



2025-2026 Phase Two: The Needs Assessment for
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2025-2026 Phase Two: The Needs Assessment for Districts

Understanding Continuous Improvement: The Needs Assessment for Districts

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around district goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive district improvement plan to build staff capacity and increase student achievement. The needs assessment 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).

While the focus of continuous improvement is student performance, the aspects of teaching and learning that affect performance must guide the work. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

The needs assessment provides the framework for all districts to clearly and honestly identify their most critical areas for improvement that they will address 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 to 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

1. Clearly detail the process used to determine the priorities of this year's needs assessment. Include the following information in your response:

- names of district leadership teams and stakeholder groups (i.e., faculty, staff, representatives of school councils, Family Resource Youth Service Centers, community partners such as civic and business organizations, etc.) involved
- a timeline of the process
- the specific data sources reviewed and analyzed
- how and where the meetings were documented.

District Leadership Teams

- District MTSS Team
 - Principals, Counselors, Instructional Coaches, Director of Virtual Education, FRC/YSC Centers, School Social Worker, DoSE, CAO and OVEC Consultants
- School Level MTSS Teams
 - Faculty, staff, SBDM members, FRC/YSC, School Counselor and Principals

- District Administration Team
 - Principals, Director of Transportation, Director of Food Services, Director of Virtual Education, Director of Human Resources, Superintendent, CAO, COO/DPP, CFO, Director of Instructional Support
- 30-60-90 Plan Committees
 - These are school level committees that meet bi-weekly with the Superintendent and CAO to progress monitor each school's CSIP

Timeline of the process.

- This is a continuous improvement process. The district is constantly reviewing data, progress monitoring and making adjustments.
 - Behavior, Attendance and Academic data is reviewed and analyzed monthly in our district and school MTSS team meetings.
 - 30-60-90 Plan meeting occur bi-weekly. Current academic data, behavior data and attendance data is reviewed at each meeting.
 - The district hosts a meeting of the district planning committee at the beginning of each November. District data is presented along with the current needs assessment. Parents, staff and community partners are invited to review the data and needs assessment. A survey link is provided for them to provide feedback and suggestions.
 - The CDIP and CSIP's are developed by early December. They are shared to the public for public review. After two weeks, public feedback is reviewed, plans are finalized and approved by SBDM councils and the BoE. The plans are then uploaded to Cognia.
 - Plans may be adjusted at any time during the year to include new objectives, strategies and evidence.

Documentation

- MTSS meetings are documented on a rolling Google Doc that includes monthly tabs.
- District Admin meetings and 30-60-90 Planning meetings are documented the same way.
- The district also utilizes several surveys throughout the year to help progress monitor the effectiveness of certain strategies. Survey results are shared and remain available in the district Google Drive.

Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's comprehensive district improvement plan (CDIP). What was successful? How will your results inform this year's plan?

The main two priorities from SY25 were:

Sixty-five percent (65%) of all students scored below proficiency on the Kentucky Summative Assessment (KSA) in reading. Seventy-six percent (76%) of all students scored below proficiency on the Kentucky Summative Assessment (KSA) in mathematics. This was reduced to 65.7%. This shows the strategies and activities from the current plan are moving us in the right direction in both reading and mathematics. The district focused on novice reduction with improving Tier 1 instruction and Tiers 2 & 3 support.

The key elements of the plan were:

- ELA curriculum implementation and monitoring.
 - The Lower Elementary School was in the first year of EL Education ELA curriculum. The other schools made preparations to adopt and implement EL Education ELA HQIR and Odell ELA for high schools.
 - Full implementation is happening with the start of the new school year.
- Mathematics curriculum review, possible adoption, implementation and monitoring.
 - The district math curriculum committee began the adoption of K-12 IL Illustrative Math HQIR. This is the first time the district has complete vertical alignment.
 - Full implementation is happening with the start of the new school year.
- District instructional protocol that uses a structured lesson design that has proven to work. Develop a district walk through observation tool to monitor and support the implementation of the instructional protocol
 - A district walk-through observation tool was developed and used to collect data, monitor the instructional protocol implementation and provide critical feedback to district staff.

Our previous objective was to decrease the percentage of students scoring novice on KSA Reading by 10% as measured on Spring 25 KSA. In SY24 the district was 41% novice in Reading and in SY25 the district **decreased to 27.1% novice in Reading**. We did exceed the goal.

We also set an objective to decrease the percentage of students scoring Novice on KSA Mathematics by 10% as measured on Spring 25 KSA. In SY24 the district was 41.3% novice in Mathematics and in SY25 the district **decreased to 36.7% novice in Mathematics**. We did not meet the goal of a 10% reduction, however, we did move in the right direction.

We will continue the new curriculum implementation and continue to provide needed professional learning for our staff. We will use the HQIR implementation rubric to determine if the curriculums are being implemented with fidelity.

Trends

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

Example of Trends

- Behavior remains an area for improvement, as referrals have increased in the last two years from 204 in 2023-2024 to 288 in 2024-2025.
- Reading for students in our gap groups remains an area for improvement because the district saw an 11% increase in novice scores in reading among students with achievement gaps from 2024-2025.

1. Behavioral Trends

Behavioral performance is a critical area for improvement, evidenced by the increase in referrals and the high frequency of incidents and severe disciplinary actions documented up to September 30, 2025.

Key Trends and Indicators:

- Increased Referrals (2023-2025 Trend): As noted in the provided example, behavior remains an area for improvement because referrals increased from 204 in 2023-2024 to 288 in 2024-2025.
- High Incidence of Specific Offenses: Among 425 students with recorded events, the most frequent event types included Insubordination (223 incidents), Disrespectful Behavior (220 incidents), and Bus Rule Violation (214 incidents). Disruptive Behavior also accounted for 179 incidents.
- Widespread Incident Locations and Timing: A significant portion of events occurred in the Classroom (699 incidents) and the Hallway/... (402 incidents).
- Frequent Use of Suspension: In-School Suspension (ISS) was used 267 times, and Out of School Suspension (SSP3) was used 145 times.

2. Cultural Trends (Attendance and Chronic Absenteeism)

Chronic Absenteeism (CA) rates remain a major challenge across multiple school levels, and specific subgroup attendance rates require focused intervention.

Key Trends and Indicators:

- High Chronic Absenteeism (CA) Rates (SY 2024-2025 snapshot): Chronic absenteeism is persistently high across different levels:
 - High School: Gallatin County High School reported 26.13% CA (156 students) in one snapshot, and 22.56% CA (97 students) in another snapshot, affecting 430 students.
 - Elementary Level (Lower Elementary): This level reported 23.73% CA (103 students) in one snapshot, and 23.39% CA (69 students) in another, affecting 295 students.

- PK Level: The Pre-K level showed a 23.33% CA rate or 23.08% CA rate (27 students).

- Upper Grade Attendance: Grade 12 attendance slightly dropped, moving from 93.32% in 2023-2024 to 92.88% in 2024-2025.

3. Academic Trends (Reading and Math Proficiency)

Academic proficiency, particularly the large population of students performing significantly below grade level, presents the most critical area for improvement, especially in high school grades.

Reading

- Increased Novice Scores in Gap Groups (Trend Example): Current i-Ready diagnostic data indicates reading for students in achievement gap groups remains an area for improvement due to an 11% increase in novice scores in reading among those students from 2024-2025.

- Significant Decline in On-Grade Performance (2024-2025 to 2025-2026):

- In the 2024-2025 Final Diagnostic, 24% of students were at Mid or Above Grade Level.

- In the 2025-2026 Window 1 Diagnostic, overall proficiency dropped sharply, with only 9% of 1,008 assessed students placed at Mid or Above Grade Level.

- Severe Deficits (2025-2026 Window 1): In the early 2025-2026 diagnostic, 31% (316 students) were placed at Three or More Grade Levels Below. The majority of students (77%) were placed at One Grade Level Below or further behind (327 students at One Grade Level Below, 137 at Two Grade Levels Below, and 316 at Three or More Grade Levels Below).

- Emergency Need: Grades 8-10 show the highest percentages of students severely behind (Three or More Grade Levels Below) in 2025-2026 Window 1:

- Grade 10: 47%.

- Grade 9: 43%.

- Grade 8: 42%.

Mathematics

- Low Overall Proficiency (2024-2025 Final Diagnostic): Only 24% of 1,191 assessed students were placed at Mid or Above Grade Level.

- Severe Decline in On-Grade Performance (2024-2025 to 2025-2026):

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- In the 2025-2026 Window 1 Diagnostic, overall proficiency dropped to 11% (58 students) placed at Mid or Above Grade Level.
 - Widespread Deficits (2025-2026 Window 1): In the early 2025-2026 diagnostic, 43% of students were placed at One Grade Level Below (505 students). Furthermore, 24% of students (282 students) were placed at Three or More Grade Levels Below.
 - Math deficits are extreme in grades 8 - 10, with the majority of students placed at Three or More Grade Levels Below in 2025-2026 Window 1:
 - Grade 9: 51%.
 - Grade 10: 50%.
 - Grade 8: 38%.

K_Screen Trends

- The kindergarten readiness rate has increased from 18% ready in 2021-2022 to 35% ready in 2023-2024.

Accountability Status Changes

Accountability data comparing prior year status to the current year status also highlight challenges, particularly at the high school and elementary level for specific subgroups:

- High School Status Decline: The High School (All Students) saw a decline of -10.8 in the Reading & Mathematics Index status level based on SY 2023 data compared to the prior year (moving from 50.8 to 40.0, Low status). For SY 2024, the HS (All Students) status level was marked as Maintain with a difference of -2.3 (Index 40.0 to 37.7).
- Preliminary data: We cannot give certain index measures from the most recent KSA at this time. However, early predictions using student individual performance data are trending up at all levels. The high school and middle school are predicted to have significant increases in reading and math indexes. The upper elementary school is predicted to have an increase in the same area.
- ES Disability Group: The Elementary School Disability-with IEP (Total) group maintained a Very Low status, despite a reported 5.5 increase in the index status level in SY 2024 (moving from 21.0 to 26.5)

i-Ready diagnostics are trending up each year. More students are moving towards grade level each year. We are seeing more green than red on the reports. We are experiencing a greater rate of growth each year as well. Unfortunately, the trend of summer break drain is very evident as well. Students are not doing well on the first diagnostic back each year.

KSA data is trending up in reading, math, science, writing, EL growth, QSCS and graduation rate! The percentage of students performing novice is also decreasing. Students with disabilities reduced novice by 10% in reading and 11% in math!

Current State of Academics and Climate and Culture

4. Describe in narrative form the current academic state of the district using precise numbers and percentages as revealed by multiple sources of your most recent outcome data. Cite the source of data used. Consider the following data sources:

- Kentucky Summative Assessments
- Benchmark assessments
- Formative assessments
- Graduation rate
- Progress in achieving English language proficiency
- Student access to high quality instructional resources, advanced placement courses, dual credit courses, career and technical education courses, before/after school and summer programs, preschool, full day kindergarten

Example of Current Academic Narratives:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading. Local benchmark data indicates that 32% of all students receive Tier II intervention in reading.
- Fifty-four percent (54%) of our students scored proficient in math on the KSA compared to the state average of 57%. Local formative assessments show 53% of students are on grade level in math.

1. Benchmark Assessment Outcomes (i-Ready Diagnostics)

The most recent outcome data from the i-Ready Diagnostics (Window 1, 2025-2026 Academic Year, dated 10/01/25) paints a critical picture of widespread academic deficits, indicating that the majority of students are performing below grade level.

Reading Proficiency

Overall reading proficiency is extremely low, with only 9% of the 1,008 students assessed placed at Mid or Above Grade Level. The vast majority of students are struggling, with 31% (316 students) placed Three or More Grade Levels Below. This demonstrates a widespread foundational issue, particularly in the upper grades:

- Grade 10: 47% of assessed students were placed three or more grade levels below.
- Grade 9: 43% of assessed students were placed three or more grade levels below.
- Grade 8: 42% of assessed students were placed three or more grade levels below.

Mathematics Proficiency

Mathematics performance mirrors the low outcomes in reading, with only 11% of the 1,172 students assessed placed at Mid or Above Grade Level. A substantial portion of students face severe deficits, with 24% (282 students) placed Three or More Grade Levels Below. Additionally, 43% (505 students) are placed One Grade Level Below. The crisis is especially severe in high school math:

- Grade 9: 51% of assessed students were placed three or more grade levels below.
- Grade 10: 50% of assessed students were placed three or more grade levels below.
- Grade 8: 38% of assessed students were placed three or more grade levels below.

2. Kentucky Summative Assessments (Accountability Status)

There were no "Very Low" accountability status marks on the SY25 accountability. All but one status indicator improved from SY24 to SY25. There are areas of tremendous growth, however, schools did not meet their three year growth goals in many areas.

- Grade 10 Reading score was 36% proficient on KSA compared to the state average of 47%.
- Grade 10 Math score was 29% proficient on KSA compared to the state average of 41%.
- Grade 11 Science score was 9% proficient on KSA compared to the state average of 22%.
- Grade 11 Social Studies score was 20% proficient on KSA compared to the state average of 38%.
- Grade 11 Editing and Mechanics score was 22% proficient on KSA compared to the state average of 43%.
- Grade 11 On-Demand Writing score was 24% proficient on KSA compared to the state average of 45%.
- Grade 6 Reading score was 51% proficient on KSA compared to the state average of 52%.
- Grade 6 Math score was 37% proficient on KSA compared to the state average of 41%.
- Grade 7 Reading score was 53% proficient on KSA compared to the state average of 48%.
- Grade 7 Math score was 47% proficient on KSA compared to the state average of 43%.
- Grade 7 Science score was 32% proficient on KSA compared to the state average of 29%.
- Grade 8 Reading score was 48% proficient on KSA compared to the state average of 42%.

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- Grade 8 Math score was 32% proficient on KSA compared to the state average of 40%.
 - Grade 8 Social Studies score was 30% proficient on KSA compared to the state average of 38%.
 - Grade 8 Editing and Mechanics score was 38% proficient on KSA compared to the state average of 49%.
 - Grade 8 On-Demand Writing score was 43% proficient on KSA compared to the state average of 48%.
 - Grade 3 Reading score was 37% proficient on KSA compared to the state average of 47%.
 - Grade 3 Math score was 36% proficient on KSA compared to the state average of 43%.
 - Grade 4 Reading score was 47% proficient on KSA compared to the state average of 50%.
 - Grade 4 Math score was 35% proficient on KSA compared to the state average of 44%.
 - Grade 4 Science score was 27% proficient on KSA compared to the state average of 37%.
 - Grade 5 Reading score was 47% proficient on KSA compared to the state average of 50%.
 - Grade 5 Math score was 30% proficient on KSA compared to the state average of 43%.
 - Grade 5 Social Studies score was 21% proficient on KSA compared to the state average of 39%.
 - Grade 5 Editing and Mechanics score was 27% proficient on KSA compared to the state average of 47%.
 - Grade 5 On-Demand Writing score was 21% proficient on KSA compared to the state average of 41%.
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 - ES English Learners plus Monitored experienced an increase of 8.2, resulting in a Medium status (Index 55.8, up from 47.6).
 - ES Disability-with IEP (Total) group achieved a 8.8 Significant Increase in reading & math and improved Low status (Index 35.3, up from 26.5).
 - ES Disability-with IEP (Total) group achieved a 1.6 Increase in SC, SS & CW and remained Very Low status (Index 28.5, up from 26.9).

3. Graduation Rate

The district demonstrates strong performance in the predicted graduation metric for the High School (SY25). The predicted graduation score is 99.8, based on a prior year rate of 96.6. The High School is projected to earn a Blue rating for this indicator.

4. Progress in Achieving English Language Proficiency

5. The district has full vertical alignment as of the 2025-2026 school year. The Upper Elementary, Middle School and High School adopted new ELA and Math HQIR's that align with the Lower Elementary. This gives all students access to high quality instructional resources.

6. All high school students have access to enroll into dual credit courses through Jefferson Community and Technical College, Northern Kentucky University and Kentucky State University. The high school has three CTE areas and also has access to seats in the 7 CTE areas at the Area Technology Center in Carrollton.

7. The district hosts extended school services during the summer for students that need interventions and for students that desire to take advanced courses. An ESL "Summer Camp" is conducted to offer interventions and enrichment opportunities for our EL population.

8. The school board has provided full access to preschool for all that live in the county.

9. We have been offering full day kindergarten for several years.

5. Describe in narrative form the current climate and culture conditions of the district using precise numbers and percentages as revealed by multiple sources of your most recent data. Cite the source of data used. Consider the following data sources:

- Educator and school staff retention rates
- High-quality professional learning opportunities
- Chronic absenteeism
- School climate
- Behavior
- Staff and student access to mental healthcare
- Family and community involvement

Example of Current Climate and Culture Narratives:

- Teacher attendance rate was 84% for the 2024-2025 academic year. 2023-2024 Impact survey data shows that 71% of staff feel like they belong at their school.
- Survey results and perception data indicated 74% of the district's teachers received adequate professional development.

- High Chronic Absenteeism (CA) Rates (SY 2024-2025 snapshot): Chronic absenteeism is persistently high across different levels:

- High School: Gallatin County High School reported 26.13% CA (156 students) in one snapshot, and 22.56% CA (97 students) in another snapshot, affecting 430 students.

- Elementary Level (Lower Elementary): This level reported 23.73% CA (103 students) in one snapshot, and 23.39% CA (69 students) in another, affecting 295 students.

- PK Level: The Pre-K level showed a 23.33% CA rate or 23.08% CA rate (27 students).
- Upper Grade Attendance: Grade 12 attendance slightly dropped, moving from 93.32% in 2023-2024 to 92.88% in 2024-2025.
 - Teacher attendance rate was 80% for the 2024-2025 academic year. 2023-2024 Impact survey data shows that 69% of staff feel like they belong at their school.
 - 2023-2024 Impact survey data shows that 41% responded favorably to, "overall, how much do you learn about teaching from the leaders at your school?" This is 9% lower than state average.
 - 2023-2024 Impact survey data shows that 56% responded favorably to, "through working at your school, how many new teaching strategies have you learned?" This is 7% lower than state average.
 - Increased Referrals (2023-2025 Trend): As noted in the provided example, behavior remains an area for improvement because referrals increased from 204 in 2023-2024 to 288 in 2024-2025.
 - High Incidence of Specific Offenses: Among 425 students with recorded events, the most frequent event types included Insubordination (223 incidents), Disrespectful Behavior (220 incidents), and Bus Rule Violation (214 incidents). Disruptive Behavior also accounted for 179 incidents. (IC data)
 - Widespread Incident Locations and Timing: A significant portion of events occurred in the Classroom (699 incidents) and the Hallway/... (402 incidents). (IC data)
 - Frequent Use of Suspension: In-School Suspension (ISS) was used 267 times, and Out of School Suspension (SSP) was used 145 times. (IC data)
 - (District Title 1 Parent Survey)
 - 77% of parents surveyed indicated they feel informed about school events and updates.

76% of parents surveyed indicated that their calls, emails or notes to school staff are answered promptly.

48% of parents surveyed indicated they would like help with helping their students with specific math strategies.
 - 46% of parents indicated they would like help understanding curriculum and state standards.
 - 50% of parents surveyed agreed they feel welcomed in their student's school.

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- 34% of parents surveyed feel that their input and feedback is valued by the school.

Strengths

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

Example:

- We have active partnerships with twelve community organizations and businesses.
- Eighty-three percent (83%) of certified staff have participated in high-quality professional learning through the Kentucky Reading Academies.
 - We have partnerships with OVEC to provide MTSS support, school administration consulting, school counseling, and social-emotional learning.
 - The district has implemented the first year of k-12 math HQIR marking complete vertical alignment for the first time.
 - The district has also implemented K-12 ELA alignment with Imagine Learning, EL Education ELA HQIR and ELA HQT.
 - Currently, 5 elementary teachers are participating in Kentucky Numeracy Counts Academies.
 - 100% of teachers have received training in co-teaching. 100% of SPED teachers are partnering with regular education.

Leverages/Assets

7. Explain how the district will utilize its strengths and leverages, including community resources and assets (i.e., colleges, community partnerships, businesses, industry, etc.) to improve areas for improvement listed above.

Examples:

- We will coordinate efforts with our community partners to meet the behavior needs of more students.
- We will utilize the knowledge gained from the Kentucky Reading Academies to develop a reading action plan to target students in our achievement gap groups.

District administration meets with school leadership teams bi-weekly to discuss 30-60-90 day plans, perform walkthrough observations and to review formative data.

We have built time in every schedule to allow for Tier 2 and Tier 3 interventions.

We will partner with OVEC for staff professional development for new teachers.

We will partner with OVEC for staff professional development for collaborative teaching. Professional development includes instructional coaches network, school counselor network, and various free professional development offered throughout the year.

We will partner with our local library to provide the trade books for our HQIR, EL Education.

We will partner with the Gallatin County Educational Excellence Foundation to plan, implement, and fund several community outreach projects including, community cookouts and the holiday luncheon.

We will use knowledge learned from the Continuous Improvement Summit to further develop our MTSS process to better focus on school improvement.

We will use the community newspaper to share exciting events happening at GCS.

We will continue to use our Youth Service Center to meet the non-educational needs of our students and their families.

We will partner with Gallatin Community Church and The Gallatin County Educational Excellence Foundation and our Youth Service Center to create a Blizzards for Brains reward for students earning all A's on their report card.

Both of our RTI teachers are certified teachers. They will be serving our Tier 3 students in reading and math, which will have a direct impact on closing the gap and working toward our proficiency goal for reading and math.

In our schoolwide schedule, we have protected response to intervention time for each grade level. This time will be used to allow all students access to core instruction and allow them to be able to receive the supports they need.

Nucor Reads is a community partnership where employees from Nucor come to read to our Kindergartners every month and provide books for students to take home. This will help as we work toward our reading and gap goals because students are being read aloud to by another adult and getting the books into students homes.

COMMENTS

Evaluate the Teaching and Learning Environment

- Consider the processes, practices and conditions evident in the teaching and learning environment as identified in 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 Results](#)

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

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

8a. KCWP 1: Design and Deploy Standards

Schools continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

No

Yes

COMMENTS

A priority focus for the district is math and reading HQIR implementation. We will experience full vertical alignment in both areas for the first time. All reading and math teachers are provided resources and training throughout the year. Both HQIRs have been vetted by KDE and received green ratings. Schools are using the lesson internalization process to review HQIR alignment with KAS. The district is also creating benchmark assessments in addition to the assessments that come with the HQIR and in addition to i-Ready.

8b. KCWP 2: Design and Deliver Instruction

Instructional programs include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

No

Yes

COMMENTS

A priority focus for the district is math and reading HQIR implementation. We will experience full vertical alignment in both areas for the first time. All reading and math teachers are provided resources and training throughout the year. The district is also implementing CharacterStrong K-12. This is also the first time for full alignment with SEL programs.

8c. KCWP 3: Design and Deliver Assessment Literacy

Schools have a comprehensive, balanced assessment system that provides a variety of evidence to support educational decision making and includes four primary assessment purposes: formative, diagnostic, interim/benchmark, and summative.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

No

Yes

COMMENTS

N/A

8d. KCWP 4: Review, Analyze and Apply Data Results

Schools communicate and implement a sustainable system for reviewing, analyzing, and applying data results to ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

No

Yes

COMMENTS

N/A

8e. KCWP 5: Design, Align and Deliver Support Processes

Schools establish a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

No

Yes

COMMENTS

N/A

8f. KCWP 6: Establish Learning Environment and Culture

Schools intentionally design the learning environment to be inclusive and accessible for all students within a culture where learning and continued growth is the primary focus and foundation for all actions.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

No

Yes

COMMENTS

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
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