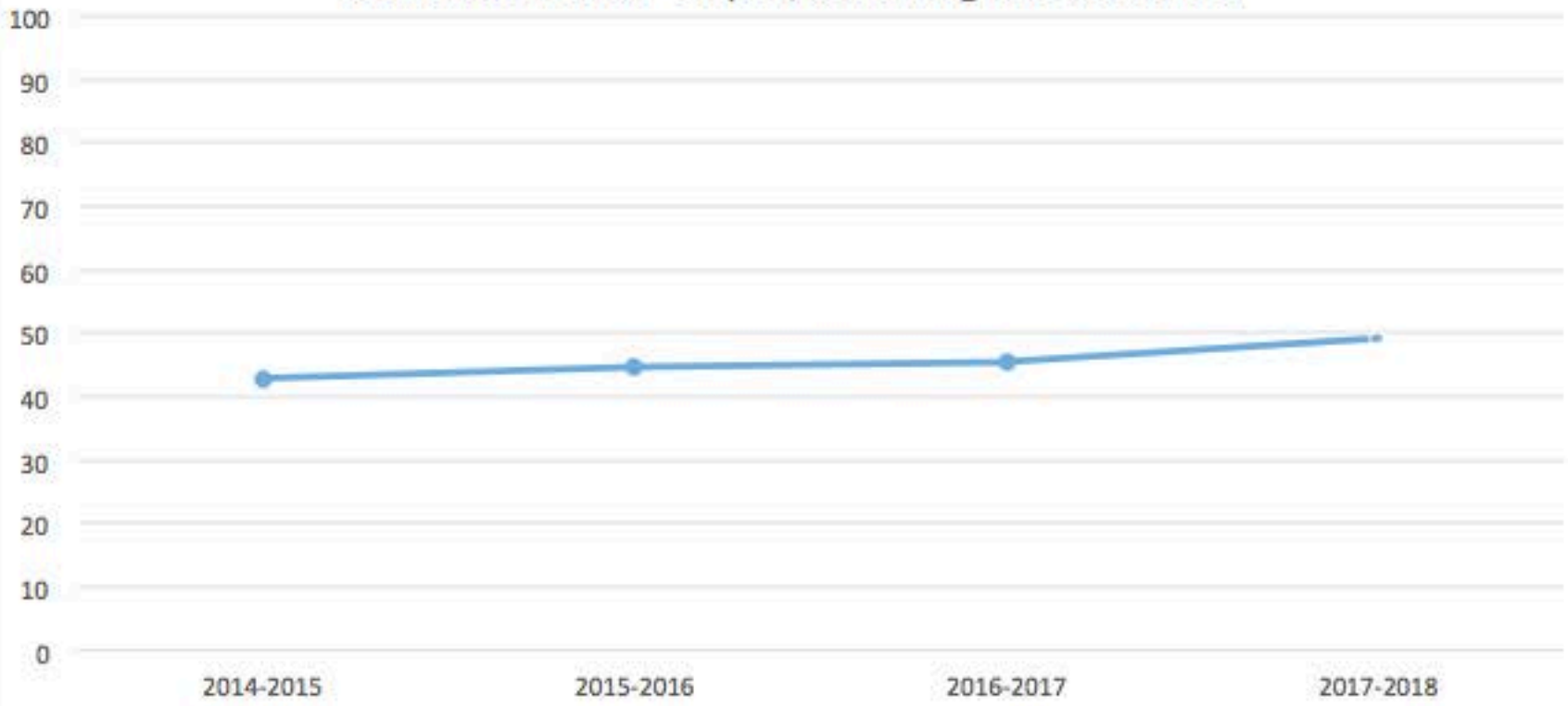


To enter data into the chart, place your cursor on the chart and right click. A window will open. Select "Edit Data," then select "Edit Data in Excel" from the window as well. This will allow you to enter the data into the chart easily. The chart has been created to graph as you enter data.

Academic Trends - Gap: F/R Math Elementary



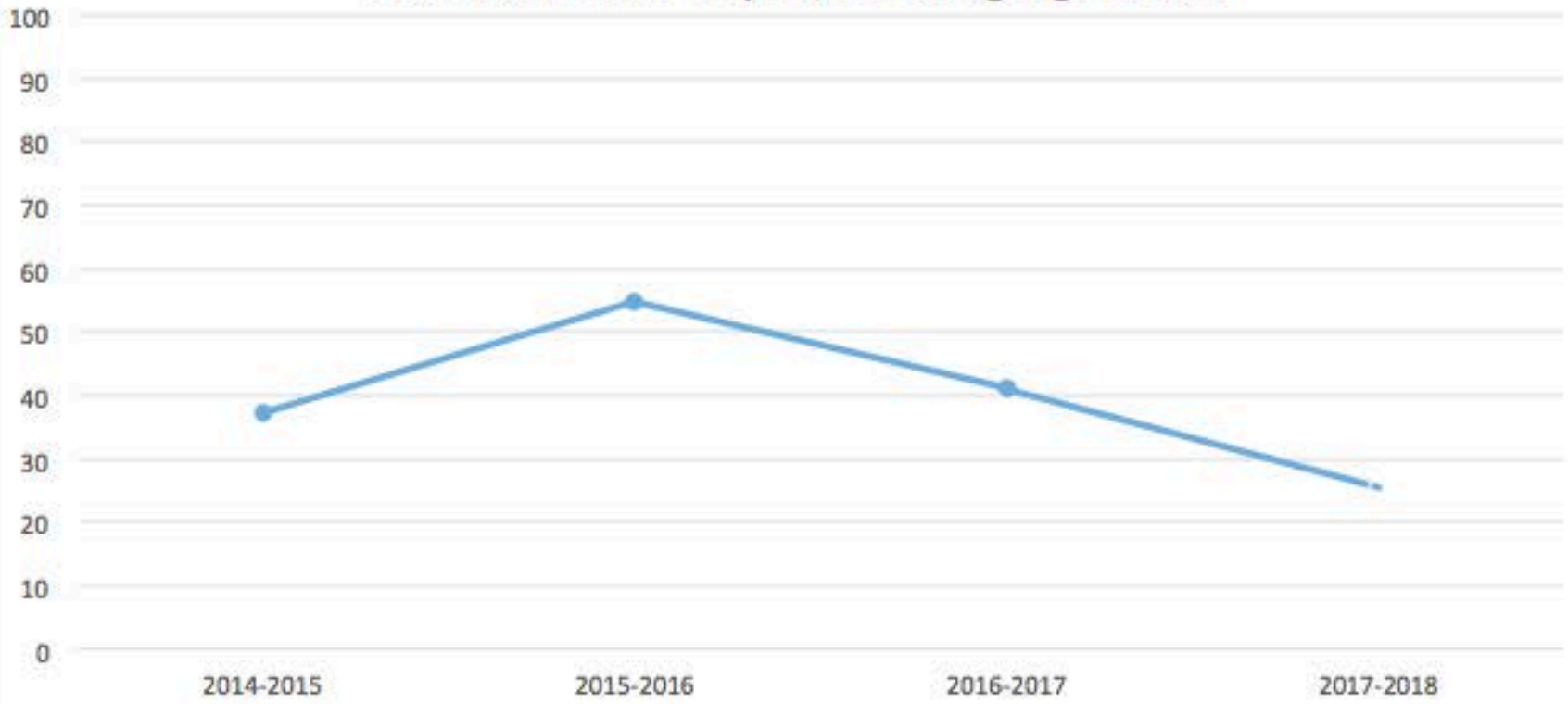
Academic Trends - Gap: F/R Reading Middle School



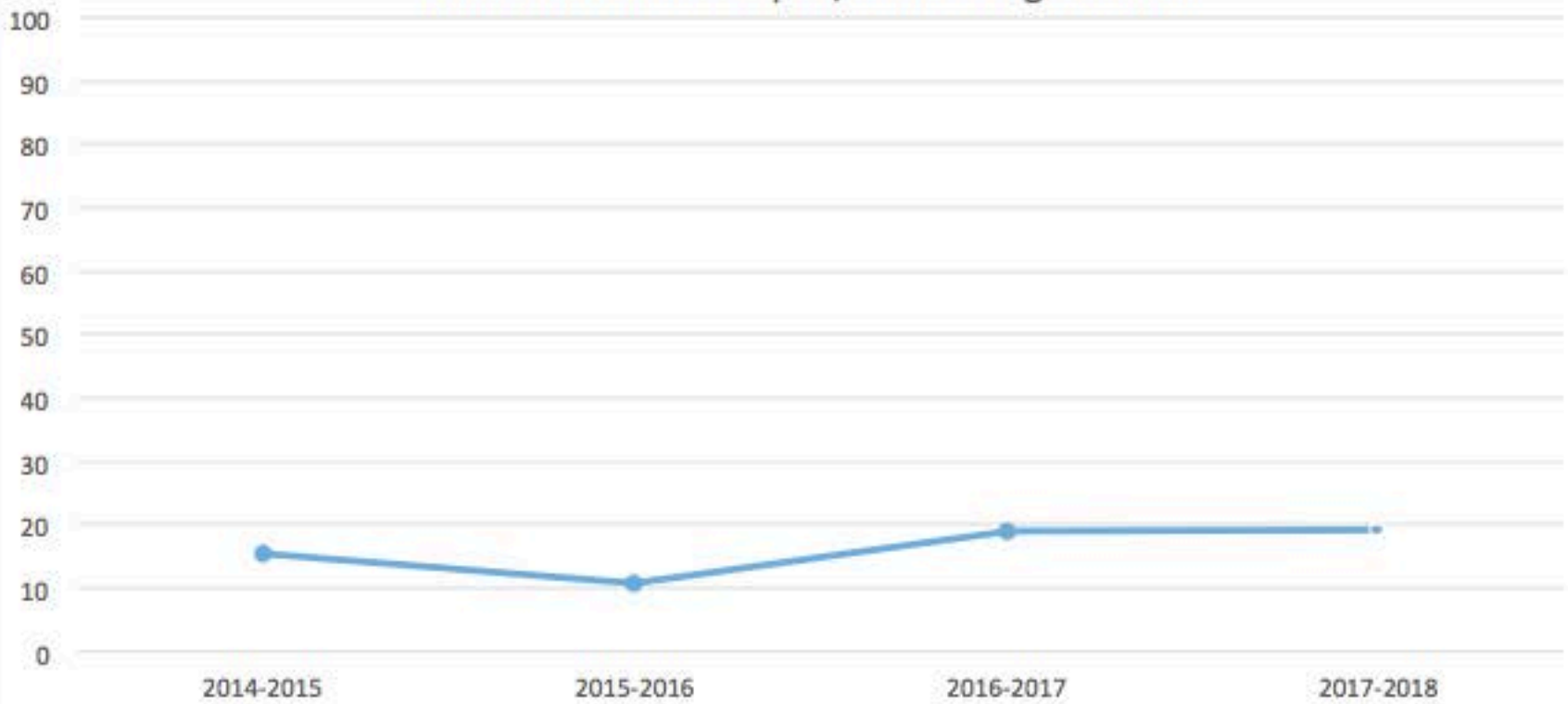
Academic Trends - Gap: F/R Math Middle School



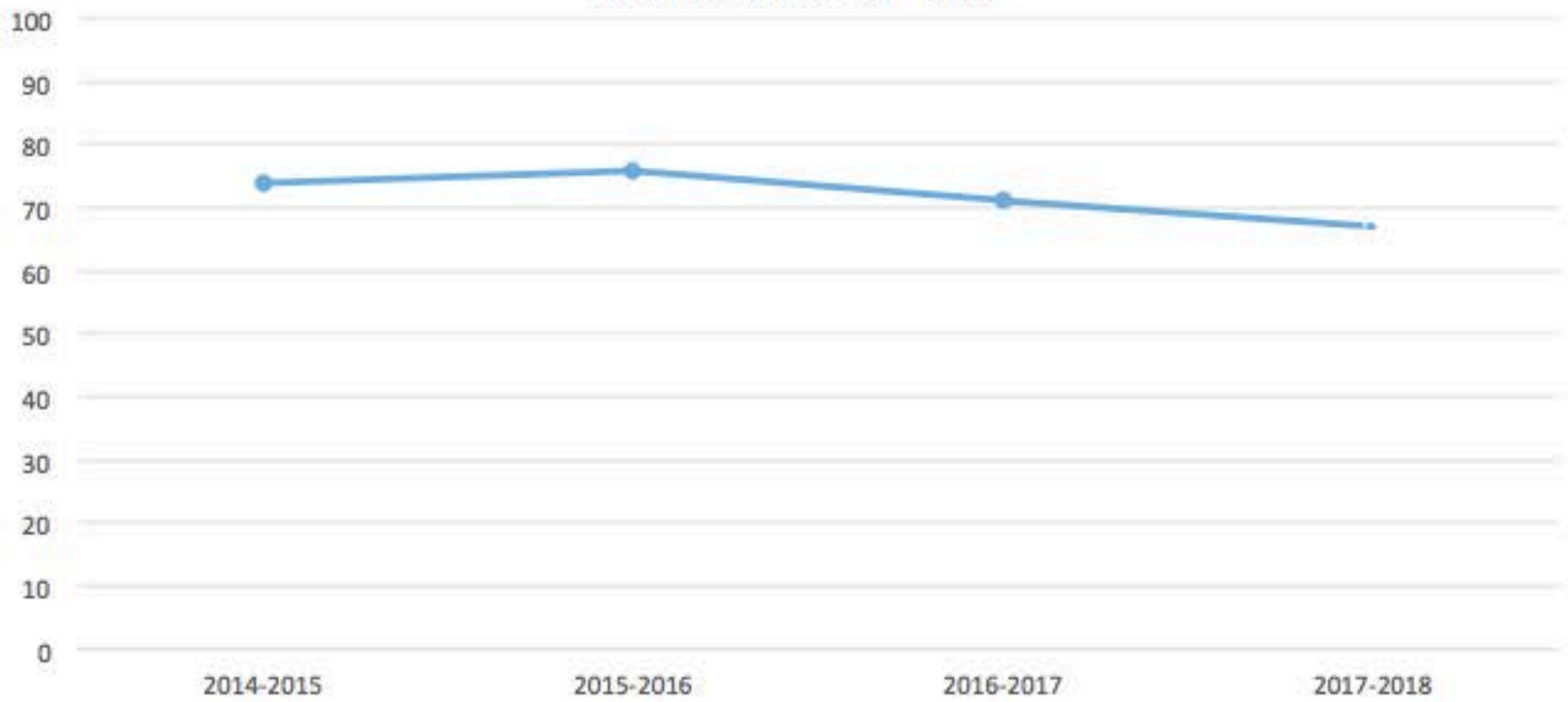
Academic Trends - Gap: F/R Reading High School



Academic Trends - Gap: F/R Math High School

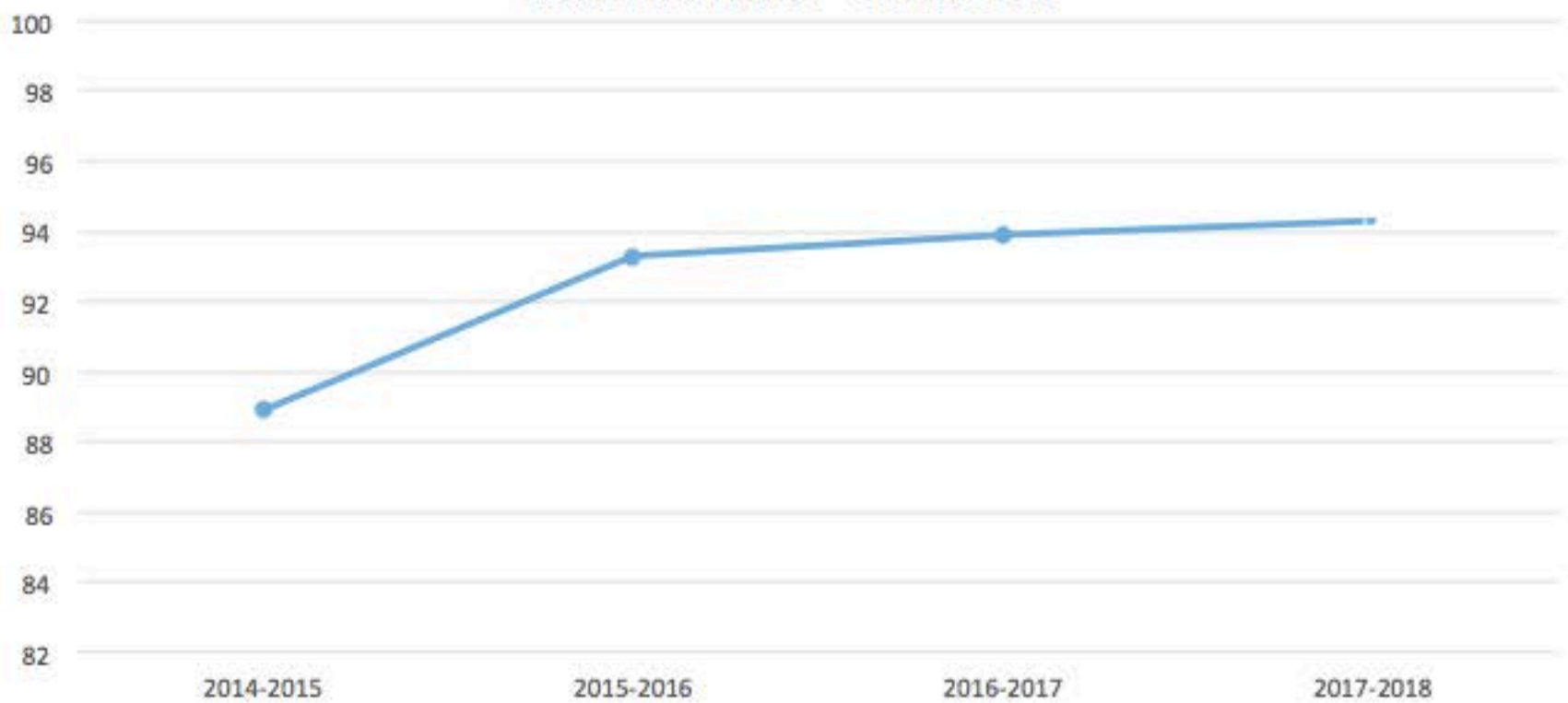


Academic Trends - CCR



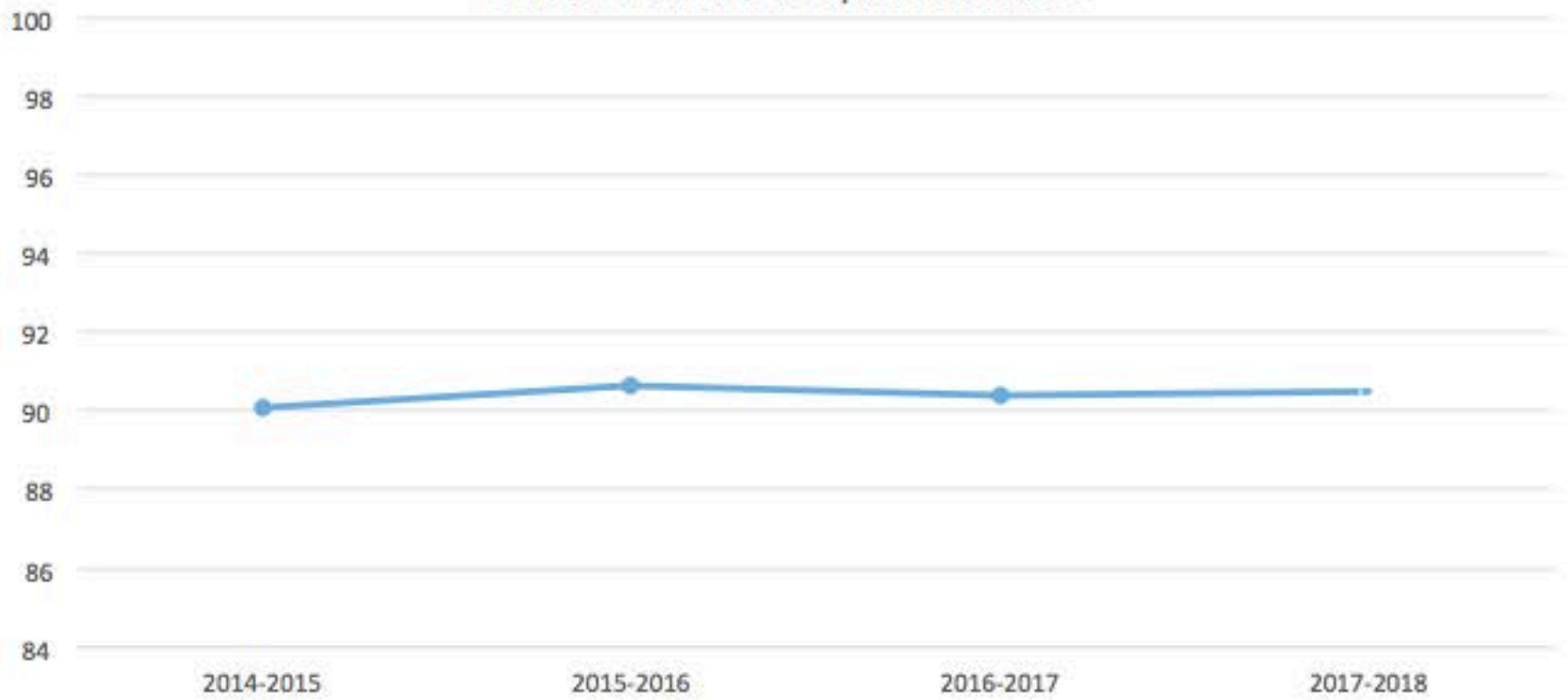
To enter data into the chart, place your cursor on the chart and right click. A window will open. Select "Edit Data," then select "Edit Data in Excel" from the window as well. This will allow you to enter the data into the chart easily. The chart has been created to graph as you enter data.

Academic Trends - Graduation



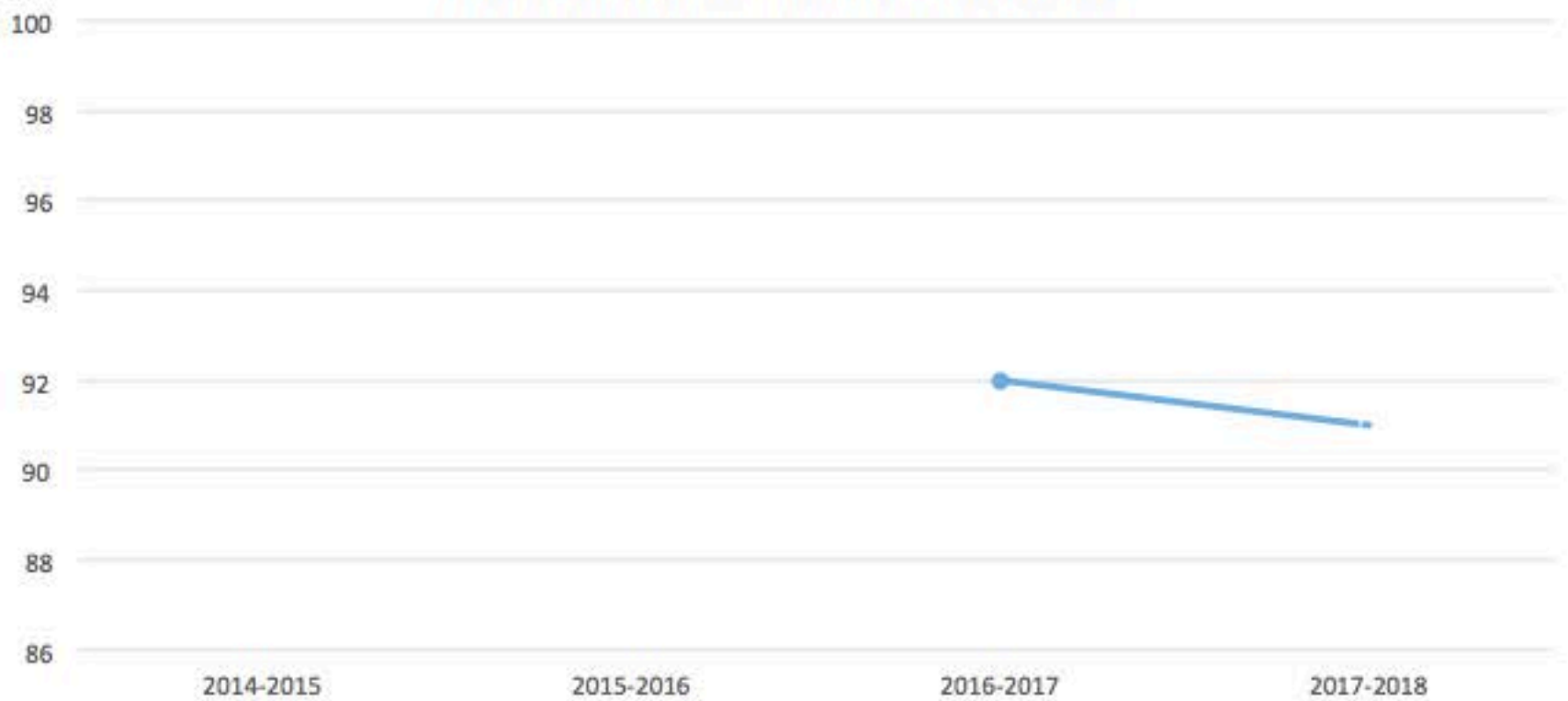
To enter data into the chart, place your cursor on the chart and right click. A window will open. Select "Edit Data," then select "Edit Data in Excel" from the window as well. This will allow you to enter the data into the chart easily. The chart has been created to graph as you enter data.

Behavior Trends: Pupil Attendance



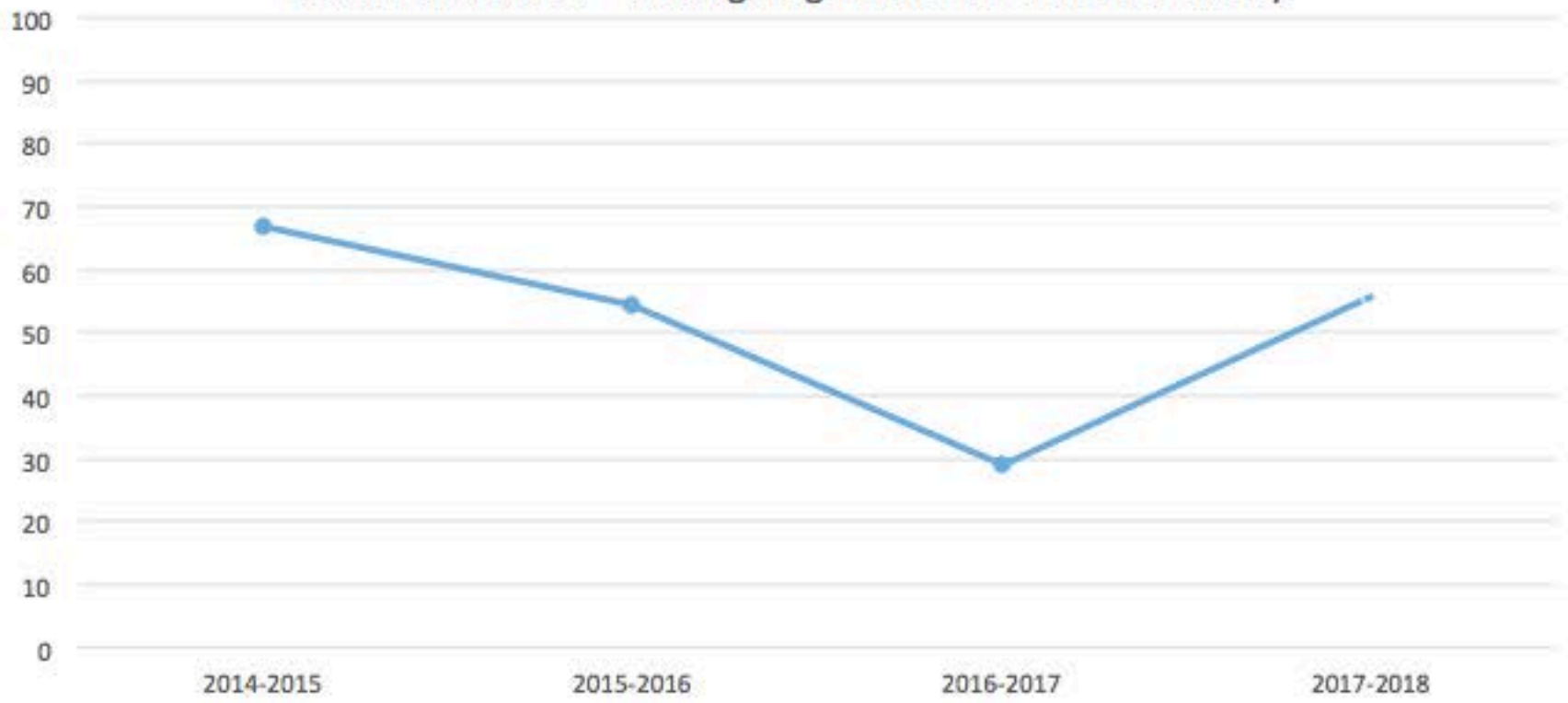
To enter data into the chart, place your cursor on the chart and right click. A window will open. Select "Edit Data," then select "Edit Data in Excel" from the window as well. This will allow you to enter the data into the chart easily. The chart has been created to graph as you enter data.

Behavior Trends: Teacher Attendance

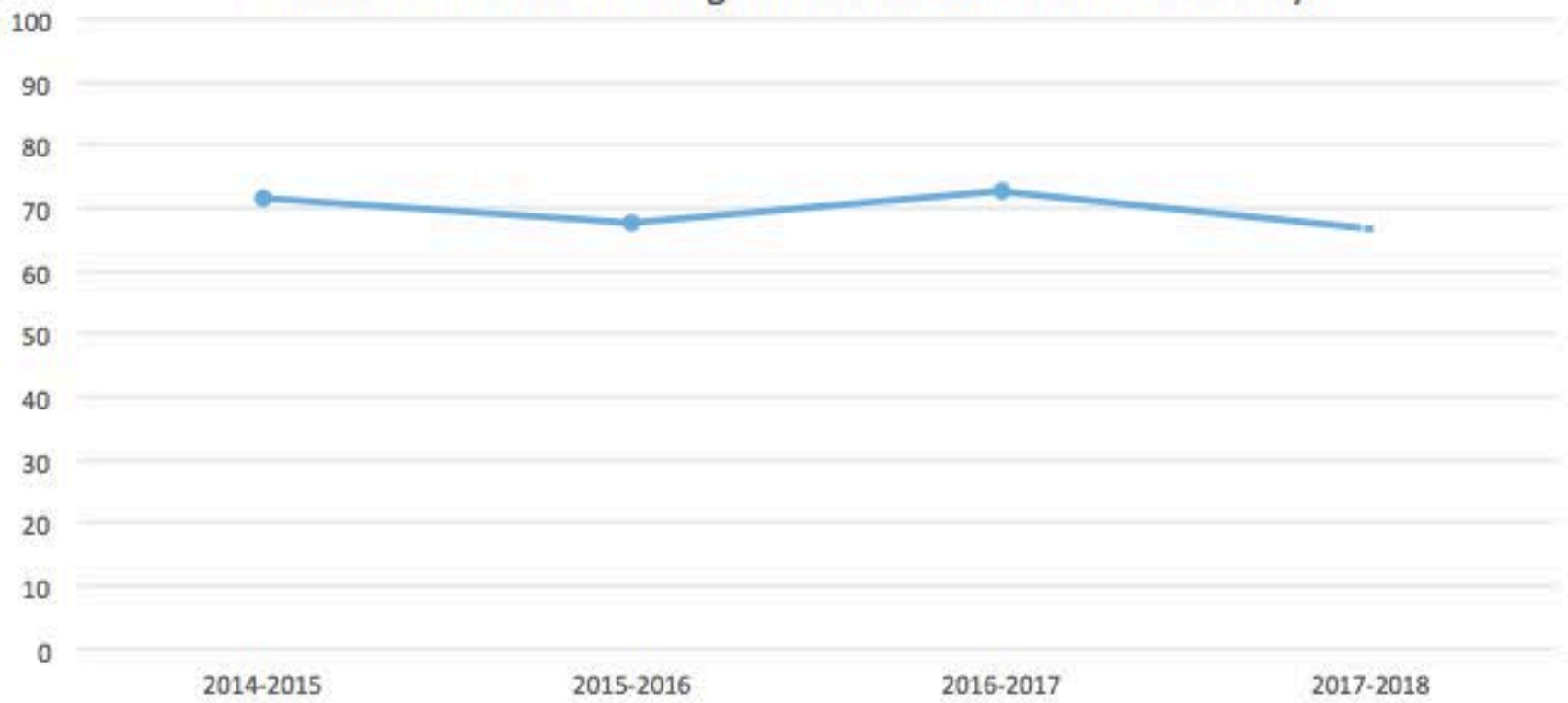


To enter data into the chart, place your cursor on the chart and right click. A window will open. Select "Edit Data," then select "Edit Data in Excel" from the window as well. This will allow you to enter the data into the chart easily. The chart has been created to graph as you enter data.

Academic Trends - Writing: High School Below Proficiency



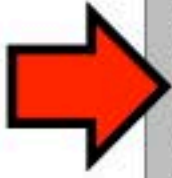
Academic Trends - Writing: Middle School Below Proficiency



Academic Trends - Writing: Elementary Schools Below Proficiency



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

It is important to remember that student data is **ONLY** the reflection of current conditions of the **KEY PROCESSES** in schools/districts. In order to target work to the appropriate systemic area(s), teams **MUST** consider what needs repaired and where it falls within the scope of the school/district: the work (process), the worker (practice), or the workplace (condition).

As you think about each question within the Key Core Work Processes, provided on the following six (6) pages of this workbook, consider these guiding questions: *What is working well? Are these items monitored and evaluated for effectiveness? Do we know if this practice is impacting ALL students in EVERY classroom?*

As you work through the six (6) Key Core Work Processes, KCWPs, use the following system to analyze your current "as is" state within EACH of the KCWPs.

- If you can solidly respond with a definitive "yes," then highlight those questions **GREEN**. This means systems are in proper alignment and have continuous monitoring methods in place.
- If there are practices that are not systematically in place throughout your building/district, or are otherwise spotty, then you are in the implementation stage and you should highlight these questions **YELLOW**.
- Lastly, there are some items within each question that may **NOT** be on the radar as of the present time. This could be due to "will" levels, skill levels, or a combination of both – essentially it is not on the front burner. If this is so, then highlight these items **RED/PINK**.

- Working well, monitored and evaluated for effectiveness
- Impacting all students in every classroom

- Not systematically in place
- Implementation is spotty
- More conversations needed

- Not on the radar as of right now due to "will" and/or skill levels,
- Not a priority at this time. This may be due to prerequisite activities **MUST** occur beforehand.

Evaluation of Kentucky Department of Education Work Processes for Novice Reduction- **Strategic Level**

1. Design and Deploy Standards(What should students know and be able to do?)

Alignment with Kentucky Board of Education Delivery Target: *College and Career Readiness Pathways*

KEY ELEMENTS OF THIS PROCESS	GUIDING QUESTIONS FOR QUALITY PRACTICE	EVIDENCE OF PRACTICE BEING IN PLACE/ KEY PERSON RESPONSIBLE FOR THIS PROCESS
<p><i>ntucky Academic Standards ensure that all districts and schools have access to the same outline of expectations. The Kentucky Academic Standards are in Kentucky statute as what is to be taught. It is imperative that schools and districts continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success. The Career Technical Education Pathways are specific requirements for completion of college and career readiness. Standards and curriculum are fundamental to each and every student.</i></p>	<ul style="list-style-type: none"> • What is the assurance the current curriculum(s) is valid (e.g., aligned to state/essential standards, components that support the instruction and assessment, paced with accuracy)? • What monitoring systems are in place to ensure the curriculum(s) is taught at a high level of fidelity (e.g., complete document is consistently used by all staff, the intent of the standard is preserved)? • What processes do teachers use to create clear and precise learning targets for students? • What systems are in place for teachers to readjust the curriculum (content and pacing) to meet student needs based on assessment results (formative and summative)? • How are your district's CTE Pathway courses monitored and evaluated for effectiveness? • What is the established protocol for reviewing and revising the curriculum beyond pacing (e.g., how often, who, what is completed)? • Describe your processes for ensuring vertical curriculum work includes Introduction, Development, and Mastery of Standards? 	<p>East Carter Writing, Math and Science Team leaders provided professional learning. Curriculum meetings held during the summer with three to five follow-up meetings scheduled throughout the year.</p> <p>Instructional Rounds by District Leadership Team conducted at a minimum of twice a year.</p> <p>iReady Growth Monitoring Assessments are given and adjustments are made based on student data.</p> <p>District "In's and Out's" used along with curriculum/pacing guides. PLC's are occurring in all schools with emphasis on common assessment data.</p>

__ LEVERAGE

Greatest Impact on NR

__ CONCERN

Most 5 4 3 2 1 Least

Evaluation of Kentucky Department of Education Work Processes for Novice Reduction- **Strategic Level**

2. Design and Deliver Instruction (How will they learn it?)

Alignment with Kentucky Board of Education Delivery Target: *Integrated Methods for Learning*

KEY ELEMENTS OF THIS PROCESS	GUIDING QUESTIONS FOR QUALITY PRACTICE	EVIDENCE OF PRACTICE BEING IN PLACE/ KEY PERSON RESPONSIBLE FOR THIS PROCESS
<p><i>ools and districts are to ensure their instructional program is intentional and of the highest quality. Tier I is the highly effective, culturally responsive, evidence-based core instruction, provided to all students in the classroom. Implementation of evidence-based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction. It is the responsibility of the school and district to determine how students learn best.</i></p>	<ul style="list-style-type: none"> • What systems/processes are in place to ensure Tier I instruction and assessments meet the intent of the adopted standards? • What systems of collaboration are in place in order to meet the Tier I educational needs of all students? • What is the protocol for ensuring Tier I and Tier II instructional needs are met and next steps for improvement are identified? • How is learning monitored before, during, and after instruction? (Explicit Instruction) • What process is in place to ensure students have an understanding of learning expectations (e.g., learning targets, goal setting, purpose) and know the criteria for success? • What is the process used to measure teacher's instructional effectiveness based on student data? • How do school/district leadership ensure teacher's design lessons with students' cultural, social, and developmental needs in mind? • How do school/district leadership ensure teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target? • What system is in place to ensure students take responsibility for their own learning? • How does the teacher ensure cognitive engagement versus passive or active engagement? • What strategies and programs are implemented in classrooms/schools and how do you measure their effectiveness on student achievement? 	<p>Instructional Rounds, by DLT, occur at a minimum of twice a year. Principal walk-throughs, team teaching and peer observations will occur with emphasis on effective high yield strategies.</p> <p>Learning Targets posted in all classrooms.</p> <p>PLC's meet bi-weekly to discuss Tier I instruction and common assessments.</p> <p>New Teacher Academy implemented to provide support to teachers with 0-3 years of experience. NTA will help improve teacher/instructional effectiveness.</p>

Select the Key Core Work Process being assessed through this analysis:

- | | |
|---|---|
| <ul style="list-style-type: none"> <input type="radio"/> Design and Deploy Standards <input checked="" type="radio"/> Design and Deliver Instruction <input type="radio"/> Design and Deliver Assessment Literacy | <ul style="list-style-type: none"> <input type="radio"/> Review, Analyze and Apply Data <input type="radio"/> Design, Align and Deliver Support Services <input type="radio"/> Establishing Learning Culture and Environment |
|---|---|

Supporting Evidence	Strengths	<p>Design and Deliver Instruction</p> <ul style="list-style-type: none"> • 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 at the elementary and middle school levels, used to meet individual needs of all students for improvement • Cert administered at the HS level 	<p>Design and Deliver Instruction</p> <ul style="list-style-type: none"> • Monitoring of learning before instruction(Process) • Learning expectations with emphasis on rigor of targets, purpose of instruction and goal settings(Process) • Inconsistency of high yield strategies(Practice) • Varied levels of explicit instruction(Practice) • Systems for student ownership of learning(Process) 	Weaknesses	Supporting Evidence
----------------------------	------------------	--	--	-------------------	----------------------------

Evaluation of Kentucky Department of Education Work Processes for Novice Reduction- **Strategic Level**

3. Design and Deliver Assessment Literacy

(How will we know they have learned it?)

Alignment with Kentucky Board of Education Delivery Target: *Novice Reduction*

KEY ELEMENTS OF THIS PROCESS	GUIDING QUESTIONS FOR QUALITY PRACTICE	EVIDENCE OF PRACTICE BEING IN PLACE/ KEY PERSON RESPONSIBLE FOR THIS PROCESS
<p><i>Classroom Assessment for Student Learning emphasizes assessment for learning strategies and:</i></p> <ol style="list-style-type: none"> 1. Provides effective targeted, penalty free practice for students 2. Enables students to take responsibility for their own learning 3. Improves student motivation and enables students to be in control of their own learning 4. Improves student achievement (The previous three result in improved student achievement) 5. Moves from a grading culture to a learning culture (Engaging students in activities automatically moves attention away from grading to learning) 	<ul style="list-style-type: none"> • How do school/district leadership ensure the creation of a balanced assessment system? (CASL work) • What is the expectation for teacher's in regards to keeping the stakeholders informed of assessment results? • How do you monitor the validity of assessments (formative and summative) to ensure congruency to the standards/targets? • What processes are used by schools/district leadership to deconstruct standards, ensure learning targets are congruent to the standards, and the laser focus of instruction? • Describe the process teachers use to make learning targets clear for students? • How do school/district leadership ensure the appropriate assessment design is used that will best evaluate the level of student learning? (selected response, written response, performance assessment, personal communication) • What type of feedback is given to students on their progression of learning? • How do you lead future teacher leaders in using the data for actionable next steps? • How do school/district leadership ensure teachers utilize formative and summative information to increase student achievement? • How do school/district leadership analyze the data in order to identify priorities and implement actionable steps that impact instruction/student learning? • How do school/district leadership monitor and evaluate achievement as related to the learning target and standards? • How does the grading system communicate student learning accurately? • What systems are in place to ensure students can communicate how they track and evaluate their progress and set learning goals? 	<p>CASL work is not evident in all schools.</p> <p>Parent/teacher night occurs once a semester to inform stakeholders.</p> <p>District Leaders and Principals inform stakeholders via teacher meetings and presentations at local board meetings.</p> <p>Summer trainings occur to update staff on how to write and properly assess learning targets. Instructional Rounds and other walkthroughs occur to look for areas that need improvement.</p>

Evaluation of Kentucky Department of Education Work Processes for Novice Reduction- **Strategic Level**

4. Review, Analyze, Apply Data Results

(How will we know they have learned it?)

Alignment with Kentucky Board of Education Delivery Target: *An essential component for deployment and improvement*

KEY ELEMENTS OF THIS PROCESS	GUIDING QUESTIONS FOR QUALITY PRACTICE	EVIDENCE OF PRACTICE BEING IN PLACE/ KEY PERSON RESPONSIBLE FOR THIS PROCESS
<p><i>ools and districts must have a repeatable/uniform system for knowing the data. School leaders must ensure a uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities for school success. Likewise, teachers must have an established system for examining and interpreting all of the data that is in their classrooms (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success.</i></p>	<ul style="list-style-type: none"> • How do teachers use these different types of assessment to ensure a balanced approach: Formative Summative Interim • How do school/district leadership ensure that assessments are of high quality and aligned to the rigor of the standards, resulting in quality data? • What questions do school/district leadership want teachers to answer with the data that they collect? • What systems are in place to ensure that student data is collected, analyzed, and is used to drive classroom instruction? • How do school/district leadership ensure teachers use data to determine students' needs (e.g., movement through the tiers of intervention, grouping/regrouping, teacher placement, scheduling)? • What system is in place school/district-wide for teachers to monitor students' progress on standards in order to know when they have achieved mastery? • How do students know where they are in their own progression of learning? • What systems are in place to ensure that students are actively involved in knowing their own data and making decisions about their own learning? • How does a principal/district leader triangulate the data and information to improve instruction and reduce the number of students scoring novice? 	<p>School and district leadership analyze iReady, IXL, ST Math, Cert, Education Galaxy and teacher common assessments during PLC's. Growth Monitoring checks are given to guide instruction.</p>

LEVERAGE

Greatest Impact on NR

Select the Key Core Work Process being assessed through this analysis:

- Design and Deploy Standards
- Design and Deliver Instruction
- Design and Deliver Instruction

- Review, Analyze and Apply Data**
- Design, Align and Deliver Support Services
- Establishing Learning Culture and Environment

Supporting Evidence	Strengths	Review, Analyze, and Apply Data	Review, Analyze, and Apply Data	Weaknesses	Supporting Evidence
		<ul style="list-style-type: none"> • iReady data, Formative and Summative Assessments are analyzed in PLC's to drive classroom instruction • Class groupings are implemented for intervention 	<ul style="list-style-type: none"> • 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) 		
Supporting Evidence	Opportunities	Review, Analyze, and Apply Data	Review, Analyze, and Apply Data	Threats	Supporting Evidence
		<ul style="list-style-type: none"> • IReady District Wide Training • Common Planning Times for development of common assessments • Kagan Training • PLC's • KVEC/KEDC support 	<ul style="list-style-type: none"> • Financial cuts that impact all areas/resources • Time to implement and monitor systems • Quality of teachers in rural areas (few certified applicants for positions) 		

Evaluation of Kentucky Department of Education Work Processes for Novice Reduction- **Strategic Level**

5. Design, Align, Deliver Support Processes

(What will we do if they know it already, don't know it, or need other support?)

Alignment with Kentucky Board of Education Delivery Target: **Learning Systems**

KEY ELEMENTS OF THIS PROCESS	GUIDING QUESTIONS FOR QUALITY PRACTICE	EVIDENCE OF PRACTICE BEING IN PLACE/ KEY PERSON RESPONSIBLE FOR THIS PROCESS
<p><i>Leaders must establish a model to monitor and evaluate effectiveness in order to improve problems and improve the system rather than function under crisis management. Continuous improvement uses data to improve work processes to support student learning. The alignment of CSIPs should include the use of resources to support best practice strategies. Resources are aligned to needs in order to make all systems work together for continuous improvement and success. A system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working.</i></p>	<ul style="list-style-type: none"> • What processes are currently in place that ensure behavioral interventions are taking place and monitored to meet the needs of all students? • How do school/district leadership positively reinforce desired behaviors and encourage teachers to do the same? • What system or processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students? • What data is monitored and evaluated to ensure high levels of teacher effectiveness and student learning? • What data points inform modification to curriculum and instructional practices? • How does the school leadership (teachers and leaders) measure the effectiveness of current programs and initiatives implemented in classrooms and school? • How does school leadership ensure that resources are aligned with and will effectively address the needs identified in the CSIP/CDIP? • What system is in place to identify and involve multiple stakeholders (e.g., teachers, staff members, parents, students, community partners, outside agencies) in CSIP planning and measuring of progress toward attaining the goals? • How do stakeholders determine which best practice strategies (e.g., interventionist, Read 180, ALEKS, modifications to schedules) will meet the identified needs of the students? 	<p>Positive behavior is reinforced in all schools. Motivational posters and classroom rules are established in all rooms and posted throughout schools. Behavior plans are established and communicated with students and parents/guardians. PBIS training is required of all staff. Title I parent meetings are held to communicate with stakeholders. CDIP/CSIP is monitored by district and school leadership teams. School and district Facebook Page, One-call and school newsletters are established at all schools.</p>

LEVERAGE

Greatest Impact on NR

Evaluation of Kentucky Department of Education Work Processes for Novice Reduction- **Strategic Level**

6. Establish Learning Culture and Environment

(What will we do if they know it already, don't know it, or need other support?)

Alignment with Kentucky Board of Education Delivery Target: *Learning Systems*

KEY ELEMENTS OF THIS PROCESS	GUIDING QUESTIONS FOR QUALITY PRACTICE	EVIDENCE OF PRACTICE BEING IN PLACE/ KEY PERSON RESPONSIBLE FOR THIS PROCESS
<p><i>Environment in which students learn and the support they are offered to meet their individual needs is just as important as solid curriculum, instruction, and systems of continuous improvement. Students need to know they are safe and their needs will be met, no matter what those needs are. This is how you know that your environment is one that creates support for positive behavior. Schools must ensure students are learning at the optimal level in a safe learning environment.</i></p>	<ul style="list-style-type: none"> • How does school/district leadership ensure everyone in their school/district system operates under a unified definition of cultural responsiveness? • How do school/district leadership ensure that their classrooms are culturally responsive to student needs? • What systems do school/district leadership have in place to address culture in their classrooms? • How do behavior systems support an environment where everyone feels safe and wants to learn? • What system is in place to address reports of bullying in the district, school, and individual classrooms? • What supports are currently in place to assist students in decision-making in regard to behavioral needs/goals? • What processes are in place to communicate with parents in order to address barriers to learning? • What processes are in place to communicate with students in order to address barriers to learning? • What processes are in place to ensure equity within collegial conversations? • What processes are in place to promote depth of educator capacity (will and skill) within school/district? • What processes are in place to ensure all educators are successful? 	<p>High School and Middle School have metal detectors with wands and all schools have a buzzer system to enter. Staff and students have taken the "No Bullying Pledge". MCHS has teacher/student mentors in which students select a teacher they feel comfortable go to for help. PTA's are established in schools. Parent teacher nights are scheduled at least twice a year. All schools have a "One-Call" system to inform parents/guardians of school events. District and school Facebook pages are utilized as well as district and school webpages. ILP's are completed for students, Job Fair is held once a year and counselors are constantly disseminating information/deadlines about colleges.</p>

LEVERAGE

Greatest Impact on NR

18-19 Phase Three: Comprehensive Improvement Plan for Districts_10022018_13:06

Phase Three: Comprehensive Improvement Plan for Districts

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

Target Completion Date: 10/26/2018
Last Modified: 11/29/2018
Status: Open

TABLE OF CONTENTS

Comprehensive Improvement Plan for Districts	3
ATTACHMENT SUMMARY.....	4

Phase Three: Comprehensive Improvement Plan for Districts

Comprehensive Improvement Plan for Districts

Rationale: District improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, districts build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan:

Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

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

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

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

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

Measure of Success: The criteria that you believe shows the impact of our work. The measures may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: Is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.


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

The attachment below will have all info. required.

ATTACHMENTS

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

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 18-19 Improvement Plan	18-19 Improvement plan	

18-19 Phase Three: Executive Summary for Districts

Phase Three: Executive Summary for Districts

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

Last Modified: 11/06/2018
Status: Open

TABLE OF CONTENTS

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

Phase Three: Executive Summary for Districts

Executive Summary for Districts

Description of the District

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

The 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 employees 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 middle school back to the three elementary schools 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. With the relocation of families, student enrollment has steadily decreased. The Magoffin County School system provides free breakfast and lunch program, CEO, Community Eligible Option, for all students.

ATTACHMENTS

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

District's Purpose

Provide the district's purpose statement and ancillary content such as mission, vision, values, and/or beliefs.

Describe how the district embodies its purpose through its program offerings and expectations for students.

The Mission of the 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. Magoffin County Schools offer a variety of programs which give all students exposure to various pathways. We expect that all students will become productive citizens and world class problem solvers.

ATTACHMENTS

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

Notable Achievements and Areas of Improvement

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

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. Over the last three years, our schools have shown some significant decreases and increases in specific areas but overall, remained flatlined. Our high school's graduation rate has steadily increased over the last 4 years. Writing will be an area we will focus on for improvement across the district.

ATTACHMENTS

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

Additional Information

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

We have implemented a "New Teacher Academy" for teachers with 0-3 years of experience. We meet once a month and provide guidance to teachers. Magoffin County Schools are also 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)
-----------------	-------------	---------

18-19 Phase Three: The Superintendent Gap Assurance

Phase Three: The Superintendent Gap Assurance

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

Last Modified: 11/29/2018
Status: Open

TABLE OF CONTENTS

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

Phase Three: The Superintendent Gap Assurance

Gap Target Assurance

As superintendent of the district, I hereby certify that:

- no school in the district has failed to meet its gap target for two (2) consecutive years.
- the following school(s) has/have failed to meet its/their gap target for two (2) consecutive years and is/are listed in the comment box below.**

COMMENTS

Please enter your comments below.

Herald Whitaker, Magoffin County High School, North Magoffin and South Magoffin Elementary did not meet their gap target for the last 2 years.

ATTACHMENTS

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

ATTACHMENT SUMMARY

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

Comprehensive Improvement Plan for Districts

Rationale

District improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, districts build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan

Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

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

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

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

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

Measure of Success: the criteria that you believe shows the impact of our work. The **measures** may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

Guidelines for Building an Improvement Plan

- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:
 - For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.
 - For high school: Proficiency, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

1: Proficiency Goal

Goal 1: By May 2023, Magoffin County Schools will increase the Combined Reading and Math Proficient/Distinguished percentage by at least 20.6% at the Elementary level, 26.2% at the Middle School level and 36.5% at the High School level, as measured by state-required academic assessments.

Which **Strategy** will the district use to address this goal? (*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.*)

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

Which **Activities** will the district deploy based on the strategy or strategies chosen? (*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.*)

- [KCWP1: Design and Deploy Standards Classroom Activities](#)
- [KCWP2: Design and Deliver Instruction Classroom Activities](#)
- [KCWP3: Design and Deliver Assessment Literacy Classroom Activities](#)
- [KCWP4: Review, Analyze and Apply Data Classroom Activities](#)
- [KCWP5: Design, Align and Deliver Support Classroom Activities](#)
- [KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)

In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By May 2019, Magoffin County Schools will increase the Combined Reading and Math Proficient/Distinguished percentage by at least 4.1% at the Elementary level, 5.2% at the Middle School level and 7.3% at the High School level, as measured by state-required academic assessments.	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.	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)	Teachers use common assessments using common standards and learning targets weekly.	Progress will be monitored through the usage of a 45 day plan. Evidence and progress notes will be uploaded into eProve following quarterly review.	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 refine 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.	Progress will be monitored through the usage of a 45 day plan. Evidence and progress notes will be uploaded into eProve following quarterly review.	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	Curriculum teams will meet and discuss curriculum mapping both vertically and horizontally three times a year.	Progress will be monitored through the usage of a 45 day plan. Evidence and progress notes will be uploaded into eProve following quarterly review.	General/Federal Funds: to cover substitutes when necessary.

		<p>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)</p>			
		<p>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)</p>	<p>All teachers receive instruction in DEI, cooperative learning and CASL on a yearly basis.</p>	<p>Progress will be monitored through the usage of a 45 day plan. Evidence and progress notes will be uploaded into eProve following quarterly review.</p>	<p>General/Federal Funds: to cover substitutes when necessary.</p>

2: Separate Academic Indicator

Goal 2: By May 2023, Magoffin County Schools will increase the Combined Proficient/Distinguished Separate Academic Indicator percentage by at least 23.9% at the Elementary level, 33.7% at the Middle School level and 27.9% at the High School level, as measured by state-required academic assessments.

Which **Strategy** will the district use to address this goal? (*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.*)

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

Which **Activities** will the district deploy based on the strategy or strategies chosen? (*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.*)

- [KCWP1: Design and Deploy Standards Classroom Activities](#)
- [KCWP2: Design and Deliver Instruction Classroom Activities](#)
- [KCWP3: Design and Deliver Assessment Literacy Classroom Activities](#)
- [KCWP4: Review, Analyze and Apply Data Classroom Activities](#)
- [KCWP5: Design, Align and Deliver Support Classroom Activities](#)
- [KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)

In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By May 2019, Magoffin County Schools will increase the Separate Academic Indicator Proficient/Distinguished percentage in Elementary Science by at least 5.96%, Social Studies by 4.76%, Writing by 3.65% as measured by state-required academic assessments.	KCWP4: Review, Analyze, and Apply Data Develop a uniformed process to review, analyze and apply multiple academic and non-academic data measures in order to determine priorities for district process.	District leadership team (CAO, Superintendent, Federal Programs/DPP, Head start/DOSE), in conjunction with school principals, will ensure that the following activities are implemented in all Seperate Academic Indicators: <ul style="list-style-type: none"> • Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.(Process) • Develop a progress monitoring system to monitor standards mastery for each student.(Process) • Implement formal and informal processes that teachers and students utilize to gather evidence to directly 	All schools will utilize PLC's and share data to track students for interventions using common assessments, teacher created monitoring systems, programs such as IXL and Education Galaxy, and to check for standards mastery.	Progress will be monitored through the usage of a 45 day plan. Evidence and progress notes will be uploaded into eProve following quarterly review.	General/Federal Funds

		<p>improve the learning of students assessed.(Process)</p> <ul style="list-style-type: none"> ● Develop a tracking system for monitoring of student achievement progress by learning target and by standard.(Process) 			
<p>Objective 2: By May 2019, Magoffin County Schools will increase the Separate Academic Indicator Proficient/Distinguished percentage in Middle School Science by at least 8.86%, Social Studies by 4.67%, Writing by 6.67% as measured by state-required academic assessments.</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 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 ensure that the following activities are implemented in all Seperate Academic Indicators:</p> <ul style="list-style-type: none"> ● Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.(Process) ● Develop a progress monitoring system to monitor standards mastery for each student.(Process) ● Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed.(Process) ● Develop a tracking system for monitoring of student achievement progress by learning target and by standard.(Process) 	<p>All schools will utilize PLC's and share data to track students for interventions using common assessments, teacher created monitoring systems, programs such as IXL, and CERT, to check for standards mastery.</p>	<p>Progress will be monitored through the usage of a 45 day plan. Evidence and progress notes will be uploaded into eProve following quarterly review.</p>	<p>General/Federal Funds</p>
<p>Objective 3:</p>	<p>KCWP4: Review, Analyze, and Apply Data</p>	<p>District leadership team (CAO, Superintendent, Federal</p>	<p>All schools will utilize PLC's and share data</p>	<p>Progress will be monitored through the usage of a 45 day plan. Evidence and</p>	<p>General/Federal Funds</p>

<p>By May 2019, Magoffin County Schools will increase the Separate Academic Indicator Proficient/Distinguished percentage in High School Science by at least 8.47%, Writing by 5.57% as measured by state-required academic assessments.</p>	<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>Programs/DPP, Head start/DOSE), in conjunction with school principals, will ensure that the following activities are implemented in all Seperate Academic Indicators:</p> <ul style="list-style-type: none"> ● Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.(Process) ● Develop a progress monitoring system to monitor standards mastery for each student.(Process) ● Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed.(Process) ● Develop a tracking system for monitoring of student achievement progress by learning target and by standard.(Process) 	<p>to track students for interventions using common assessments, teacher created monitoring systems, programs such as IXL, and CERT, to check for standards mastery.</p>	<p>progress notes will be uploaded into eProve following quarterly review.</p>	
---	---	--	--	--	--

3: Gap

Goal 3 By May 2023, Magoffin County Schools will increase the Combined Reading and Math Proficient/Distinguished scoring percentage of students qualifying for Free/Reduced Lunch by at least 21.2% at the Elementary School Level, 28.4% at the Middle School Level, 38.8% at the High School Level, as measured by state required academic assessments.

<p>Which Strategy will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities 	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
---	---	--

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1: By May 2019, Magoffin County Schools will increase the Combined Reading and Math Proficient/Distinguished scoring percentage of students qualifying for Free/Reduced Lunch by at least 4.27% at the Elementary School Level, 5.68% at the Middle School Level, 7.77% at the High School Level, as measured by state required academic assessments.</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 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 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>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 monthly. (Process)</p> <p>District leadership team (CAO, Superintendent, Federal Programs/DPP, Head start/DOSE), in conjunction with</p>	<p>Following DLT, Principals will ensure students will be placed monthly, in appropriate classes based on specific skills as noted on iReady and CERT assessments.</p> <p>Admin/Teachers evaluate and discuss common formative and summative assessments during PLC's at both the school and district level. (weekly at schools and monthly at district)</p>	<p>Progress will be monitored through the usage of a 45 day plan. Evidence and progress notes will be uploaded into eProve following quarterly review.</p>	<p>General/Federal Funds</p>

		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 45 day plans to evaluate and share data in PLC’s.		
--	--	--	--	--	--

4: Graduation rate

Goal 4 By May 2023, Magoffin County Schools will increase the 4 Year Adjusted Cohort Graduation rate by from 94.3% to 97.15%, as measured by state performance standards.

Which **Strategy** will the district use to address this goal? (*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.*)

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

Which **Activities** will the district deploy based on the strategy or strategies chosen? (*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.*)

- [KCWP1: Design and Deploy Standards Classroom Activities](#)
- [KCWP2: Design and Deliver Instruction Classroom Activities](#)
- [KCWP3: Design and Deliver Assessment Literacy Classroom Activities](#)
- [KCWP4: Review, Analyze and Apply Data Classroom Activities](#)
- [KCWP5: Design, Align and Deliver Support Classroom Activities](#)
- [KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)

In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By May 2019, Magoffin County High School will increase the 4 Year Cohort Graduation Rate from 94.3% to 94.87%.	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.	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)	Novice Reduction resources on culturally responsive behaviors were discussed and shared during monthly district leadership team PLC's.	Progress will be monitored through the usage of a 45 day plan. Evidence and progress notes will be uploaded into eProve following quarterly review.	N/A
		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.	Progress will be monitored through the usage of a 45 day plan. Evidence and progress notes will be uploaded into eProve following quarterly review.	N/A

--	--	--	--	--	--

5: Growth

Goal 5 By May 2023, Magoffin County Schools will increase the percentage of students scoring within the growth indicators in Reading of Catch Up, Keep Up, and Move Up from 71% to 85.5% at the elementary level, and from 58% to 79% at the middle school level, as measured by state-required academic assessments.

Which **Strategy** will the district use to address this goal? (*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.*)

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

Which **Activities** will the district deploy based on the strategy or strategies chosen? (*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.*)

- [KCWP1: Design and Deploy Standards Classroom Activities](#)
- [KCWP2: Design and Deliver Instruction Classroom Activities](#)
- [KCWP3: Design and Deliver Assessment Literacy Classroom Activities](#)
- [KCWP4: Review, Analyze and Apply Data Classroom Activities](#)
- [KCWP5: Design, Align and Deliver Support Classroom Activities](#)
- [KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)

In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 By May 2019, Magoffin County Schools will increase the percentage of students scoring within the growth indicators of Catch Up, Keep Up, and Move Up by at least 2.9% at the elementary level, and by at least 4.2% at the middle school level, as measured by state-required academic assessments.	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.	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. (Process)	Teachers have the opportunity to participate in professional development in the areas of best practice and high yield instructional strategies throughout the year and summer. Strategies are evident in teacher classrooms during District Instructional Rounds.	Progress will be monitored through the usage of a 45 day plan. Evidence and progress notes will be uploaded into eProve following quarterly review.	N/A
		District leadership team (CAO, Superintendent, Federal Programs/DPP, Head start/DOSE), in conjunction with school principals, will ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, determine adjustments. (Process)	DLT and teachers will continually make instructional adjustments after iReady and classroom data has been discussed in PLC's.	Progress will be monitored through the usage of a 45 day plan. Evidence and progress notes will be uploaded into eProve following quarterly review.	N/A

		District leadership team (CAO, Superintendent, Federal Programs/DPP, Head start/DOSE), in conjunction with school principals, will help to implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed. (Process)	Student data notebooks created and used for directly improving learning of students.	Progress will be monitored through the usage of a 45 day plan. Evidence and progress notes will be uploaded into eProve following quarterly review.	N/A

6: Transition Readiness

Goal 6: By May 2023, Magoffin County Schools will increase the percentage of students scoring on or above grade level in Elementary Reading by at least 32.13%, by at least 36.75% for the Middle School Reading, and increase the Reading percentage of students scoring at or above benchmarks at the High School level by at least 14.35%, as measured by locally-determined assessment measures. (Elem/Middle: iReady; High School: CERT)

<p>Which Strategy will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities 	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
---	---	--

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1: By May 2019, Magoffin County Schools will increase the percentage of students scoring on or above grade level in Elementary Reading by at least 6.42%, by at least 7.35% for the Middle School Reading, and increase the Reading percentage of students scoring at or above benchmarks at the High School level by at least 2.87%, as measured by locally-determined assessment measures. (Elem/Middle: iReady; High School: CERT)</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 to determine priorities for district process.</p>	<ul style="list-style-type: none"> • Develop a clearly defined RTI school/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. • Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations. 	<p>All schools RTI programs are implemented with fidelity and students are progressively moving through Tiers.</p>	<p>Progress will be monitored through the usage of a 45 day plan. Evidence and progress notes will be uploaded into eProve following quarterly review.</p>	<p>General/Federal Funds</p>