2020-21 Phase One: Continuous Improvement Diagnostic for Districts_08192020_13:10

2020-21 Phase One: Continuous Improvement Diagnostic for Districts

Morgan County
C. Thomas Potter
155 University Drive
West Liberty, Kentucky, 41472
United States of America

Last Modified: 08/28/2020
Status: Open

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2020-21 Phase One: Continuous Improvement Diagnostic for Districts

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

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

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

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

Phase Two: October 1 - November 1
• The Needs Assessment for Districts
• District Assurances
• District Safety Report

Phase Three: November 1 - January 1
• Comprehensive District Improvement Plan
• Executive Summary for Districts
• The Superintendent Gap Assurance
• Professional Development Plan for Districts

Phase Four: January 1 - December 31
• Continuation of Learning Plan for Districts (Due May 1)
• Progress Monitoring

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

Please enter your name and date below to certify.

C. Thomas Potter August 28, 2020

2020-21 Phase Two: District School Safety Report_10282020_11:00

2020-21 Phase Two: District School Safety Report

Morgan County
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2020-21 Phase Two: District School Safety Report

2020-21 Phase Two: District School 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, required fire drills shall be conducted according to administrative regulations promulgated by the Department of Housing, Buildings and Construction.

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.

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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) in the comment box.

School Facilities - Safety - 05.4

ATTACHMENTS

Attachment Name

📄 Board Policy 05.4

2. Has each school council or, where applicable, 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 in the comment box. Please note that Senate Bill 1 (2019) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, should not be reported herein until the 2022-2023 school year and beyond.

Yes

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 in the comment box.

Yes

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 in the comment box.

Yes

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 in the comment box.

Yes

6. Was each school's emergency plan reviewed following 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 in the comment box. If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box. .

East Valley Elementary - Yes - 8/6/2020Ezel Elementary - Yes - 7/16/2020Morgan Central Elementary - Yes - 7/21/2020Wrigley Elementary - Yes - 7/16/2020 Morgan County Middle - Yes - 8/19/2020Morgan County High - Yes - 8/11/2020

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

East Valley Elementary - Yes - 8/6/2020Ezel Elementary - Yes - 7/16/2020Morgan Central Elementary - Yes - 7/21/2020Wrigley Elementary - Yes - 7/16/2020 Morgan County Middle - Yes - 8/19/2020Morgan County High - Yes - 8/11/2020

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(5)?

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

No. Due to the COVID-19 pandemic, Morgan County Schools have only went to school in-person a total of four days through 10/30/2020. Two days for Group A students and two days for Group B students. Schools have began completing the drills following the COVID-19 Guidance provided by the Kentucky Department of Education via the Kentucky Department of Public Health. All drill will be completed by before the 30th in-person instructional day.

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(5)?

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

Yes

10. Over the immediately preceding twelve months, did each school within the district conduct fire drills in accordance with administrative regulations promulgated by the Department of Housing, Buildings and Construction as required by KRS 158.162(5)?

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

comment box.

Yes

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Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 Board Policy 05.4		• 1

Safety

BOARD TO ADOPT PLAN

The Board shall adopt a plan for immediate and long-term strategies to address school safety and discipline, which shall be reviewed annually and revised, as needed. This plan shall utilize information gathered from the District assessment of school safety and student discipline required by law and shall include the Board's code of acceptable behavior and discipline and a description of instructional placement options for threatening or violent students. The committee that develops the plan for Board consideration shall include at least one (1) representative from each school in the District, as well as representatives from the community as required by law.

The plan shall identify measures to be taken in protecting students, staff, visitors, and property. Areas addressed by the plan shall include, but not be limited to, the following:

1. Employment practices and employee management;

2. School facility design, maintenance, and usage;

3. Safety and security procedures, orientation and training in use and management of equipment and facilities;

4. Supervision of students;

5. Compliance with state and federal safety requirements;

6. Quarterly reports to the Board concerning implementation of the plan and its effects on District students, personnel, and operations.

7. Emergency/crisis intervention;

8. Community involvement.

DISTRICT SCHOOL SAFETY COORDINATOR

The Superintendent shall appoint an individual to serve as the District's School Safety Coordinator (SSC) and primary point of contact for public school safety and security functions.[1] The SSC shall:

1. Complete the school safety coordinator training program developed by the Center for School Safety within six (6) months of his or her date of appointment;

2. Designate a school safety and security threat assessment team at each school in the District consisting of two (2) or more staff members to identify and respond to students exhibiting behavior that indicates a potential threat to school safety or security. Members of a threat assessment team may include school administrators, school counselors, school resource officers, school-based mental health services providers, teachers, and other school personnel;

3. Provide training to school Principals on procedures for completion of the school security risk assessment;

4. Review all school security risk assessments completed within the District and prescribe recommendations as needed in consultation with the state school security marshal;

Safety

DISTRICT SCHOOL SAFETY COORDINATOR (CONTINUED)

5. Advise the Superintendent by July 1, 2021, and annually thereafter of completion of required security risk assessments;

6. Formulate recommended policies and procedures, which shall be excluded from the application of KRS 61.870 to KRS 61.884, for an all-hazards approach including conducting emergency response drills for hostage, active shooter, and building lockdown situations in consultation and coordination with appropriate public safety agencies to include but not be limited to fire, police, and emergency medical services for review and adoption as part of the school emergency plan required by KRS 158.162. The recommended policies shall encourage the involvement of students, as appropriate, in the development of the school's emergency plan; and

7. Ensure each school campus is toured at least once per school year, in consultation and coordination with appropriate public safety agencies, to review policies and procedures and provide recommendations related to school safety and security.

The SSC, and any school employees participating in the activities of a School Safety and Security Threat Assessment Team, acting in good faith upon reasonable cause in the identification of students, shall be immune from any civil or criminal liability that might otherwise be incurred or imposed from:

a. Identifying the student and implementing a response pursuant to policies and procedures adopted as required above; or

b. Participating in any judicial proceeding that results from the identification.

SUPERINTENDENT TO REPORT

No later than November 1 of each year, the Superintendent shall report to the Center for School Safety the number and placement of School Resource Officers (SROs) in the District. The report shall include the source of funding and method of employment for each position.

SCHOOL EMERGENCY PLANNING

The school council or, if none exists, the Principal shall adopt an emergency plan for the school that shall include procedures to be followed in cases of fire, severe weather, earthquake or a building lockdown as defined in KRS 158.164. A copy of the emergency plan, including a diagram of the facilities shall be given to first responders, including local fire, police, and emergency medical personnel.

Following the end of each school year, the school council, or if none exists, the Principal, and first responders shall review the emergency plan and revise it as needed.

The school emergency plan shall address staff responsibilities for safely evacuating students needing special assistance during safety drills and actual emergency situations, including students with disabilities and those with 504 plans. The Principal shall discuss the emergency plan with all school staff prior to the first instructional day annually and shall document the date and time.

Whenever possible, first responders shall be invited to observe emergency response drills.

Safety

SCHOOL EMERGENCY PLANNING (CONTINUED)

In addition, the school council or, if none exists, the Principal shall:

1. Establish and post primary and secondary evacuation routes in each room by any doorway used for evacuation;

2. Identify the best available severe weather safe zones, in consultation with local and state safety officials and informed by guiding principles set forth by the National Weather Service and the Federal Emergency Management Agency, and post the location of the safe zones in each room;

3. Develop school procedures to follow during an earthquake; and

4. Develop and adhere to practices to control access to the school. As soon as practicable but no later than July 1, 2022, practices shall include but not be limited to:

   - Controlling outside access to exterior doors during the school day;

   - Controlling the main entrance of the school with electronically locking doors, a camera, and an intercom system;

   - Controlling access to individual classrooms;

   - Requiring classroom doors to be equipped with hardware that allows the door to be locked from the outside but opened from the inside;

   - Requiring classroom doors to remain closed and locked during instructional time, except in instances when only one (1) student and one (1) adult are in the classroom or when approved in writing by the State School Security Marshal;

   - Requiring classroom doors with windows to be equipped with material to quickly cover the window during a building lockdown;

   - Requiring all visitors to report to the front office of the building, provide valid identification, and state the purpose of the visit; and

   - Providing a visitor's badge to be visibly displayed on a visitor's outer garment.

No later than November 1 of each school year, the Superintendent shall send verification to the Kentucky Department of Education that all schools are in compliance with school emergency planning requirements.

PRECAUTIONS

Precautions will be taken for the safety of the students, employees, and visitors.

REPORTING HAZARDS

Each employee observing a potential safety or security hazard shall report such hazard in writing to his/her immediate supervisor who shall cause the situation to be remedied or reported to the proper authority for remedy.

Safety

COMMUNICATION SYSTEM

The Board shall establish a process for a two-way communication system for employees to notify the Principal, supervisor or other administrator of an existing emergency. The process may include, but is not limited to, use of intercoms, telephones, and two-way radios.

REFERENCES:

[1]KRS 158.4412
KRS 61.870 to KRS 61.884
KRS 158.148; KRS 158.162; KRS 158.164; KRS 158.445
KRS 160.290; KRS 160.445
KRS 311.667; KRS 411.148

RELATED POLICIES:

02.31; 03.14; 03.24; 05.2; 05.21; 05.41; 05.411; 05.42; 05.45; 05.47; 05.5
09.214; 09.22; 09.221; 09.4 (entire section); 10.5

Adopted/Amended: 7/21/2020
Order #:   8686

2020-21 Phase Two: District Assurances_08272020_13:44

2020-21 Phase Two: District Assurances

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2020-21 Phase Two: District Assurances

2020-21 Phase Two: District Assurances

Introduction

Assurances are a required component of the CDIP process (703 KAR 5:225). Please read the 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.

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District Assurances

1. The district hereby ensures that the FY 2020-2021 District Funding Assurances have been signed by the local superintendent, submitted to the Kentucky Department of Education, and remain on file with the local board of education.

- ● **Yes**
- ○ No
- ○ N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)

e Prove diagnostics

2020-21 Phase Two: The Needs Assessment for Districts_08272020_13:37

2020-21 Phase Two: The Needs Assessment for Districts

Morgan County
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2020-21 Phase Two: The Needs Assessment for Districts

2020-21 Phase Two: The Needs Assessment for Districts

Understanding Continuous Improvement: The Needs Assessment

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

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

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

Protocol

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

Continuous improvement team of Ralph Hamilton, Leann Sargent, Jennifer Salyer, Addison Whitt and Brenda Whitt used formative assessment data, Brigance Kindergarten screener, universal screener data from EasyCBM, ACT data, office referrals behavior data, graduation rate, and attendance data. The team identified trends (strengths and weaknesses) and discussed possible causes for each. The improvement team will collect data monthly and meet at least four times during the 2020-2021 school year and do an analysis of data. The district data team will also meet monthly to disaggregate behavior, attendance and academic data for different subgroups (male/ female, free/reduced lunch, disability) and to monitor progress. Meetings will be documented by updated data sheets, agendas, sign-in sheets and minutes.

Current State

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

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

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

There is a significant gap in scores of our disability students and non-disability students at the middle school level in reading and math. The proficient/distinguished percent of students in reading and math combined at the elementary level has decreased from 69.3% in the Spring of 2017 to 56.9% in the Spring of 2019. The number of office referrals dropped during the 2019-2020 school year as well as in the previous year. However, special needs students are referred to the office at a higher rate than non-special education students.

ATTACHMENTS

Attachment Name

📄 Behavior Data

📄 Kindergarten Readiness Screener Data

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Priorities/Concerns

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

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

There is a .45 gap in the performance of disability students compared to no disabled peers at Morgan County Middle School.

ATTACHMENTS

Attachment Name

📄 Spring 2019 Demographic Academic Data

Trends

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

Must continue to decrease the percentage of students scoring novice in reading and math at all grade levels. There must be a focus on our students receiving free/reduced lunch and disability students to ensure those benchmarking are receiving needed and appropriate interventions.

ATTACHMENTS

Attachment Name

⊞ Spring 2019 Elementary Trend Academic Data

⊞ Spring 2019 High School Academic Trend Data

⊞ Spring 2019 Middle School Academic Trend Data

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

Design and Deliver InstructionDesign and Deploy Standards

Strengths/Leverages

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

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

The graduation rate has improved from 82.6 in 2012 to 97.1 in the Spring of 2020. Morgan County Middle School shows excellent growth in student achievement in reading and math.

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Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 Behavior Data		•
📄 Kindergarten Readiness Screener Data		•
📄 Spring 2019 Demographic Academic Data		•
⊞ Spring 2019 Elementary Trend Academic Data		•
⊞ Spring 2019 High School Academic Trend Data		•
⊞ Spring 2019 Middle School Academic Trend Data		•

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2019-2020 District Office Referrals

Month	Days in session	Number of Incidents	Female	Male	Number with IEPs	Tobacco Use Incidents	Number of Bus Incidents	Female	Male
August	3	4	2	2		0	0	0	0
September	19	82	20	62		19	2	0	2
October	22	105	20	85	43	18	6	0	6
November	17	80	23	57	31	15	4	1	3
December	14	88	27	61	39	25	5	0	5
January	18	44	9	35	22	4	1	0	1
February	16	68	23	45	25	15	3	0	3
March									
April									
May									

2020 Brigance Kindergarten Readiness

Ready with Enrichments	2 of 144	1.4%
Ready with Interventions	17 of 144	11.9%
Ready with Interventions	125 of 144	86.8%

Percent of Students Benchmarking on Spring 2019 Assessment by Demographic Groups

Elementary Schools	Reading	Math	Science	Social Studies	Writing
All Students	58.4	55.5	39.9	70.3	65.2
Females	62.1	54.9	41.4		81.6
Males	55.1	56.0	38.4		49.4
Economically Disadvantaged	53.8	49.5	32.0		
Non-economically Disadvantaged	71.3	72.2	58.1		
With IEP	51.0	45.9	40.6	45.2	38.7
No IEP	60.5	58.2	39.6	76.6	71.8

Middle School	Reading	Math	Science	Social Studies	Writing
All Students	58.7	40.8	15.9	49.3	32.7
Females	62.7	40.1	16.7	43.8	39.7
Males	55.3	41.5	15.2	54.5	26.0
Economically Disadvantaged	53.8	33.1	15.1	37.1	29.5
Non-economically Disadvantaged	70.9	59.7	17.8	77.8	40.0
With IEP	15.1	11.0	0	4.2	4.2
No IEP	66.9	46.4	18.3	57.9	38.1

High School	Reading	Math	Science	Social Studies	Writing
All Students	39.7	28.7	29.2		52.1
Females	40.8	25.4	30.0		57.1
Males	38.7	31.9	28.4		47.3
Economically Disadvantaged	29.7	20.2	18.0		40.4
Non-economically Disadvantaged	56.4	42.6	47.3		70.9
With IEP	25.0		27.3		18.2
No IEP	41.0	30.6	29.3		54.9

Elementary Schools

Reading

	Number Tested	Number Novice	Percent Novice	Number Apprentice	Percent Apprentice	Number Proficient	Percent Proficient	Number Distinuished	Percent Distinguished	Number Prof/Dist	Percent Prof/Dist
2019	440	59	13%	124	28%	176	40%	81	18%	257	58%
2018	428	43	10%	99	23%	175	41%	111	26%	286	67%
2017	455	36	8%	98	22%	200	44%	121	27%	321	71%
2016	476	58	12%	91	19%	180	38%	147	31%	327	69%
2015	459	49	11%	120	26%	202	44%	88	19%	290	63%

Math

	Number Tested	Number Novice	Percent Novice	Number Apprentice	Percent Apprentice	Number Proficient	Percent Proficient	Number Distinuished	Percent Distinguished	Number Prof/Dist	Percent Prof/Dist
2019	440	37	8%	159	36%	174	40%	70	16%	244	55%
2018	428	29	7%	121	28%	192	45%	86	20%	278	65%
2017	455	17	4%	128	28%	213	47%	97	21%	310	68%
2016	476	43	9%	129	27%	199	42%	105	22%	304	64%
2015	459	56	12%	128	28%	192	42%	83	18%	275	60%

Social Studies

	Number Tested	Number Novice	Percent Novice	Number Apprentice	Percent Apprentice	Number Proficient	Percent Proficient	Number Distinuished	Percent Distinguished	Number Prof/Dist	Percent Prof/Dist
2019	155	9	6%	37	24%	95	61%	14	9%	109	70%
2018	149	5	3%	27	18%	74	50%	43	29%	117	79%
2017	162	5	3%	44	27%	89	55%	24	15%	113	70%
2016	161	13	8%	35	22%	81	50%	32	20%	113	70%
2015	138	2	1%	42	30%	71	51%	23	17%	94	68%

Writing

	Number Tested	Number Novice	Percent Novice	Number Apprentice	Percent Apprentice	Number Proficient	Percent Proficient	Number Distinuished	Percent Distinguished	Number Prof/Dist	Percent Prof/Dist
2019	155	18	12%	36	23%	73	47%	28	18%	101	65%
2018	149	10	7%	44	30%	60	40%	35	23%	95	64%
2017	162	11	7%	32	20%	96	59%	23	14%	119	73%
2016	161	17	11%	55	34%	68	42%	21	13%	89	55%
2015	138	7	5%	54	39%	72	52%	5	4%	77	56%

Science

	Number Tested	Number Novice	Percent Novice	Number Apprentice	Percent Apprentice	Number Proficient	Percent Proficient	Number Distinuished	Percent Distinguished	Number Prof/Dist	Percent Prof/Dist
2019	143	9	6%	77	54%	50	35%	7	5%	57	40%
2018	159	13	8%	83	52%	43	27%	20	13%	63	40%

Morgan County High School ACT

	Number of Students	English Average Score	Math Average Score	Reading Average Score	Science Average Score	Composite Average Score
2019-2020	133	17.6	18.2	18.9	19.3	18.6
2018-19	144	17.8	17.8	18.9	18.5	18.3
2017-18	146	17.7	18.3	17.9	17.9	18.1
2016-17	133	18.1	18.7	18.9	18.9	18.8
2015-16	125	18.9	18.5	18.9	19.8	19.2
2014-15	144	17.9	18.2	19	18.3	18.4
2013-14	154	17.3	17.8	18.1	18.5	18.1
2012-13	138	17.9	18	17.9	18.3	18.2
2011-12	121	18.7	17.5	17.7	18.3	18.2

Reading

	Number Tested	Number Novice	Percent Novice	Number Apprentice	Percent Apprentice	Number Proficient	Percent Proficient	Number Distinguished	Percent Distinguished	Number Prof/ Dist	Percent Prof/Dist.
2019 (ACT)	146	55	38%	33	23%	40	27%	18	12%	58	40%
2018 (ACT)	156	47	30%	50	32%	42	27%	11	7%	53	34%
2017 (English EOC)	156	58	37%	13	8%	67	43%	18	12%	85	54%
2016 (English EOC)	139	46	30%	16	32%	63	27%	14	7%	77	55%
2015 (English EOC)	135	38	28%	17	13%	65	48%	15	11%	80	59%

Math

	Number Tested	Number Novice	Percent Novice	Number Apprentice	Percent Apprentice	Number Proficient	Percent Proficient	Number Distinguished	Percent Distinguished	Number Prof/ Dist	Percent Prof/Dist.
2019 (ACT)	143	49	34%	53	37%	32	22%	9	6%	41	29%
2018 (ACT)	156	47	30%	52	33%	37	24%	15	10%	52	33%
2017 (Math EOC)	110	51	46%	37	34%	18	16%	4	4%	22	20%
2016 (Math EOC)	142	32	23%	60	42%	46	32%	4	3%	50	35%
2015 (Math EOC)	139	36	26%	67	48%	35	25%	1	1%	36	26%

Writing

Year										
2019	144	22	15%	47	33%	62	43%	13	9%	75	52%
2018	151	27	18%	56	37%	56	37%	12	8%	68	45%
2017	135	28	21%	38	28%	64	47%	5	4%	69	51%
2016	267	39	15%	151	57%	74	28%	3	1%	77	29%
2015	265	29	11%	119	45%	110	42%	7	3%	117	44%

Science

Year										
2019	144	25	17%	77	53%	37	26%	5	3%	42	29%
2018	151	53	35%	63	42%	26	17%	9	6%	35	23%
2017 (Biology EOC)	161	33	20%	63	39%	46	17%	19	12%	65	40%
2016 (Biology EOC_)	137	28	20%	60	44%	38	28%	11	8%	49	36%
2015 (Biology EOC)	136	23	17%	59	43%	42	31%	12	9%	54	40%

Social Studies

Year										
2019	No State Summative Assessment Data Available									
2018										
2017 (US History EOC)	129	55	43%	23	18%	44	34%	7	5%	51	40%
2016 (US History EOC)	127	29	23%	28	22%	64	50%	6	5%	70	55%
2015 (US History EOC)	140	46	33%	25	18%	60	43%	9	6%	69	49%

Middle School

Reading

	Number Tested	Number Novice	Percent Novice	Number Apprentice	Percent Apprentice	Number Proficient	Percent Proficient	Number Distinguished	Percent Distinguished	Number Proficient/Distinguished	Percent Proficient/Distinguished
2019	463	98	21%	93	20%	173	37%	99	21%	272	59%
2018	450	112	25%	94	21%	171	38%	73	16%	244	54%
2017	454	109	24%	101	22%	173	38%	73	16%	246	54%
2016	444	109	25%	107	24%	156	35%	72	16%	228	51%
2015	480	105	22%	120	25%	181	38%	74	15%	255	53%

Math

	Number Tested	Number Novice	Percent Novice	Number Apprentice	Percent Apprentice	Number Proficient	Percent Proficient	Number Distinguished	Percent Distinguished	Number Proficient/Distinguished	Percent Proficient/Distinguished
2019	463	70	15%	204	44%	151	33%	38	8%	189	41%
2018	450	97	22%	201	45%	114	25%	38	8%	152	34%
2017	456	100	22%	187	41%	131	29%	38	8%	169	37%
2016	444	92	21%	161	36%	135	30%	56	13%	191	43%
2015	480	106	22%	189	39%	143	30%	42	8%	185	39%

Social Studies

	Number Tested	Number Novice	Percent Novice	Number Apprentice	Percent Apprentice	Number Proficient	Percent Proficient	Number Distinguished	Percent Distinguished	Number Proficient/Distinguished	Percent Proficient/Distinguished
2019	150	7	5%	69	46%	54	36%	20	13%	74	49%
2018	134	13	10%	55	41%	55	41%	11	8%	66	49%
2017	150	20	13%	61	41%	50	29%	19	8%	69	46%
2016	158	22	14%	52	33%	68	43%	16	10%	84	53%
2015	169	29	17%	63	37%	70	41%	7	4%	77	46%

Writing

	Number Tested	Number Novice	Percent Novice	Number Apprentice	Percent Apprentice	Number Proficient	Percent Proficient	Number Distinguished	Percent Distinguished	Number Proficient/Distinguished	Percent Proficient/Distinguished
2019	150	34	23%	67	45%	30	20%	19	13%	49	33%
2018	134	19	14%	59	44%	42	31%	14	10%	56	42%
2017	150	25	17%	64	43%	31	21%	30	20%	61	41%
2016	299	59	20%	123	41%	93	31%	24	8%	117	39%
2015	321	55	17%	131	41%	106	33%	29	9%	135	42%

Science

	Number Tested	Number Novice	Percent Novice	Number Apprentice	Percent Apprentice	Number Proficient	Percent Proficient	Number Distinguished	Percent Distinguished	Number Proficient/Distinguished	Percent Proficient/Distinguished
2019	164	44	27%	94	57%	23	14%	3	2%	26	16%
2018	155	35	23%	89	57%	31	20%	0	0%	31	20%

2020-21 Phase Three: The Superintendent Gap Assurance_08272020_15:10

2020-21 Phase Three: The Superintendent Gap Assurance

Morgan County
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155 University Drive
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United States of America

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2020-21 Phase Three: The Superintendent Gap Assurance

2020-21 Phase Three: The Superintendent Gap Assurance

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

Gap Target Assurance

As superintendent of the district, I hereby certify either:

- ○ No school within my district failed to meet its targets to reduce the gap in student achievement for any student group for both of the last two (2) consecutive years; or.

- ● **Pursuant to KRS 158.649(9), one or more school(s) in my district failed to meet its targets to reduce the gap in student achievement for any student group for both of the last two (2) consecutive years. If this option is selected, completion of this assurance is contingent on the name(s) of any school being reported pursuant to KRS 158.649(9). Superintendents selecting this option, must complete the supplemental form hyperlinked below.**

2020-21 Phase Three: Executive Summary for Districts_08272020_15:08

2020-21 Phase Three: Executive Summary for Districts

Morgan County
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155 University Drive
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United States of America

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2020-21 Phase Three: Executive Summary for Districts

2020-21 Phase Three: Executive Summary for Districts

Description of the District

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

The 2015 population of Morgan County was 13,725 with 4172 of these living below the poverty rate. Seventy-two percent of the students in Morgan County qualify for free or reduced lunch. 71.7% of people have a high school diploma or higher; 12.6% of the population over 25 have a bachelor's degree, 17.2% of the population under 65 have a disability; and for those that are employed the mean drive time to work is 31.7 minutes. The median household income is $29,730. Morgan County School District has an approximate enrollment of 1960 kindergarten through grade 12 students. Although graduation from high school is an important achievement, our intent is to encourage the development of lifelong learners and instill a desire within our students to continue educational pursuits. This district believes we must increase proficiency rates in all curricular content areas and decrease the number of students scoring novice. We must also reduce the achievement gaps in academic performance for students by socioeconomic status and special learning populations.Students are enrolled in seven schools that include four elementary school housing kindergarten through grade 5; East Valley, Ezel, Morgan Central and Wrigley; one middle school housing grades six, seven and eight; Morgan County Middle; one high school, Morgan County High; and one Department of Juvenile Justice facility, Woodsbend Boys Youth Development Center. Cannel City, Crockett, Ezel, Woodsbend and Wrigley are some of the communities in which our students live. Enrollment in Morgan County schools has declined the past several years. Morgan County Schools have two nationally board certified teachers and all teachers are highly qualified in the content they teach. Ezel Elementary earned the National Blue Ribbon School title in 2017 for the second time. Graduation rate at Morgan County High School has increased from 83.4% in 2015 to 97.1% in 2020.

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 purpose of Morgan County Schools is to prepare students for college and career by providing rigorous and relevant instruction to each child. More students graduated from Morgan County High School in May 2020 than in the previous five years. The mission of the Morgan County Board of Education and all members of the school staff is 'A united community guiding all students to become responsible, productive members of a changing world.' We believe we are 'Guiding Children--Inspiring Futures.' We measure success by increased levels of performance annually through formative and summative assessments. The schools accept the responsibility for developing and implementing strategies for teaching all students so that they develop skills, attitudes, and knowledge which will enable them to become contributing members of society.

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.

During the 2012-2013 school year, Morgan County District implemented zero-cost breakfast for all students and continue this opportunity. Additionally, all schools in Morgan County are participating in the Community Eligibility Program under the National School Lunch Program meaning no

student pays for breakfast or lunch at Morgan County Schools. The Project Lead the Way and Future Farmer's of America programs at Morgan County High School continues to win state and national competitions as they have the past decade. The middle school and high school have students competing at the state level for Governor's Cup academic team, Chess Team as well as the Science Olympiad yearly. Morgan County High School has had representatives in the Governor's Scholars program for the past sixteen years. Morgan County is represented at the Craft Academy at Morehead State University by students and alumni. Numerous athletes compete at the state level in tennis, golf and track. The district has had winners in All 'A' baseball, Girls All 'A' basketball, Boys and Girls All 'A' basketball, golf and cross country, state participants in girls and boys cross country, track, and tennis. Five of our six schools are rated as Energy Star rated schools.A high percentage of students enrolled in Morgan County Schools as not ready according to the Brigance Screener. Morgan County does fund full-day kindergarten with certified teachers and instructional assistants instead of the half-day as required by law. This is to reduce the percentage of students that are not proficient by the end of primary. From March 2020 through the 2020-2021 school year social and emotional wellness needs of staff and students has been a priority during the COVID-19 Pandemic. Our schools continue to provide services through Gateway and Mountain Comprehensive Health Care.

Additional Information

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

Morgan County School District does not have any CSI or TSI schools identified by the Kentucky Department of Education.

Additional Information

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

The Morgan County Board of Education building and West Liberty Elementary School were destroyed due to a devastating tornado in March 2012. The Boneal factory building was converted in a timely manner and was temporary housing for the Morgan County Board of Education and West Liberty Elementary School's 280 students. The opening of Wrigley Elementary School in January 2014, after temporary housing for one and a half years, was a milestone for all of Morgan County.In July of 2016, the Morgan County Board of Education moved to the former Morehead State University at West Liberty location and the former Boneal building was converted to a bus garage in January 2017. The district completed a major renovation of Ezel Elementary School in July 2016 and a multi-million dollar multipurpose athletic field was completed in March 2017. Construction of a new Morgan County High School began in May 2017, and was completed in August 2019; the graduating Class of 2020 were the first to graduate from the new facility. A tornado shelter on the Morgan County High School campus was completed in April 2018. During the Spring and Summer of 2020, the district purchased additional Chromebooks ensuring all students have access to a personal device for remote learning.

Attachment Summary

Attachment Name	Description	Associated Item(s)

2020-21 Phase Three: Professional Development Plan for Districts_08282020_10:09

2020-21 Phase Three: Professional Development Plan for Districts

Morgan County
C. Thomas Potter
155 University Drive
West Liberty, Kentucky, 41472
United States of America

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2020-21 Phase Three: Professional Development Plan for Districts

2020-21 Phase Three: Professional Development Plan for Districts

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

Annual Professional Development Plan:

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

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

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

1. What is the district's mission?

The mission of Morgan County Schools is to provide "A United Community Guiding All Students to Become Responsible, Productive Members of a Changing World."

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

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

The top two priorities for professional development that support continuous improvement are technology integration and Universal Design For Learning (structured literacy and differentiation) to close the success gaps of students.

ATTACHMENTS

Attachment Name

📄 2020 Impact Survey

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

For students to be responsible and productive members our teachers must be proficient at using technology in this ever-changing world. By being proficient users of technology students' needs will be met at a faster pace regardless of where our students are located; in person, at home, or at a different location altogether. Using differentiation strategies in the classroom ensures various

scaffolds of instruction are implemented to address the needs of various subgroups of students. These strategies, when implemented with fidelity, will decrease the success gaps of students.

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

Effective technology integration by our teachers will allow students need to be met regardless of the location of the student. Additionally, technology allows for more personalized assignments based on student strengths and weaknesses. As teacher's technology skills increase, the more easily lessons/assignments/projects can be assigned to students thus increasing the success of students. This will increase student confidence leading to more responsible and productive students.

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

Practices of teachers will enhance by becoming more proficient in the use of technology. This will allow for more individualized learning for students; allowing students to respond without fear of being made fun of by peers, student interests exhibited more frequently. This will increase student engagement as well leading to students that are more productive and responsible.

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

Indicators of success include: professional development sign-in sheets/agendas; use of google platforms on a daily basis; assignment of project-based learning to students.

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

Certified teachers and instructional assistants at all levels and all content areas are the targeted audience.

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

Teachers and instructional assistants are the group that will be impacted at first by this; long term achievement and self-confidence of students will be impacted in the long run.

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

Funding for additional professional development will be needed; funding for digital learning coaches to provide support at each school as teachers start implementing more technology will continue to be needed. Funding was provided during the 2020-2021 from CARES funding.

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

Digital learning coaches at each school, continue using surveys to determine the needs of teachers to implement the technology.

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

Evidence will be attained by teacher development of lessons in the Google platform, the quality of these lessons, and assessments that accompany them. Building level principals will gather information monthly through classroom observations and reviewing student assignments.

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

Universal Design for Learning will lead to differentiation of content, process, and products by our teachers will allow students needs to be met regardless of whether that need is intervention or extensions. The scaffolding of instruction will allow the academic needs of students to be met in their area of need using appropriate instructional strategies. As the teacher's toolbox of instructional strategies increases/improvers the more easily lessons/assignments/projects can be assigned to students thus increasing the success of students. This will increase student confidence leading to more responsible and productive students. Structured Literacy will provide instruction to our students in the five components of literacy. Professional Learning in structured literacy will ensure our teachers have the tools/skills needed to deliver this explicit instruction.

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

Practices of teachers will enhance by becoming more proficient in Universal Design for Learning-- differentiating content, process, and products of the instructional program. This will allow for more individualized learning for students; allowing students to respond without fear of being made fun of by peers, student interests exhibited more frequently. This will increase student engagement as well leading to students that are more productive and responsible. Structured literacy at the elementary level will result in students being better readers.

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

Indicators of success include: professional development sign-in sheets/agendas; walkthroughs will reveal the use of centers at the primary and intermediate grades based on student strengths/ weaknesses/interests/learning styles; five components of literacy being used in grades K-5; project-based learning to students and assignments to students grades 6-12 based on strengths/ weaknesses/interests/learning styles.

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

Teachers at all grade levels and content areas are the group that will be impacted at first by this; long term student achievement and self-confidence will be impacted.

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

Teachers and administrators are the groups that will be impacted at first by this; long term achievement and self-confidence of students will be impacted in the long run.

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

Presenter, time, and venues for providing professional development as well as funding for these things are needed.

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

Professional Learning communities will be used to continue focusing on universal design for learning.

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

Lesson plans, walkthroughs, student work samples, data from common assessments will be used on a monthly basis to determine effectiveness.

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

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 2020 Impact Survey		• 2
📄 PD Action Plan		•

2020 IMPACT KENTUCKY WORKING CONDITIONS SURVEY

Summary	East Valley	Ezel	Morgan Central	Wrigley	Morgan Middle	Morgan High	Morgan County	Kentucky
Educating All Students Faculty perception of their readiness to address issues of diversity	86%	80%	86%	73%	71%	75%	77%	74%
Feedback and Coaching Perceptions of the amount and quality of feedback faculty and staff receive.	100%	83%	59%	86%	57%	84%	76%	56%
Managing Student Behavior	97%	93%	72%	82%	58%	85%	79%	65%
Professional Learning Perceptions of the amount and quality of professional growth and learning opportunities available to faculty and staff.	97%	82%	69%	96%	56%	81%	77%	59%
Resources Perceptions of the adequacy of the school's resources.	84%	69%	52%	50%	40%	76%	61%	46%
School Climate Perceptions of the overall social and learning climate of the school.	97%	91%	78%	94%	51%	81%	78%	62%
School Leadership Perceptions of the school leadership's effectiveness.	99%	92%	81%	93%	64%	94%	86%	66%
Staff-Leadership Relationships Perceptions of faculty and staff relationships with school leaders.	99%	97%	89%	99%	69%	96%	90%	76%

Guiding Children-Inspiring Futures

PD ACTION PLAN 2020-2021

Our top priority is to improve student achievement. Therefore, the tentative professional development activities listed below are based on district-identified needs as well as professional growth plans.

The planned professional development activities include ongoing, job-embedded professional development in addition to specific trainings that provide participants with content knowledge or pedagogical skills. The Kentucky Department of Education Professional Development Standards Section 1. KRS 156.095 are used when planning the activities to ensure that the professional development was high quality. Some of our planned PD sessions address topics such as reading strategies, vocabulary strategies, math strategies, PLCS instruction, art and humanities instruction, writing instruction, math instruction, science instruction, and social studies instruction, data analysis, Questioning 3b support systems, and student engagement via explicit instruction. Data sources will include both formal and informal student assessments and teacher observations in order for to determine the student impact from these professional developments.

English/Language Arts	- Sessions to work on instructional strategies - Addressing curriculum gaps from COVID-19 closure - Differentiation Strategies to close success gaps - Writing Strategies k-12 - Technology Integration - Analyzing assessment data - Student Engagement
Math	- Technology Integration - Addressing curriculum gaps from COVID-19 closure - Differentiation Strategies to close success gaps - Student Engagement - Use of manipulatives - Analyzing assessment data
Science	- Technology Integration - Differentiation Strategies to close success gaps - STEM - Positive Behavior Interventions and Supports
Social Studies	- Student Engagement - Inquiry Strategies - Questioning Strategies - Positive Behavior Interventions and Supports

	• Questioning and Discussion Instructional Strategies • • Writing in the Social Studies content area
PLCS	• SHAPE Program • PECAT HECAT Alignment for PLCS • Writing in the Practical Living Career Studies content area • Positive Behavior Interventions and Supports
Arts and Humanities	• Art Program Review Session to review curriculum, formative assessment and PD requirements for AH teachers • AH teachers and the principal lead professional learning in this area • Positive Behavior Interventions and Supports • Writing in the Arts and Humanities Content Area
Special Needs	• Work on literacy, math, new science standards, questioning, lesson planning, common assessments, curriculum, etc. • Specific trainings for speech, autism, and FMD • Alternative Assessment placement and implementation updates
All Areas	• Effective Feedback • Student Engagement • Technology Infusion for 21st Century Schools/Classrooms • RTI process, procedures, and implementation • Positive Behavior Interventions and Supports • Formative and Summative Assessment data analysis of results • Cultural Responsiveness • Trauma Informed Care

2020-2021 Phase Three: Comprehensive District Improvement Plan_08272020_15:05

2020-2021 Phase Three: Comprehensive District Improvement Plan

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

2020-21 Phase Three: Comprehensive District Improvement Plan
Rationale
District improvement efforts are a collaborative process involving multiple stakeholders. During the improvement planning process, leaders focus on priority needs, district funding, and closing achievement gaps between identified subgroups of students. When implemented with fidelity, the Comprehensive District Improvement Plan (CDIP) cultivates an environment that promotes student growth and achievement.

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

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

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

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

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

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

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

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

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

Requirements for Building an Improvement Plan
There are six (6) required district goals:
• Proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness.

The required school goals include the following:
• For elementary/middle school, these include proficiency, separate academic indicator, achievement gap, and, growth.
• For high school, these include proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

   Using the Comprehensive District Improvement Plan Template
      a. Develop your Strategic Goals using the Comprehensive District Improvement Plan Template.
      b. **Upload** your completed Comprehensive District Improvement Plan in the attachment area below.

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

NA

<u>ATTACHMENTS</u>

Attachment Name

Goals for Improvement 2020-2021

Attachment Summary

Attachment Name	Description `	Associated Item(s)
📄 Goals for Improvement 2020-2021		•

e Prove diagnostics

Comprehensive District Improvement Plan (CDIP)

Rationale

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

Operational Definitions

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

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

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

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

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

- KCWP 1: Design and Deploy Standards
- KCWP 2: Design and Deliver Instruction
- KCWP 3: Design and Deliver Assessment Literacy

- KCWP 4: Review, Analyze and Apply Data
- KCWP 5: Design, Align and Deliver Support
- KCWP 6: Establishing Learning Culture and Environment

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

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

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

Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:
    o For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
    o For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Goal: Include long-term three to five year targets based on the six (6) required district level goals. Long-term targets should be informed by The Needs Assessment for Districts.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.	An approach to systematically address the process, practice, or condition that the district will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed above or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.*).	Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.	Discuss the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals. Progress monitoring ensures that plans are being revisited and an opportunity to determine whether the plan is working.	List the funding source(s) used to support (or needed to support) the improvement initiative.

Goal 1 (State your proficiency goal.): By June 2023, Morgan County schools will increase the combined reading and math percentage of proficient/distinguished students to 66.1% (elementary), 59.8% (middle) and 46.2% (high).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By June 2021 there will be an increase from 58.4% to 62.2% at the elementary level; increase from 58.7% to 62.5% at middle school level and from 39.7% to 45.2% at the high school level in students scoring at the proficient level in Reading.	Design and Deploy Standards	Ensure students have an opportunity to "unpack" the standards.	Standards posted in classrooms that can be explained by students so focus stays on learning target	District walkthroughs of in person classrooms will focus on standards being unpacked by students (student friendly words).	
		Review and conduct cyclic curriculum reviews/checks within the PLC.	Progress/completion of curriculum check sheets during PLCs	Building principals will document progress of curriculum check sheets each month during PLCs.	
		Ensure funding allocations are allowable per state and federal funding matrices, non-supplanting of funds, guidance, local policy and SBDM policy where applicable.	All students are taught by a highly qualified certified teacher.	Tentative funding allocations to SBDM councils based on state and federal guidelines by March 1 with final allocations by May 1 (will be updated if grants are revised).	$7,432,288.18
	Design and Deliver Instruction	Ensure congruency is present between standards, learning targets and assessments	Standards, learning targets and assessments that are all aligned will improve student achievement	Review of assessments during PLCs to ensure congruency	
		Construct student friendly learning targets.	Standards posted in classrooms that can be explained by students so focus stays on learning target	District walkthroughs of in person classrooms will focus on standards being unpacked by students (student friendly words).	
		Certified teachers and instructional assistants will participate in professional learning to ensure Universal Design for Learning components are used in all classrooms across all grade levels.	Differentiation, scaffolding instruction, structured literacy, wait time for questioning, research based resources are used in classes	Professional Development agendas Professional Development sign-in sheets	$10,000 CCEIS

Goal 1 (State your proficiency goal.): By June 2023, Morgan County schools will increase the combined reading and math percentage of proficient/distinguished students to 66.1% (elementary), 59.8% (middle) and 46.2% (high).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2 By June 2021 there will be an increase from 55.5% to 59.5% at the elementary level; increase from 40.8% to 46.2% at the middle school level and from 28.7% to 35.2% at the high school level in students scoring proficient level in Math.	Design and Deploy Standards	Ensure students have an opportunity to "unpack" the standards	Standards posted in classrooms that can be explained by students so focus stays on learning target	District walkthroughs of in person classrooms will focus on standards being unpacked by students (student friendly words).	
		Review and conduct cyclic curriculum reviews/checks within the PLC	Progress/completion of curriculum check sheets during PLCs	Building principals will document progress of curriculum check sheets each month during PLCs.	
		Ensure that funding allocations are allowable per state and federal funding matrices, non-supplanting of funds, guidance, local policy and SBDM policy where applicable.	All students are taught by a highly qualified certified teacher.	Tentative funding allocations to SBDM councils based on state and federal guidelines by March 1 with final allocations by May 1 (will be updated if grants are revised).	$7,432,288.18
	Design and Deliver Instruction	Ensure congruency is present between standards, learning targets and assessments	Standards, learning targets and assessments that are all aligned will improve student achievement	Review of assessments during PLCs to ensure congruency	
		Construct student friendly learning targets.	Standards posted in classrooms that can be explained by students so focus stays on learning target	District walkthroughs of in person classrooms will focus on standards being unpacked by students (student friendly words).	
		Certified teachers and instructional assistants will participate in professional learning to ensure Universal Design for Learning components are used in all classrooms across all grade levels.	Differentiation, scaffolding instruction, structured literacy, wait time for questioning, research based resources are used in classes	Professional Development agendas Professional Development sign-in sheets	$10,000 CCEIS

Goal 2 (State your separate academic indicator goal.): By June 2023, Morgan County schools will increase the combined separate academic indicator (science, social studies, writing) percentage of proficient/distinguished students to 68.8% (elementary), 42.1% (middle) and 50.6% (high).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By June 2021, there will be an increase from 39.9% to 45.4% at the elementary level; from 15.9% to 23.5% at the middle school level and from 29.2% to 35.6% at the high school level of students meeting benchmark in Science.	Design and Deploy Standards	Ensure students have an opportunity to "unpack" the standards	Standards posted in classrooms that can be explained by students so focus stays on learning target	District walkthroughs of in person classrooms will focus on standards being unpacked by students (student friendly words).	
		Review and conduct cyclic curriculum reviews/checks within the PLC	Progress/completion of curriculum check sheets during PLCs	Building principals will document progress of curriculum check sheets each month during PLCs.	
	Design and Deliver Instruction	Ensure congruency is present between standards, learning targets and assessments	Standards, learning targets and assessments that are all aligned will improve student achievement	Review of assessments during PLCs to ensure congruency	
		Ensure congruency is present between standards, learning targets and assessments.	Standards posted in classrooms that can be explained by students so focus stays on learning target	District walkthroughs of in person classrooms will focus on standards being unpacked by students (student friendly words).	
Objective 2 By June 2021, there will be an increase from 70.3% to 73.1% at the elementary level; from 49.3% to 53.9% at the middle school of students meeting benchmark in Social Studies.	Design and Deploy Standards	Ensure students have an opportunity to "unpack" the standards	Standards posted in classrooms that can be explained by students so focus stays on learning target	District walkthroughs of in person classrooms will focus on standards being unpacked by students (student friendly words).	
		Review and conduct cyclic curriculum reviews/checks within the PLC	Progress/completion of curriculum check sheets during PLCs	Building principals will document progress of curriculum check sheets each month during PLCs.	
	Design and Deliver Instruction	Ensure congruency is present between standards, learning targets and assessments	Standards, learning targets and assessments that are all aligned will improve student achievement	Review of assessments during PLCs to ensure congruency	

Goal 2 (State your separate academic indicator goal.): By June 2023, Morgan County schools will increase the combined separate academic indicator (science, social studies, writing) percentage of proficient/distinguished students to 68.8% (elementary), 42.1% (middle) and 50.6% (high).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Construct student friendly learning targets.	Standards posted in classrooms that can be explained by students so focus stays on learning target	District walkthroughs of in person classrooms will focus on standards being unpacked by students (student friendly words).	
Objective 3 By June 2021, there will be an increase from 65.2% to 68.4% at the elementary level; from 32.7% to 38.8% at the middle school level and from 52.1% to 56.5% at the high school level of students meeting benchmark in Writing.	Design and Deploy Standards	Ensure students have an opportunity to "unpack" the standards	Standards posted in classrooms that can be explained by students so focus stays on learning target	District walkthroughs of in person classrooms will focus on standards being unpacked by students (student friendly words).	
		Review and conduct cyclic curriculum reviews/checks within the PLC	Progress/completion of curriculum check sheets during PLCs	Building principals will document progress of curriculum check sheets each month during PLCs.	
	Design and Deliver Instruction	Ensure congruency is present between standards, learning targets and assessments.	Standards, learning targets and assessments that are all aligned will improve student achievement	Review of assessments during PLCs to ensure congruency	
		Construct student friendly learning targets.	Standards posted in classrooms that can be explained by students so focus stays on learning target	District walkthroughs of in person classrooms will focus on standards being unpacked by students (student friendly words).	

Goal 3 (State your growth goal.):

By June 2023, all Morgan County schools will decrease the number of students showing no growth (0 growth points) in reading and math by ten percent in grades 3 through 8.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By June 2021, all schools will decrease the number of students showing no growth in reading by 3.5%	Design and Deploy Standards	Ensure students have an opportunity to "unpack" the standards	Standards posted in classrooms that can be explained by students so focus stays on learning target	District walkthroughs of in person classrooms will focus on standards being unpacked by students (student friendly words).	
		Review and conduct cyclic curriculum reviews/checks within the PLC	Progress/completion of curriculum check sheets during PLCs	Building principals will document progress of curriculum check sheets each month during PLCs.	
	Design and Deliver Instruction	Ensure congruency is present between standards, learning targets and assessments	Standards, learning targets and assessments that are all aligned will improve student achievement	Review of assessments during PLCs to ensure congruency	
		Construct student friendly learning targets.	Standards posted in classrooms that can be explained by students so focus stays on learning target	District walkthroughs of in person classrooms will focus on standards being unpacked by students (student friendly words).	
Objective 2 By June 2021, all schools will decrease the number of students showing no growth in math by 3.5%	Design and Deploy Standards	Ensure students have an opportunity to "unpack" the standards	Standards posted in classrooms that can be explained by students so focus stays on learning target	District walkthroughs of in person classrooms will focus on standards being unpacked by students (student friendly words).	
		Review and conduct cyclic curriculum reviews/checks within the PLC	Progress/completion of curriculum check sheets during PLCs	Building principals will document progress of curriculum check sheets each month during PLCs.	
	Design and Deliver Instruction	Ensure congruency is present between standards, learning targets and assessments	Standards, learning targets and assessments that are	Review of assessments during PLCs to ensure congruency	

Goal 3 (State your growth goal.):

By June 2023, all Morgan County schools will decrease the number of students showing no growth (0 growth points) in reading and math by ten percent in grades 3 through 8.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			all aligned will improve student achievement		
		Construct student friendly learning targets.	Standards posted in classrooms that can be explained by students so focus stays on learning target	District walkthroughs of in person classrooms will focus on standards being unpacked by students (student friendly words).	

Goal 4 (State your achievement gap goal.):

By June 2023, all Morgan County schools will increase the percentage of students in the GAP group benchmarking in reading and math by ten percent.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By June 2021, the percent of economically disadvantaged students scoring at benchmark in Reading will increase from 53.8% to 58.0 % at the elementary and middle school level; from 29.7% to 36.1% at the high school level.	Design and Deploy Standards	Use summative evidence to inform what comes next for individual students and groups of students	Using summative assessment/performances/projects to determine next steps for students to increases student achievement.	PLC notes will reflect discussion of student achievement and steps taken for student support.	
		Ensure that all interventionists, teachers and administrators use data to benefit student learning.	Data from formative and summative assessments/performances/projects determines next steps for students and leads to their success on assessments/performances/projects.	PLC notes will reflect discussion of student achievement and steps taken for student support.	
	Design and Deliver Instruction	Implement the MTSS Framework with applicable checklists and documentation tools.	Data from formative and summative assessments/performances/projects determines next steps for students and leads to their success on assessments/performances/projects.	PLC notes will reflect discussion of student achievement and steps taken for student support.	
		Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, make those instructional adjustments.	Data from formative and summative assessments/performances/projects determines next steps for students and leads to their success on assessments/performances/projects.	PLC notes will reflect discussion of student achievement and steps taken for student support.	$73,267 (ESS)
	Establishing Learning Culture and Environment	Develop communication that reflects cultural responsiveness for parents/guardians when communicating verbally or in writing.	Samples of communication with parents are shared with district that reflects cultural responsiveness (for example, reports are easy to understand for parents of all groups of students).	Parent contact logs will reflect when parents have been contacted when intervention support is needed.	
		Ensure that all available resources are deployed to assist students in need.	Reducing barriers to learning will improve student achievement.	Book studies, parent virtual workshops, bi-monthly FRC advisory council meeting, MTSS teams, etc. to identify supports used and supports needed to ensure student success	$230,437.68

Goal 4 (State your achievement gap goal.):
By June 2023, all Morgan County schools will increase the percentage of students in the GAP group benchmarking in reading and math by ten percent.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Ensure the expectations of students are clearly defined, and that group norms have been established within the classroom.	Consistency of infractions will reduce the number of office discipline referrals when norms and expectations are followed leading to more classroom engagement.	Infinite Campus reports will reflect number of office discipline referrals, school level data will reflect weekly infractions at the school level.	$11,109.30
		Provide behavior-specific praise and reinforcement	Positive reinforcement four times to one negative comment leads to fewer behavior incidents in classrooms and commons areas	Tick marks during walkthrough of positive interaction to negative interaction between adults and students.	
Objective 2 By June 2021, the percent of students with a disability scoring at benchmark in Reading will increase from 51.0% to 55.5% at the elementary level; from 15.1% to 22.8% at the middle school level and from 25.0% to 31.8% at the high school level.	Design and Deploy Standards	Professional development will be provided to teachers and instructional assistants on the use of summative data to inform what comes next for individual students and groups of students	Professional Development agendas Professional Development Sign-in sheets	95 percent participation by instructional assistants and teachers in professional development on use of summative data.	Funding needed (approximately $2500.00)
		Ensure that all interventionists, teachers and administrators use data to benefit student learning.	Data from formative and summative assessments/performances/projects, participation data, behavior data will determine next steps for special needs students and lead to their success on assessments/performances/projects.	PLC notes will reflect discussion of student achievement and steps taken for student support. Morgan County Middle School will complete this two times per month, the elementary schools and Morgan County High School will complete this one time a month.	
	Design and Deliver Instruction	Implement the MTSS Framework in all areas with applicable checklists and documentation tools.	Data from formative and summative assessments/performances/projects determines next steps for students and leads to their success on assessments/performances/projects.	PLC notes will reflect discussion of student achievement and steps taken for student support. Morgan County Middle School will complete this two times per month, the elementary schools and Morgan County High School will complete this one time a month.	
		Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and	Data from formative and summative assessments/performances/projects determines next steps for students	PLC notes will reflect discussion of student achievement and steps taken for student support. Morgan	

Goal 4 (State your achievement gap goal.):

By June 2023, all Morgan County schools will increase the percentage of students in the GAP group benchmarking in reading and math by ten percent.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		determine if instructional adjustments are needed, and if so, make those instructional adjustments.	and leads to their success on assessments/performances/projects.	County Middle School will complete this two times per month, the elementary schools and Morgan County High School will complete this one time a month.	
	Establishing Learning Culture and Environment	Develop communication that reflects cultural responsiveness for parents/guardians when communicating verbally or in writing.	Samples of communication with parents are shared with district that reflects cultural responsiveness (for example, reports are easy to understand for parents of all groups of students).	Parent contact logs will reflect when parents have been contacted when intervention support is needed.	
		Ensure that all available resources are deployed to assist students in need.	Reducing barriers to learning will improve student achievement.	Book studies, parent virtual workshops, bi-monthly FRC advisory council meeting, MTSS teams, etc. to identify supports used and supports needed to ensure student success	$230,437.68
		Ensure the expectations of students are clearly defined, and that group norms have been established within the classroom.	Consistency of infractions will reduce the number of office discipline referrals when norms and expectations are followed leading to more classroom engagement.	Infinite Campus reports will reflect number of office discipline referrals, school level data will reflect weekly infractions at the school level.	$11,109.30
		Provide behavior-specific praise and reinforcement.	Positive reinforcement ten times to one negative comment leads to fewer behavior incidents in classrooms and commons areas	Tick marks during walkthrough of positive interaction to negative interaction between adults and students.	
Objective 3 By June 2021, the percent of economically disadvantaged students scoring at	Design and Deploy Standards	Use summative evidence to inform what comes next for individual students and groups of students	Using summative assessment/performances/projects to determine next steps for students to increases student achievement.	PLC notes will reflect discussion of student achievement and steps taken for student support.	
benchmark in Math will increase from 49.5% to 54.4% at the elementary		Ensure that all interventionists, teachers and administrators use data to benefit student learning.	Data from formative and summative assessments/performances/projects determines next steps for students	PLC notes will reflect discussion of student achievement and steps taken for student support.	

Goal 4 (State your achievement gap goal.):
By June 2023, all Morgan County schools will increase the percentage of students in the GAP group benchmarking in reading and math by ten percent.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
level; from 33.1% to 39.2% at the middle school level and from 20.2% to 27.5% at the high school level.			and leads to their success on assessments/performances/projects.		
	Design and Deliver Instruction	Implement the MTSS Framework with applicable checklists and documentation tools.	Data from formative and summative assessments/performances/projects determines next steps for students and leads to their success on assessments/performances/projects.	PLC notes will reflect discussion of student achievement and steps taken for student support.	$73,267.00 (ESS)
		Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, make those instructional adjustments.	Data from formative and summative assessments/performances/projects determines next steps for students and leads to their success on assessments/performances/projects.	PLC notes will reflect discussion of student achievement and steps taken for student support.	$73,267.00 (ESS)
	Establishing Learning Culture and Environment	Develop communication that reflects cultural responsiveness for parents/guardians when communicating verbally or in writing.	Samples of communication with parents are shared with district that reflects cultural responsiveness (for example, reports are easy to understand for parents of all groups of students).	Parent contact logs will reflect when parents have been contacted when intervention support is needed.	
		Ensure that all available resources are deployed to assist students in need.	Reducing barriers to learning will improve student achievement.	Book studies, parent virtual workshops, bi-monthly FRC advisory council meeting, MTSS teams, etc. to identify supports used and supports needed to ensure student success	$230,437.68
		Ensure the expectations of students are clearly defined, and that group norms have been established within the classroom.	Consistency of infractions will reduce the number of office discipline referrals when norms and expectations are followed leading to more classroom engagement.	Infinite Campus reports will reflect number of office discipline referrals, school level data will reflect weekly infractions at the school level.	$11,109.30
		Provide behavior-specific praise and reinforcement.	Positive reinforcement four times to one negative comment leads to	Tick marks during walkthrough of positive interaction to negative	

Goal 4 (State your achievement gap goal.):
By June 2023, all Morgan County schools will increase the percentage of students in the GAP group benchmarking in reading and math by ten percent.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			fewer behavior incidents in classrooms and commons areas	interaction between adults and students.	
Objective 4 By June 2021, the percent of students with a disability scoring at benchmark in Math will increase from 45.9% to 50.8% at the elementary level; from 11.0% to 19.1% at the middle school level and from 0% to 4% at the high school level.	Design and Deploy Standards	Professional development will be provided to teachers and instructional assistants on the use of summative data to inform what comes next for individual students and groups of students	Professional Development agendas Professional Development Sign-in sheets	95 percent participation by instructional assistants and teachers in professional development on use of summative data.	Funding needed (approximately $2500.00)
		Ensure that all interventionists, teachers and administrators use data to benefit student learning. All middle school teachers will participate in analysis of data of students with special needs.	Data from formative and summative assessments/performances/projects, participation data, behavior data will determine next steps for special needs students and lead to their success on assessments/performances/projects.	PLC notes will reflect discussion of student achievement and steps taken for student support. Morgan County Middle School will complete this two times per month, the elementary schools and Morgan County High School will complete this one time a month.	
	Design and Deliver Instruction	Implement the MTSS Framework in all areas with applicable checklists and documentation tools.	Data from formative and summative assessments/performances/projects determines next steps for students and leads to their success on assessments/performances/projects.	PLC notes will reflect discussion of student achievement and steps taken for student support. Morgan County Middle School will complete this two times per month, the elementary schools and Morgan County High School will complete this one time a month.	
		Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, make those instructional adjustments.	Data from formative and summative assessments/performances/projects determines next steps for students and leads to their success on assessments/performances/projects.	PLC notes will reflect discussion of student achievement and steps taken for student support. Morgan County Middle School will complete this two times per month, the elementary schools and Morgan County High School will complete this one time a month.	

Goal 4 (State your achievement gap goal.):
By June 2023, all Morgan County schools will increase the percentage of students in the GAP group benchmarking in reading and math by ten percent.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Establishing Learning Culture and Environment	Develop communication that reflects cultural responsiveness for parents/guardians when communicating verbally or in writing.	Samples of communication with parents are shared with district that reflects cultural responsiveness (for example, reports are easy to understand for parents of all groups of students).	Parent contact logs will reflect when parents have been contacted when intervention support is needed.	
		Ensure that all available resources are deployed to assist students in need.	Reducing barriers to learning will improve student achievement.	Book studies, parent virtual workshops, bi-monthly FRC advisory council meeting, MTSS teams, etc. to identify supports used and supports needed to ensure student success	$230,437.68
		Ensure the expectations of students are clearly defined, and that group norms have been established within the classroom.	Consistency of infractions will reduce the number of office discipline referrals when norms and expectations are followed leading to more classroom engagement.	Infinite Campus reports will reflect number of office discipline referrals, school level data will reflect weekly infractions at the school level.	$11,109.30
		Provide behavior-specific praise and reinforcement.	Positive reinforcement ten times to one negative comment leads to fewer behavior incidents in classrooms and commons areas	Tick marks during walkthrough of positive interaction to negative interaction between adults and students.	

Goal 5 (State your transition readiness goal.):

By June 2023, transition readiness for high school seniors will increase by six percent (from 79.7% in 2019 to 85.7% in 2023).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By June 2021, transition readiness for high school seniors will increase by two percent (from 79.7% to 81.7%)	Review, Analyze and Apply Data	Utilize the Persistence to Graduation Tool/Early Warning Tool to assist in identifying students at risk for remediation, failure and/or ultimately graduation.	PLC agendas and minutes of Persistence to Graduation/Early Warning Tool will be	PLC notes will reflect discussion of student progress and steps taken for student support if students are not on track to have a successful transition.	
		Develop a protocol and monitoring document tool for student progress in meeting their ILP goals and transition goals (use of career pathways, Advance Kentucky, Dual Credit courses, etc.)	Tracking of student progress toward transition will be done on each student and progress shared quarterly during PLCs.	PLC notes will reflect discussion of student progress and steps taken for student support if students are not on track to have a successful transition.	

Goal 6 (State your graduation rate goal.):
By June 2023, the combined four and five year graduation rate will increase by 2% (from 94.8% in 2019 to 96.8% in 2023).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By June 2021, the combined four and five year graduation rate will increase by .7% (from 94.8 to 95.5%)	Review, Analyze and Apply Data	Utilize the Persistence to Graduation Tool/Early Warning Tool to assist in identifying students at risk for remediation, failure and/or ultimately graduation.	PLC agendas and minutes of Persistence to Graduation/Early Warning Tool will be	PLC notes will reflect discussion of student progress and steps taken for student support if students are not on track to have a successful transition.	
		Develop a protocol and monitoring document tool for student progress in meeting their ILP goals and transition goals (use of career pathways, Advance Kentucky, Dual Credit courses, etc.)	Tracking of student progress toward transition will be done on each student and progress shared quarterly during PLCs.	PLC notes will reflect discussion of student progress and steps taken for student support if students are not on track to have a successful transition.	
	Establishing Learning Culture and Environment	Ensure the effective implementation of Truancy Diversion Program, including how violations are addressed, how documentation and meetings will occur and how communication measures will be conducted (including parents/guardians, administration and local law enforcement if applicable)	One call system to notify of student absences, letters home after five absences, Truancy Diversion meetings at middle and high school on a weekly basis will reduce the number of absences, increase student achievement which will keep students on track to graduate.	District data team will monitor student attendance by grade level to determine if measures are effective.	

Goal 7 (State your separate goal.):

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

Districts with a school identified for Targeted Support and Improvement (TSI) must monitor and provide support to the school to ensure the successful implementation of the school improvement plan (703 KAR 5:280(11)). The local board of education must review and approve the revised school improvement plan for TSI schools (KRS 160.346(4)(a)) .

Monitoring and Support

Consider: Describe the district's plan for monitoring and supporting the school improvement plan of any school identified for TSI. Include in your response information regarding the process for local board review and approval.

Response: