

Continuous District

Improvement

Planning

Phase 2:

Needs Assessment

22/23

Step 1: Protocol

**Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities of this year's needs assessment. Include names of district leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.**

Planning Team

|  |  |
| --- | --- |
| **Team Member Name** | **Shareholder Position** |
| All District Admin | Certified Staff |
| All TC Principals | Building Principals |
| TC Curriculum Team | Principal, Asst. Principals, Counselors, & Curriculum Coach |
|  |  |
|  |  |
|  |  |

Planning Sessions

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Team Members Present** | **Meeting Duration** | **Location Site** |
| 9/6/22 | TC Curriculum Team | 2 hours | Central Office |
| 9/6/22 | TC Principal Team | 1 hours | Central Office |
| 9/28/22 | TC District Team | 1 hour | Central Office |
| 10/11/22 | TC Curriculum Team | 1 hour | Central Office |
| 10/11/22 | TC Principal | 1 hour | TCHS |
| 11/1/22 | TC Curriculum Team | 1 hour | TCHS |
| 11/28 | TC District Team | 1 hour | Central Office |
| 11/30/22 | TC Curriculum Team | 2 hours | TCHS |
| 12/6/22 | TC Principal | 1 hour | Central Office |

System for Analyzing Data Sources

The district comprehensive planning team is comprised of Superintendent Charles Higdon, District Curriculum Support Sara Tucker, DAC/Director of Federal Programs DiAnne Harris, Director of Special Education Scott Parks, Director of Pupil Personnel Angela Cook, and all school level administrators (Melissa Long, Donna Williams, Neil Sanders, Sara Tucker, and Reece Grubbs). This team meets regularly and reports out to the board of education, all staff, and community stakeholders. The district team also meets regularly with school level instructional leaders including curriculum coaches, digital learning coaches, and interventionists. Weekly the district administrative teams meets with schools during early release Fridays in large and small groups while PLCs are analyzing common unit assessment data aligned to standards as well as MAP (K-8) and CASE 21(9-11) data. All PLCs upload grade level common unit assessment data and MAP data to Shared Drives in Google Suites so that all school and district level administrators can review and analyze growth of students. Assessment and accountability data is analyzed and discussed at various levels on a regular basis: analyzed by the classroom teacher, analyzed by partner teachers, analyzed by content and gradelevel PLCs, analyzed by school leadership teams, analyzed by school councils, and analyzed by district leadership and the board. We are working to implement a strong and unified system within our district.

**Step 2: Review of Previous Plan**

**Summarize the implementation of the goals, objectives, strategies and activities from the previous year’s Comprehensive District Improvement Plan (CDIP). What was successful? How does it inform this year’s plan?**

In our previous year’s CDIP, we set goals that were reasonable based off of previous pre-covid data. We reached our goals in Reading and Math using the identified strategies and activities to improve in a systematic manner with monitoring through walkthroughs (digital and classroom) and PLC’s. We did not reach our science and on demand writing goals (but were with in points (4 for Science and 7 points for CW) of the state average). We did not meet our transition readiness goal but the systems implemented and new role for our college and career counselor are increasing the amount of students with readiness skills.

The key core work process that were focused on last year have vastly improved and still being emphasized along with a focus of KCWP 3 – Assessments. This was a need identified by the teachers as we worked through KCWP 1 and 2 the last two years.

The data from last year’s CDIP in comparison to our data shows growth and lots of opportunities for Taylor County to work towards this year. We have already made adjustments based on local data last spring and more adjustments with new data provided last month.

**Taylor County District School Trend Data**

**Taylor County Primary School**

[See 21 – 22 Taylor County State Accountability Google Slides](21%20-%2022%20TC%20State%20Accountability.pdf)

**Taylor County Intermediate**

[See 21 – 22 Taylor County State Accountability Google Slides](file:///C:\Users\stucker\Documents\District\22-23%20CDIP%20documents\21%20-%2022%20TC%20State%20Accountability.pdf)

**Taylor County Middle School**

[See 21 – 22 Taylor County State Accountability Google Slides](file:///C:\Users\stucker\Documents\District\22-23%20CDIP%20documents\21%20-%2022%20TC%20State%20Accountability.pdf)

**Taylor County High School**

[See 21 – 22 Taylor County State Accountability Google Slides](file:///C:\Users\stucker\Documents\District\22-23%20CDIP%20documents\21%20-%2022%20TC%20State%20Accountability.pdf)

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **NEW TEST** | **10th Reading (205)** | | **10th Math**  **(205)** | | **11th Science (193)** | | **11th Social Studies** | |
| **20 - 21** | **37.2** | **37.8** | **23.1** | **30.2** | **29.9** | **26.5** | **Pilot** | |
| **21 – 22** | **49%** | **45%** | **36%** | **38%** | **10%** | **15%** | **28%** | **35%** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Writing** | | **Language/Editing Mechanics** | |
| **TC (P/D)** | **State** | **TC** | **State** |
| **20 - 21** | **63.4** | **50.0** | **58.1** | **51.5** |
| **21 – 22** | **27%** | **43.6** | **49.5** | **54.5** |

**Junior ACT Trends – Academic Readiness**

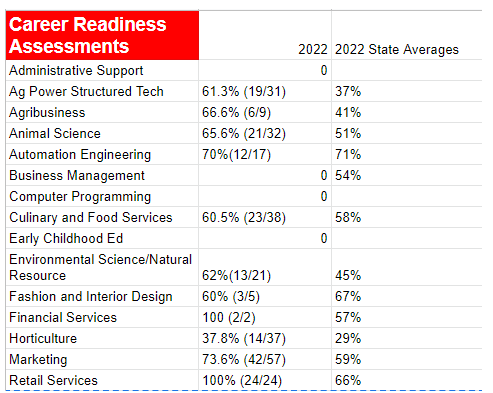
**ACT English**

**ACT Math**

**ACT Reading**

**ACT Science**

**Transition Ready – (2019–2020 No score reported)**



**Achievement Gap**

**19/20 Subgroup Performance – ACT Number of Students and Average composite by Race/Ethnicity (total students/composite score)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Race/Ethnicity** | **15 – 16** | **16 – 17** | **17 - 18** | **18 - 19** | **19 – 20 (Covid)** | **20 - 21** | **21 - 22** |
| All Students | 225/19.0 | 198/19.7 | 202/19.0 | 198/18.2 | 207/18.9 | 200/17.2 | 207/17.3 |
| African American | 4/16.0 | 3/16.7 | 4/14.3 | 11/15.7 | 1/14.0 | 9/14.0 | 3/14.0 |
| American Indian | - | - | - | - | - | - | 1/18 |
| Caucasian | 196/18.9 | 174/20.0 | 183/19.2 | 160/18.9 | 36/18.6 | 175/17.6 | 172/17.5 |
| Hispanic/Latino | 10/20.2 | 3/17.0 | 6/18.0 | 4/14.0 | 4/15.0 | 5/13.8 | 13/16.2 |
| Asian | 5/22.6 | 2/17.5 | 1/16.0 | 1/20.0 | 0/0 | 0/0 | 4/23.3 |
| Two or more races | 5/18.8 | 10/19.5 | 2/22.0 | 5/16.6 | 0/0 | 3/20 | 9/14.7 |
| No Response | 5/18.6 | 6/17.7 | 5/17.8 | 16/14.7 | 166/19.0 | 8/15.0 | 5/14.6 |

**21 - 22 Achievement Gap Comparison- ACT (All Students vs. IEPs)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Spring ACT Data (March 2022) | % Above Benchmark | | % Below Benchmark | |
| All Students | Students w/ IEP’s | All Students | Students w/ IEP’s |
| Reading | 26% |  | 74% |  |
| Math | 11% |  | 89% |  |

**21 - 22 Achievement Gap Comparison (All Students vs. IEPs)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Spring KSA Data (May 2022) | % Below Benchmark | | % Above Benchmark | |
| All Students | Students w/ IEP’s | All Students | Students w/ IEP’s |
| Reading | 51% | 78% | 49% | 22% |
| Math | 63% | 83% | 37% | 17% |

**Graduation Rate**

**Non-Cognitive Data (Using the last year without Covid restrictions)**

**19/20 Behavior**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **# of Behavior Referrals** | **1st 9 weeks** | **2nd 9 weeks** | **3rd 9 weeks** | **Total** |
| 9th Grade | 48 | 59 | 36 | 143 |
| 10th Grade | 43 | 41 | 27 | 111 |
| 11th Grade | 17 | 19 | 18 | 54 |
| 12th Grade | 0 | 0 | 0 | 0 |
| Total | 108 | 119 | 81 | 308 |

**19/20 In-School Suspense**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Grade Level** | **9th Grade** | **10th Grade** | **11th Grade** | **12th Grade** | **Total** |
| In School Suspension | 35 | 25 | 10 | 9 | 79 |

**19/20 Out of School Suspense**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Grade Level** | **9th Grade** | **10th Grade** | **11th Grade** | **12th Grade** | **Total** |
| Out of School Suspension | 6 | 3 | 0 | 1 | 10 |

**19/20 Attendance – last year without Covid restrictions**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Percentage of Students Present** | **Grade 9** | **Grade 10** | **Grade11** | **Grade 12** | **Total** |
| August 2019 | 96.98 | 96.11 | 96.65 | 96.12 | 96.47 |
| September2019 | 96.05 | 96.20 | 95.32 | 93.94 | 95.38 |
| October 2019 | 95.90 | 94.70 | 93.40 | 92.71 | 94.18 |
| November2019 | 93.85 | 93.12 | 92.24 | 92.31 | 92.88 |
| December2019 | 94.48 | 94.05 | 93.42 | 92.89 | 93.71 |
| January 2020 | 92.07 | 90.75 | 92.17 | 89.20 | 91.04 |
| February 2020 | 92.07 | 94.39 | 93.96 | 90.79 | 92.80 |
| March 2020 | **No attendance data due to Covid shutdown** | | | | |
| April 2020 |
| May 2020 |
| Total | 94.55 | 94.19 | 93.88 | 92.57 | 93.80 |

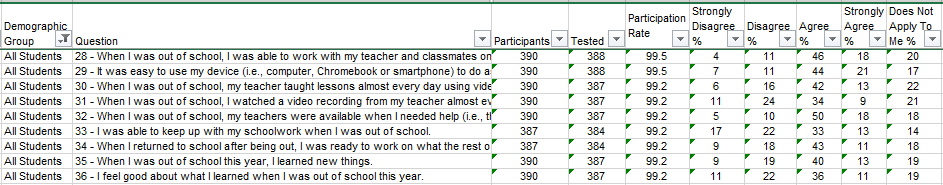
**Quality School Climate and Safety Survey**

**Taylor County Primary School**

**Taylor County Intermediate School**

**Taylor County Middle School**

**Taylor County High School**



Step 3, 4 and 5: Identifying Trends, Determining Priorities and Concerns

[See 21 – 22 Taylor County State Accountability Google Slides](file:///C:\Users\stucker\Documents\District\22-23%20CDIP%20documents\21%20-%2022%20TC%20State%20Accountability.pdf)

|  |
| --- |
| * **What does the data tell us (Trends)?** |
| * **What does the data not tell us?** |
| * **What are the causes for concern?** |
| * **What are our projected next steps to increase proficiency and close gaps in achievement (Priorities)?** |

**Step 6: Strengths/Leverages**

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

**Data-based Strengths**

* Graduation Rate has been above 96% for last six years.
* Math and Reading KSA scores increased and was above the state average.

**Leverages with our Academic Systems**

* Clear process and protocols have been put in place for planning this year.
* Our district is close to one to one and have provided wireless supports, providing each student with a device will help close the achievement gap since all students now have equal access to the same materials.
* Identified students for our Care Team to support.

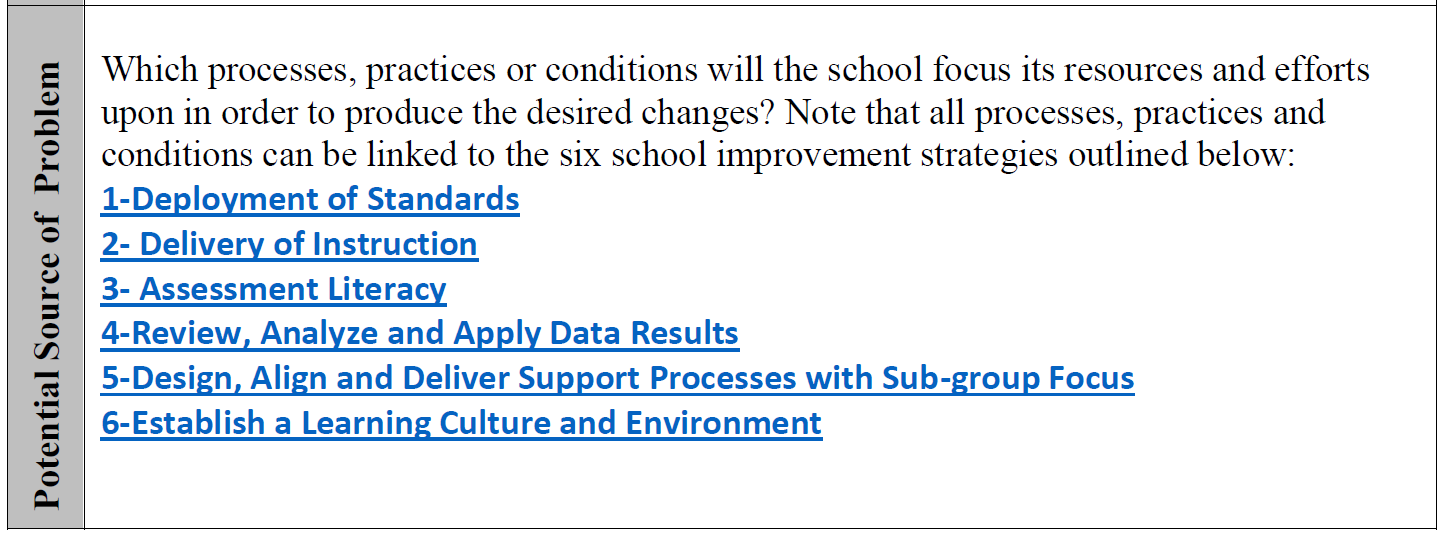
**Leverages within our Behavior Systems**

* Grade Level PLC’s have been implemented to discuss student behaviors and needs and will meet once a 9 weeks.
* Attendance and tardies are a focus that is monitored daily with conferences.

**Next Steps**

* Support teachers when planning instructional units with feedback in various forms (comments on document, google meets with content partners, and content teams)
* Support teachers in implementing new strategies or assessments that are aligned to standards.
* Align PGPs with unit reviews and walkthroughs.
* Continue to implement PLC’s to support teachers and student learning.
* Create a schedule for interventions to reduce learning gaps.

#### **Step 7: Evaluate the Teaching and Learning Environment**



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

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

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

* **If you can solidly respond with a definitive “yes,” then highlight those questions GREEN. This means systems are in proper alignment and have continuous monitoring methods in place.**
* **If there are practices that are not systematically in place throughout your building/district, or are otherwise spotty, then you are in the implementation stage and you should highlight these questions YELLOW.**
* **Lastly, there are some items within each question that may NOT be on the radar as of the present time. This could be due to “will” levels, skill levels, or a combination of both – essentially it is not on the front burner. If this is so, then highlight these items RED/PINK.**
* **Not on the radar as of right now due to “will” and/or skill levels,**
* **Not a priority at this time. This may be due to prerequisite activities MUST occur beforehand.**
* **Working well, monitored and evaluated for effectiveness**
* **Impacting all students in every classroom**
* **Not systematically in place**
* **Implementation is spotty**
* **More conversations needed**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Evaluation of Kentucky Department of Education Work Processes for Novice Reduction- **Strategic Level** | | | | |
| **Design and Deploy Standards: (What should students know and be able to do?)** | | | | |
| Alignment with Kentucky Board of Education Delivery Target: ***College and Career Readiness Pathways*** | | | | |
| **KEY ELEMENTS OF THIS PROCESS** | **GUIDING QUESTIONS FOR QUALITY PRACTICE** | | **EVIDENCE OF PRACTICE BEING IN PLACE/ KEY PERSON RESPONSIBLE FOR THIS PROCESS** | |
| *The Kentucky Academic Standards ensure that all districts and schools have access to the same outline of expectations. The Kentucky Academic Standards are in Kentucky statute as what is to be taught. It is imperative that schools and districts continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success. The Career Technical Education Pathways are specific requirements for completion of college and career readiness. Standards and curriculum are fundamental to each and every student.* | * What is the assurance the current curriculum(s) is valid (e.g., aligned to state/essential standards, components that support the instruction and assessment, paced with accuracy)? * What monitoring systems are in place to ensure the curriculum(s) is taught at a high level of fidelity (e.g., complete document is consistently used by all staff, the intent of the standard is preserved)? * What processes do teachers use to create clear and precise learning targets for students? * What systems are in place for teachers to readjust the curriculum (content and pacing) to meet student needs based on assessment results (formative and summative)? * How are your district’s CTE Pathway courses monitored and evaluated for effectiveness? * What is the established protocol for reviewing and revising the curriculum beyond pacing (e.g., how often, who, what is completed)? * Describe your processes for ensuring vertical curriculum work includes Introduction, Development, and Mastery of Standards? | | In the 2018 – 2019 school year, 18 hours of PD was given along with Friday early release Fridays to horizontally align with co-content teachers on chunking standards for unit planning and assessment alignment.  Teachers house their units and assessments in their Google team Drives for all to view and admin to monitor.  Starting in October, PLC’s began with an intentional protocol to review curriculum progress and monitor if the standards are placed in units appropriately.  An administrator will be in each PLC. | |
| \_\_LEVERAGE **Greatest Impact on NR**  \_\_CONCERN Most 5 4 3 2 1 Least | | | | |
| Evaluation of Kentucky Department of Education Work Processes for Novice Reduction- **Strategic Level** | | | | | |
| **Design and Deliver Instruction: (How will they learn it?)** | | | | | |
| Alignment with Kentucky Board of Education Delivery Target: ***Integrated Methods for Learning*** | | | | | |
| **KEY ELEMENTS OF THIS PROCESS** | | **GUIDING QUESTIONS FOR QUALITY PRACTICE** | | **EVIDENCE OF PRACTICE BEING IN PLACE/ KEY PERSON RESPONSIBLE FOR THIS PROCESS** | |
| *All schools and districts are to ensure their instructional program is intentional and of the highest quality. Tier I is the highly effective, culturally responsive, evidence-based core instruction, provided to all students in the classroom. Implementation of evidence-based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction. It is the responsibility of the school and district to determine how students learn best.* | | * What systems/processes are in place to ensure Tier I instruction and assessments meet the intent of the adopted standards? * What systems of collaboration are in place in order to meet the Tier I educational needs of all students? * What is the protocol for ensuring Tier I and Tier II instructional needs are met and next steps for improvement are identified? * How is learning monitored before, during, and after instruction? (Explicit Instruction) * What process is in place to ensure students have an understanding of learning expectations (e.g., learning targets, goal setting, purpose) and know the criteria for success? * What is the process used to measure teacher’s instructional effectiveness based on student data? * How do school/district leadership ensure teacher’s design lessons with students’ cultural, social, and developmental needs in mind? * How do school/district leadership ensure teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target? * What system is in place to ensure students take responsibility for their own learning? * How does the teacher ensure cognitive engagement versus passive or active engagement? * What strategies and programs are implemented in classrooms/schools and how do you measure their effectiveness on student achievement? | | The knowledge of standards and assessment aligned to standards must happen first before being intentional with instructional strategies to the level of the standards. | |
| \_\_LEVERAGE **Greatest Impact on NR**  \_\_CONCERN Most 5 4 3 2 1 Least | | | | | |
| Evaluation of Kentucky Department of Education Work Processes for Novice Reduction- **Strategic Level** | | | | | |
| **Design and Deliver Assessment Literacy: (How will we know they have learned it?)** | | | | | |
| Alignment with Kentucky Board of Education Delivery Target: ***Novice Reduction*** | | | | | |
| **KEY ELEMENTS OF THIS PROCESS** | | **GUIDING QUESTIONS FOR QUALITY PRACTICE** | | **EVIDENCE OF PRACTICE BEING IN PLACE/ KEY PERSON RESPONSIBLE FOR THIS PROCESS** | |
| *Classroom Assessment for Student Learning emphasizes assessment* ***for*** *learning strategies and:*  *1. Provides effective targeted, penalty free practice for students*  *2. Enables students to take responsibility for their own learning*  *3. Improves student motivation and enables students to be in control of their own learning*  *4. Improves student achievement (The previous three result in improved student achievement)*  *5. Moves from a grading culture to a learning culture (Engaging students in activities automatically moves attention away from grading to learning)* | | * How do school/district leadership ensure the creation of a balanced assessment system? (CASL work) * What is the expectation for teacher’s in regards to keeping the stakeholders informed of assessment results? * How do you monitor the validity of assessments (formative and summative) to ensure congruency to the standards/targets? * What processes are used by schools/district leadership to deconstruct standards, ensure learning targets are congruent to the standards, and the laser focus of instruction? * Describe the process teachers use to make learning targets clear for students? * How do school/district leadership ensure the appropriate assessment design is used that will best evaluate the level of student learning? (selected response, written response, performance assessment, personal communication) * What type of feedback is given to students on their progression of learning? * How do you lead future teacher leaders in using the data for actionable next steps? * How do school/district leadership ensure teachers utilize formative and summative information to increase student achievement? * How do school/district leadership analyze the data in order to identify priorities and implement actionable steps that impact instruction/student learning? * How do school/district leadership monitor and evaluate achievement as related to the learning target and standards? * How does the grading system communicate student learning accurately? * What systems are in place to ensure students can communicate how they track and evaluate their progress and set learning goals? | | In the 2018 – 2019 school year, 18 hours of PD was given along with Friday early release Fridays to horizontally align with co-content teachers on chunking standards for unit planning and assessment alignment.  Teachers house their units and assessments in their Google team Drives for all to view and admin to monitor.  Starting in October, PLC’s began with an intentional protocol to review curriculum progress and monitor if the standards are placed in units appropriately.  An administrator will be in each PLC. | |
| \_\_LEVERAGE **Greatest Impact on NR**  \_\_CONCERN Most 5 4 3 2 1 Least | | | | | |
| Evaluation of Kentucky Department of Education Work Processes for Novice Reduction- **Strategic Level** | | | | | |
| **Review, Analyze, Apply Data Results: (How will we know they have learned it?)** | | | | | |
| Alignment with Kentucky Board of Education Delivery Target: ***An essential component for deployment and improvement*** | | | | | |
| **KEY ELEMENTS OF THIS PROCESS** | | **GUIDING QUESTIONS FOR QUALITY PRACTICE** | | **EVIDENCE OF PRACTICE BEING IN PLACE/ KEY PERSON RESPONSIBLE FOR THIS PROCESS** | |
| *Schools and districts must have a repeatable/uniform system for knowing the data. School leaders must ensure a uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities for school success. Likewise, teachers must have an established system for examining and interpreting all of the data that is in their classrooms (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success.* | | * How do teachers use these different types of assessment to ensure a balanced approach:   Formative  Summative  Interim   * How do school/district leadership ensure that assessments are of high quality and aligned to the rigor of the standards, resulting in quality data? * What questions do school/district leadership want teachers to answer with the data that they collect? * What systems are in place to ensure that student data is collected, analyzed, and is used to drive classroom instruction? * How do school/district leadership ensure teachers use data to determine students’ needs (e.g., movement through the tiers of intervention, grouping/regrouping, teacher placement, scheduling)? * What system is in place school/district-wide for teachers to monitor students’ progress on standards in order to know when they have achieved mastery? * How do students know where they are in their own progression of learning? * What systems are in place to ensure that students are actively involved in knowing their own data and making decisions about their own learning? * How does a principal/district leader triangulate the data and information to improve instruction and reduce the number of students scoring novice? | | The knowledge of standards and assessment aligned to standards must happen first before having valid data to intentional assess student’s current state. | |
| \_\_LEVERAGE **Greatest Impact on NR**  \_\_CONCERN Most 5 4 3 2 1 Least | | | | | |
| Evaluation of Kentucky Department of Education Work Processes for Novice Reduction- **Strategic Level** | | | | | |
| **Design, Align, Deliver Support Processes: (What will we do if they know it already, don’t know it, or need other support?)** | | | | | |
| Alignment with Kentucky Board of Education Delivery Target: ***Learning Systems*** | | | | | |
| **KEY ELEMENTS OF THIS PROCESS** | | **GUIDING QUESTIONS FOR QUALITY PRACTICE** | | **EVIDENCE OF PRACTICE BEING IN PLACE/ KEY PERSON RESPONSIBLE FOR THIS PROCESS** | |
| *School leaders must establish a model to monitor and evaluate effectiveness in order to improve problems and improve the system rather than function under crisis management. Continuous improvement uses data to improve work processes to support student learning. The alignment of CSIPs should include the use of resources to support best practice strategies. Resources are aligned to needs in order to make all systems work together for continuous improvement and success. A system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working.* | | * What processes are currently in place that ensure behavioral interventions are taking place and monitored to meet the needs of all students? * How do school/district leadership positively reinforce desired behaviors and encourage teachers to do the same? * What system or processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students? * What data is monitored and evaluated to ensure high levels of teacher effectiveness and student learning? * What data points inform modification to curriculum and instructional practices? * How does the school leadership (teachers and leaders) measure the effectiveness of current programs and initiatives implemented in classrooms and school? * How does school leadership ensure that resources are aligned with and will effectively address the needs identified in the CSIP/CDIP? * What system is in place to identify and involve multiple stakeholders (e.g., teachers, staff members, parents, students, community partners, outside agencies) in CSIP planning and measuring of progress toward attaining the goals? * How do stakeholders determine which best practice strategies (e.g., interventionist, Read 180, ALEKS, modifications to schedules) will meet the identified needs of the students? | | With new administration, a new behavior management plan has been put in place and will be monitored through Infinite Campus this year.  This will be an area that we look at throughout the year, but not the focus.  In the current year, we recognize the need for more safety nets and supports for our student and have adjusted the master schedule to support students that are not proficient in reading and math.  The CSIP is reviewed at Site Base meetings and PLC’s along with updates on our local data measurement tool (MAP) to measure our progress. | |
| \_\_LEVERAGE **Greatest Impact on NR**  \_\_CONCERN Most 5 4 3 2 1 Least | | | | | |
| Evaluation of Kentucky Department of Education Work Processes for Novice Reduction- **Strategic Level** | | | | | |
| **Establish Learning Culture and Environment: (What will we do if they know it already, don’t know it, or need other support?)** | | | | | |
| Alignment with Kentucky Board of Education Delivery Target: ***Learning Systems*** | | | | | |
| **KEY ELEMENTS OF THIS PROCESS** | | **GUIDING QUESTIONS FOR QUALITY PRACTICE** | | **EVIDENCE OF PRACTICE BEING IN PLACE/ KEY PERSON RESPONSIBLE FOR THIS PROCESS** | |
| *The environment in which students learn and the support they are offered to meet their individual needs is just as important as solid curriculum, instruction, and systems of continuous improvement. Students need to know they are safe and their needs will be met, no matter what those needs are. This is how you know that your environment is one that creates support for positive behavior. Schools must ensure students are learning at the optimal level in a safe learning environment.* | | * How does school/district leadership ensure everyone in their school/district system operates under a unified definition of cultural responsiveness? * How do school/district leadership ensure that their classrooms are culturally responsive to student needs? * What systems do school/district leadership have in place to address culture in their classrooms? * How do behavior systems support an environment where everyone feels safe and wants to learn? * What system is in place to address reports of bullying in the district, school, and individual classrooms? * What supports are currently in place to assist students in decision-making in regard to behavioral needs/goals? * What processes are in place to communicate with parents in order to address barriers to learning? * What processes are in place to communicate with students in order to address barriers to learning? * What processes are in place to ensure equity within collegial conversations? * What processes are in place to promote depth of educator capacity (will and skill) within school/district? * What processes are in place to ensure ***all*** educators are successful? | | As new administration in the current school year, culture and climate is a high priority. | |
| \_\_LEVERAGE **Greatest Impact on NR**  \_\_CONCERN Most 5 4 3 2 1 Least | | | | | |