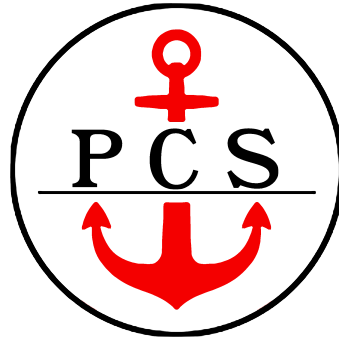


Cognia Diagnostic Review Reports & Next Steps



COGNIA DIAGNOSTIC REVIEW PROCESS

- **In-Depth examination of evidence and relevant performance data, interviews with stakeholders, and observations of instruction, learning, and operations**
- **Conducted by two independent review teams of highly qualified educators to examine the institution's adherence and commitment to the Cognia Performance Standards**

DISTRICT REPORT

STRENGTHS

- District Administration has the capacity to lead the work
- A strong commitment to the work
- High Quality Instructional Resources
- Salary and Recruitment efforts made
- Learner Profile
- Professional Learning that is connected to instructional strategies and classroom implementation

OPPORTUNITIES FOR IMPROVEMENT

- Mission and Vision Stakeholder Involvement
- Lack of Established District Non-Negotiables
- Lack of Clear Systematic Processes and Communication of Processes
- Monitoring of Professional Learning Community Progress and Instructional Coherence

DISTRICT IMPROVEMENT PRIORITY

Standard 3

Leaders actively engage stakeholders to support the institution's priorities and guiding principles that promote learners' academic growth and well being.

Create clear expectations by developing a vision, mission, and belief framework through an inclusive stakeholder process. District leadership should operate with cohesion and collaboration to provide unified direction, consistent messaging and coordinated support that reinforces the school's instructional priorities and accelerates overall improvement.

DISTRICT LEADER ACTIONS

- **Revisit and create an updated mission and vision statement that clearly articulates the instructional expectations and implement a monitoring system to ensure the work is carried out.**
- **Refine and regularly evaluate the district's organizational structure to reduce isolated roles, promote distributive leadership and collaboration, strengthen coherence and clarify direct reporting lines.**
- **Strategically narrow the school's focus areas and prioritize improvement needs to ensure they are aligned and coherent with the CDIP. Establish a clearly defined implementation timeframe that is consistently monitored to ensure stakeholder accountability.**
- **Develop a communication plan that strengthens engagement processes and ensures cohesive messaging that clearly conveys district expectations, aligns with the district improvement plan, and communicates priorities and progress while monitoring implementation.**

PCMS REPORT

STRENGTHS

- School Administration has the capacity to lead the work
- Intentional efforts to build strong support system with focus on culture and safety which has has a positive impact
- Shared commitment among staff
- Collaborative and welcoming environment
- School leadership demonstrates openness, transparency and reflective engagement in improvement efforts

OPPORTUNITIES FOR IMPROVEMENT

- Improvement processes are present but lack clarity, consistent implementation, and process for monitoring
- Lack of processes for reflection, feedback, and implementation impact
- Lack of clarity and understanding on non negotiables in planning and delivery of the highly qualified instructional resources
- Discrepancy between expectations and classroom level instructional practices with inconsistency across classrooms with rigor, quality work expectations, differentiated learning opportunities, and learner ownership

PCMS IMPROVEMENT PRIORITY ONE

Standard 7

Leaders guide professional staff members in the continuous improvement process focused on learners; experiences and needs.

Refine, implement and monitor the established PLC process to ensure it guides instructional conversations around curriculum, assessment and instructional expectations aligned with the Kentucky Academic Standards (KAS).

SCHOOL LEADER ACTIONS

- **Establish structures, non-negotiables and outcomes that include stakeholder input for PLCs.**
- **Monitor and adjust PLCs based on stakeholder feedback and relevant performance data.**
- **Use stakeholder feedback to implement a structured PLC protocol focused on HQIR implementation.**
- **Build professional efficacy through the PLC process, including ongoing opportunities and support for teacher leadership.**

PCMS IMPROVEMENT PRIORITY TWO

Standard 21

Instruction is characterized by high expectations and learner-centered practices.

Develop, implement, and monitor a process for the design and delivery of evidence-based instructional practices, including differentiation and student engagement strategies, to meet the needs of all students and build professional capacity.

SCHOOL LEADER ACTIONS

- **Provide ongoing professional learning and establish support for staff on the implementation of HQIRs, including unit studies that intentionally connect HQIR expectations to instruction and student achievement.**
- **Identify and adopt a set of evidence-based instructional strategies aligned to the district's adopted curriculum (e.g., explicit instruction, formative assessment, cooperative learning, differentiation strategies) that clearly define what these practices look like in classrooms.**
- **Facilitate collaborative sessions with school and district leadership to define instructional non-negotiables and ensure all teachers understand expectations.**
- **Promote and monitor the use of high-yield instructional strategies and expectations by developing a system to implement and monitor them.**

SCHOOL SBDM COUNCIL AND ADVISORY LEADERSHIP TEAM

- **The authority of the school-based decision making (SBDM) council shall be transferred to the superintendent**
 - **The council may be restored by the local board of education two years after the school exists CSI Status**

- **An advisory leadership team representing school stakeholders is formed in collaboration with the principal and turn-around team**
 - **Similar to SBDM Council and serves as a representative voice of the school during the turnaround process**
 - **The superintendent will consult with the advisory leadership team**

TURNAROUND TEAM AND TURNAROUND PLAN

- **Turnaround Team developed and approved by the Powell County Board of Education and Kentucky Department of Education**
- **Turnaround Plan developed by the Turnaround Team and approved by the Superintendent, Powell County Board of Education and Kentucky Department of Education**
 - **Developed and submitted to the Powell County Board of Education for approval**
 - **Upon approval, submitted to the Kentucky Department of Education for approval by April 27, 2026**
 - **Fully implemented for the 26-27 school year and continuously monitored by the Turnaround Team with ongoing support by the District**
- **The superintendent shall periodically report to the board on implementation and progress of the Turnaround Plan and the District Improvement Priority**