



2020-21 Phase One: Continuous Improvement Diagnostic for  
Districts\_09242020\_11:20

2020-21 Phase One: Continuous Improvement Diagnostic for Districts

**Bell County**  
**Tom Gambrel**  
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## **2020-21 Phase One: Continuous Improvement Diagnostic for Districts**

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

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

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

### **Phase One: August 1 - October 1**

- Continuous Improvement Diagnostic for Districts

### **Phase Two: October 1 - November 1**

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

### **Phase Three: November 1 - January 1**

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

### **Phase Four: January 1 - December 31**

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

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

Bell County

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Please enter your name and date below to certify.

Tom Gambrel 9/24/2020





2020-21 Phase Two: The Needs Assessment for  
Districts\_09302020\_09:20

2020-21 Phase Two: The Needs Assessment for Districts

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## **2020-21 Phase Two: The Needs Assessment for Districts**

## Understanding Continuous Improvement: The Needs Assessment

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

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

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

## Protocol

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

The District Continuous Improvement Planning Team (leadership team) consists of one representative from each school within the district, the Director of Pupil Personnel, the Director of Special Education, both District Instructional Supervisors, the Gifted and Talented Coordinator, the District Instructional Specialist, and the Director of Technology. The planning team meets in stages that correlate with the outlined Phases from the Kentucky Department of Education (Phase I, Phase II, Phase III, and Phase IV). The team meets 3 - 4 times during the process with tasks to be completed in between the designated meetings in addition to progress monitoring meetings occurring after the plan has gone through board approval. Documentation of all meetings includes agendas, resource materials and meetings notes. There are also informal meetings held throughout the process where small groups of the team work together regarding specific data, goals, strategies, and activities for continuous improvement. Data is analyzed at both the school and district levels. The analysis at both levels includes reviewing elementary, middle and high school as well as each individual content areas at all levels. The analysis is then narrowed down by the grade levels and gap groups. For example, elementary reading is drilled down to the 3rd grade, 4th grade, and 5th grade scores and then analyzed specifically for significant increases, decreases, trends over time, etc. The results of the analysis is used at the teacher level, grade level, school level, and district level to create goals and action plans for the current school year. This year with the lack of new KPREP data due to COVID-19, the amount of data available has limited the analysis process.

## 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.

Current Academic State: -District Elementary Level (made up of 6 elementary schools) received a 3 star rating with 1 school at 2 star level, 4 at 3 star level, and 1 at 4 star level). -The District Elementary Proficiency Indicator (reading and math at grades 3 - 5) is categorized as low (66.2) with 1 school being very low, 3 at low, 2 medium and 1 categorized as high. -The District Elementary Separate Academic Indicator (science, social studies and writing at grades 3-5) is categorized as medium (67.3) with 1 school as low, 4 at medium, and 1 school at high. -The District Elementary Growth Indicator is categorized as high (63.8) with 1 school at low, 1 at medium, 2 at high, and 2 at very high. -District Middle Level (made up of 6 middle schools) received a 4 star rating with 2 schools at 3 star level, 3 schools at 4 star level, and 1 school at the 5 star level (Bell Central School Center - 2nd in the state). -The District Middle Level Proficiency Indicator (reading and math at grades 6-8) is categorized as high (79.6) with 2 schools being medium, 3 schools being high, and 1 school being very high. -The District Middle Level Separate Academic Indicator (science, social studies and writing at grades 6-8) is categorized as high (72.4) with 4 at the medium level, 1 at the high, and 1 at the very high level. -The District Middle Level Growth Indicator is categorized as high (59.7) with 3 schools at the medium

level, 1 at high, and 2 at the very high category. -The District High School Level (made up of 1 high school) received a 2 star rating. -The District High School Level Proficiency Indicator (reading and math from ACT) is categorized as low (49.7) with the high school having a score of 50 - low. -The District High School Level Separate Academic Indicator (science and writing) is categorized as medium (64.4) with the high school score of 65 - medium. -The District High School Transition Readiness Indicator is categorized as low (65.4) with the high school scoring 67.8 low. -The District High School Graduation Indicator is categorized as high (96.5) with the high school scoring 97.1 - very high. -One of the few new pieces of academic data is the ACT results at the high school. The ACT Average Composite for the 18-19 school year was 18.1 and showed a .6 improvement moving to 18.7 average composite for the 19-20 school year. Non-Academic Current State: -District Attendance continues to be a focus with our district average being below the state for the past 5 years. From 2016-2017 when our attendance was 92.26% (state 94.4%), our district did show a slight increase in 2017-2018 to 92.56% (state 94.5%) and we maintained that growth with our 2018-2019 attendance of 92.57% (state 94.2%). However, our goal is for our district attendance to reach the level of the state average. -Teacher attendance - -District enrollment continues to decrease at an alarming rate. At present our district enrollment has decreased by 91 students this year as compared to the same time last school year. -IMPACT Survey Results - When analyzing the results for the district as a whole, the lowest area by far was the topic of Resources with a 52% rating compared to Kentucky's state wide rating of 46%. In reviewing the questions for this area of the survey, findings show a wide range of percentages of favorable question responses from 17% on the low end to 80% on the high end. Thus, this area has some positives as well as several areas of need (technology, specialists, and money) according to the teachers. One K-8 school had 7 or 8 areas rated well below the average score at the state level. Our high school survey results also showed 5 of the 8 areas being rated well below the average score.

## 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.

-District Elementary Math Proficient/Distinguished percentage was well below the state average (48.6%) with a score of 42.3%. 4 out of 6 elementary schools were below the state average. -District Elementary Reading Proficient/Distinguished percentage was below the state average (54.6%) with a score of 51.5%. 4 out of 6 elementary schools were below the state average. -Both the District Elementary and Middle Level Science Proficient/Distinguished percentages were below the state average (ES - 31.7% and MS - 26%) with scores of ES 23.7% and MS 23%. 5 out of 6 elementary schools were below the state average. 2 out of 6 middle schools were below the state average. - High School Reading Proficient/Distinguished percentage was below the state average; High School Math Proficient/Distinguished percentage was below the state average; the High School Writing Proficient/Distinguished percentage was below the state average. -High School Transition was categorized as Low. -A priority/concern that has been added to our district this 2020-2021 school year is the impact virtual instruction for either our entire student population or a significant number will have on student achievement and learning. Being able to provide high quality instruction in multiple platforms to keep achievement gaps from increasing to a minimum is a real and present issue for our district.



## Trends

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

- Elementary reading and math continues to be our significant areas of improvement as a district. Both of these areas are below the state average for a third consecutive year. Reading - 16/17 score 68.5 to 17/18 score 70.9 to 18/19 score 69.2. Math - 16/17 score 64.9 to 17/18 score 64.3 to 18/19 score 63.2. -High school proficiency was rated as Low based on the ACT score for the 18/19 school year. The high school had declined during the two previous years and this trend also continued for the 18/19 school year.

## 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

The district will focus resources and efforts in the Key Core Work Process areas of Deploy Standards (ELA, Math and Social Studies Standards) and Design and Deliver Instruction. These same areas will be utilized to target increased proficiency scores at the high school. The district has used The Opportunity Myth as a starting point with the work on standards and the quality of instruction including student engagement, high expectations, grade appropriate assignments, and strong instruction.

## 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%.

Overall our middle school is our strength. Our district has six K-8 schools, so we actually have 6 middle schools. Our district is a 4 star as a whole at the district level. The percentage of proficient and distinguished students is higher than the state average in reading, math, social studies and writing. Our high school graduation rate is also a strength as it has consistently been at a high level: 2017-2018 - 98% and 2018-2019 - 97.1%.

## Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Phase Two: District Assurances\_09302020\_09:21

2020-21 Phase Two: District Assurances

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## 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.



## 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

### COMMENTS

## Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Phase Three: The Superintendent Gap  
Assurance\_10062020\_14:09

2020-21 Phase Three: The Superintendent Gap Assurance

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## 2020-21 Phase Three: The Superintendent Gap Assurance

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

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

o 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\_10062020\_14:09

2020-21 Phase Three: Executive Summary for Districts

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

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

Every school system has its own distinct story to tell. The Bell County School District's story begins with sharing the context in which teaching and learning takes place. This context influences the processes and procedures by which the school system makes decisions about curriculum, instruction and assessment. The context also impacts the way a school system remains focused on its vision. Many factors contribute to the overall narrative such as the trends and issues affecting the school system from within and from the community as well as the kinds of programs and services a system implements to support student learning. At present, the COVID-19 Pandemic has not only caused alarm within the community concerning health and safety, but has also caused the most drastic changes in teaching since the beginning of the formal public education system. These changes have caused high levels of stress for teachers, students, parents, and administrators. Changes include teachers working to learn and implement multiple technology learning management systems, starting the entire district in distance/virtual learning which brought on providing Chromebooks to all students in addition to training them on how to set up and use these devices, allowing students to move to face to face environment, in person and virtual enrollments changing as needs change for individuals, and teachers trying to juggle teaching virtually and in person. The Bell County School District serves approximately 2571 preschool through twelfth grade students (this number has been reduced by 62 students since this time last school year and 127 from the year prior). Our students are served by 6 preschool through 8th grade school centers and one high school (9th - 12th grade). Our district partners with the Bell Whitley Community Action Agency to provide a fully blended preschool model that includes HeadStart to help promote Kindergarten Readiness. We also provide a full day of Kindergarten to help meet the student's needs. Our schools are located across the various communities throughout our county lines that reach from the Fourmile community to Red Bird to Page Cut Off to the Frakes Community and even extends to the city of Middlesboro which is located on the Kentucky/Tennessee/Virginia borders. Our community, parents, and students are serviced by approximately 200 certified employees, 49 instructional assistants, 35 cooks, 26 custodians, 36 bus drivers, 7 Family Resource Youth Service Centers, 1 District Social Worker, 1 Community Education coordinator, and 1 Parent Liaison. 81% of our students qualify for free and reduced feeding program which evidences the low socioeconomic status of our county. Our enrollment has shown a significant decline



in the past few years which constitutes a trend (-62 in 2020/21, -127 in 2019-20, -81 in 2018-19, -110 during 2016-2018). The decline also creates the issue of meeting student needs with less funding. This decline is mainly due to the loss of jobs and the reduction of job opportunities in our area/region. The demise of the coal industry and the decline of the Pineville Hospital to the point of large lay-offs and almost closing are both examples of what is happening economically in our county. Our county school system is currently the largest employer. Thus, economic growth is one of the biggest challenges our district faces as it impacts our student enrollment as well as our funding abilities. Our special education population is currently at 16.7%. Our Gifted and Talented population is currently 11%. Our homeless population is at 15%.

. 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 Bell County School District's mission states that the parents, employees, and community partners strive to provide the individualized support necessary to ensure that each student reaches his or her full potential and is prepared, upon graduation, to successfully pursue their college or career ambitions. This mission was developed by the district and school level administration including both the Special Education and Gifted & Talented directors at the time. This mission is at the heart of what the district, each school, and each employee does for our students on a daily basis whether it be through the instruction given in the classroom, the relationships built with bus drivers and cooks, or the basic needs of the student being met by the FRYSC coordinators and other support staff. Our district holds high expectations for the teaching and learning that occurs within each and every classroom every day. We strive to ensure high quality instruction by providing effective and engaging professional learning opportunities (e.g. New Standards Project, KAGAN, PLTW, Question Formulation Techniques, Growth Mindset, Whole Brain Learning, etc.) for all teachers. Two Instructional Supervisors are utilized to help with ongoing curriculum alignment with the newly adopted Kentucky Academic Standards across all content areas continuing with the work of Rick Stiggins including Daily Learning Targets and Formative/Summative Assessment. We are presently in our eleventh year of utilizing the MAP assessment as our universal screener for K-8 schools and 2nd year for the high school (9th and 10th graders). The data from this online assessment is used to inform whole class and individual student instruction. Our district has also partnered with Berea for the Gear Up SOAR grant. We currently have 7 Academic Interventionists (AI) and 7 College and Career Navigators (CCN\_) serving the grant cohort of students. The AIs and the CCNS work with students in a variety of ways including tutoring mentoring,

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transition support to high school, family nights, college field trips, etc. Our district continues to work to enhance our students' educational experiences and opportunities in order to provide them with the 21st Century Skills needed to be successful.

. 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.

As our state accountability system continues to change as well as newly revised Kentucky Academic Standards are adopted, our district strives to continue to provide our students with exceptional learning experiences and high quality instruction. At present our district is working on Phase II of our New Standards Project with a focus on The Opportunity Myth - Grade Appropriate Assignments. We are working on the implications of this area on our curriculum and instruction as well as developing new aligned assessments across the content areas and to be implemented in each classroom. The Bell County Schools New Standards Project Phase I focused on revising curriculum maps, revising/rewriting units of study. Our district is comprised of six K-8 schools. Thus, we have 6 middle schools. The middle school area is by far our strongest area across the district. Bell Central School Center at the middle school level received a 5 star rating and was 2nd in the state. Three of the other five schools received 4 star ratings at the middle school level. Our targeted areas of improvement will be the high school level that received a 2 star rating and the elementary level which is primarily at a 3 star rating. We consider this rating to be a "middle of the road" status and is not acceptable as we expect more.

. **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.

Not applicable.

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

Although the Bell County School District is a rural area located in southeastern Kentucky, it is an area that is rich in tradition, heritage, and culture. We find that our area lacks in diverse economical and cultural experiences that other regions access with ease. We, as educators, must continuously strive to overcome these regional barriers to provide more diverse experiences for our students in the fields of arts, sciences, and technology in order to have them better prepared for their futures.



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## Attachment Summary

Attachment Name	Description	Associated Item(s)
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## 2020-21 Phase Three: Professional Development Plan for Districts\_10062020\_14:10

2020-21 Phase Three: Professional Development Plan for Districts

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## 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 Bell County School District's parents, employees, and community partners strive to provide the individualized support necessary to ensure that each student reaches his or her full potential and is prepared, upon graduation, to successfully pursue his/her college or career ambitions.

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?

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The Bell County School District's two top priorities are: (1) Deeper Understanding of Curriculum and (2) Deep Student Engagement in Instructional Delivery. Both of these areas have been identified in the Needs Assessment and will be addressed by the KCWP 1 Design and Deploy Standards and KCWP 2 Design and Deliver Instruction.

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

The Bell County School District top professional development priorities are closely related to each of the district goals. Both areas, deeper understanding of curriculum and deep student engagement in instructional delivery, are specifically being addressed in the Proficiency, Separate Academic Indicator, and the Achievement Gap goals as evidenced by the Key Core Work Process areas 1 and 2 being cited in the strategy column of each goal. In reviewing each of these goals (proficiency targeting reading and math, separate academic indicator addressing science, social studies, and writing, and achievement gap focusing on gap students), it is apparent that all of these areas strongly align to the top two priorities in that reading, math, writing and social studies have newly revised standards; thus showing the strong connection to deeper understanding of curriculum which does not only mean having an awareness of the standards, but a rich understanding of the standards and how that influences the development of curriculum, lessons, and assessments. Deep student engagement in instructional delivery is also strongly aligned in that once you have a strong understanding of the "what students need to know" then a teacher must development deeply engaging delivery of the content to ALL students. Deep student engagement cannot stand alone without knowing what students must know; a deeper understanding of curriculum cannot stand alone without knowing how to engage students in their own learning. Thus our district's top two priorities are completely dependent upon each other to achieve student success.

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.

Bell County District Professional Development Objective: To provide high-quality professional development experiences that support the district's/school's instructional improvement goals and that align with the school and district improvement plans is the specific objective that demonstrates the alignment to the district goals. Priority Need 1: Deeper Understanding of Curriculum - To increase the teacher's level of understanding of the standards - what specific concepts are taught at specific grade levels and what specific skills students are expected to be



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able to apply to those concepts. This is both a short term and long term goal in that the level of understanding will vary among teachers based on experience, etc. Having a deeper understanding is a process and not a one time fix.

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

The intended result of Priority Need 1: Deeper Understanding of Curriculum is for classroom teachers to have a better grasp on the concepts and skills of their subject area standards and make that translate into more grade level appropriate and standards aligned instruction daily. This, in turn, would result in stronger student achievement.

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 would include: \* Better classroom observation/ walk-thru data  
\* Increased student performance data \* Stronger/better aligned curriculum documents (maps, units, lessons and assessments)

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

K-12 Classroom teachers and Instructional Leaders would be the intended audience.

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

Teachers and students are both impacted by this component.

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

Resources would include time for teachers to work together in the development, possibly funding to provide for release time, and instructional leaders to help facilitate the process and help create a growth mindset environment for the work.

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

Instructional coaching and support by district and school level leadership.

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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 of implementation would include: \*Stronger curriculum documents - District and School Instructional Leaders and Peers Reviews - frequency of reviews would be quarterly \*Classroom observations/ walk thrus - District Instructional Leaders and Principals - frequency of review of data would be quarterly

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.

Bell County District Professional Development Objective: To provide high-quality professional development experiences that enable teachers to acquire, strengthen and refine knowledge, understanding, skills and abilities and then apply them effectively in their teaching practice in order to positively impact student learning. In addition to the Bell County PD Objective of supporting the district's/school's instructional improvement goals and that align with the school and district improvement plans is the specific objective that demonstrates the alignment to the district goals. Priority Need 2: Deep Student Engagement in Instructional Delivery - to increase the teacher's understanding of deep student engagement in instructional delivery by providing a common definition of, exemplar models of, characteristics of what this may look like in practice and professional development experiences that provide research based /data proven strategies and techniques that encourage this practice for teachers and instructional leaders.

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

The intended result of Priority Need 2: Deep Student Engagement in Instructional Delivery is for teachers to utilize various research based strategies and techniques in their instructional delivery that would increase student engagement in the learning and teaching through student discourse and ownership in their learning.

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 would include: \* Better classroom observation/ walk-thru data  
\* Increased student performance data \* Increased student engagement in the daily classroom instruction

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

K-12 Classroom teachers and Instructional Leaders would be the intended audience.

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

Teachers and students are both impacted by this component.

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

Needed resources may include time for planning the instructional implementation, materials for the various strategies, and funding to support onsite coaching.

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

Instructional coaching and support by district and school level leadership.

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.


Evidence of implementation would include: \*Classroom observations/ walk thrus - District Instructional Leaders and Principals - frequency of review of data would be quarterly

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.

Not applicable.

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## Attachment Summary

Attachment Name	Description	Associated Item(s)
 Bell County Schools Professional Development Plan	District PD Plan 2020-2022	.



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

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## 2020-21 Phase Three: Comprehensive District Improvement Plan

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

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

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

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

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

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

There are six (6) required district goals:

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

The required school goals include the following:

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

. a. Develop your Strategic Goals using the Comprehensive District Improvement Plan Template.

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

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

N/A



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