



Overview:

Fleming County Schools is committed to becoming a "District of Distinction." Our vision statement clearly communicates this goal and is complimentary of the district's mission statement - where students are our main focus. It is our belief that as we become a "District of Distinction," the needs of every student will be met. Fleming County High School is in its third year as a priority school and has made significant progress, especially in CCR, now at an index of 96.1, and a graduate rate of 97.1. During the 2013-2014 school year, Hillsboro Elementary School was classified as a "School of Distinction."

During the 2014-2015 school year, our efforts have been focused on the Advanc-Ed's Standards for Quality. The research outlines five standards that are essential to creating a quality system that includes: Purpose and Direction; Governance and Leadership; Teaching and Assessing for Learning; Resources and Support Systems; and Using Results for Continuous Improvement. For FCS to succeed at becoming a "District of Distinction," the district must not only implement new programs and systems, but also must monitor while building capacity for sustainability. The district has focused on communicating work being done to address Advanc-Ed's Standards for Quality; as well as involving all stakeholders in the processes designed to address each area, through the work of committees. In order to keep stakeholders informed and up-to-date, the district is utilizing its website extensively, updating the page on a daily basis. The website includes access to district meeting minutes, committee minutes, and programs that are currently being reviewed, therefore creating transparency.

Even though Fleming County High School is the district's identified priority school, the focus of the district's improvement initiatives is not at that school only. In fact, the district has undertaken improvement at all levels, especially K-8 in order to provide a solid foundation to the system. Therefore, one of Fleming County Schools' greatest accomplishments is the Standard 3 internal reviews at the elementary and middle school levels initiated by the district. As a result of these reviews, school leadership teams have developed PDSAs to drive improvement. The senior district leadership team along with school based leadership regularly meets to discuss the district's and schools' 30/60/90 day plans. This monitoring allows the district and schools to evaluate progress and have meaningful discussions about the teaching and learning process, stakeholder involvement, walkthrough data, and effective implementation of programs and improvement initiatives.

While the district has made a great deal of progress toward its improvement priorities and leadership deficiencies identified in the March 2014 Diagnostic Review, senior leadership realizes that significant areas of improvement remain. As a result of its critical self-evaluation through the process of preparing for the next Diagnostic Review in March 2015, the district senior leadership team has identified the following as improvement priorities for the 2015-16 school year.



Improvement Priority No.1

Standard 3: The system's curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses.

Indicator 3.9: The system designs and evaluates structures in all schools whereby each student is well known by at least one adult advocate in the student's school who supports that student's educational experience.

Discussion/Next Steps:

While there is now a plan in place to ensure that each student in the district is well known by at least one adult to advocate for and support them, the next step that each school and the district must take is to monitor its full implementation and evaluate its effectiveness. The district and school administration must complete the system by having a means of checking to make sure there is indeed at least one adult supporting each student and that there is ample time in the schedule to do so. Beyond that, we must ask ourselves how we know that the plan/program is being effective in reaching and supporting students. There must be tangible evidence that adults in the system have a means of connecting with students and that their interactions assist the students in breaking down barriers to success.

Documentation of these efforts should include:

- Fleming County Schools' Student Advocacy Plan, including procedures at each school
- Student Advocacy rosters
- Curriculum and activities used with students
- Evidence of training provided to staff
- Schedule showing time/frequency of advocacy efforts
- Sample artifacts from individual advocacy efforts
- Documentation of monitoring and evaluation of the system



Improvement Priority No.2

Standard 3: The system's curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses.

Indicator 3.10: Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.

Discussion/Next Steps:

The current system in place for grading and reporting is ineffective, with a variety of different practices taking place in the district and individual schools. The Effective Grading Practices Committee has been tasked with developing two possible plans for stakeholders to consider and provide feedback. It is the goal of the district to fully develop one plan that meets the needs of all courses and grade levels. At that point, an implementation action plan will need to be developed and set in motion to ensure that all teachers, students, and parents fully understand the system, there is on-going support for stakeholders, and that there is a system of quality control to monitor and evaluate the effective implementation of effective grading practices across all schools in the district.

Documentation of these efforts should include:

- Grading Expectations/Guidelines/Procedures
- School Board action relating to Grading & Reporting
- Effective Grading Practices Committee agendas and minutes
- Artifacts from training sessions for stakeholders
- Sample communications to stakeholders
- Sample grade reports from all levels



Improvement Priority No.3

Standard 3: The system's curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses.

Indicator 3.6: Teachers implement the system's instructional process in support of student learning.

Discussion/Next Steps:

Curriculum maps/pacing guides are being revised throughout the district during the Spring 2015 semester. To ensure that the curriculum is effectively implemented, the district and school administration must monitor the use of exemplars at the classroom/content level which guide and inform student learning and the use of assessments and assessment data that prompt modification of instruction. The idea of using assessments and student data to drive instruction must also include the regular, collaborative analysis of student work. Without professional discussions around the work, the strategies and the curriculum, the district will not be able to meet the ultimate goal of ensuring significant student growth at all levels and in all courses.

Documentation of these efforts should include:

- Curriculum/Instruction Implementation Framework
- Artifacts from curriculum revision
- Samples of exemplars from all levels
- Samples of learning expectations and standards of performance
- Sample student growth goals and progress data
- Samples of assessments with documentation of the resulting modification of instruction
- Documentation of collaborative analysis of student work with resulting modification of instruction
- Documentation of use of classroom data (i.e., data walls, data notebooks, PDSAs)
- Formal assessment data analysis measuring performance against standards (i.e., Benchmark, KPREP, EPAS, MAP, KOSSA, WorkKeys)
- PLC Framework/Protocol
- Sample PLC agendas and minutes relating to this work



Improvement Priority No.4

Standard 4: The system has resources and provides services in all schools that support its purpose and direction to ensure success for all students.

Indicator 4.4: The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system.

Discussion/Next Steps:

Fleming County Schools, after experiencing a series of severe financial issues, has developed a process of need-based funding, called Race To Excellence funding. Through this new plan for budgeting at the school and district level, funds are allocated based on the curricular/instructional needs. While this is not a novel concept, it has renewed the focus of the district on the most important thing... the success of our students. Moving forward, the district and school leadership must focus on the effectiveness of this plan and continue to refine school and district level spending practices to meet the needs of the students in each school and each program more effectively. Protocols must be established to evaluate the effectiveness of the system and its transparent reporting to all stakeholders.

Documentation of these efforts should include:

- Race to Excellence Funding Plans (short and long-term)
- Protocols for evaluating effectiveness of the system
- FTO Committee agendas and minutes
- Budgets/Spending Plans from grants received to support curriculum/instruction

Improvement Priority No.5

Standard 5: The system implements a comprehensive assessment system that generates a range of data about student learning and system effectiveness and uses the results to guide continuous improvement.

Indicator 5.1: The system establishes and maintains a clearly defined and comprehensive student assessment system.

Discussion/Next Steps:

The district has developed an assessment framework; however, moving forward the focus should be placed on evaluating the assessments being used across the district and ensuring that the assessments meet the needs of the district in reaching established goals. The district must determine which assessments must remain in place, which assessments need to be discontinued, and which assessments must be implemented to fill any gaps discovered. It is of paramount importance that whatever assessments remain in place as a result of this analysis, the data must be utilized to its fullest to determine the progress and needs of all students and programs in the district.

Documentation of these efforts should include:

- Fleming County Schools' assessment framework
- Evidence of analysis/evaluation of assessments, including tools/protocols used
- Sample data analysis from assessments used in the district
- Sample data tracking/goal setting throughout the district (formal assessments)
- Sample data tracking/goal setting throughout the district (common/teacher-made assessments)
- Evidence of review/revision and quality control of locally-made assessments
- Evidence that assessments are reliable/bias free



Summary:

Our commitment to becoming a "District of Distinction" is our uniting belief. We believe that as we commit to this journey our students will receive exceptional educational services. Our ultimate goal! This goal of creating the best possible educational experience for students will occur through our commitment to continuous improvement.

As the district prepares for 2015-2016, our two main areas of focus will be monitoring and evaluating for success. We must continue our commitment to continuous improvement in order to sustain what we have accomplished up to this point. Furthermore, through regular monitoring and evaluation, as a district we will be able to address: 1) engagement of all students; 2) common curriculum and common assessments; 3) data and student work analysis through professional learning communities; 4) empowering stakeholders through shared leadership; and 5) connecting the systems.

This is Our Vision. Our Bridge. Our Journey... as we become a "District of Distinction"!