



**2014 LEADERSHIP ASSESSMENT/DIAGNOSTIC REVIEW ADDENDUM**

The purpose of this addendum is to provide feedback on progress made in addressing identified deficiencies from the 2013-2014 Leadership Assessment/Diagnostic Review Report for Fleming County Schools.

**Overview:** Fleming County Schools has made tremendous growth since March 2014. Beginning in September 2014, the district established the vision of becoming a “District of Distinction,” utilizing Advanc-ED Standards for Quality. Along with becoming a "District of Distinction", our focus is on obtaining SACS accreditation for the district. The district has used the diagnostic review process as practice for earning accreditation and aligning processes and systems. We have extensively utilized Advanc-ED's Standards for Quality Concept Map to align the district processes and focus in order to experience growth at the district, school and classroom levels.

**Improvement Priority 1**

Indicator 1.1	2013-14 Team Rating	2014-15 District Rating	2014-15 Team Rating
The system engages in a systematic, inclusive and comprehensive process to review, revise and communicate a system-wide purpose for student success.	1	2	

1.1 Improvement Priority (2013-14)  <b>Develop and implement a formalized process for reviewing, revising, and communicating a district purpose statement that focuses on the success of all students. Ensure that the process includes participation by representatives from all stakeholder groups.</b>	District Evaluation	Team Evaluation
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.	<b>X</b>	
This Improvement Priority has been partially addressed.		
There is little or no evidence that this Improvement Priority has been addressed.		

## District Evidence:

- System purpose statements – past and present (Superintendent Quarterly Reports)
- System purpose statements – past and parent (Board reaffirmed mission statement and slogan)
- System purpose statements – past and parent – (District webpage, Leadership Meeting agendas, Mission and Vision Statements are posted through central office and schools).
- System purpose statements – past and present (Leadership Framework)
- Minutes from meetings related to development of the system’s purpose and direction (District Team meetings and True North Activities from September and October 2014)
- Copy of Strategic Plan referencing the system purpose, direction and its effectiveness (Strategic Plan with board approval)
- Minutes from meetings related to development of the system’s purpose and direction (School Leadership Team meetings)
- Documentation or description of the process for creating the system’s purpose including the roles of stakeholders (District Team meetings and True North activities).
- Documentation or description of the process for creating the system’s purpose including the role of stakeholders (District Committee meetings, Custodial Staff meetings, School Nutrition Staff meetings, and Transportation Staff meetings)
- Communication plan to stakeholders regarding the system’s purpose (Communication Team meetings and plans)
- Examples of communications to stakeholders about the system’s purpose (District website, “The Fleet newsletters, District newsletters, Board Briefs, Core Beliefs and Values, and Student handbook)
- Written system external review procedures and documents that monitor its districts adherence to the system purpose and direction (Policy 01.111 and CDIP)
- Written system external review procedures and documents that monitor its districts adherence to the system purpose and direction (2012 District Leadership Assessment Report, 2013 Management Audit Report, and 2014 Diagnostic Review District Report)
- Written system external review procedures and documents that monitor its districts adherence to the system purpose and direction (District’s Vision)
- Examples of communications to stakeholders about the system’s purpose (Superintendent’s Report, 30/45/60 Day Focus Progress Report, Superintendent’s Self Evaluation, all presented each month at board meeting and shared with Superintendent’s Council)
- Examples of communications to stakeholders about the system’s purpose (Board meeting minutes and committee meeting minutes)
- Evidence of high expectations for student success (About Us page on website)

## District Supporting Rationale:

The district has developed, with stakeholder input through surveys and stakeholder committees, a district Vision and Core Beliefs. Additionally, the district Mission Statement has been reviewed. The district Vision, Mission, and Core Beliefs focus on student achievement and have been communicated to all stakeholder groups. This process of revision and review will occur annually as part of the continuous improvement process. The district Mission Statement will be a focus of the review process for 2015-2016. The district’s vision is posted on all district communications and throughout the schools.

<p><b>Indicator 1.1: Evidence of Focus:</b></p> <ul style="list-style-type: none"> <li>District Vision, Mission &amp; Core Beliefs</li> <li>District Team Meetings &amp; Committee Meetings</li> <li>Strategic Plan</li> <li>30-Day Focus Progress Report</li> </ul> <p><b>Indicator 1.1: (Strengths):</b></p> <ul style="list-style-type: none"> <li>The Fleming County School system maintains and communicates a vision for high expectations = District of Distinction!</li> </ul> <p><b>Indicator 1.1: (Area(s) for Improvement):</b></p> <ul style="list-style-type: none"> <li>The Fleming County School system will create and implement a process to annually evaluate and revise the district’s Mission, Vision, and Core Beliefs.</li> </ul>
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Team Evidence:
Team Supporting Rationale:

**Improvement Priority 2**

Indicator 1.2	2013-14 Team Rating	2014-15 District Rating	2014-15 Team Rating
The system ensures that each school engages in a systematic, inclusive and comprehensive process to review, revise and communicate a school purpose for student success.	1	2	

1.2 Improvement Priority (2013-14)	District Evaluation	Team Evaluation
<b>Develop and implement policies and procedures that outline the expectations for schools regarding a systematic, inclusive, and comprehensive process for review, revision, and communication of a purpose for student success. Monitor and maintain data about each school and provide feedback for the improvement of the implementation of the process to school personnel.</b>		
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.		
This Improvement Priority has been partially addressed.	X	
There is little or no evidence that this Improvement Priority has been		

addressed.		
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## District Evidence:

- Summary of Standard 1.2 ([Summary](#))
- Written system external review procedures and documents that monitor the district’s adherence to the system purpose and direction ([Superintendent’s Quarterly Reports](#))
- Agendas/or minutes that reference a commitment to the components of the district’s purpose statements ([School Leadership Meetings and District Leadership Meetings](#))
- Written system external review procedures and documents that monitor the district’s adherence to the system purpose and direction  
[Teaching and Learning Framework](#)  
[District Assessment Framework](#)
- Written system external review procedures and documents that monitor the district’s adherence to the system purpose and direction ([PLC document](#))
- Written system external review procedures and documents that monitor the district’s adherence to the system purpose and direction ([KSBA school board policies](#))
- Teaching and Learning evidence  
[Data Walls](#)  
[MAP testing](#)  
[Engage NY lessons](#)  
[Engage NY presentation](#)  
[STEM Scopes](#)  
[IXL data](#)  
[Case 21 Benchmark](#)  
[Transparency document](#)  
[Moby Max Data](#)
- Agendas/or minutes that reference a commitment to the components of the district’s purpose statements ([District Leadership Team and School Leadership Team Meetings](#))
- Written system external review procedures and documents that monitor the district’s adherence to the system purpose and direction ([Pacing Guides](#))  
[Survey Results – shared decision making \(Shared leadership surveys\)](#)
- Agendas/or minutes that reference a commitment to the components of the district’s purpose statements  
[FCHS Advisory Council Meeting Minutes](#)  
[SMS SBDM Meeting Minutes](#)  
[FES SBDM Meeting Minutes](#)  
[EES SBDM Meeting Minutes](#)  
[WES SBDM Meeting Minutes](#)
- Examples of written stakeholder communications or marketing materials that portray the district’s purpose and direction  
[Reality Store](#)  
[Truth and Consequences](#)  
[Resource Center Intervention and Activities](#)
- Written system external review procedures and documents that monitor the district’s adherence to the system purpose and direction  
[Student Council Meetings](#)

**Student Recognition at Board Meetings**

▪Written system external review procedures and documents that monitor the district’s adherence to the system purpose and direction

**Teaching & Learning PowerPoints**

**DAC webpage**

▪Written system external review procedures and documents that monitor the district’s adherence to the system purpose and direction (PLC’s)

▪Written system external review procedures and documents that monitor the district’s adherence to the system purpose and direction

**Engage NY**

**Case 21 Benchmarks**

▪Written system external review procedures and documents that monitor the district’s adherence to the system purpose and direction

**District based PDSA’s**

**Certified evaluation forms**

**Classified evaluation forms**

▪Agendas and/or minutes that reference a commitment to accountability

**(District team meetings)**

▪Written system external review procedures and documents that monitor the district’s adherence to the system purpose and direction

**School based PDSA’s**

**Corrective Action Plan**

**Professional Growth Plans**

**District leadership walkthrough process & tools**

▪Written system external review procedures and documents that monitor the district’s adherence to the system purpose and direction

**SMS Guidance plan**

**Elementary schools’ guidance plan**

**District Supporting Rationale:**

Each school has reviewed and revised their purpose for student success, focusing on alignment with the district vision. The district senior leadership team members attend school staff and Professional Learning Community meetings to monitor the communication of and adherence to the school purpose. School purpose statements have been communicated via the school websites. School PDSA plans have been developed to target areas of improvement to progress toward the school purpose for student success. The Teaching & Learning Framework has been utilized to monitor the effectiveness of the process in each school. The district performs regular school-wide walkthroughs to monitor and evaluate student engagement which is aligned to the district’s vision of becoming a “District of Distinction.”

**Indicator 1.2 Evidence of Focus:**

- PLC Framework, School PDSA’s
- School & Staff Evaluation Process
- Teaching & Learning Framework

**Indicator 1.2: (Strengths):**

- Schools are engaging in an intentional continuous improvement process.

**Indicator 1.2: (Area(s) for Improvement):**

- A systematic process for continuous improvement in each classroom aligned to the district’s vision.

Team Evidence:

Team Comments:

**Improvement Priority 3**

Indicator 2.1	2013-14 Team Rating	2014-15 District Rating	2014-15 Team Rating
The governing body establishes policies and support practices that ensure effective administration of the system and its schools.	1	2	

2.1 Improvement Priority (2013-14)	District Evaluation	Team Evaluation
<b>Develop policies and practices that clearly support the purpose and direction for operating an effective district and its schools. Ensure policies and practices have applicable mechanism in place for monitoring student learning, effective instruction, and assessment that produce equitable and challenging learning experiences for all students. Review and revise policies and practices requiring directions for professional growth of all staff.</b>		
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.	<b>X</b>	
This Improvement Priority has been partially addressed.		
There is little or no evidence that this Improvement Priority has been addressed.		

District Evidence:

- Governing body policies, procedures, & practices (Board Policies & Procedures)
- Governing body policies, procedures, & practices (HES SBDM Policies)
- Governing body policies, procedures, & practices (District Framework Overviews)
- Governing body policies, procedures, & practices (Pre-trip Inspection Form)
- (Example Pre-trip Inspection Form)

- Governing body policies, procedures, & practices  
(Extra-curricular trip Form)  
(Example extra-curricular trip form - vans)  
(Example extra-curricular trip form – buses)  
(Sample system quality control procedures)
- Governing body policies, procedures, & practices (Core Beliefs & Values)
- Governing body policies, procedures, & practices (Example Transportation Work Order)
- Governing body policies, procedures, & practices (District Attendance & Discipline Code Policy)
- Governing body policies, procedures, & practices (Assessment Framework Draft)
- Governing body policies, procedures, & practices (FCHS ELEOT Walkthroughs)
- Governing body policies, procedures, & practices (Teaching & Learning Framework Draft)
- Governing body policies, procedures, & practices (Certified Evaluation Plan)
- Governing body policies, procedures, & practices (Classified Evaluation Plan)
- Governing body policies, procedures, & practices (Hiring Process)
- Governing body policies, procedures, & practices. (Vehicle Fuel Report Form)
- Governing body policies, procedures, & practices (Purchasing Procedures Checklist)
- Governing body policies, procedures, & practices (Fundraiser Packet)
- Governing body policies, procedures, & practices (Transportation Staff Meetings)
- Governing body policies, procedures, & practices (Custodial Staff Meetings)
- Governing body policies, procedures, & practices (School Nutrition Staff Meetings)
- Student Handbooks (FCHS Student Handbook)
- Student Handbooks (SMS Student Handbook)
- Student Handbooks (HES Student Handbook)
- Student Handbooks (WES Student Handbook)
- Staff Handbooks (Staff Handbook 2014-2015)
- Staff Handbooks (Transportation Handbook)
- Staff Handbooks (Custodial Handbook)
- Staff Handbooks (Substitute Teacher Handbook)
- Professional development plans (Professional Development Plan)
- Professional development plans (Professional Development Academy Offerings)
- Professional development plans (Sample Professional Growth Plans)
- Communications to stakeholders about policy revisions (Classified Evaluation Plan Communication)
- Communications to stakeholders about policy revisions (Attendance Policy Changes Communication)
- System quality control procedures  
Certified Evaluation Training for Administrators  
PGES Training for Priority Schools – Guiding Questions  
Gifted/Talented Update Presentation for Schools  
Literacy/PGES Professional Learning Presentation for Schools  
OPGES Overview  
Literacy Strategies PPT for Lync Session  
Comprehension Instruction Sequence Presentation  
Student Growth Goal Feedback Training for Administration  
2014 Driver Training  
Technology to Support Instruction Training  
Project Read  
Darkness to Light PD Opportunity

District Supporting Rationale:

The district has established policies and practices that clearly support the purpose and direction of the system and its schools by finalizing district policies and creating a new district procedures document. In years past the district did not have a procedure manual which, made most decisions inconsistent and unclear. Ultimately, this new procedure manual will provide governance by allowing consistency and clear direction for decision-making within the district. Teaching and Learning updates are provided to the Board and give a clear understanding of the teaching and learning that is occurring across the district on a monthly basis. The development of Board Core Beliefs statements serve to communicate what will be the focus of their work. The procedures for fiscal management have been created, clarified, and communicated to all staff members. Financial clinics for responsible parties have been conducted, along with independent evaluation of fiscal accounts. Ongoing financial clinics have been scheduled.

**Indicator 2.1: Evidence of Focus:**

- Policy & Procedure Revisions Finalized
- Monthly Teaching & Learning Board Updates
- Board Core Beliefs

**Indicator 2.1: (Strengths):**

- Revised, Board-approved policies & procedures.

**Indicator 2.1: (Area(s) for Improvement):**

- Communication, monitoring, and evaluation of adherence to Board policies & procedures.

Team Evidence:

Team Supporting Rationale:



Improvement Priority 4

Indicator 2.2	2013-14 Team Rating	2014-15 District Rating	2014-15 Team Rating
The governing body operates responsibly and functions effectively.	1	2	

2.2 Improvement Priority (2013-14)	District Evaluation	Team Evaluation
<b>Develop and implement a systematic process whereby the district: 1) evaluates decision and actions to ensure they are in accordance with defined roles and responsibilities, 2) participates in formal professional development that includes conflict resolution, decision-making, supervision and evaluation, and fiscal responsibility.</b>		
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.	X	
This Improvement Priority has been partially addressed.		
There is little or no evidence that this Improvement Priority has been addressed.		

<p>District Evidence:</p> <ul style="list-style-type: none"> <li>▪Governing authority policies on roles and responsibilities, conflict of interest (Code of Ethics)</li> <li>▪Governing authority policies on roles and responsibilities, conflict of interest (General Duties &amp; Responsibilities of the Board – Policy)</li> <li>▪Governing code of ethics (EPSB Code of Ethics)</li> <li>▪Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest (District Core Beliefs)</li> <li>▪Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest (PBIS Communication/Documentation)</li> <li>▪Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest (PBIS I Module)</li> <li>▪Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest (PBIS II Module)</li> <li>▪Governing authority minutes related to training (Board Meeting Schedule 2015)</li> <li>▪Governing authority minutes related to training (Board approval of training – Board Minutes)</li> <li>▪Governing authority minutes related to training (Board Training Documentation)</li> <li>▪Governing authority training plan (Board Member Training Documentation)</li> <li>▪Governing authority training plan (SBDM Training Certificates)</li> <li>▪Governing authority training plan (SBDM Training Evaluations)</li> </ul>
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- Governing authority training plan ([SBDM Training Sign-In Sheets](#))
- Assurances, certifications ([CDIP 2014-2015 District Assurances](#))
- Assurances, certifications  
([District Funding Assurances 2014-2015 Approval – Board Minutes – p. 2, p.4](#))
- Proof of legal counsel ([Board Approval of Legal Counsel](#))
- List of assigned staff for compliance  
([FCS Contact Person List](#))  
([FCS Organizational Chart](#))
- Historical Compliance Data  
([Civil Rights Review Data](#))  
([Title IX 2013-2014 Report](#))  
([Title IX 2014-2015 Report](#))
- Findings of internal and external reviews of compliance with laws, regulations and policies ([Civil Rights Site Visit Compliance Review](#))

#### District Supporting Rationale:

With the development of a Point of Contact list, a revised Organizational Chart, updated job descriptions, and revised policies and procedures, the district now operates responsibly and functions effectively. All district staff members have a clear understanding of their roles and responsibilities. If a staff member is unsure who is responsible for a certain area, the point of contact list will provide clear direction. During the last diagnostic review, our organizational chart had many vacant positions. This made communication difficult going up the chart as well as down the chart. With the implementation of the revised organizational chart, communication now flows smoothly throughout the organization. Additionally, with revised policies and procedures the organization now functions more effectively. Board members have completed required annual training. Furthermore, board members have attended required trainings which has refocused members on their roles and responsibilities. Furthermore, the weekly team meetings provide clarity of roles and responsibilities.

#### Indicator 2.2: Evidence of Focus:

- Revised Point of Contact Document
- Revised District Organizational Chart
- Revised Policies & Procedures

#### Indicator 2.2: (Strengths):

- Clear understanding of roles & responsibilities of district office staff and Board.

#### Indicator 2.2: (Area(s) for Improvement):

- A systematic process to evaluate and revise Board policies & procedures (continuous improvement).

Team Evidence:
Team Supporting Rationale:

**Improvement Priority 5**

Indicator 2.4	2013-14 Team Rating	2014-15 District Rating	2014-15 Team Rating
Leadership and staff at all levels of the system foster a culture consistent with the system’s purpose and direction.	1	2	

2.4 Improvement Priority (2013-14)	District Evaluation	Team Evaluation
<b>Ensure leadership and district staff commit to a culture whereby decisions and actions align to the system’s purpose and direction and hold as priority the continuous improvement of student learning. Establish high standards for students and hold all personnel accountable to maintain and improve academic achievement and the conditions that support student learning.</b>		
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.	<b>X</b>	
This Improvement Priority has been partially addressed.		
There is little or no evidence that this Improvement Priority has been addressed.		

<p>District Evidence:</p> <ul style="list-style-type: none"> <li>▪Examples of collaboration and shared leadership (<b>Core Beliefs &amp; Values</b>)</li> <li>▪Examples of collaboration and shared leadership (<b>Leadership Meeting Minutes</b>)</li> <li>▪Examples of collaboration and shared leadership (<b>District Committee Meeting Minutes</b>)</li> <li>▪Examples of decisions aligned with the system’s purpose and direction (<b>School PDSA Plans</b>)</li> <li>▪Examples of decisions aligned with the system’s purpose and direction (<b>Race to Excellence Strategic Funding – School Plans</b>)</li> <li>▪Examples of decisions aligned with the system’s strategic plan (<b>District 30/45/60 Day Plan</b>)</li> <li>▪Examples of improvement efforts and innovations in the educational programs (<b>EngageNY Implementation – Board Briefs</b>)</li> <li>▪Examples of improvement efforts and innovations in the educational programs (<b>StemScopes Implementation – District Newsletter December 2014</b>)</li> <li>▪Professional development offerings and plans (<b>PD Offerings August 2014</b>)</li> </ul>
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- Survey Results (**Academic Calendar Survey**)
- Survey Results (**District Improvement Parent Survey**)
- System quality control procedures for monitoring information about student learning, systems that support learning and the achievement of school improvement goals (**School-Based PDSAs**)
- System quality control procedures for monitoring system effectiveness (**QAT Team**)
- Sample communications to stakeholders regarding student learning, conditions that support learning and achievement of school improvement goals (**Press Release Testing**)

District Supporting Rationale:

Leadership at all levels fosters a culture consistent with the system’s purpose and direction through our development of core beliefs, the district committees, staff meetings and 30/45/60 plans. Each of these items have brought all stakeholders together and have held each of them accountable in order to propel Fleming County Schools toward a “District of Distinction”. Shared leadership at all levels has built capacity throughout the district. A year ago there was no shared leadership. Now, the district has teacher leaders, building leaders, and district leaders. Our committee meetings have involved stakeholders who have never been involved in any decision making. Our 30/45/60 plans have provided a blueprint or road map detailing how all staff will be held accountable to make this a “District of Distinction”. Shared leadership assists in building leadership throughout the district.

**Indicator 2.4: Evidence of Focus:**

- Core Beliefs
- District Committees & Staff Meetings
- 30/45/60 Day Plans (Standards for Quality)

**Indicator 2.4: (Strengths):**

- Communication of the District’s Vision and stakeholder involvement in our journey.

**Indicator 2.4: (Area(s) for Improvement):**

- Continuously improving stakeholder involvement through shared leadership.

Team Evidence:

Team Supporting Rationale:

Improvement Priority 6

Indicator 2.5	2013-14 Team Rating	2014-15 District Rating	2014-15 Team Rating
Leadership engages stakeholders effectively in support of the system’s purpose and direction.	1	2	

2.5 Improvement Priority (2013-14)	District Evaluation	Team Evaluation
<b>Identify and implement ways to more effectively engage stakeholders in support of the district’s purpose and direction. Create opportunities for stakeholders to meaningfully engage in helping shape decisions, providing feedback to school and system leaders, working collaboratively on system and school improvement efforts, etc.</b>		
This Improvement Priority has been addressed in an exemplary manner.	X	
This Improvement Priority has been addressed satisfactorily.		
This Improvement Priority has been partially addressed.		
There is little or no evidence that this Improvement Priority has been addressed.		

<p>District Evidence:</p> <ul style="list-style-type: none"> <li>▪Involvement of stakeholders in system strategic plan (Transition Survey Communication)</li> <li>▪Involvement of stakeholders in system strategic plan District Instructional Leadership Team (DILT) February 24, 2015 March 2, 2015</li> <li>▪Involvement of stakeholders in system strategic plan (PDSA’s) (Teaching &amp; Learning Reports)</li> <li>▪District Framework Overviews</li> <li>▪Survey Results (E-stub payroll and bi-monthly payroll)</li> <li>▪Survey Results (Staff make-up day)</li> <li>▪Survey Results (Technology)</li> <li>▪Survey Results (Transitional Surveys)</li> <li>▪Survey Results (Strategic Plan Survey)</li> <li>▪Survey Results (SMS Parent Communication Survey)</li> <li>▪Involvement of stakeholders in a school improvement plan (EES)</li> <li>▪Involvement of stakeholders in a school improvement plan (SMS)</li> <li>▪Involvement of stakeholders in a school improvement plan (FCHS)</li> <li>▪Involvement of stakeholders in a school improvement plan (FES)</li> </ul>
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- Involvement of stakeholders in a school improvement plan (WES)
- Involvement of stakeholders in a school improvement plan (HES)
- Involvement of stakeholders in a school improvement plan (School & District PDSA's)
- Copies of surveys or screen shots from online surveys (FCS Stakeholder Surveys)
- Communication Plan (District)
- Minutes from meetings with stakeholders (Transportation Meetings)
- Minutes from meetings with stakeholders (School Nutrition Meetings)
- Minutes from meetings with stakeholders (Custodian Meetings)
- Minutes from meetings with stakeholders (Migrant Meetings)
- Minutes from meetings with stakeholders (District Committee Meetings)
- Examples of stakeholder input or feedback resulting in system action (Staff makeup day survey communication)
- Examples of stakeholder input or feedback resulting in system action (District 30/45/60 Day Plan)
- System quality control procedures for monitoring information about student learning, systems that support learning and the achievement of school improvement goals (School-Based PDSAs)
- System quality control procedures for monitoring system effectiveness (QAT Team)
- Sample communications to stakeholders regarding student learning, conditions that support learning and achievement of school improvement goals (Press Release Testing)

#### District Supporting Rationale:

The district engages stakeholders effectively in support of the system's purpose and direction through district committee meetings, stakeholder surveys, school and district PDSA's. Currently the district has committees in the areas of communication, curriculum instruction and assessment, effective grading and reporting, finance technology and operations, personnel, certified evaluation, superintendent's council, and the superintendent student advisory council. All of the committees have provided the district with valuable feedback on many issues. Multiple surveys have been completed by stakeholders, including: technology survey, transitional survey, strategic plan survey, e-stub payroll surveys, as well as school surveys. The development of district, school, classroom and student PDSA's have provided clear direction and a plan for continued improvement for the district.

#### Indicator 2.5: Evidence of Focus:

- District Committee Meetings (DILT)
- Stakeholder surveys
- School & District PDSA's

#### Indicator 2.5: (Strengths):

- Engagement of all stakeholders.

#### Indicator 2.5: (Area(s) for Improvement):

- Continued engagement of all stakeholders.

Team Evidence:
Team Supporting Rationale:

Improvement Priority 7

Indicator 2.6	2013-14 Team Rating	2014-15 District Rating	2014-15 Team Rating
Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.	1	1	

2.6 Improvement Priority (2013-14)	District Evaluation	Team Evaluation
<b>Ensure that supervision and evaluation processes result in improved professional practice focused on student success. Ensure the plan is consistently monitored and revised as needed to adjust professional practice and ensure a high level of student learning.</b>		
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.		
This Improvement Priority has been partially addressed.	X	
There is little or no evidence that this Improvement Priority has been addressed.		

District Evidence: <ul style="list-style-type: none"> <li>▪Policies on supervision and evaluation (<b>Board Policies</b>)</li> <li>▪Supervision and evaluation documents with criteria for improving professional practice (<b>Classified Evaluation Procedures</b>)</li> <li>▪Supervision and evaluation documents with criteria for improving professional practice (<b>Certified Evaluation Procedures</b>)</li> <li>▪Supervision and evaluation documents with criteria for improving professional practice (<b>Sample Certified Evaluation Documents</b>)</li> <li>▪Supervision and evaluation documents with criteria for improving professional practice (<b>Sample Corrective Action Plan</b>)</li> <li>▪Supervision and evaluation documents with criteria for improving professional practice (<b>Peer Observer Schedule</b>)</li> <li>▪Supervision and evaluation documents with criteria for improving professional practice (<b>Example</b>)</li> </ul>
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**District Administrator Time in Schools Documentation)**

- Supervision and evaluation documents with criteria for improving professional practice ([Example Observation Summary Report](#))
- Supervision and evaluation documents with criteria for improving professional practice ([Example Observation Progress Summary](#))
- Supervision and evaluation documents with criteria for improving professional practice ([Example Professional Growth Plan Summary](#))
- Supervision and evaluation documents with criteria for improving professional practice ([Summative Evaluation Schedule](#))
- Supervision and evaluation documents with criteria for improving professional practice ([Sample Corrective Action Plans](#))
- Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation ([Sample Professional Growth Plans](#))
- Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation ([August 2014 Professional Development Offerings](#))

District Supporting Rationale:

The district and staff supervision and evaluation processes result in improved professional practice in all areas of the system. The district has solid certified and classified evaluation systems that are currently being used to evaluate all staff. Processes are in place for the district to provide additional supports to all staff in need of improvement. Our current policy and procedure manuals assist in providing clarity for all staff to improve. Since the last diagnostic review, there are numerous corrective action plans in place throughout the district in order to hold staff accountable. The approval of job descriptions assists the district in establishing a culture of accountability.

**Indicator 2.6: Evidence of Focus:**

- Classified & Certified Evaluation Procedures
- Board Policies & Procedures
- Corrective Action Plans

**Indicator 2.6: (Strengths):**

- Evaluation procedures for all staff and monthly superintendent self-evaluations posted online (continuous improvement).

**Indicator 2.6: (Area(s) for Improvement):**

- Ongoing monitoring and evaluation of all staff.

Team Evidence:

Team Supporting Rationale:



Improvement Priority 8

Indicator 3.4	2013-14 Team Rating	2014-15 District Rating	2014-15 Team Rating
System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	1	1	

3.4 Improvement Priority (2013-14)  Develop and implement a formal and consistent process used by system and school leaders to monitor instructional practices beyond classroom observation that ensure instruction is 1) aligned with the districts' values and beliefs about teaching and learning, 2) encompass the approved curriculum, 3) engage students in their own learning, and 4) use content specific standards of professional practice.	District Evaluation	Team Evaluation
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.		
This Improvement Priority has been partially addressed.	X	
There is little or no evidence that this Improvement Priority has been addressed.		

<p>District Evidence:</p> <ul style="list-style-type: none"> <li>▪Fleming County High School Artifacts &amp; Evidence</li> <li>▪FCHS Leadership Diagnostic Weekly Monitoring Document</li> <li>▪Supervision and evaluation procedures</li> <li>Certified Evaluation Plan</li> <li>Teaching &amp; Learning Framework</li> <li>Orientation, Induction, Retention Framework</li> <li>AAAF District Checklist</li> <li>▪Curriculum maps Pacing Guides</li> <li>▪Peer or mentoring opportunities and interactions</li> <li>Sample CDT Agenda April 2014</li> <li>Curriculum Design Team January 2015</li> <li>▪Peer or mentoring opportunities and interactions Instructional Transformation Grant</li> <li>▪Recognition of teachers with regard to these practices Sample Staff Share Strategies</li> <li>▪Administrative classroom observation protocols and logs</li> <li>District Walkthrough Process &amp; Tools</li> <li>Sample ELEOT Walkthrough Data</li> <li>District Walkthrough Summary – FCHS</li> <li>District Walkthrough Summary – FCHS 2-13-14</li> <li>District Walkthrough Summary – FES</li> </ul>
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[District Walkthrough Summary – WES](#)  
[District Walkthrough Summary – EES](#)  
[Ewing Elementary ELEOT Walkthrough Jan 2015](#)  
[SMS ELEOT Walkthrough Feb 2015](#)  
[Ward Elementary ELEOT Walkthrough Feb 2015](#)  
[Benchmark 1 Data](#)  
[Benchmark 2 Data](#)  
 ▪Professional development offerings and plans tied to the prescribed education program, instructional strategies, developmentally appropriate practices, and student success  
[Professional Development Plan](#)  
[MS Social Studies Curriculum Work](#)  
[PGES Data from CIITS](#)  
[CIITS Usage Report](#)  
[Sample School PDSAs](#)  
[Sample Classroom/School Data Walls](#)  
[District Data Wall](#)  
[Student Voice Data 2014-15](#)  
[GEAR UP Walkthrough FCHS 2014-15](#)  
[Presentation from Systems Training \(attended by district team of principals, teachers, and district administrators\)](#)  
 ▪Examples of improvements to instructional practices resulting from the evaluation process    [Sample Corrective Action Plan](#)  
 ▪Documentation of collection of lesson plans, gradebooks, or other data record systems  
[Program Review Process EES](#)  
[Program Review Process FES](#)  
[Program Review Process HES](#)  
[Program Review Process WES](#)  
[Program Review Process FCHS](#)  
[Program Review District Feedback Form](#)  
[Program Review District Scoring Worksheet](#)  
 ▪Survey results – [Survey Data Summary \(District\)](#)  
 ▪Survey results – [Survey Data Summary \(FCHS\)](#)  
 ▪Survey results – [Parents \(District\)](#)  
 ▪Survey results – [Parents \(FCHS\)](#)  
 ▪Survey results – [Students \(District – MS/HS\)](#)  
 ▪Survey results – [Students \(District – Elem\)](#)  
 ▪Survey results – [Students \(FCHS\)](#)  
 ▪Survey results – [Staff \(District\)](#)  
 ▪Survey results – [Staff \(FCHS\)](#)

#### District Supporting Rationale:

Teaching and Learning is at the center of everything we do in Fleming County Schools. District and school leaders monitor instructional practices through the use district level walkthroughs using the ELEOT instrument. The ELEOT aligns to the district's values and beliefs about teaching and learning, focuses on student engagement and learning environment, and addresses key components of professional practice (PGES). After the district team walkthroughs are completed, the district team compiles, analyzes, and communicates the data to school leadership with aggregate feedback and quick

wins to help the school to plan for improvement.

The district has provided benchmark assessments for math and reading K-8 and Algebra I and English 2 at the high school level through Case 21. Analysis of the data from these assessments assists district and school leaders in determining the effectiveness of instruction throughout the district.

In October 2014, the district requested and received assistance from KDE in conducting an internal review of Standard for Quality 3 in all elementary schools and the middle school. This review provided valuable information to school and district leadership in moving the district forward.

School leaders have been provided assistance and training in creating PDSAs from the data from the ELEOT walkthroughs, benchmark data, and the internal review. These PDSAs detail the improvement priorities set by school leadership (with district leadership consultation). This type of data use throughout the district, K-12, will ensure continuous improvement.

**Indicator 3.4 Evidence of Focus:**

FCHS Leadership Diagnostic Weekly Monitoring Document; District & School Walkthrough Process (District-wide ELEOT); District-wide benchmark assessments in Reading & Math aligned to the Common Core.

**Indicator 3.4: (Strengths):**

- Common protocols for measuring the student learning environment (ELEOT).

**Indicator 3.4: (Area(s) for Improvement):**

- On-going monitoring and evaluation of the systematic process to measure teaching and learning.

Team Evidence:

Team Supporting Rationale:

Improvement Priority 9

Indicator 3.6	2013-14 Team Rating	2014-15 District Rating	2014-15 Team Rating
Teachers implement the system’s instructional process in support of student learning.	1	2	

3.6 Improvement Priority (2013-14)	District Evaluation	Team Evaluation
<b>Develop, implement and monitor a district-wide instructional process that will ensure students are clearly and consistently informed about learning expectations, provided exemplars and specific and timely feedback about their learning. The process should include the use of multiple measures and formative assessments to inform the ongoing modification of instruction and curriculum revision.</b>		
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.		
This Improvement Priority has been partially addressed.	<b>X</b>	
There is little or no evidence that this Improvement Priority has been addressed.		

<p>District Evidence:</p> <ul style="list-style-type: none"> <li>Fleming County High School Artifacts &amp; Evidence</li> <li>▪FCHS Leadership Diagnostic Monitoring Document</li> <li>▪FCS Teaching &amp; Learning Framework</li> <li>▪District Instructional Leadership Team (DILT )</li> <li>February 24</li> <li>March 2</li> <li>▪Samples of exemplars used to guide and inform student learning</li> <li>FES Grade Level PLC – Exemplars (Feb 2015)</li> <li>▪Examples of learning expectations and standards of performance</li> <li>Sample Benchmark Assessment Standards Checklist</li> <li>Benchmark CR Scoring Guides</li> <li>Sample Student Growth Goal</li> <li>Text Marking &amp; SBG Scale</li> <li>▪Examples of assessments that prompted modification of instruction</li> <li>Sample Benchmark Items</li> <li>Sample Student data sheet and formative assessment</li> <li>▪Survey results – Summary Data (District)</li> <li>▪Survey results – Summary Data (FCHS)</li> <li>▪Survey results – Parents (District)</li> <li>▪Survey results – Parents (FCHS)</li> </ul>
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- Survey results – Students (District – MS/HS)
- Survey results – Students (District – Elem)
- Survey results – Students (FCHS)
- Survey results – Staff (District)
- Survey results – Staff (FCHS)
- 5 Slide Overview – District Assessment Framework
- District Assessment Framework
- Classroom Data Use
- Sample Data Notebook Contents
- Sample Benchmark manuals (2)
- K-6 Grade Level Curriculum Meeting Schedule
- FCHS ELA Curriculum Planning Meeting
- FCHS Math Curriculum Planning Meeting Agenda
- FCHS/SMS Science Curriculum Planning Meeting
- SMS Social Studies Curriculum Planning Meeting Agenda

District Supporting Rationale:

Fleming County Schools uses the Danielson Framework as a guide for effective instruction throughout the district. This framework, as explained in the district framework for teaching, is the basis for the district’s expectations and our means of measuring professional practice (PGES). Grade level and content level curriculum planning meetings have been very powerful - not only to revise/align curriculum but as a means of shared leadership and teacher buy-in. Moving forward, the District Instructional Leadership Team (DILT) will monitor the district’s progress in implementing the instructional process and will drive the professional learning. **The district has identified indicator 3.6 as an improvement priority for 2015-16.**

**Indicator 3.6 (Evidence of Focus):** Grade Level & Content Curriculum Planning Meetings; Benchmark assessments; District Instructional Leadership Team; Teaching and Learning Framework

**Indicator 3.6: (Strengths):**

Process for curriculum revisions and shared leadership in decision-making regarding resources.

**Indicator 3.6 Area(s) for Improvement:** Ongoing monitoring and evaluation of the implementation of the district’s common curriculum and quality assessments.

Team Evidence:

Team Supporting Rationale:

Improvement Priority 10

Indicator 3.7	2013-14 Team Rating	2014-15 District Rating	2014-15 Team Rating
Mentoring, coaching and induction programs support instructional improvement consistent with the system’s values and beliefs about teaching and learning.	1	2	

3.7 Improvement Priority (2013-14)  Design and implement mentoring, coaching and induction programs for all system personnel that are consistent with its values and beliefs about teaching, learning, and the conditions that support learning. Ensure that these programs set high expectations for all system personnel and include valid and reliable measures of performance.	District Evaluation	Team Evaluation
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.		
This Improvement Priority has been partially addressed.	X	
There is little or no evidence that this Improvement Priority has been addressed.		

<p>District Evidence:</p> <ul style="list-style-type: none"> <li>▪Fleming County High School Artifacts &amp; Evidence</li> <li>▪FCHS Leadership Diagnostic Monitoring Document</li> <li>▪Policies, processes and procedures on grading and reporting</li> <li>2014 FCS Grading Expectations</li> <li>SBG Guidelines 2014-15</li> <li>▪System quality control procedures including the monitoring of grading practices across all schools</li> <li>Sample Support Session</li> <li>SBG Committee Notes</li> <li>SBG Meeting Notes</li> <li>Grading/Reporting Committee Meeting Feb 12</li> <li>▪Sample communications to stakeholders about grading and reporting</li> <li>Effective Grading Practices Professional Development Presentation</li> <li>Benefits of a Standards-Based Report Card (Presentation to School Board)</li> <li>Sample SBG Committee Notes</li> <li>Sample SBG Meeting Notes</li> <li>▪Sample report cards for each program or grade level for all courses and programs</li> <li>Sample SBG Report Cards</li> <li>▪Evaluation process for grading and reporting practices Board Policy</li> </ul>
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- Survey results – **Survey Data Summary (District)**
- Survey results – **Survey Data Summary (FCHS)**
- Survey results – **Parents (District)**
- Survey results – **Parents (FCHS)**
- Survey results – **Students (District – MS/HS)**
- Survey results – **Students (District – Elem)**
- Survey results – **Students (FCHS)**
- Survey results – **Staff (District)**
- Survey results – **Staff (FCHS)**

District Supporting Rationale:

For the first time, the district has a plan in place to engage system personnel in mentoring, coaching, and induction programs that are consistent with the system's values and beliefs about teaching, learning, and the conditions that support learning. The Orientation, Induction, and Retention Framework outlines programs that are in varying stages of implementation in order to support district employees.

For example, the district is in the process of implementing the National Board Certified Teacher cohort in Fleming County. There are approximately 15 teachers who have indicated interest in pursuing the NBCT at this time.

Other components of the plan are in the planning stages: the orientation/induction of new employee; teacher leader/aspiring principals cadre; and 16 grade level literacy and math teacher leads/coaches. The teacher leads/coaches will be trained in the progression of the ELA and math standards and LDC/MDC strategies on March 25 and 26. In June 2015, this group of 16 teacher leaders will be training by Reach Associates and the state contractor for MDC in peer coaching protocols. The district will provide release time for planned coaching opportunities.

**Indicator 3.7 Evidence of Focus:** Orientation, Induction, & Retention Framework; Instructional Transformation Grant; NBCT Cohort

**Indicator 3.7 Strength(s):** The FCS Orientation, Induction, & Retention Framework

**Indicator 3.7 Area(s) for Improvement:** Monitor and evaluate the implementation of the Orientation, Induction, Retention efforts.

Team Evidence:

Team Supporting Rationale:

Improvement Priority 11

Indicator 3.9	2013-14 Team Rating	2014-15 District Rating	2014-15 Team Rating
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.	1	1	

3.9 Improvement Priority (2013-14)	District Evaluation	Team Evaluation
<b>Design, implement and continuously evaluate a structure that ensures all students are well known by at least one adult in the school. Ensure that the structure allows for 1) the creation of long-term relationships between individual students and school employees, 2) provides school staff insight into students' needs regarding learning, thinking, and life skills, 3) provides opportunities for the adults to serve as advocates for the students.</b>		
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.		
This Improvement Priority has been partially addressed.	X	
There is little or no evidence that this Improvement Priority has been addressed.		

<p>District Evidence:</p> <ul style="list-style-type: none"> <li>▪Fleming County High School Artifacts &amp; Evidence</li> <li>▪Description of formalized structures for adults to advocate on behalf of students  <a href="#">Advocacy Plan</a>  <a href="#">Fleming Co. Elementary Schools Guidance Plan</a>  <a href="#">Simons Middle School Guidance Plan</a></li> <li>▪List of students matched to adults who advocate on their behalf  <a href="#">Sample Counseling Log</a></li> <li>▪Curriculum and activities of structures for adults advocating on behalf of students  <a href="#">Advocacy Plan</a></li> <li>▪Master schedule with time for formalized structure  <a href="#">FCHS Master Schedule</a>  <a href="#">FCHS ILP Schedule</a>  <a href="#">District ILP Plan</a></li> <li>▪Survey results – <a href="#">Survey Data Summary (District)</a></li> <li>▪Survey results – <a href="#">Survey Data Summary (FCHS)</a></li> <li>▪Survey results – <a href="#">Parents (District)</a></li> <li>▪Survey results – <a href="#">Parents (FCHS)</a></li> <li>▪Survey results – <a href="#">Students (District – MS/HS)</a></li> </ul>
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- Survey results – **Students (District – Elem)**
- Survey results – **Students (FCHS)**
- Survey results – **Staff (District)**
- Survey results – **Staff (FCHS)**

District Supporting Rationale:

No one can deny that building long-term relationships with students is of great importance to the success of our students. For the first time the district has a plan in place to provide this kind of student support. Fleming County High School implemented the Lifeguard program. The rest of the district modeled a similar program after it and has begun implementing components and activities. Next steps for the district will be to monitor and evaluate the activities and interventions that are implemented in order to ensure positive interactions with students throughout Fleming County. **The district has identified indicator 3.9 as an improvement priority for 2015-16.**

**Indicator 3.9: Evidence of Focus:** District Advocacy Plan; School Guidance Plans; District ILP Plan

**Indicator 3.9: Strength(s):** Plans have been developed for student advocacy

**Indicator 3.9: Area(s) for Improvement:** Engagement of all students through the on-going monitoring and evaluation of district student advocacy plans.

Team Evidence:

Team Supporting Rationale:

Improvement Priority 12

Indicator 3.10	2013-14 Team Rating	2014-15 District Rating	2014-15 Team Rating
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.	1	1	

3.10 Improvement Priority (2013-14) <b>Develop, implement, and evaluate the effectiveness of district grading and reporting policies and practices used by all teachers in all schools. Define clear criteria that base academic grades on student attainment of content knowledge and skills that will be assessed by all teachers using common grading and reporting policies.</b>	District Evaluation	Team Evaluation
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.		
This Improvement Priority has been partially addressed.	X	
There is little or no evidence that this Improvement Priority has been addressed.		

<p>District Evidence:</p> <ul style="list-style-type: none"> <li>▪Fleming County High School Artifacts &amp; Evidence</li> <li>▪FCHS Leadership Diagnostic Monitoring Document</li> <li>▪Policies, processes and procedures on grading and reporting</li> <li>2014 FCS Grading Expectations</li> <li>SBG Guidelines 2014-15</li> <li>▪System quality control procedures including the monitoring of grading practices across all schools</li> <li>Sample Support Session</li> <li>SBG Committee Notes</li> <li>SBG Meeting Notes</li> <li>Grading/Reporting Committee Meeting Feb 12</li> <li>▪Sample communications to stakeholders about grading and reporting</li> <li>Effective Grading Practices Professional Development Presentation</li> <li>Benefits of a Standards-Based Report Card (Presentation to School Board)</li> <li>Sample SBG Committee Notes</li> <li>Sample SBG Meeting Notes</li> <li>▪Sample report cards for each program or grade level for all courses and programs</li> <li>Sample SBG Report Cards</li> <li>▪Evaluation process for grading and reporting practices Board Policy</li> <li>▪Survey results –Survey Data Summary (District)</li> </ul>
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- Survey results – **Survey Data Summary (FCHS)**
- Survey results – **Parents (District)**
- Survey results – **Parents (FCHS)**
- Survey results – **Students (District – MS/HS)**
- Survey results – **Students (District – Elem)**
- Survey results – **Students (FCHS)**
- Survey results – **Staff (District)**
- Survey results – **Staff (FCHS)**

District Supporting Rationale:

The district had attempted to be progressive in dealing with grading and reporting to align with standards-based instruction. Standards-Based Grading in Fleming County Schools has been used, ineffectively the past few years, with yearly revisions and opportunities for professional learning. The guidelines that were adopted by the board of education created a situation where it was unevenly implemented throughout the district. The grading system is currently under re-examination and revision in order to bring all practices into alignment. The Effective Grading Practices Committee is currently meeting to establish effective grading and reporting practices/guidelines/procedures across the district. This document exists in draft form with one more committee meeting remaining before formal recommendation to stakeholders and the board of education for review and feedback. **The district has identified indicator 3.10 as an improvement priority for 2015-16.**

**Indicator 3.10: Evidence of Focus:** Grading & Reporting Committee Minutes; Draft plan for new FCS grading & reporting procedures; Board policy & procedure updates

**Indicator 3.10: Strength(s):** Stakeholder input through committee meetings and stakeholder surveys

**Indicator 3.10: Area(s) for Improvement:** Finalization of a district-wide grading & reporting system to include monitoring and evaluation.

Team Evidence:

Team Supporting Rationale:

Improvement Priority 13

Indicator 4.4	2013-14 Team Rating	2014-15 District Rating	2014-15 Team Rating
The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system.	1	2	

4.4 Improvement Priority (2013-14)  Develop policies and procedures that will ensure the creation of a strategic resource management plan that includes long-range planning with regard to budget, facilities, and other strategic components in support of the district’s purpose and direction. Ensure the plan is frequently evaluated for effectiveness, and has built-in measures to monitor implementation and revise/update as needed.	District Evaluation	Team Evaluation
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.		
This Improvement Priority has been partially addressed.	X	
There is little or no evidence that this Improvement Priority has been addressed.		

<p>District Evidence:</p> <ul style="list-style-type: none"> <li>▪List of services available related to counseling, assessment, referral, educational and career planning (FCS OT &amp; PT)</li> <li>▪List of services available related to counseling, assessment, referral, educational and career planning (FCS Comprehend Contract)</li> <li>▪List of services available related to counseling, assessment, referral, educational and career planning (FCS Music Therapy Contract)</li> <li>▪List of services available related to counseling, assessment, referral, educational and career planning (FCS Physical Therapy Contract)</li> <li>▪List of services available related to counseling, assessment, referral, educational and career planning (FCS ILP Plan)</li> <li>▪List of services available related to counseling, assessment, referral, educational and career planning (Kentucky Peer Support Network Project – SMS)</li> <li>▪(DESCRIPTION): Fostering friendships, learning, and inclusion for students with significant disabilities in Kentucky. Funded by the Commonwealth Council on Developmental Disabilities.</li> <li>▪List of services available related to counseling, assessment, referral, educational and career planning (FCHS Services – Various; 9<sup>th</sup> Grade Orientation; Counselor’s Corner; ACT at FCHS; Operation Preparation College Visits)</li> <li>▪Description of referral process (FCS RTI Guidebook)</li> </ul>
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- Description of referral process (FCS Referral for Multi-Disciplinary Evaluation)
- Description of IEP process (FCS IEP Guidance Document)
- Description of IEP Process (FCS Special Education Procedures)
- Description of IEP process (FCS IEP & Lesson Plan Development Handbook)
- Budget for counseling, assessment, referral, educational and career planning (FCS Psycho Educational Assessment Fee Schedule & Contract)
- Budget for counseling, assessment, referral, educational and career planning (FCS Physical Therapy Fee Schedule)
- Budget for counseling, assessment, referral, educational and career planning (FCS Assessment Budget and Music Therapy Fees)
- Budget for counseling, assessment, referral, educational and career planning (FCS OT Budget and Payments)
- Budget for counseling, assessment, referral, educational and career planning (FCS Speech Fees)
- System quality assurance procedures that monitor program effectiveness of student support services (Compliance Record Review Document 2014-2015)
- System quality assurance procedures that monitor program effectiveness of student support services (FCS Record Review Results – KEDC)
- Survey results (FCS YoYo – 2013)
- Survey results (FES – Val Ed Questions 2014)

#### District Supporting Rationale:

The School Committee and Administration have begun to engage in the process of an annual strategic planning process that begins in June of each year. The “Long Range Plan” is a five-year strategy encompassing every facet of the teaching and learning process. The system has updated and implemented policies and procedures related to strategic resource management. The annual “Strategic Goals” prioritizes the elements of this strategy to be addressed during the coming year. The Superintendent works with Administrators, Department Heads, Curriculum Leaders and Faculty to update for the coming year. In October, the School Committee approves these plans that are essential to inform the development of the School budget. We have implemented a school level process that includes funding based on the current student needs established by data analysis. The district level budgeting has focused on current fiscal issues to maximize the effectiveness and efficiency of allocated funds. After the fiscal year 2014-15 all areas will have been reevaluated and operating within budgets appropriate to their needs. The strategic planning process is reviewed for effectiveness periodically and strategic plans are implemented effectively by the governing body and system leaders. **This is a District identified improvement priority for 2015-2016.**

#### Indicator 4.4: Evidence of Focus:

- Race to Excellence Plans
- Draft of Strategic Goals adopted
- Strategic Framework in progress

#### Indicator 4.4: Strength:

- Strategic Goals adopted

**Indicator 4.4: Area for Improvement:**

- Long-range strategic planning for resource management to meet the teaching & learning needs in the district.

Team Evidence:

Team Supporting Rationale:

**Improvement Priority 14**

Indicator 4.7	2013-14 Team Rating	2014-15 District Rating	2014-15 Team Rating
The system provides, coordinates and evaluates the effectiveness of support systems to meet the physical, social and emotional needs of the student population being served.	1	2	

4.7 Improvement Priority (2013-14)	District Evaluation	Team Evaluation
<b>Establish and implement a process to determine the physical, social and emotional needs of all students. Further, identify and use valid and reliable measures of program effectiveness to guide ongoing improvement planning in these programs and services. Ensure that improvement-planning efforts are designed, implemented, and evaluated to more effectively meet the needs of all students.</b>		
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.	X	
This Improvement Priority has been partially addressed.		
There is little or no evidence that this Improvement Priority has been addressed.		

District Evidence:

- List of support services available to students (FCS Advocacy Plan)
- List of support services available to students (FCS Elementary Guidance Plan)
- List of support services available to students (FCS Middle School Guidance Plan)
- List of support services available to students (FCS RTI Guidebook)
- List of support services available to students (FCS Attendance Interventions)

- List of support services available to students (FCS Homebound Program)
- List of support services available to students (FCS District Health/Wellness Policy)
- List of support services available to students (FCS District Nutritional Policy - Snacks)
- List of support services available to students (FCS ILP Plan)
- Agreements with school community agencies for student-family support (FCS Comprehend Contract)
- Agreements with school community agencies for student-family support (FCS Comprehend Contract – Board Approval)
- Social classes and services, e.g., bullying, character education (FCS Brief Substance Abuse Program)
- Social classes and services, e.g., bullying, character education (Bullying Prevention Guidelines)
- Social classes and services, e.g., bullying, character education (FRYSC On-going classes)
- Social classes and services, e.g., bullying, character education (SMS Reality Store)
- Student assessment system for identifying student needs (FCS Random Drug Testing Guidelines)
- Schedule of family services, e.g., parent classes, survival skills (FCS Community Christmas Event Calendar)
- Schedule of family services, e.g., parent classes, survival skills (FCS Community Engagement Plan)
- Examples of improvements made to education program and delivery models based on results of program effectiveness evaluations (FCS Internal Review – Fall 2014)
- Examples of improvements made to education program and delivery models based on results of program effectiveness evaluations (FCS Internal Review – PDSAs)
- Examples of improvements made to education program and delivery models based on results of program effectiveness evaluations (FCS Nutritional Report Card)
- Examples of improvements made to education program and delivery models based on results of program effectiveness evaluations (FCS FCHS Breakfast Participation Comparison October 2013 vs. 2014)
- Rubrics on developmentally appropriate benchmarks; e.g. early childhood education (FCS Brigance 2014-2015)
- Survey results (FCS KIP Fall 2014)
  - Carol White Grant (PE)
  - Lifeline/Life Guard
  - Advocacy Plan ]
  - House Bill 21 PBIS
  - FRYSC Sunrise Counseling
  - Comprehend Services
  - School Health Wellness Committee
  - Consolidate School Health

District Supporting Rationale:

This is an indicator that the district feels has improved significantly. We feel that many of these programs and models were in place in March 2014 for the first review, but perhaps there was little to no evidence of their existence. We now have the evidence posted for the existing programs, such as counseling programs, contracts with community agencies, guidance plans at all levels, and classes and community events sponsored by our district FRYSCs. We also have other initiatives in place. The things that we feel best support our rating is the increased breakfast participation and increased attendance. This is an example of what can happen when departments/systems work together to overcome barriers standing in the way of improvement. Breakfast participation and attendance rates by school are graphed and reported on to all stakeholders. Community businesses have jumped on board to assist with incentives for attendance through Circle of Excellence at FCHS (donation of a car) and Every Day Counts (t-shirts & bicycles) at the elementary levels. Another piece we are proud of is the Community

Engagement Plan. A committee composed of FRYSC staff, school and district staff, and parents, have developed a plan that incorporates activities already in place (Career Craze, Back to School Gala, Reality Store, Operation Preparation, Child/Baby Safety Gala, public library and extension office activities, etc.) and also has added various summer and evening events to get parents more involved and informed. PREP (Parents Reinforcing Educational Progress) is an initiative that is being planned to keep parents informed of school requirements, standards, grading, ILPs, assessment data, and other topics they have shown interest in through surveys, etc. Our communication is open and transparent now. Everything we do is posted on the web. We recognize students and teachers, classrooms, and schools through various communication venues, such as newsletter, Twitter, school Facebook pages, etc. This has all been communicated in the revised Communication Guide. People (staff, community) are no longer in the dark about what is happening in Fleming co. Schools.

**Indicator 4.7: Evidence of Focus:**

- Community Engagement Plan
- FCS Internal Review
- Improved breakfast participation & student attendance

**Indicator 4.7: (Strengths):**

- Increases in student attendance through community engagement. We have the best community support!

**Indicator 4.7: (Area(s) for Improvement):**

- Full implementation and evaluation of the success of the Community Engagement Plan.

Team Evidence:

Team Supporting Rationale:



Improvement Priority 15

Indicator 5.1/5.2	2013-14 Team Rating	2014-15 District Rating	2014-15 Team Rating
(5.1)The system establishes and maintains a clearly defined and comprehensive student assessment system.	1	1	
(5.2) Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation and organizational conditions that support learning.	1	1	

5.1/5.2 Improvement Priority (2013-14)	District Evaluation	Team Evaluation
<b>Develop a comprehensive district wide assessment system that produces data about student learning from multiple assessment measures, including those locally developed. Ensure the system is regularly monitored and evaluated for reliability and effectiveness and revised as needed. Ensure that all staff regularly collect, analyze and use the data to drive decisions regarding instruction, professional practices and the conditions that support learning.</b>		
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.		
This Improvement Priority has been partially addressed.	X	
There is little or no evidence that this Improvement Priority has been addressed.		

<p>District Evidence:</p> <ul style="list-style-type: none"> <li>▪Evidence that assessments are reliable and bias free (<b>MAP Assessments</b>) A brief description of how MAP Assessments are reliable and bias free.</li> <li>▪Evidence that assessments are reliable and bias free (<b>Case21 District-Benchmarks</b>) A brief description of how the district benchmarks are reliable and bias free.</li> <li>▪Brief description of learning management systems or data management systems that support effective use of student assessment results A brief description of the various learning management systems used in the district to aide instruction.</li> <li>▪Brief description of student assessment system including range of data produced from standardized and local or school assessments on student learning and school performance Information about the several components related to the student assessment system. An emphasis is placed on the district benchmarks and the FCS Assessment framework.</li> <li>▪Brief description of technology or web-based platforms that support the education delivery model. A brief description of the various technologies that are used in the district to support the teaching and</li> </ul>
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learning process.

▪Documentation or description of evaluation tools/protocols

After each district-wide benchmark the attachment is used to gather feedback from teachers and administrators on how to improve the benchmarks, address question concerns, or format concerns. All feedback is then forwarded to Case21 for review.

▪Written protocols and procedures for data collection and analysis (**Assessment Framework**)

**(DESCRIPTION)** The FCS Assessment Framework provides a roadmap for faculty and staff as the district strives to create effective assessments designed to measure student learning. The framework provides guiding practices.

▪Written protocols and procedures for data collection and analysis (**School Based PDSAs**)

**(DESCRIPTION)** The initial school-based PDSAs that are posted focus on data collected from the Teaching and Learning Internal Review conducted in October 2014. Schools are beginning to focus on systems and continuous improvement.

▪Written protocols and procedures for data collection and analysis (**District-based PDSAs and 30/45/60 Focus Plans**)

**(DESCRIPTION)** The District PDSAs based on the Management Audit conducted in 2012, 2013, as well as the Diagnostic from 2014. PDSAs are separated by department or area and updated on a regular basis. Also included are the 30/45/60 day areas of focus for the district.

▪Written protocols and procedures for data collection and analysis (**Data Transparency – USED**)

**(DESCRIPTION)** This serves as a document of protocols to consider as we analyze student data in the district.

▪Written protocols and procedures for data collection and analysis (**FCS District Data Protocols**)

**(DESCRIPTION)** The FCS District Data Protocols are also found on page 14 of the FCS Assessment Framework. The district emphasizes the need to use data in our commitment to continuous improvement.

▪List of data sources related to system effectiveness (**FCS Internal Review Data - 2014**)

**(DESCRIPTION)** The Teaching and Learning Internal Review was conducted by educators throughout Kentucky on the elementary schools and middle school in the district. Valuable data was collected that has led to major improvements in the teaching and learning process in the district.

▪List of data sources related to system effectiveness (**FCS Management Audit – 2013**)

**(DESCRIPTION)** The FCS Management Audit has been used to address management deficiencies that were found in 2013. PDSAs were created using the data collected during the audit and have been continually updated as improvements occurred.

▪List of data sources related to system effectiveness (**FCS F & N Analysis October - 2014**)

**(DESCRIPTION)** The Food and Nutrition Analysis was conducted to identify areas where cost savings could occur. From this analysis, the district was able to identify overstaffing and cheaper food contracts.

▪List of data sources related to system effectiveness (**FCS Custodian Analysis – 2014**)

**(DESCRIPTION)** The Custodian Analysis was conducted to identify square footage of buildings compared to the number of custodians. From this data, the district was able to update zones of cleaning and identify staffing needs per building.

▪List of data sources related to system effectiveness (**FCS – SQ Progress Reports**)

**(DESCRIPTION)** Fleming County Schools created a Quality Assurance Team to assist the district in measuring its progress toward the Standards for Quality. The progress reports are completed every two weeks on specific standards and indicators. The Quality Assurance Team is critical to the district's success in obtaining SACs Accreditation, as well as, our commitment to continuous improvement.

▪List of data sources related to student learning, instruction, program effectiveness and conditions that support learning (**FCS Management Audit - 2013**)

**(DESCRIPTION)** The FCS Management Audit has been used to address management deficiencies that

were found in 2013. PDSAs were created using the data collected during the audit and have been continually updated as improvements occurred.

- List of data sources related to student learning, instruction, program effectiveness and conditions that support learning (FCS Leadership Audit - 2012)

**(DESCRIPTION)** The FCS Management Audit has been used to address management deficiencies that were found in 2012. PDSAs were created using the data collected during the audit and have been continually updated as improvements occurred.

- List of data sources related to student learning, instruction, program effectiveness and conditions that support learning (FCS Diagnostic - 2014)

**(DESCRIPTION)** The 2014 Diagnostic has been utilized as the district's baseline in our pursuit to improve. The priorities areas, along the leadership deficiencies have been the district's guide as we strategically target areas for improvement.

- Examples of use of data to design, implement and evaluate continuous improvement plans and apply learning (Race to Excellence Plans)

**(DESCRIPTION)** The Race to Excellence Plans are school created and based on strategic funding needs at each school. The RTE Plans assists schools in funding their strategic plan to excellence.

- Examples of use of data to design, implement and evaluate continuous improvement plans and apply learning (Common Core Implementation Self-Assessment – 12/2014)

**(DESCRIPTION)** The Common Core Implementation Self-Assessment was completed in December 2014. The district performed the self-assessments to measure areas of strength and areas in need of improvement. The data will be used to create a PDSA pertaining to the Common Core, as well as, identify additional steps needed to utilize the standards effectively in all classrooms.

#### District Supporting Rationale:

Fleming County Schools utilizes an assessment system that produces data from assessment measures, like the district-wide benchmark systems in Reading and Math. During the 2014-2015 school year, the district also performed a needs analysis of food and nutrition and a custodian labor analysis. Both the benchmarks and the need assessments provide data about student learning and system performance. The benchmarks are proven reliable and bias free. The district collects teacher feedback on how to improve the benchmarks and better align to the standards. The district is currently working to evaluate common assessments created by teachers to ensure alignment to the standards and actual student learning goals. In 2014-2015, the benchmarks in Reading and Math in all grade levels provide consistency of measurement across the district. By the end of 2015-2016, the goal is to have common assessments and common benchmarks in all core courses district-wide, with the exception of social studies. The district has acquired a data system that will enable the district to collect data from multiple sources. Data is presented to the board each month on student learning across the K-12 system. Data is discussed in monthly board work sessions giving the board an opportunity to ask questions, while holding stakeholders accountable. Data is now being used by schools, teachers and students to develop PDSAs that will lead to an increase in student achievement. **The district has identified Indicator 5.1 as an improvement priority for 2015-2016.**

**Indicator 5.1: Evidence of Focus:** (FCS Assessment Plan; District-wide Benchmark Assessments; Benchmark Improvement Procedures).

**Indicator 5.1: (Strengths):** District-wide benchmarks assessments in Reading and Math aligned to the common core.

**Indicator 5.1: (Area(s) for Improvement):** Implementation, monitoring and evaluation of common

assessments in all core areas – district-wide.

**Indicator 5.2: Evidence of Focus** (FCS Internal Review; FCS Assessment Framework with Data Protocols; FCS Standards for Quality Progress Reports).

**Indicator 5.2: (Strengths):** Our focus to continuously improve the teaching and learning process.

**Indicator 5.2: (Area(s) for Improvement):** Monitoring and evaluating the continuous improvement of the teaching and learning process.

Team Evidence:

Team Supporting Rationale:

Improvement Priority 16

Indicator 5.3	2013-14 Team Rating	2014-15 District Rating	2014-15 Team Rating
Throughout the system professional and support staff are trained in the interpretation and use of data.	1	1	

5.3 Improvement Priority (2013-14)	District Evaluation	Team Evaluation
<b>Train system professional and support staff in the interpretation and use of data. Ensure that all staff is trained in a rigorous, individualized professional development program related to the evaluation, interpretation, and use of data.</b>		
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.		
This Improvement Priority has been partially addressed.	X	
There is little or no evidence that this Improvement Priority has been addressed.		

<p>District Evidence:</p> <ul style="list-style-type: none"> <li>▪ Training materials specific to the evaluation, interpretation and use of data (<b>MA Data Toolkit</b>) <b>(DESCRIPTION)</b> The district utilizes the MA Data Toolkit as a resource of information, strategies and training materials pertaining to data in schools. Furthermore, the district used the Data Self-Assessment found in the Toolkit to identify next steps pertaining to creating a culture of data-driven decision making and areas of strengths and improvement areas.</li> <li>▪ Training materials specific to the evaluation, interpretation and use of data (<b>Data Team PPT</b>) <b>(DESCRIPTION)</b> The Data Team PowerPoint was presented at the December’s School Leadership Meeting to show examples of data examples being used in various school districts throughout the United States. Specific emphasis was placed on the examples presented – Data Walls and Data Binders.</li> <li>▪ Professional learning schedule specific to the use of data (<b>FCS PD Plan: 2014-2015</b>) <b>(DESCRIPTION)</b> The FCS Professional Development Plan is for the 2014-2015 school year. The PD Plan identifies key professional development opportunities that will occur throughout the school year in the district.</li> <li>▪ Evidence of student success at the next level (<b>Transition Survey</b>) <b>(DESCRIPTION)</b> The Transition Survey provides key data of student success after high school. The information is on file to review; as this information could not be posted due to the report containing student information. This data assists the district in evaluating our academic expectations, academic offerings and effectiveness of student learning.</li> <li>▪ Examples of use of results to evaluate continuous improvement action plans (<b>School-Based PDSAs</b>) <b>(DESCRIPTION)</b> The initial school-based PDSAs that are posted focus on data collected from the Teaching and Learning Internal Review conducted in October 2014. Schools are beginning to focus on systems and continuous improvement.</li> </ul>
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- Examples of use of results to evaluate continuous improvement action plans (**District-Based PDSAs**)  
**(DESCRIPTION)** Since October 2014, the district has developed 30, 45, and 60 day focus areas aligned to the Standards for Quality. The district will utilize continue this continual improvement process in our journey to become SACs Accredited.
- Documentation of attendance and training related to data use (**Case21 Training – Benchmark Data Training**)(*Training Material*)  
**(DESCRIPTION)** Training material pertaining to district benchmarks, formative assessments and strategies used to address benchmark data. The presentation was presented at the School Leadership Meeting in November 2014.
- Documentation of attendance and training related to data use (**Case21 Training – Benchmark Data Training**)(*Attendance*)  
**(DESCRIPTION)** Sign-in sheet for the Case21 Training in November 2014
- Policies and written procedures specific to data training (**Data Transparency – USED**)  
**(DESCRIPTION)** This serves as a document of protocols to consider as we analyze student data in the district.
- Policies and written procedures specific to data training (**FCS District Data Protocols**)  
**(DESCRIPTION)** The FCS District Data Protocols are also found on page 14 of the FCS Assessment Framework. The district emphasizes the need to use data in our commitment to continuous improvement.
- Survey results (**District Data Preparedness Survey**)  
**(DESCRIPTION)** The results from the self-assessment performed by the Senior Leadership Team in December 2014. The results were used to identify district next steps, focusing specifically on training as a next step.

District Supporting Rationale:

In December 2014, the district conducted a data usage self-assessment to identify areas of strengths, as well as, areas for improvement. This provided the opportunity to identify areas of professional development target toward data analysis, data walls, and data teams. There has been a clear focus on preparing principals on the usage of data, with the expectation to redeliver the same training to their schools. Furthermore, the District Instructional Leadership Team has a focus on connecting the curriculum to data – strategically targeting student learning. Schools and teachers are now seeing the results of utilizing standard-based bulletin boards and PDSAs in classrooms to guide instruction.

**Indicator 5.3: Evidence of Focus** (PDSA’s – Internal Review Data; Standards for Quality Progress Reports; Systems Thinking).

**Indicator 5.3: (Strengths):** Our focus on continuously improving the teaching and learning process – which includes data usage: data walls, PDSAs, standard-based bulletin boards.

**Indicator 5.3: (Area(s) for Improvement):** Systematic commitment to continuously improving the teaching and learning process.

Team Evidence:

Team Supporting Rationale:

**Improvement Priority 17**

Indicator 5.4	2013-14 Team Rating	2014-15 District Rating	2014-15 Team Rating
The school system engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	1	1	

5.4 Improvement Priority (2013-14)  <b>Develop policies and procedures for analyzing data to determine verifiable improvement in student learning. Systematically and consistently use results to design, implement, and evaluate the outcomes of continuous improvement action plans related to student learning, including readiness for and success at the next level.</b>	District Evaluation	Team Evaluation
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.	<b>X</b>	
This Improvement Priority has been partially addressed.		
There is little or no evidence that this Improvement Priority has been addressed.		

District Evidence:

- Policies and procedures specific to data use and training (**Data Transparency – USED**)  
**(DESCRIPTION)** This serves as a document of protocols to consider as we analyze student data in the district.
- Policies and procedures specific to data use and training (**FCS District Data Protocols**)  
**(DESCRIPTION)** The FCS District Data Protocols are also found on page 14 of the FCS Assessment Framework. The district emphasizes the need to use data in our commitment to continuous improvement.
- Description of process for analyzing data to determine verifiable improvement in student learning (**FCS District Data Protocols**)  
**(DESCRIPTION)** This serves as a document of protocols to consider as we analyze student data in the district.
- Description of process for analyzing data to determine verifiable improvement in student learning (**FCS PLC Framework**)  
**(DESCRIPTION)** The FCS PLC Framework is a guiding document that provides expectations pertaining to

professional learning communities, as well as protocols and processes and necessary forms. The PLC Framework utilizes the PLC Framework at Fleming County High School. Each school is encouraged to adapt to their needs; however, the foundations must remain the same.

- Agendas, minutes of meetings related to analysis of data (**School Board – September '14**)

**(DESCRIPTION)** Fleming County Board of Education Special Called Meeting to discuss 2013-2014 KREP Data. In addition to this called meeting, the Board of Education receives a monthly update of the Teaching and Learning occurring in the district, which includes data specific to each school. This process began in September 2014.

- Evidence of student readiness for the next level (**FCHS CCR Rate**)

**(DESCRIPTION)** The College and Career Readiness Rate at Fleming County School that is available online through the Kentucky Department of Education Accountability Department.

- Evidence of student success at the next level (**Transition Survey**)

**(DESCRIPTION)** The Transition Survey provides key data of student success after high school. The information is on file to review; as this information could not be posted due to the report containing student information. This data assists the district in evaluating our academic expectations, academic offerings and effectiveness of student learning.

- Examples of use of results to evaluate continuous improvement action plans (**School-based PDSAs**)

**(DESCRIPTION)** The initial school-based PDSAs that are posted focus on data collected from the Teaching and Learning Internal Review conducted in October 2014. Schools are beginning to focus on systems and continuous improvement.

- Examples of use of results to evaluate continuous improvement action plans (**District-based PDSAs and 30/45/60 Focus Plans**)

**(DESCRIPTION)** The District PDSAs based on the Management Audit conducted in 2012, 2013, as well as the Diagnostic from 2014. PDSAs are separated by department or area and updated on a regular basis. Also included are the 30/45/60 day areas of focus for the district.

- Student surveys (**FCS District Survey – Diagnostic Review and FCHS High School Survey**)

**(DESCRIPTION)** Survey results from the District-wide survey and high school survey for the upcoming diagnostic review to be performed in March 2015. Analysis of the results is also included.

District Supporting Rationale:

The district currently is engaged in an effective continuous improvement process. The district has a PDSA on teaching and learning, along with a 30/45/60 day focus plan – related to Standard 3: Teaching and Assessing for Learning. By focusing on the system, the district is now seeing the integration of PDSAs into classrooms and even being used by students. There is strong evidence of our continuous improvement process. Evidence exists that shows student growth: the district-wide benchmark data; PDSAs, MAP scores and practice ACT.

**Indicator 5.4: Evidence of Focus:** (School PDSAs; District PDSAs; Commitment to the Standards for Quality)

**Indicator 5.4: (Strengths):** Usage of results to develop continuous improvements (i.e. PDSAs, 30/45/60 Day Plans, etc.)

**Indicator 5.4: (Area(s) for Improvement):** Evaluating and monitoring data for systematic continuous improvement.



Team Evidence:
Team Supporting Rationale:

**Improvement Priority 18**

Indicator 5.5	2013-14 Team Rating	2014-15 District Rating	2014-15 Team Rating
System and school leaders monitor and communicate comprehensive information about student learning, school performance and the achievement of system and school improvement goals to stakeholders.	1	2	

5.5 Improvement Priority (2013-14)	District Evaluation	Team Evaluation
<b>Monitor comprehensive information about student learning, system and school effectiveness, and the achievement of system and school improvement goals. Regularly communicate results using multiple delivery methods and in appropriate degrees of sophistication for all stakeholder groups.</b>		
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.	<b>X</b>	
This Improvement Priority has been partially addressed.		
There is little or no evidence that this Improvement Priority has been addressed.		

District Evidence:
<ul style="list-style-type: none"> <li>▪System quality control procedures for monitoring information about student learning, systems that support learning and the achievement of school improvement goals (<b>School-Based PDSAs</b>) <b>(DESCRIPTION)</b> The initial school-based PDSAs that are posted focus on data collected from the Teaching and Learning Internal Review conducted in October 2014. Schools are beginning to focus on systems and continuous improvement.</li> <li>▪System quality control procedures for monitoring information about student learning, systems that support learning and the achievement of school improvement goals (<b>District-based PDSAs and 30/45/60 Focus Plans</b>) <b>(DESCRIPTION)</b> The District PDSAs based on the Management Audit conducted in 2012, 2013, as well as the Diagnostic from 2014. PDSAs are separated by department or area and updated on a regular basis.</li> </ul>

Also included are the 30/45/60 day areas of focus for the district.

- System quality control procedures for monitoring system effectiveness (**QAT Team**)  
**(DESCRIPTION)** A description and profile of the District's Quality Assurance Team.
- Communication plan regarding student learning, systems that support learning and achievement of school improvement goals to stakeholders (**FCS Communication Plan**)  
**(DESCRIPTION)** The FCS Communication Plan that is provided to all schools a guide on how to communicate with stakeholders. The revised FCS Communication Plan was approved by the Board of Education in January 2015.
- Sample communications to stakeholders regarding student learning, conditions that support learning and achievement of school improvement goals (**Press Release Testing**)  
**(DESCRIPTION)** The Superintendent's message regarding the 2013-2014 KREP results and accountability.
- Sample communications to stakeholders regarding student learning, conditions that support learning and achievement of school improvement goals (**District Newsletters**)  
**(DESCRIPTION)** The district creates monthly newsletters designed to keep all stakeholders informed of what is happening in the district.
- Sample communications to stakeholders regarding student learning, conditions that support learning and achievement of school improvement goals (**Attendance Recognition**)  
**(DESCRIPTION)** Recognition of student attendance which directly impacts student learning.
- Sample communications to stakeholders regarding student learning, conditions that support learning and achievement of school improvement goals (**Monthly Board T & L Reports**)  
**(DESCRIPTION)** The Board of Education receives two reports pertaining to teaching and learning each month. A teaching and learning report is presented at each work session and also during the regular board meeting. The principals and instructional supervisor deliver the presentations and reports.
- Examples of system marketing tools and websites that cite student achievement results or that make promises regarding student achievement (**District/School Report Cards (2013) (2014)**)  
**(DESCRIPTION)** An overview of the Annual Report Cards from the Kentucky Department of Education.
- Executive summaries of student learning reports to stakeholder groups (**Monthly Board T & L Reports**)  
**(DESCRIPTION)** The Board of Education receives two reports pertaining to teaching and learning each month. A teaching and learning report is presented at each work session and also during the regular board meeting. The principals and instructional supervisor deliver the presentations and reports.
- Minutes of meetings regarding achievement of student learning goals (**District Team Meetings and School Leadership Meetings**)  
**(DESCRIPTION)** Weekly and Monthly meetings that occur where various information is discussed, including but not limited to: 1) Teaching and Learning; 2) Instructional Leadership; 3) Data-Driven Decisions; and 4) Assessments.
- Survey results (**FCS District Survey – Diagnostic Review and FCHS High School Survey**)  
**(DESCRIPTION)** Survey results from the District-wide survey and high school survey for the upcoming diagnostic review to be performed in March 2015. Analysis of the results is also included.
- Survey Results (**District Data Usage Effectiveness Self-Assessment – 12/2014**)  
**(DESCRIPTION)** The FCS Senior Leadership Team conducted a self-assessment of data usage in the district as of December of 2014. The self-assessment tool is from the MA Data Toolkit. The data gathered has assisted in identifying next steps as we become a data-driven school district.

District Supporting Rationale:

The district is now leading the monitoring of PDSAs through monthly school leadership meetings (Principals' meetings) and district walk-throughs. This provides administrators an opportunity to collaborate and identify areas of strength and areas for improvement. Furthermore, principals must

report to the board each month on their teaching and learning goals and data. The data is also posted online for other stakeholders to access and review.

**Indicator 5.5: Evidence of Focus:** (District Communication Plan; Monthly Teaching and Learning Board Updates; Quality Assurance Team; PDSAs and Focus Plans)

**Indicator 5.5: (Strengths):** The district's transparency pertaining to data and student learning.

**Indicator 5.5: (Area(s) for Improvement):** Monitoring and evaluating student learning through a systematic continuous improvement process.

Team Evidence:

Team Supporting Rationale:

**Final Remarks:** Fleming County Schools is pumped about the work accomplished during the 2014-2015 school year. The Senior Leadership Team, as well as other stakeholders, are seeing positive changes occurring - with more expected. We are most proud of the level of communication, teamwork and shared leadership that has developed. Our commitment to becoming a "District of Distinction," as well as earning SACs Accreditation has been able to unite stakeholders. The growth that has taken place this year has been incredibly significant through teamwork. As can be seen through evidence, the district has learned to embrace continuous improvement as a means to reach our goals.

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 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!"

### **Leadership Assessment Addendum Process**

1. AdvancED/Kentucky will develop the Leadership Addendum for each school/district identified for Diagnostic Reviews in 2015. Once completed, these will be emailed to Jason Radford at KDE.
2. Jason will email individual school/district Leadership Addenda to the “head of institution.” (Jerry Cooper, Tom Jones, and the Lead Evaluator will be copied on this email.) Included in this email will be instructions for completion and submission.
3. Instructions to school/district institution head for completing the Leadership Assessment Addendum:
  - a. The Diagnostic Review Team will examine the school or district’s efforts to address the Improvement Priorities identified in the institution’s previous Diagnostic Review Report. This examination will include a self-analysis of the institution’s progress.
  - b. Institution heads are asked to engage in a collaborative process, i.e., school/district leadership team, to complete the Leadership Assessment Addendum. This process should determine ratings and provide supporting rationale for the ratings.
  - c. Once completed, the Leadership Assessment Addendum should be submitted to the Diagnostic Review Lead Evaluator not later than two week prior to the on-site Diagnostic Review or \_\_\_\_\_(date)\_\_\_\_\_.
4. Lead Evaluators will email the Leadership Addendum to their team members.
5. Once completed, the Addendum will be included as an attachment to the Diagnostic Review Report.