

**MARSHALL COUNTY
DISTRICT IMPROVEMENT PLAN**

Year 2010 - 2011

Trent Lovett

Responsible Person

Kem Cothran

Contact Person

Approved Date:

12/16/2010

Members or Committee:

Trent Lovett

Kem Cothran

Ricky Jones

Danny Davis

Abby Johnson

Jill Morris

Ledonia Williamson

Tammy Williams

Rocky Hudson

Russ Buchanan

2010 - 2011 DISTRICT IMPROVEMENT PLAN
Executive Summary
MARSHALL COUNTY

Mission

The Marshall County School District serves to inspire a lifelong passion for learning in all students to help them become thoughtful contributors within a global society. We believe every decision reflects what is best for students, high expectations lead to higher performance, in order to grow and thrive individuals need caring relationships and a nurturing environment, every individual can make a positive contribution to the community, all individuals are responsible and accountable for their choices and decisions, learning is a lifelong process, excellence is worth the investment, and quality instruction is the key element to success in education

Needs Assessment

In 2009-2010, Marshall County Public Schools has met 12 out of 13 target goals for 92.3% under No Child Left Behind guidelines. In addition, the 2010 Kentucky Performance Report reflects student performance above the target goal in all students and free/reduced lunch students. Students with disabilities did not meet Annual Measurable Objective and remain in safe harbor in reading and math. Data from the 2010 KPR and district level assessments, (AimsWebb universal screener and diagnostic tool) has been analyzed with strengths, areas of growth and recommendations developed.

Goals

Analysis from the 2010 KCCT and NCLB reports reveal while Marshall County Elementary and Marshall County Middle Schools met or exceeded their goals, there is a continued need to focus on instruction for all students. After reviewing each of the School Improvement Plans, including Marshall County High School it was determined that the learning environment, and effective teaching, especially with targeted population students, would continue to be the focus.

Evaluation

The 2008-2009 CDIP was focused on implementing and monitoring research strategies. The 2010-11 CDIP will focus on Professional Learning Communities and balanced assessment within each classroom. Marshall County Public Schools will conduct Implementation and Impact checks three times during the year to monitor the overall effectiveness of the plan. In addition, data from the Continuous Assessments (AimsWebb, ThinkLink, EPAS test, KCCT, Common Assessments) of student progress will be part of the Implementation and Impact checks.

Stakeholders

The revised CDIP will be made available to all residents of Marshall County through the district website. Stakeholders are invited to provide input for the consideration of changes in this living document.

Component: Learning Environment**Component Manager: Trent Lovett****Last Updated: 12/9/2010****School: MARSHALL COUNTY****Priority Need:**

To implement a district wide evidence based system for improving academic and behavioral outcomes for all students. To establish and train teacher teams in each school in the Kentucky Center for Instructional Discipline Program. To implement a district wide behavioral intervention system which will help to promote positive behaviors and reduce barriers to learning in all schools. To achieve at maximum potential and reach/maintain proficiency all classroom time must be spent on instruction. To put effective interventions in place so that discipline is at a minimum in all schools.

Goal:

To gather data from all schools and determine annual goals for effective behaviors at the elementary, middle and high school level. To support schools in decreasing barriers to learning that significantly impact student achievement. To increase student achievement and reach 100 in all schools by 2014. To replace traditional discipline that focuses on student problem behavior/punishment with positive behavior supports.

Benchmark

Measure	Date	Projected Data	Actual Data
KYCID Survey (parent)	8/15/2011	500	
KYCID Survey (students)	8/15/2011	2000	
KCCT Scores	5/20/2014	100	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1		Implement KYCID model of Positive Behavior Support Interventions. Implementation will address 17 Critical Elements. Data will be gathered throughout the 2011-2012 schools year for comparing results of implementation of program.	Teague	8/1/2011	5/30/2012	\$250. PD		

Component: Math

Component Manager: Trent Lovett

Last Updated: 12/10/2010

School: MARSHALL COUNTY

Priority Need:

In May 2010, the percentage of students scoring Novice in Math was 43.06 as measured on the Kentucky Core Content Test. (Elementary novice: 4.83%, Middle School novice: 9.62%, High School novice: 28.61%) In May 2010, the percentage of students scoring proficient or distinguished in Math was 67.19 as measured on the Kentucky Core Content Test. Students with special needs scoring proficient or distinguished in Math was 45.56.

Goal:

By May 2011, the percentage of students scoring Novice in Math will decrease by -9.51 for a total percentage of all students scoring novice in Math of 33.55 as measured on the Kentucky Core Content Test. By May 2011, the percentage of students scoring proficient or distinguished will increase by 8.2 for a total percentage of all students scoring proficient or distinguished in Math of 75.39 as measured on the Kentucky Core Content Test.

Benchmark

Measure	Date	Projected Data	Actual Data
ThinkLink	12/15/2010	34	43
ThinkLink	3/15/2011	34	43
KCCT/NCLB	9/15/2011	34	43

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	Both	Staff will receive training on formative assessment, effective teaching and developing student relationships. Principals and Instructional supervisors will perform reviews for implementation of differentiated instruction (Marzano, Silver and Strong.)	Cothran & Johnson	12/15/2010	10/31/2011	\$5,000.00 Title I \$5,000.00 Title I		
2	Both	The district and school level administrative staff will review continuous assessment reports at least three times per year. This data will include ThinkLink, AimsWeb screening, and district common assessments. The principals and instructional supervisors will share the findings for each individual student with the teachers and make appropriate revisions to instruction as needed.	Principals	12/15/2010	10/31/2011	\$21,000 General Fund		
3	Both	School staff will visit successful schools of similar demographics to examine techniques.	Cothran & Johnson	12/15/2010	10/31/2011	\$3,000 Title I		
4	Both	Continues use of the District Leadership Team to conduct walk-throughs, monitor curriculum implementation, monitor assessments, and develop common pacing guides for all subjects. The team will provide feedback and resources to schools to help improve instructional practices. Team membership includes central office staff and school administrative staff.	Lovett	12/15/2010	10/31/2011	\$0 No Funding		

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
5	Both	Through the use of Professional Learning Communities, the District Leadership Team will coordinate professional development for all teachers in the development of learning targets, common assessments, quality classroom formative assessments and conduct horizontal and vertical curriculum alignment.	Lovett	12/15/2010	10/31/2011	\$15,000 General Fund		
6	Both	Teachers will complete an assessment analysis of their classroom assessments and student work on a regular basis.	Principals	12/15/2010	10/31/2011	\$0 No Funding		
7	Both	The district assessment coordinator will organize and provide assistance in analysis of CATS, NCLB, and district continuous assessment data for SBDM Councils and staff of each school.	Johnson	12/15/2010	10/31/2011	\$500 General Fund		
8		New teachers and teachers with alternate certification will attend New Teacher Training in the district to provide specific training on research based strategies.	Cothran & Johnson	12/15/2010	10/31/2011	\$4,000 General Fund		
9	Both	Individual students needing additional reading or math assistance to reach proficiency will be given equal consideration and access to Extended School Services, regardless of disability. Students will receive access to ESS services before, during and after school. Schools will consider the use of daytime waiver for ESS based on individual school needs.	Cothran & Johnson	12/15/2010	10/31/2011	\$72,000 ESS		
10	Both	Staff members will provide positive communications with students, especially our targeted populations. Examples include; Good New postcards, e-mail, phone calls, and personal contacts.	Principals	12/15/2010	10/31/2011	\$0 No Funding		
11		Administrators and high school department heads will become assessment literate by attending the state assessment conference. Training and updates on Program Reviews, ACT and KCCT assessment will provide information to help schools implement SB1 mandates.	Cothran & Johnson	12/15/2010	10/31/2011	\$1,000 Title I		
12		Provide secondary administrators with leadership training (Michael Fullan) to increase student learning and achievement. Address the key factors and provide clear examples at the school and district level that drive educational improvement.	Cothran & Principals	12/15/2010	10/31/2011	\$1,500 PD		
13	Both	Elementary math teachers grades K-5 will continue to receive training on strategies and delivery of Singapore math approach. Teachers will collaborate district wide to develop common assessments and pacing guides.	Principals	12/15/2010	10/31/2011	\$6,000.00 General Fund		
14	Both	An elementary and secondary math curriculum specialist will be utilized to increase math scores across the district by coaching teachers, providing strategies, analyzing data and helping to educate teachers on common core standards. They will also identify struggling students and formulate plans to address deficiencies. (Edujobs funding)	Johnson	12/15/2010	10/31/2011	\$110,000.00 General Fund		

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
15	Both	An elementary and secondary RTI specialist will assist in developing RTI district guidelines and processes for RTI referrals that insure fidelity and consistency throughout all schools. RTI specialist will help identify students needing assistance. Specialist will help committees determine intervention Tiers and referrals. Will train interventionist on using research based reading and math strategies correctly. (Edujobs funding)	Williams	12/15/2010	10/31/2011	\$110,000.00 General Fund		
16	Both	Middle school and freshman math classes will implement Algebra readiness Calendar Math program in all classes. Numeracy skills will be targeted for all students. All high school students will receive a minute of math at the opening of the day. Middle and high school math teachers will develop pacing guides and curriculum maps.	Principals	12/15/2010	10/31/2011	\$500.00 General Fund		

Component: Reading

Component Manager: Trent Lovett

Last Updated: 12/9/2010

School: MARSHALL COUNTY

Priority Need:

In May 2010, 12 out of 13 NCLB subgroups reached their NCLB Reading proficiency target as measured on the Kentucky Core Content Test.

Goal:

By May 2011, ALL NCLB subgroups will reach their NCLB Reading proficiency target of 69.72 as measured on the Kentucky Core Content Test.

Benchmark

Measure	Date	Projected Data	Actual Data
ThinkLink	12/15/2010	69	57.84
KCCT/NCLB	10/15/2011	69	57.84

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	Both	Resource and collaborative teachers will identify special needs students performing novice and target individual areas of weakness. Teachers will use research based interventions and work with students on an individual basis to increase from novice to apparetice on KCCT testing.	Cothran & Johnson	12/15/2010	10/31/2011	\$0 No Funding		

Component: Reading

Component Manager: Trent Lovett

Last Updated: 12/9/2010

School: MARSHALL COUNTY

Priority Need:

In May 2010, the percentage of students scoring proficient or distinguished in Reading was 76.03 as measured on the Kentucky Core Content Test. In May 2010, the percentage of students scoring Novice in Reading was 9.06 as measured on the Kentucky Core Content Test.

Goal:

By May 2011, the percentage of students scoring proficient or distinguished will increase by 5.98 for a total percentage of all students scoring proficient or distinguished in Reading of 82.02 as measured on the Kentucky Core Content Test. By May 2011, the percentage of students scoring Novice in Reading will decrease by -1.01 for a total percentage of all students scoring novice in Reading of 8.05 as measured on the Kentucky Core Content Test.

Benchmark

Measure	Date	Projected Data	Actual Data
ThinkLink	1/10/2011	80	76
ThinkLink	3/15/2011	82	76
KCCT/NCLB	9/15/2011	82	76

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1		See strategies under Math Goal	Johnson & Cothran	12/15/2010	10/31/2011	\$0 No Funding		
2	NCLB	District will provide RTI (AIMS web) program to identify students reading below grade level. District will train guidance counselors, teachers and staff on implementing, reporting and progress monitoring using research based program to identify low performing students. Training will include specifically identifying students and providing additional support for individual students on an identified need basis, for closing reading gaps.	Williams	8/1/2010	5/15/2011	\$13000 General Fund		