

## 2019-20 Phase One: Continuous Improvement Diagnostic\_Magoffin County School District

2019-20 Phase One: Continuous Improvement Diagnostic for Districts

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

Last Modified: 10/29/2019  
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## 2019-20 Phase One: Continuous Improvement Diagnostic for Districts

### 2019-20 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 2019-20 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

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

- 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.

Scott Helton 10/29/2019

## 2019-20 Phase Two: District Assurances Magoffin County Schools

2019-20 Phase Two: District Assurances

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## 2019-20 Phase Two: District Assurances

### 2019-20 Phase Two: District Assurances

## Introduction

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

## Title I

1. Pursuant to Section 1112(e)(1)(B)(ii), all schools in the district give timely notice to parents of students taught for four or more consecutive weeks by a teacher who does not meet applicable state certification requirements at the grade level and subject area assigned. Section 1112(c)(6) of ESSA also requires districts provide an assurance to KDE that all teachers and paraprofessionals working in a program supported by Title I, Part A funds meet applicable certification requirements. Finally, KRS 161.020 prohibits a person from holding a public school position for which certificates may be issued, unless he or she holds a certificate for the position, issued by the Education Professional Standards Board.

- Yes
- No
- N/A**

2. Pursuant to Section 1116(a)(3)B) of ESSA, the district ensures that parents and family members of students receiving services under Title I, Part A are involved in decisions regarding the allotment of federal funding for parental involvement activities.

- Yes**
- No
- N/A

3. Pursuant to Section 1116(c)(1) of ESSA, the district ensures that each school served under Title I, Part A convenes an annual meeting, at a convenient time, to inform parents of their school's participation and explain requirements under Title I, Part A, including the right of parents to be involved.

- Yes**
- No
- N/A

4. Pursuant to Section 1112(a)(1)(A) of ESSA, the district ensures that its plan was developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, other appropriate school personnel, and with parents of children served under Title I, Part A.

- Yes**
- No
- N/A

5. Pursuant to Section 1117(b)(1) and in order to ensure timely and meaningful consultation, the district ensures that it consults with appropriate officials at private schools within and outside the district that serve students residing in the district. This consultation occurs during development of the district's programs under Title I, Part A and is done with the goal of reaching an agreement on how to provide equitable services to eligible private school students. This assurance is also required pursuant to Section 1112(c)(2) of ESSA.

- Yes**
- No

N/A

6. Our district complies with Section 1113(c)(3) of ESSA, which requires a portion of Title I, Part A funds be set-aside for neglected institutions in the district, and ensures such funds are spent on identified student needs as required by the Code of Federal Regulations (CFR).

Yes

No

**N/A**

7. The district ensures that child counts submitted to KDE pursuant to Title I, Part D, which is found in Sections 1401-1432 of ESSA, are supported by appropriate documentation.

**Yes**

No

N/A

8. Pursuant to Sections 1423(3) of ESSA, the district ensures that participating schools coordinate with facilities working with delinquent children to ensure such children are participating in a comparable education program.

**Yes**

No

N/A

9. Pursuant to Section 1118(b), the district ensures it uses Title I funds only to supplement not supplant funds that would, in the absence of federal funds, be made available from state and local sources. To demonstrate this, the district uses a methodology that allocates funding in a way that ensures a school receiving Title I funds is allocated all state and local funds it would otherwise receive were it not receiving Title I funds.

**Yes**

No

N/A

10. Pursuant to Section 1118(c), the district ensures it has established and implemented a district-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and, a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies.

**Yes**

No

N/A

## Title II

11. The district provides professional development for staff that is in accordance with the purpose of Title II of ESSA; addresses the needs of all students; and, strives to ensure all students are college, career and transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II funding.

- Yes**
- No
- N/A

12. Pursuant to Section 2103(b)(2)(C) of ESSA, the district prioritizes Title II funds to schools implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

- Yes**
- No
- N/A

13. If Title II funds are used by the district for the purpose of reducing class size to a level that is evidence-based, as permitted by Section 2103(b)(3)(D), the district ensures schools are first allocated funds according to mandated cap size requirements prior to using federal funds to provide additional staff.

- Yes**
- No
- N/A

## All Programs

14. The district ensures that personnel compensated from federal program funds are performing assignments aligned to the program purpose and in accordance with the program plan and that appropriate documentation of such work is maintained. This ensures the use is in compliance with 2 CFR 200.430.

- Yes**
- No
- N/A

15. The district maintains proper time and effort documentation for all personnel paid with federal funds according to specific federal program requirements and in compliance with 2 CFR 200.430.

- Yes**
- No
- N/A

## Individual Learning Plan (ILP)

16. Pursuant to 704 KAR 3:305(2), the district ensures that an individualized learning plan (ILP), which adheres to the [Kentucky Department of Education's Self-Implementation Rubric](#), is being implemented with fidelity for all students in grades 6 to 12.

- Yes**
- No
- N/A

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## Attachment Summary

Attachment Name	Description	Associated Item(s)
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## 2019-20 Phase Two: District School Safety Report\_10012019\_12:23

2019-20 Phase Two: District School Safety Report

**Magoffin County**  
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United States of America

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## 2019-20 Phase Two: District School Safety Report

### 2019-20 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.

## 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.*

Yes. School Safety 05.4. See attached file.

### **ATTACHMENTS**

#### **Attachment Name**

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District Safe Schools Documentation, eProve

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

### **ATTACHMENTS**

#### **Attachment Name**

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District Safe Schools Documentation, eProve

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

### **ATTACHMENTS**

#### **Attachment Name**

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District Safe Schools Documentation, eProve

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.

No. Please see attached file for clarification.

**ATTACHMENTS**

**Attachment Name**

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 [District Safe Schools Documentation, eProve](#)

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.*

No. Please see attached file for clarification.

**ATTACHMENTS**

**Attachment Name**

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 [District Safe Schools Documentation, eProve](#)

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. .*

No. Please see attached file for documentation.

**ATTACHMENTS**

**Attachment Name**

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 [District Safe Schools Documentation, eProve](#)

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.*

No. Please see attached file for clarification.

**ATTACHMENTS**

**Attachment Name**

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 [District Safe Schools Documentation, eProve](#)

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.*

Yes

**ATTACHMENTS**

**Attachment Name**

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 [District Safe Schools Documentation, eProve](#)

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

**ATTACHMENTS**

**Attachment Name**

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 [District Safe Schools Documentation, eProve](#)

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

**ATTACHMENTS**

**Attachment Name**

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 [District Safe Schools Documentation, eProve](#)

## Attachment Summary

Attachment Name	Description	Associated Item(s)
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## 2019-20 Phase Two: The Needs Assessment for Magoffin County School District

2019-20 Phase Two: The Needs Assessment for Districts

**Magoffin County**  
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## 2019-20 Phase Two: The Needs Assessment for Districts

### 2019-20 Phase Two: The Needs Assessment for Districts

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## 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 school/district, as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, 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.

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## Protocol

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

The District Leadership team, community members, parents, teachers, SBDM council and local and higher educational agencies will all act as active stakeholders in planning and making educational decisions. The District Leadership team meets monthly to discuss the curriculum, alignment to the standards and providing high quality instructional practices. Magoffin County Leadership team includes Scott Helton-Superintendent, Terry Watson-DPP, Kelli Isaac-Title I/Head Start Director/Instructional Supervisor/District Assessment Coordinator, Randall Blanton-Special Education Director, Tammy Puckett- Adult Education

## 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 (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2017 to 2019, we saw an 11% increase in novice scores in reading among students in the achievement gap.
- Fifty-four (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 2018-19 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2017-18 to 288 in 2018-19.
- Kentucky TELL Survey results indicated 74% of the district's teachers received adequate professional development.

2019 Brigance for Magoffin County is 50.4, a decrease of 8.1 from the previous year. Academic State According to the Brigance Kindergarten Readiness Assessment, out of the 150 students enrolled in Kindergarten wide, 59.3 students were identified as "Kindergarten ready" in 2018 as opposed to the previous year (2017). North Magoffin Elementary tested 68 students with 44.1% "Ready with Interventions and 55.9% Kindergarten Ready. Salyersville Grade School tested 56 students and 32.7% were found "Ready with Interventions and 67.3% Kindergarten Ready." South Magoffin Elementary tested 27 students 48.1 "Ready with Interventions" and 51.9% Kindergarten Ready. Using State provided CCR information, Magoffin County High School had 58 students Academically Ready and 33 students Career Ready, with and overall student Readiness Count of 64.1. Magoffin County High School had an average 94.6% graduation rate. Continued analysis of state data reflected the following information: Reading- Elementary level: 40% or of Assessed students scored below Proficiency 60.0% or 284/473 of Assessed students scored P/D 9.4% or 11/116 Accountable Students with IEP scored below Proficiency 88% or 104/116 of Accountable Students with IEP scored P/D 40.8% or 150/368 of Accountable F/R Lunch students scored below proficiency 59.2% or 218/368 of Accountable F/RLunch students scored P/D Reading-Middle School level: 45.8% or 223/487 of Assessed studentsscored below Proficiency 54.2% or 264/487 of Assessed students scored P/D 47.9% or 45/96 ofAccountable Students with IEP scored below Proficiency 52.1% or 50/96 of Accountable Studentswith IEP scored P/D 50.9% or 186/366 of Accountable F/R Lunch students scored belowproficiency 49.2% or 180/366 of Accountable F/R Lunch students scored P/D Reading-High Schoollevel: 70% or 93/133 of Assessed students scored below Proficiency 30.1% or 40/133 of Assessedstudents scored P/D 100% or 20/20 of Accountable Students with IEP scored below Proficiency0% or 0/20 of Accountable Students with IEP scored P/D 74.5% or 73/98 of Accountable F/RLunch students scored below proficiency 25.5% or 25/98 of Accountable F/R Lunch studentsscored P/D Math-Elementary level: 45.2% or 214/473 of Assessed students scored belowProficiency 54.8% or 259/473 of Assessed students scored P/D 13.8% or 16/116 of AccountableStudents with IEP scored below Proficiency 86.2% or 100/116 of Accountable Students with IEPscored P/D 44.5%% or 164/368 of Accountable F/R Lunch students scored below proficiency55.4% or 204/368 of Accountable F/R Lunch students scored P/D Math-Middle School level:60.5% or 295/487 of Assessed students scored below Proficiency 39.4% or 192/487 of Assessedstudents scored P/D 46.9% or 45/96 of Accountable Students with IEP scored below Proficiency53.1% or 51/96 of Accountable Students with IEP

scored P/D 62.9% or 231/366 of Accountable F/R Lunch students scored below proficiency 37.2% or 136/366 of Accountable F/R Lunch students scored P/D Math-High School level: 76.9% or 103/134 of Assessed students scored below Proficiency 23.1% or 31/134 of Assessed students scored P/D 100% or 21/21 of Accountable Students with IEP scored below Proficiency 0% or 0/21 of Accountable Students with IEP scored P/D 80.8% or 80/99 of Accountable F/R Lunch students scored below proficiency 19.2% or 19/99 of Accountable F/R Lunch students scored P/D Elementary level: 65.7% of all students scored Current State Phase Two: The Needs Assessment for Districts Report - Generated on 12/10/2018 Magoffin County Powered by AdvancED eProve Page 6 of 11 below Proficiency in Writing Middle School level: 66.7% of all students scored below Proficiency in Writing High School level: 55.7% of all students scored below Proficiency in Writing Non-Academic Current State Student attendance was 90% or lower for 6 out of the 11 months with an average of 91% for the 17-18 school year. Teacher attendance All behavior occurrences (in-school suspensions, out-of-school suspensions and behavior referrals) more than doubled in month 2 (same problem occurred in 16-17 school year). October had the largest number of in-school suspensions 69, for the entire year, with February a close second with 57 suspensions. Behavior Referrals for October were also the highest with 72 and March a close second with 55.

## Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages.

**NOTE:** These priorities will be thoroughly addressed in the Continuous Improvement Planning Diagnostic for Districts.

**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.

Areas of weakness continue to be students with disabilities, transition and career readiness. According to Herald Whitaker Middle school Gap data, 48/96 students tested in Reading scored below Proficiency and 47/96 scored below Proficiency in Math. Gap data for students scoring below Proficiency in Reading for with an IEP was 65/96.

## Trends

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

High priority continues to be middle school and high school students with disabilities that have an IEP that continue to score below proficiency. According to Herald Whitaker Middle school Gap data, 48/96 students tested in Reading scored below Proficiency and 47/96 scored below Proficiency in Math. Gap data for students scoring below Proficiency in Reading for with an IEP was 65/96. 43.3 % of 8th graders w/ IEP were NOVICE in reading 41.7% students with IEP at 7th grade level were PROFICIENT Magoffin County High School tested 27 students in Reading that disabilities and IEPS, of those students, 77.8 scored Novice in Reading performance and 92.6 of the students with IEPS scored Novice in Math. Male students without disabilities also had more Novice in Math and Reading overall with an even distribution in both subject areas with 54.7% of males scoring novice in Reading and Math at the high school level.

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## Potential Source of Problem

Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six 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 Magoffin County school district will focus its resources and efforts in the areas: KCWP 1: Design and Deploy Standards KCWP 4: Review, Analyze and Apply Data. A more intense look into these domains will enable the district to align the curriculum to standards and procedures are in place to review data periodically in a systematic way to yield desired outcomes.

## Strengths/Leverages

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

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

Magoffin County High School: Magoffin County graduation rate is 94.7% which exceeds the state average of 91.7. Magoffin County High School Writing scores are 54.1% which is above the state average of 50.1%. In the area of writing, Magoffin County high school students have reduced the number of students scoring Novice to 13.3%. Magoffin County High school earned a 2 star status. South Magoffin Elementary: Students scoring Proficient and Distinguished in Reading increased by 16% from the previous year. The number of students scoring Proficient and Distinguished in Writing increased by 33%, but this is still an area that according to the schools data trend (Plus Delta Form) still needs improvement to the state level. South Magoffin earned a 4 star status Herald Whitaker Middle School: PROFICIENCY (READING) Dip between P/D -- dropped 21.5% from 6th to 7th 31% of 8th grade students NOVICE 43.3% of 8th graders w/ IEP were NOVICE in reading 41.7% students with IEP at 7th grade level were PROFICIENT Only 13.9% NOVICE 47.9% of 8th Grade MALES were NOVICE 12 AH and 12 AL from 6th grade -- TARGET GROUPS 13 AH and 6 AL from 7th grade -- TARGET GROUPS PROFICIENCY (MATH) No NOVICE with IEP in 6th grade 50% PROFICIENT with IEP in 7th grade 35.6% of 8th grade MALES were NOVICE in math 36.7% Students with IEP in 8th Grade were NOVICE 9.3% OF 7TH grade MALES were NOVICE in math 40 AH and 39 AL -- TARGET GROUPS 44 AH and 36 AL -- TARGET GROUPS SEPARATE ACADEMIC INDICATOR SCIENCE (7th Only) No DISTINGUISHED 65.8% APPRENTICE No significant GENDER gaps SOCIAL STUDIES (8th Only) 41.3% APPRENTICE WRITING (8th Only) 52.1% MALES - NOVICE 9% FEMALES - NOVICE 94.6% MALES - BELOW PROFICIENT 40% of 8th graders w/ IEP were NOVICE GROWTH 31.4% Received NO GROWTH points in READING 33.1% Received NO GROWTH points in MATH North Magoffin Elementary: Increased the Proficiency rate in Reading, last year it was 34.5 and current rate is 47.3. The overall Proficiency for North Magoffin is 79.6. The 4th grade reading Proficiency rate was 60.5 and Writing had an increase in Proficiency with a 55.6 compared to last years 44.4.

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## Attachment Summary

Attachment Name	Description	Associated Item(s)
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## 2019-20 Phase Three: Comprehensive Improvement Magoffin County

2019-20 Phase Three: Comprehensive Improvement Plan for Districts

**Magoffin County**  
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United States of America

Last Modified: 12/28/2019  
Status: Open

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## 2019-20 Phase Three: Comprehensive Improvement Plan for Districts

### 2019-20 Phase Three: Comprehensive Improvement Plan for Districts

#### 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 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*, *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 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.**

N/A

## Attachment Summary

Attachment Name	Description	Associated Item(s)
 Magoffin County CDIP 2019-20		•

## 2019-20 Phase Three: The Superintendent Gap Assurance\_12172019\_14:32

2019-20 Phase Three: The Superintendent Gap Assurance

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

Last Modified: 12/28/2019  
Status: Open

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## 2019-20 Phase Three: The Superintendent Gap Assurance

### 2019-20 Phase Three: The Superintendent Gap Assurance

## Gap Target Assurance

As superintendent of the district, I hereby certify that (please select one):

- 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.
- The following school(s) failed to meet its/their targets to reduce the gap in student achievement for any student group for both of the last two (2) consecutive years. (Please list the names of any school being reported pursuant to KRS 158.649(9) in the comment box below.)**

### **COMMENTS**

Please enter your comments below.

The following schools have failed to meet targets to reduce the gap in student achievement in any group for two consecutive years:Magoffin County High School and Herald Whitaker Middle School

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## Attachment Summary

Attachment Name	Description	Associated Item(s)
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