

## Key Elements of the Teaching and Learning Environment – District

Utilizing implementation data, perception data, and current policies and practices, analyze the Key Elements of your teaching and learning environment. Identify in the chart below any processes, practices or conditions the district will focus its resources and efforts upon in order to produce the desired changes and improvement. Note that each element identified for focus should be addressed in the strategies of the Comprehensive District Improvement Plan (CDIP).

Key Elements	Is this an area of focus? Yes/No	Specific Processes, Practices or Conditions Identified for Focus
<p><b>KCWP 1: Design and Deploy Standards</b> Does our district continually assess, review, and revise curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success?</p>	YES	<ul style="list-style-type: none"> <li>Grade level teams at the elementary level have collaborative planning built into the schedule a minimum of two times each week. During this time, teachers collaboratively look at data to adjust instruction. At the secondary level, content area teams collaborate within their departments.</li> <li>Data talks are conducted with each school to look at the data and determine next steps in order to show growth.</li> </ul>
<p><b>KCWP 2: Design and Deliver Instruction</b> Does our instructional program include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research?</p>	YES	<ul style="list-style-type: none"> <li>Reading-teachers are studying the Fountas and Pinnell Literacy Continuum while implementing the classroom resources from Fountas and Pinnell. This approach helps to take standards and recognize specific reading behaviors of students to continue their development in literacy. Teachers continue to receive high quality professional learning opportunities from Heinemann and instructional coaches in the district on this approach to literacy</li> <li>Math-teachers use Math in Focus to address math standards. Each year, grade level teachers from across the district collaborate to ensure this resource is meeting the needs of our standards and students. At the elementary level, there is 120 minutes of reading and 90 minutes of math scheduled daily.</li> </ul>

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<p><b>KCWP 3: Design and Deliver Assessment Literacy</b> Does our district have a comprehensive, balanced assessment system that provides a variety of evidence to support educational decision making and includes four primary assessment purposes: formative, diagnostic, interim/benchmark, and summative?</p>	<p>YES</p>	<ul style="list-style-type: none"> <li>• Our students take the NWEA MAP Assessment three times a year. These results are analyzed at the district level then shared with school level leadership during data talks. The schools then share with their staff during PLCs.</li> <li>• All third - eighth, tenth, and eleventh grade students take the Kentucky Summative Assessment at the end of the school year. This assessment measures student proficiency on grade level standards.</li> <li>• Each grade level also administers the Fountas and Pinnell Benchmark Assessment System (BAS) three times a year to discover reading behaviors and deficits in order to plan guided reading effectively. The results of the BAS are analyzed during common planning time(s).</li> <li>• Our high school administers the CERT assessment three times a year to tenth and eleventh graders to see if they are on track to meet the ACT benchmarks, the MAP to ninth graders and the ACT in the spring to our 10<sup>th</sup> graders.</li> </ul>
<p><b>KCWP 4: Review, Analyze and Apply Data</b> Does our district communicate and implement a sustainable system for reviewing, analyzing, and applying data results to ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning?</p>	<p>YES</p>	<ul style="list-style-type: none"> <li>• Grade level teams have collaborative planning built into the schedule a minimum of two times each week. During this time, teachers collaboratively analyze data to see what revisions need to be made.</li> <li>• Data talks are conducted with principals after each MAP window to discuss school results and ways to increase student achievement.</li> </ul>
<p><b>KCWP 5: Design, Align and Deliver Support</b> Has our district established a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students?</p>	<p>YES</p>	<ul style="list-style-type: none"> <li>• Each school has an RTI program to address those students that need additional support.</li> <li>• Each school was allotted at least one extra staff member this year to help reduce the group size of RTI groups.</li> </ul>

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<p><b>KCWP 6: Establishing Learning Culture and Environment</b> Has our district intentionally designed the learning environment to be inclusive and accessible for all students within a culture where learning and continued growth is the primary focus and foundation for all actions?</p>	<p>YES</p>	<ul style="list-style-type: none"><li>• Our district and school leaders work collaboratively to ensure that HCS is ensuring that each child gets a quality education.</li><li>• Our district is a PBIS district that utilized positive behavior supports for behavior.</li><li>• PLC work to promote teacher efficacy.</li></ul>