



2020-21 Phase Three: Executive Summary for  
Districts\_11022020\_10:17

2020-21 Phase Three: Executive Summary for Districts

**Montgomery County Schools**  
**Matthew Thompson**  
3400 Indian Mound Dr.  
Mount Sterling, Kentucky, 40353  
United States of America

## Table of Contents

<u>2020-21 Phase Three: Executive Summary for Districts</u>	3
---	---

## 2020-21 Phase Three: Executive Summary for Districts

. Describe the district's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the district serves?

Montgomery County whose county seat is Mt. Sterling, is a rural community located on Interstate 64, which is central to the busy commerce of Lexington to the west. It is known as the Gateway to the Eastern Appalachian Region. The county serves as an economic hub for the region, with more than 60% of the workforce residing within the county. It is one of only two counties in the eastern portion of Kentucky in which more people commute into the county to work than leave the county to work elsewhere. According to the 2000 census, Montgomery County workers yield from 21 different counties. The mission of the Montgomery County School district is to serve as a model district by creating and sustaining a top-notch, comprehensive, educational program that serves to promote public schools as the best option for our children and future. The school system is committed to providing leadership throughout the state by achieving a top ten state ranking through innovation, leadership development, performance driven schools, and the support and involvement of stakeholders. Our district serves approximately 4,500 students and consists of a four elementary schools (PK-5), one middle school (6-8), one alternative school (7-12), 1 site school (7-12) and one high school (9-12). The Montgomery County Accelerated Academy, with an intense focus on science, technology, engineering and math, opened in August 2013. It currently serves students in grades 7-12. Students are also served by the Area Technology Center, Morehead State University's extended campus in the Clay Community Center, the Maysville Community and Technical College and the 175-acre Chenault Agriculture Education Center. We provide a preschool program, full day kindergarten, and before and after school childcare services. A commitment to education and excellence is represented by our special programs and organizations.

. Provide the district's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the district embodies its purpose through its program offerings and expectations for students.

Montgomery County Schools exists to ensure that each and every student makes at least one year's worth of growth every year through a combination of high expectations and compassion. Through the use of a "classroom instruction blueprint" and the implementation of Classroom Assessment for Student Learning (CASL), consistency is achieved from one classroom to the next. This blueprint

involves ensuring that every teacher uses congruent, rigorous student friendly learning targets; a balanced assessment approach, and student ownership of their learning. Structures built within the district help to contribute to teacher consistency and collaboration. Two planning days built into the schedule paired with district-wide data retreat days, vertical and horizontal team meetings, and strong, focused Professional Learning Communities (PLC) ensure that instruction is consistent and rigorous throughout the district. Key, district partnerships with local civic organizations (Chamber of Commerce, Rotary Club, Kiwanis Club), local industry, and postsecondary college/universities (Morehead State University at Mt. Sterling, Maysville Community Technical College (MCTC)) provide a unified approach to ensuring all of our students are college and/or career ready when they graduate from Montgomery County High School.

. Describe the district's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the district is striving to achieve in the next three years.

Montgomery County Schools intentionally focus on data to make and drive all decisions. Notable achievements based on 2019-2020 K-PREP data: -The district was above the state average in students scoring Proficient and Distinguished in the following areas: Elementary Reading, Math, Social Studies, and Writing; Middle School Reading, Science, Social Studies, and Writing; High School Reading and Science. -Montgomery County's ACT Composite is above the state average. -Montgomery County's graduation rate is above the state average. Areas of Improvement: -Increasing the performance of our students in the areas of Proficiency, Separate Academic Indicator, Growth and Transition Readiness scores for students with disabilities. -Novice reduction will continue to be an area of focus for the district to ensure that all students have made a year's worth of growth.

. **Districts Supporting CSI/TSI (including ATSI) Schools Only:** Describe the procedures for monitoring and providing support for (a) CSI/TSI school(s) so as to ensure the successful implementation of the school improvement plan.

Montgomery County has no CSI/TSI schools.

. Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Communicating and showcasing school assessment data to the community in order to inform and improve participation, instruction, and services, is of paramount importance to Montgomery County Schools. Assessment data is frequently shared

with parents, students, and teachers, as we recognize the impact that full disclosure of student data has on instruction. At School Board meetings state assessment data is shared, which is also provided to the community at large, printed in our local newspaper, and posted to our website. These presentations give stakeholders an opportunity to stay abreast of the academic progress schools are making. Within Professional Learning Communities (PLCs) assessment data is shared and analyzed. For example, data from the latest round of common assessments is reviewed and discussed in PLC meetings, along with factors that may have contributed to students' achievement or lack thereof. That data is then used to make instructional decisions. Horizontal planning occurs in Professional Learning Communities to address interventions for student progress. Our district prides itself on being very transparent in terms of disclosing and using data to improve student achievement. We are a data driven school system; our growth and vitality depend upon knowing, using, and improving upon assessment data. Therefore, when students are assessed, we ensure that data from those assessments is publicized, for the benefit of both our students and our stakeholders. A focus for our district is having high expectations in all we do. With these high expectations, it is crucial to provide support to all areas of our instructional teams to ensure success. The district office supports all schools in various ways including monthly cadres with curriculum coaches, school guidance counselors, and administrators. We ensure throughout the year Instructional Coaches hold a New Teacher Cadre that focuses on ways for new teachers to be successful in the their first year to teaching or to Montgomery County focusing on topics such as standards based learning, technology, and new teacher support. In order to improve instruction and offer feedback for continuous improvement of each of our schools, Learning Walks are conducted and descriptive feedback is provided to administration. Another strategy to improve instruction is the District Data Retreat that occurs once a semester. During the first semester each school will send a team of administrators and lead teachers to analyze the data from state testing and other accountable data. The teams create Action Plans to address the needs that are unique to their school and share this information with the whole school. During the second semester each school team will look at the action plan to make sure progress is being made as well as rewriting any goal. The teams will also analyze benchmark data for use in creating new goals.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
-----------------	-------------	--------------------