

**MARSHALL COUNTY  
SCHOOL IMPROVEMENT PLAN  
Year 2011 - 2012**

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Trent Lovett

Responsible Person

Kem Cothran

Contact Person

**Approved Date:**

12/15/2011

**Members or Committee:**

Russ Buchanan

Danny Davis

Stephen Flatt

Abby Griffy

Rocky Hudson

Ricky Jones

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# 2011 - 2012 SCHOOL IMPROVEMENT PLAN

## Executive Summary

### MARSHALL COUNTY

#### Mission

The mission and vision of a district provide a sense of direction for the future. A task force comprised of students, parents, staff and community is being organized in December of 2011 to review the mission, vision and beliefs of the Marshall County School District. The mission was last reviewed in the 2005 school year. This group will review/revise the district's current vision that states "The Marshall County School System is the premier school district in Kentucky" and mission that states "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, to insure that they articulate the attitudes, behaviors and commitments the district stakeholders must demonstrate to make the mission and vision a reality. The district beliefs were developed to demonstrate the core values of the stakeholders. "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

The District Improvement plan was developed by using data from Kentucky's Standards and Indicators for school improvement. This plan is written to include federal guidelines, state guidelines, Senate Bill 1 requirements, and AYP and KCCT data. Internal data sources such as Infinite Campus/SWIS data (behavioral, attendance, etc.) NWEA MAP data, Discovery ThinkLink data, common assessments, walkthrough data and other district level data were used to assess the district's needs. Objectives were developed at the district level using needs assessments from the sources listed. In 2010-2011, Marshall County Public Schools met 10 out of 13 target goals for 76.9% under the No Child Left Behind guidelines. Students with disabilities did not meet Annual Measurable Objective in reading and math, while free/reduced lunch students made AMO in reading, but not math. Data from the 2011 IPR and district level assessments have been analyzed with strengths, areas of growth, and recommendations have been developed.

#### Goals

Analysis from the 2011 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. The Learning Environment portion addresses behavioral and academic expectations which are measured by cultural surveys, attendance records, enforcement of rules and regulations in a consistent manner, and parent/staff communication. This plan emphasizes monitoring and providing assistance to staff to assure a more rigorous curriculum and implementation of multiple instructional strategies to enhance student learning. The district did not meet Reading or Math AYP goals for Students with Disabilities in 2010-2011, but did meet the Other Academic Indicator (Graduation Rate). The district's previous improvement plan has brought about increases in student achievement. The district expects continued student achievement for at-risk students with the implementation of specific interventions for students below grade level in Reading and Math.

#### Evaluation

The District Improvement Plan will be monitored and evaluated through Implementation and Impact data forms. Each component's goals, strategies and action steps will be evaluated three times per year. These results will be shared with central office staff, principals, parents, superintendent, Board of Education and through district publications. The 2009-2010 CDIP was focused on implementing and monitoring research strategies. The 2010-11 CDIP will focus on balanced assessment within each classroom, school level and individual student goal setting, and CHETL (Characteristics of Highly Effective Teaching and Learning) implementation. Marshall County Public Schools will conduct Implementation and Impact checks three times during the year to monitor the overall effectiveness of their plans. In addition, data from the Continuous Assessments (MAP, 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: Academic Performance**

**Component Manager: Kem Cothran Abby Griffy**

**Last Updated: 12/9/2011**

**School: MARSHALL COUNTY**

**Priority Need:**

The 2010 Program Review data indicated that there were not enough opportunities to grow professionally in the areas of Art/Humanities, Health, Physical Education, Library Media and Career and Consumerism.

There is a need for focused attention to the implementation of KRS 158 (Senate Bill 1) on the district and school level to ensure consistent implementation of school and district improvement that positively impacts student achievement.

**Goal:**

The District will support and increase professional development opportunities to build capacity within our district to support Program Review areas.

School improvement plans, K-PREP assessment results, number of students passing ACT Quality Core End of Course exams, percent of students meeting benchmark scores on EPAS (Explore, Plan and ACT) test, district graduation rate, and leadership meetings will reflect an intentional focus on the implementation and development of essential components of KRS. 158 (Senate Bill 1)

**Benchmark**

Measure	Subgroup	Date	Projected Data	Actual Data
Proficiency in Program Review Scoring	All Students	5/15/2012	100	
Subpopulations meet AYP or Safe Harbor on NCLB	All Students	5/15/2012	5	3
Increase number of Students scoring benchmark on Explore, Plan and ACT	All Students	5/15/2012	80	
Increase number of Students scoring at proficiency in Reading and Math	All Students	5/15/2012	100	77
Increase District Graduation Rate	All Students	5/15/2012	85	79

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	Both	Select school staff members to receive district professional development for the program review processes in Arts/Humanities/Practical Living and Career/Consumerism.	Abby Griffy	12/15/2011	5/15/2012	\$1000 PD	NI	Proficiency in program review areas.

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
2	Both	The district will send teacher representatives to Content Area Leadership Network (Mathematics, Language Arts and Science) meetings, principals to Kentucky Leadership Academy Meeting (WK COOP), Instructional support personnel and teachers to PIMSER (Partnership institute for Math and Science Education Reform) network meetings, and the superintendent meetings to facilitate system wide development and implementation of the components of Senate Bill 1.	Abby Griffy	8/5/2012	5/15/2012	\$2000 General Fund	IP	Increase student achievement.
3	Both	The District will supply resources to support the implementation of MAP testing in grades K through 5 to monitor student growth in reading and math, and to monitor individual skill levels.	Griffy	8/5/2011	5/15/2012	\$35,030 General Fund	I	Increase number of student scoring proficient in reading and math.
4	Both	District will supply resources to implement Discovery Thinklink Pre and Post assessments for ACT Quality Core End of Course tested areas. (English II, Algebra II, Biology and US History)	Cothran	8/5/2011	5/15/2012	\$23,358 General Fund	I	Increase number of students College and Career Ready.
5	Both	The District will support the use of Aimsweb probes to monitor progress of elementary students identified in math and reading for Response to Intervention services.	Griffy	8/15/2011	5/15/2012	\$5000 General Fund	I	Increase number of elementary students on target in math and reading.
6	Both	The District will provide professional development opportunities for all staff on the design and implementation of formative classroom assessments (Leslie Robertson) and on increasing student achievement by fostering student/teacher relationships (Dr. Brown).	Kem Cothran	8/5/2011	5/15/2012	\$7000 Title I	IP	Increase student achievement.
7	Both	The district will hire a Title 1 assistant to make home visits to Title 1 families with truancy issues.	Williamson	8/5/2011	5/15/2012	\$15,000 Title I	I	Increase student attendance and achievement.
8	Both	The District will participate in the new teacher evaluation system (Characteristics of Highly Effective Teaching and Learning) developed by the Kentucky Departments of Education in the high school, one middle school and one elementary school to help prepare for district wide implementation.	Griffy	8/5/2011	5/15/2012	\$0 No Funding	IP	Increase teacher effectiveness
9	Both	The district will pilot standard based grading in one elementary school in all subjects grades K through 5th to establish a reporting method that reflects accurate, fair and consistent student achievement results. Teachers trained in the process by Dr. Gerry Swann, Univeristy of Kentucky. All elementary schools will use standards based grading beginning August 2012.	Griffy	8/5/2011	5/15/2012	\$1400 General Fund	IP	Increased student learning.

**Component: Learning Environment**

**Component Manager: Trent Lovett**

**Last Updated: 12/9/2011**

**School: MARSHALL COUNTY**

**Priority Need:**

To refine/revise and continue to monitor the district wide behavioral intervention system (PBIS) used 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.

To conduct a safe schools assessment of the high school and one middle school using the Kentucky Center for School Safety, to determine areas of concern and stakeholder perceptions regarding safety.

**Goal:**

Review discipline data each nine weeks from all schools. Monitor annual goals including suspensions, alternative school and bus referrals for effective behaviors at the elementary, middle and high school level. Support schools in decreasing barriers to learning that significantly impact student achievement. To replace traditional discipline that focuses on student problem behavior/punishment with positive behavior supports.

Review recommendations from Kentucky Center of School Safety and responses from parents and students to make refinements to areas of concern regarding school safety.

**Benchmark**

Measure	Subgroup	Date	Projected Data	Actual Data
KCCT Scores	All Students	5/20/2012	100	
IC Data (Majors)	All Students	5/20/2012	75	160
SWISS Data (Minor)	All Students	12/8/2011	100	160
Safe School Report and Survey Data	All Students	5/15/2012	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	\$2,500 General Fund	IP	Decrease office referrals, increase student achievement
2		Meet with PBIS coaches monthly to review major and minor behavior infractions. Devise re-teach methods for each school.	Teague	8/5/2011	5/15/2012	\$0 No Funding	IP	Decrease behavioral referreals/Increase student achievement

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
3	Both	Conduct surveys from middle and high school students, staff members and parents regarding safety practices. Host site visit conducted by Kentucky Center for Safe School to determine commendations and areas of concern regarding safety practices. Review recommendations and make procedural changes as needed.	Lovett	8/5/2011	5/15/2012	\$0 No Funding	IP	Increased measures in all schools.

**Component: Math**

**Component Manager: Trent Lovett**

**Last Updated: 12/8/2011**

**School: MARSHALL COUNTY**

**Priority Need:**

According to the 2010 No Child Left Behind Annual Yearly Progress report, 71.45% of all students scored Proficient or Distinguished in Math on the 2010 Kentucky Core Content Test. In 2010 3.74% of students scored Novice in Math.

In May 2010, 2 out of 4 NCLB subgroups reached their NCLB Math proficiency target as measured on the Kentucky Core Content Test.

**Goal:**

On the 2012 Kentucky Performance Rating for Educational Progress Rating (K-PREP) test and the ACT Quality Core End of Course assessment 80.97% of all students will score Proficient or Distinguished in Math. The percentage of students scoring proficient or distinguished will increase by 9.52%. The percentage of students scoring novice in Math will reduce to 4.16%.

By May 2012, ALL NCLB subgroups will reach their NCLB Math proficiency target of 80.61 for elementary schools, 79.12 for middle schools and 79.94 for the high school, as measured on K-PREP and End of Course Assessments.

**Benchmark**

Measure	Subgroup	Date	Projected Data	Actual Data
ThinkLink-Secondary	All Students	1/30/2012	67	60
ThinkLink-Secondary	All Students	4/1/2012	74	60
MAP-Elementary	All Students	1/30/2012	70	64
MAP-Elementary	All Students	4/1/2012	76	64
KCCT/NCLB	All Students	9/15/2012	81	72

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	Both	District Leadership Team and PLC members will conduct learning walks in all schools providing feedback and resources to help schools improve instructional practices and increase student achievement. Team will utilize new walkthrough electronic instrument.	Lovett	8/5/2011	5/15/2012	\$0 No Funding \$0 No Funding	IP	Increase student achievement by giving prompt feedback on instructional practices.

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
2	Both	District PLC teams will meet regularly to monitor curriculum, develop learning targets, disaggregate common assessment data, and set goals related to student achievement. Increase collaboration vertically between schools and horizontally from school to school.	Lovett	12/15/2010	10/31/2011	\$28,800 General Fund	I	Learn collectively by working together.
3	Both	New teachers will attend 12 hours of professional development/coaching on classroom management tips, research based strategies, instructional technology tools and current information related to assessment.	Griffy & Cothran	12/15/2010	10/31/2011	\$0 No Funding	I	Improved teacher performance
4	Both	Individual students needing additional reading or math assistance 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. Funds distributed to each school based on ADA.	Cothran	8/5/2011	10/31/2011	\$82,791 ESS	I	Increase student achievement in reading and math.
5	Both	Train teachers on Lay the Foundation; Pre-Ap strategies to increase rigor in classroom instruction, increase the number of Pre-Ap and AP classes and increase number of students College/Career Ready.	Cothran	7/1/2011	5/15/2012	\$0 No Funding	I	Increase student achievement/Increase AP scores
6	Both	Elementary math teachers grades K-5 will meet regularly to align instruction to common core standards, share high quality lessons, and develop common assessments.	Griffy	8/5/2011	5/15/2012	\$3600 Title I - PD	I	Increase math proficiency
7	Both	Secondary math teachers grades 6-12 will meet regularly to align instruction to common core standards, share high quality lessons, and develop common assessments.	Cothran	8/5/2011	10/31/2011	\$2700 Title I - PD	I	Increase math proficiency

**Component: Math**

**Component Manager: Trent Lovett**

**Last Updated: 12/6/2011**

**School: MARSHALL COUNTY**

**Priority Need:**

In May 2011, 10 out of 13 NCLB subgroups reached their NCLB Math proficiency target as measured on the Kentucky Core Content Test.

**Goal:**

By May 2012, ALL NCLB subgroups will reach their NCLB Math proficiency target of 80.61 for elementary schools, 79.12 for middle schools and 79.94 for the high school, as measured on the Kentucky Performance Rating of Educational Progress (K-PREP).

**Benchmark**

Measure	Subgroup	Date	Projected Data	Actual Data
KCCT/NCLB Special Education	With Disability (ECE)	9/15/2012	59	49
KCCT/NCLB	Free/Reduced Lunch	9/15/2012	74	64
KCCT/NCLB	All Students	9/15/2012	81	72

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 benchmark data to set individual student assessment goals and monitor progress regularly.	Flatt	8/5/2011	5/15/2012	\$0 No Funding	IP	Increase math proficiency in special education
2	Both	Provide professional development to special education teachers on research based math strategies and the use of manipulatives to teach math.	Flatt	8/5/2011	5/15/2012	\$190 IDEA	IP	Increase numeracy skills of special education students.

**Component: Reading**

**Component Manager: Trent Lovett**

**Last Updated: 12/8/2011**

**School: MARSHALL COUNTY**

**Priority Need:**

In May 2011, the percentage of students scoring proficient or distinguished in Reading was 82.71% as measured on the Kentucky Core Content Test. In 2011, the percentage of students scoring Novice in Reading was 03.74% as measured on the Kentucky Core Content Test.

In May 2011, 3 out of 4 subgroups reached their No Child Left Behind Reading proficiency target as measured on the Kentucky Core Content Test.

**Goal:**

On the 2012 Kentucky Performance Rating of Educational Progress (K-PREP) test and the ACT Quality Core End of Course assessments 88.47% of all students will score Proficient or Distinguished. The percentage of students scoring proficient or distinguished will increase by 5.76%. The percentage of students scoring Novice in Reading will decrease in each subgroup to meet goal of 4.16%.

ALL NCLB subgroups will reach their NCLB Reading proficiency target of 86.82% for elementary schools and 86.4% for middle schools as measured on the Kentucky Performance Rating for Educational Progress (K-Prep) and 79.83% for Marshall County High school based on ACT Quality Core End of Course assessments.

**Benchmark**

Measure	Subgroup	Date	Projected Data	Actual Data
ThinkLink-Secondary	All Students	1/30/2012	80	72
ThinkLink-Secondary	All Students	4/1/2012	84	72
MAP-Elementary	All Students	1/30/2012	84	72
MAP-Elementary	All Students	4/1/2012	84	72
KCCT/NCLB	All Students	9/15/2012	88	72

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	Both	See Math Strategies 1 through 5.	Lovett	7/1/2011	5/15/2012	\$0 No Funding	I	Increase student achievement in Reading/Language Arts.

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
2	Both	Elementary reading teachers grades K-5 will meet regularly to align instruction to common core standards, share high quality lessons and develop common assessments. Science and Social Studies content will be through literacy.	Griffy	8/5/2011	5/15/2012	\$3600 Title I - PD	IP	Increase Reading/Language Arts achievement.
3	Both	Secondary reading/language arts teacher's grades 6-12 will meet regularly to align instruction to common core standards, share high quality lessons, and develop common assessments. Pacing guides will be used to monitor instructon.	Cothran	8/5/2011	5/15/2012	\$3900 Title I - PD	IP	Increase Reading/Language Arts achievement.

**Component: Reading**

**Component Manager: Trent Lovett**

**Last Updated: 12/8/2011**

**School: MARSHALL COUNTY**

**Priority Need:**

In May 2011, 3 out of 4 NCLB subgroups reached their NCLB Reading proficiency target as measured on the Kentucky Core Content Test.

**Goal:**

By May 2012, ALL NCLB subgroups will reach their NCLB Reading proficiency target of 86.82 for elementary schools, 86.4 for middle schools and 79.83 for Marshall County High School based on Kentucky Performance Rating of Educational Progress (K-PREP) and ACT Quality Core End of Course Assessments.

**Benchmark**

Measure	Subgroup	Date	Projected Data	Actual Data
KCCT/NCLB-Special Education	With Disability (ECE)	9/15/2012	65	55
KCCT/NCLB-Free and Reduced	Free/Reduced Lunch	9/15/2012	86	76
KCCT/NCLB	All Students	9/15/2012	88	83

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 apprentice on KCCT testing.	Flatt	12/15/2010	10/31/2011	\$0 No Funding \$2,178 IDEA	IP	Increase student achievement of Special Needs students in reading.