



# **Comprehensive District Improvement Plan**

## **Magoffin County**

Mr. Scott Helton, Superintendent  
109 Gardner Trail  
Salyersville, KY 41465

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## **Introduction**

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: <http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf>

Goals: <http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf>

Objectives: <http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf>

Strategies: <http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf>

Activities: <http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf>

Executive Summary: <http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf>

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

# **Phase I - Equitable Access to Effective Educators District Diagnostic**

## Introduction

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive District Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

<http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf>

**Equitable Access to Effective Educators - District**

Label	Assurance	Response	Comment	Attachment
District Equity Data (1)	<p>Complete the District Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration.                      *Self-selected data could come from a variety of sources. It should be relevant to the needs of the district. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data; TELL results; turnover data.                      **The district should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA).                      Follow the steps below:</p>	I acknowledge that I have uploaded the District Equity Data.		

**Provide a brief analysis the of district data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.**

Human Resources will work with the building principals to ensure staff being hired, to fill existing vacancies, meet the required highly qualified criteria.

**After the data analysis is complete, the district will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.**

Attracting middle school/ high school math and science certified teachers

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Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	<p>Complete the District Equity Goals tab for this diagnostic. Include at least one other self-selected indicator for consideration.</p> <p>*Self-selected data could come from a variety of sources. It should be relevant to the needs of the district. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data; TELL results; turnover data.</p> <p>**The district should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:</p>	I acknowledge that I have uploaded the District Equity Goals Data.		Magoffin

**Strategies and Activities** Equitable access to effective educators must be reflected in the Comprehensive District Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the district in meeting the goals set in the previous section. If there are strategies and activities within one of the five major goals of the CDIP, which adequately addresses equitable access, the district may select the appropriate goal, objective, strategies and activities.

OR

The district may create a new goal to address equitable access to effective educators. Once a new goal has been created, the district will need to include appropriate objectives, strategies and activities.

The district may choose to provide an optional narrative response to include any additional information, but this is not required.

## Goal 1:

Equitable Distribution

### Measurable Objective 1:

demonstrate a proficiency to ensure 100% of students are taught by a highly qualified teacher by 06/30/2017 as measured by district screening data.

### Strategy1:

Highly Qualified Teachers - All teachers employed by Magoffin County Schools will meet the required NCLB Highly Qualified criteria; if they don't meet it initially, they will be provided with support to meet the established criteria.

Category: Human Capital Management

Research Cited:

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Activity - Review of Teachers Certification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Curriculum director will work with the building principals to ensure staff being hired , to fill existing vacancies , meet the required highly qualified criteria.	Recruitment and Retention	08/01/2016	06/30/2017	\$0 - No Funding Required	Curriculum Director Principals

# **Phase I - GAP Target Assurance**

## **Introduction**

Pursuant to KRS 158.649 (9) The superintendent shall report to the commissioner of education if a school fails to meet its targets to reduce the gap in student achievement for any student group for two (2) consecutive years. The schools improvement plan shall be subject to review and approval by the Kentucky Department of Education and the school shall submit an annual status report. The Department of Education may provide assistance to schools as it deems necessary to assist the school in meeting its goals.

Gap Target Assurance

Label	Assurance	Response	Comment	Attachment
	As superintendent of the district, I hereby certify that:	The following school(s) have failed to meet their gap target for two (2) consecutive years and are listed in the text box provided below	Herald Whitaker Middle School	

# **Phase I - Needs Assessment**

## **Introduction**

The purpose of the School District (system) Needs Assessment is to use data and information to prioritize allocation of resources and activities.

## Data Analysis

**What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?**

**What does the data/information not tell you?**

Multiple forms of data and information were available for review and analyze when preparing our District Improvement Plan. The K-PREP state assessment, CCR (PLAN, EXPLORE, ACT, and other college/career readiness exams) data, Discovery Ed., Program Review Data, and STAR data are sources of information that allow us to closely monitor student achievement. In addition, non-academic data, such as attendance, retention, PGES, equity, and the Kentucky TELL survey provide additional information. E-Walk-throughs provides data on our instruction and assessment practices in classrooms throughout the district.

What does the data/information tell us?

- \* The data tells us in reading the high school met their target (51.7) by scoring a 57.0 in reading proficient/distinguished and the middle school ( 56.2) by scoring 51.1 and elementary schools(60.0) by scoring 55.8 did not meet their target in reading proficient/distinguished.
- \* The data tells us in math the elementary met their proficient/distinguished target(45.5) by scoring 47.0 and the middle (48.9) by scoring 37.1 and high school( 28.9) by scoring 20.9 did not meet their proficient/distinguished target.
  
- \* Elementary reading proficient/distinguished will need to increase 9.2% in 2017 to meet their target of 65.0.
- \* Middle school reading proficient/distinguished will need to increase 10.6% in 2017 to meet their target of 61.7.
- \* High school reading proficient/distinguished scores will need to increase .7% in 2017 to meet their target of 57.7.
- \* Elementary schools math proficient/distinguished scores will need to increase 5.3% in 2017 to meet their target of 52.3.
- \* Middle school math proficient/distinguished scores will need to increase 18.2% in 2017 to meet their target of 55.3.
- \* High school math proficient/distinguished scores will need to increase 16.9% in 2017 to meet their target of 37.8

What does the data not tell us?

- How our demographics are changing?
- Do teachers have the resources and tools they need to be successful?
- How we are supporting the transitions from building to building? school to school?
- How are formative assessment is being used to guide instruction?
- Are PLC's being utilized to guide instruction in schools?

Through data analysis, it is apparent that our school district is progressing because our school district is classified, for the first time ever, Proficient overall. Even though we are seeing gains, some of the gains are not as large as we would like to see them, nor are we progressing as quickly as we would like to in certain areas.

Analysis of TELL survey data highlights teachers' need for more professional learning opportunities involving differentiation strategies, closing the achievement gap, technology integration and student assessment. This analysis led to many of the strategies and activities that were integrated into our district and school improvement plans.

Our school district will increase professional learning opportunities that provide an in-depth look at writing standards and provide teachers with strategies for teaching real-world writing skills.



## Areas of Strengths

**What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?**

We consider our personnel as the district's greatest strength. TELL survey results revealed that ninety-eight percent of our district staff report they are encouraged to try new things to improve instruction, while a higher percentage than the state average feel they are provided with the autonomy to make decisions about instructional delivery. We offer leadership opportunities through our District Leadership Team, content and program review lead opportunities, and encourage our teachers to obtain National Board Certification.

The structure of Professional Learning Communities has enabled us to embrace the emphasis on learning, collaboration, and data-driven instruction. In order to move forward, we continue to grow our PLC concept by ensuring that teachers collaborate across the district and across all grade-levels. We have one elementary schools currently identified as Proficient/progressing, while our high school and school district are classified as Proficient for the first time.

Our College-and-Career Readiness score has had huge gains over the past couple of years, increasing from 25.38% during the 2011-2012 school year to 75% for the 2015-2016 school year. To continue this trend, the district will encourage increasing student participation in Career Preparation Programs through college visits, career days, and Operation Preparation. Support systems within the Professional Growth and Effectiveness System have been utilized in order to ensure that successful, effective teachers and leaders are in every school building.

- The high school didn't meet their delivery target in math; however, they did increase the percentage of students scoring proficiency in reading from 43.6% to 57.0% which is a 13.4% increase, meeting their delivery target.
- The middle school didn't meet their delivery target in reading; however, they did increase the percentage of students scoring proficiency in reading from 33.3% to 38.4% which is a 5.1% increase.
- The middle school didn't meet their delivery target in math; however, they did increase the percentage of students scoring proficiency in math from 24.4% to 28.9 which is a 4.5% increase.

It is a priority for our school district to prepare our students to enter a diverse society with the skill-set necessary to succeed. In order to sustain our areas of strength, we realize that we must put time, effort, and finances toward instructional materials, professional learning opportunities, staff/student celebrations, and collaborative efforts that will build and increase teacher leader and administrator capacity.

## Opportunities for Improvement

### What were areas in need of improvement? What plans are you making to improve the areas of need?

Improvement in mathematics and reading is recognized through data disaggregation of K-PREP and on-going state and school-level formative assessments. District initiatives will support and focus improvement in the areas of closing the gaps, increasing achievement, increasing growth, and reducing Novice scores. PLC's will evaluate data from classroom assessments, STAR assessments, Discovery Ed., Study Island, and IXL for progress monitoring in reading and math. The school district will support teachers by developing a horizontal and vertical alignment of reading and mathematics. The district will also encourage differentiation, offer training for ways to increase student engagement, and foster a deeper learning that develops students' abilities to reason, understand and apply reading and mathematical concepts.

Committees of teachers will work together to create, implement, and refine district-wide mathematics and reading benchmark assessments, which will narrow our focus on specific skills where students may be lacking or excelling, in order to provide targeted interventions and extensions.

In response to findings from data analysis, reading and writing instruction will be targeted areas of improvement across the school district. Teachers continue to build LDC modules in order to create literacy-rich experiences for students across content areas. Our LDC experiences will be extended by providing teachers, who have written and taught at least one LDC module, the opportunity to become coaches for teachers new to the LDC process. To further extend this work into other content areas, teachers will create LDC modules centered around Kentucky's new science standards. District Leadership will continue to focus on developing a common approach to teaching writing across grade levels and content areas through common graphic organizers and writing strategies.

In order to close the achievement gap, our school district also has plans to increase teacher's knowledge and implementation of response to intervention and differentiated teaching strategies. Our strategies and activities will involve revisions to our District RTI Plan, as well as increased conversations with building leaders about benchmark expectations for moving between Tiers. We would like to offer our teachers additional training in co-teaching, differentiation techniques, and strategies for closing the achievement gap due to identification of these needs through state assessment data analysis and teacher input from TELL survey feedback.

Our school district will address these areas of improvement:

1. Implement weekly academic-focused Principal PLC meetings.
2. Development of a teacher leader program.

Develop a district-wide teacher leader program during the 2016-2017 school year. The Kentucky Framework for Teaching will provide the basis for assistance offered to non-tenured teachers. Peer observations and coaching will take place throughout the school year, with a follow-up meeting at the end of the school year.

3. Utilization of data to improve instructional practices.

Our school district utilizes Brigrance, STAR, IXL, Study Island and Discovery Ed. and state assessment data to identify areas of weakness, focus on response to intervention, and aide in professional learning initiatives. During monthly Principal PLC meetings (and one-on-one meetings with principals), we will analyze district-wide and school-wide STAR data, state assessment data, Kindergarten Readiness data, as well as additional academic and non-academic data sets.

4. District-wide common summative and benchmark mathematics and reading assessments have been valuable formative assessment tools for identifying strengths and weaknesses at each school and district-wide. To further improve instructional practices, all of our district office administrators and principals utilize the Studying Your Scores resources provided by KASC, which allows individual schools to take an in-  
SY 2016-2017

depth look at their test scores through specific content graphs/trend data and complete a needs assessment to aide in the improvement planning process.

5. Evaluation process of Professional Development for effectiveness in improving student learning and instructional practices.

Evaluation procedures for effectiveness of Professional Development in improving student learning and instructional practices includes analyzing on-going data gathered through the Teacher Professional Growth and Effectiveness System, as well as tracking student achievement and growth using formative assessment data, Discovery Ed., IXL, Study Island, STAR, and state assessment data.

## **Oversight and Monitoring**

### **Describe your processes and interventions for monitoring continuous improvement.**

As a district, we want to focus our work on the four critical questions of a PLC.

Those questions include:

1. What is it we expect our students to learn?
2. How will we know when they have learned it?
3. How will we respond when some students do not learn?
4. How will we respond when some students already know it?

The school and district leadership teams will monitor the implementation of these critical questions in each building through the walk-through process and observations of PLC meetings. Principal PLC meetings will highlight an academic focus or initiative. District-wide goals and objectives for improvement will be revisited at these meetings, in order to guarantee a constant focus on continuous improvement throughout the school year. Principals will have on-going opportunities to discuss best practices and share what is working in their buildings. This process brings an element of accountability, as well as a forum in which principals can learn from one another.

Collection and analysis of frequent data points in the classroom is essential for monitoring continuous improvement. Frequent analysis of data from IXL, Study Island, Discovery Ed., STAR, common assessments in CIITS, and frequent formative and summative classroom assessments will be encouraged. Resources have been provided for such monitoring.

Principals, and their building staff, will be expected to have specific plans for students not showing growth over the course of the school year. Intervention strategies, and blocks of time during the day, will be used to meet the individual needs of students not making adequate progress.

## **Conclusion**

**Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?**

An initial review of the areas designated for improvement will be conducted during District Leadership and Principal PLC meetings. District personnel identified as responsible staff for implementation will review the timeline for completion of their various activities. As stated previously, these areas for improvement will be a focus of discussion, not just at one meeting, but during all Leadership and Principal PLC meetings. At monthly meetings, areas noted for improvement in our CDIP and the schools' individual CSIPs, will be topics of on-going conversation. District-wide administrators will hold one another accountable for meeting the yearly objectives that were identified during our planning process. Weekly discussions and shared responsibility will keep us focused on continuous improvement and keep our planned activities and strategies a priority at all times. Principals are the instructional leaders of the school.

# **2016-17 Plan for Comprehensive District Improvement Plan**

## **Overview**

### **Plan Name**

2016-17 Plan for Comprehensive District Improvement Plan

### **Plan Description**

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the average combined reading and math proficiency ratings for elementary students in the non duplicated gap group from 48.8% to 70.5%, middle school from 41.0% to 70.4%, high school from 32.5% to 62.7% in 2020.	Objectives: 2 Strategies: 5 Activities: 5	Organizational	\$76000
2	Increase the average Freshman Graduation Rate from 93.3% to 100% by 2020.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$2000
3	Increase the percentage of students who are college and career ready from 74.4% to 83.5% by 2020.	Objectives: 1 Strategies: 3 Activities: 8	Organizational	\$12000
4	Reduce the percentage of students scoring novice in reading and math by 50% in 2020.	Objectives: 2 Strategies: 1 Activities: 2	Organizational	\$0
5	Equitable Distribution	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
6	Increase the percentage of combined reading and math students scoring proficiency in elementary from 51.4% to 70.5%, middle school from 44.1% to 70.2% and high school from 39.0% to 62.7% in 2020	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

**Goal 1: Increase the average combined reading and math proficiency ratings for elementary students in the non duplicated gap group from 48.8% to 70.5%, middle school from 41.0% to 70.4%, high school from 32.5% to 62.7% in 2020.**

**Measurable Objective 1:**

collaborate to increase the average combined reading and math proficiency ratings for all students in the non duplicated gap group from (ES) 48.8 to 58.7; (MS) 41.0 to 58.6; and (HS) 32.5 to 47.7 by 06/30/2017 as measured by state assessment..

**Strategy 1:**

Systematic Approach to Gap - Develop a systematic approach to establish a learning culture and environment that ensures all students are identified so they can be monitored for growth toward proficiency in reading and math as measured by formative, summative, Discovery Ed. IXL, Study Island assessments on a monthly basis in order to close the achievement gap of students.

Category: Continuous Improvement

Activity - GAP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RTI leaders at each school target low performing students monthly and clearly communicate interventions that include universal screenings, formative assessments with data collections and analysis in PLC's.  Schools: All Schools	Academic Support Program, Direct Instruction	08/08/2016	06/30/2017	\$0	No Funding Required	RTI Teachers-Principal-PLC's

**Strategy 2:**

Characteristics of Highly Effective Teaching and Learning (CHETL) - Teachers will revisit CHETL document and more fully implement the teacher characteristics that have been organized around the following components: learning climate; classroom assessment and reflection; instructional rigor and student engagement; instructional relevance; and knowledge of content.

Category: Professional Learning & Support

Research Cited: CHETL

Activity - PLC"s Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During PLC's teachers will discuss how to best implement CHETL strategies into their classrooms  Schools: All Schools	Professional Learning	08/08/2016	06/30/2017	\$0	No Funding Required	Principal-ELA and Math Teachers Instructional Supervisor

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### Strategy 3:

Extended School Services - Low achieving students in all core academic areas will receive ESS instruction at varying times including before, during, and/or after school to extend and enrich the regular classroom instruction.

Category: Continuous Improvement

Activity - ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Low achieving students in all core academic areas will receive ESS instruction at varying times including before, during, and/or after school to extend and enrich the regular classroom instruction.  Schools: All Schools	Academic Support Program	08/08/2016	06/30/2017	\$76000	School Council Funds	District ESS Coordinator Building ESS Coordinators ESS teachers Principals

### Strategy 4:

Response to Intervention - Face-to-face trainings for building principals on updated RTI Interventions during monthly principal meetings.

Category: Continuous Improvement

Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identifying students at the novice level who can be bumped to the apprentice level with intervention by providing title I services a half day at each Title I schools  Schools: North Magoffin Elementary, Salyersville Grade School, Herald Whitaker Middle School, South Magoffin Elementary	Academic Support Program	08/08/2016	06/30/2017	\$0	No Funding Required	Bronna Francis

### Measurable Objective 2:

demonstrate a behavior to provide support to elementary and preschool building administrators along with Kindergarten and preschool teachers on how to utilize the Brigance Assessment Data to determine the response to intervention strategies for students "not ready" by 06/30/2017 as measured by assessment data.

### Strategy 1:

Kindergarten Readiness - District will provide support to elementary and preschool building administrators along with Kindergarten and preschool teachers on how to utilize the Brigance Assessment Data to determine the response to intervention strategies for students "not ready" for kindergarten.

Category: Early Learning

Activity - Brigance Assessment Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District will provide support to elementary and preschool building administrators along with Kindergarten and preschool teachers on how to utilize the Brigrance Assessment Data to determine the response to intervention strategies for students "not ready" for kindergarten  Schools: North Magoffin Elementary, Salyersville Grade School, South Magoffin Elementary	Academic Support Program, Direct Instruction	08/08/2016	06/30/2017	\$0	No Funding Required	Special Education Director Principals Pre-school and Kindergarten Teachers
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## Goal 2: Increase the average Freshman Graduation Rate from 93.3% to 100% by 2020.

### Measurable Objective 1:

collaborate to increase graduation rate from 93.3 to 95.5% by 06/30/2016 as measured by AFGR.

### Strategy 1:

Freshman Graduation Rate - \* Career Readiness Pathways \* Persistence to Graduation \* Targeted Interventions

Develop an early warning system to establish a learning culture and environment by identifying and monitoring, on a monthly basis, students who may be endanger of failing a grade level or not graduating on-time according to the Persistence to Graduation Report, formative data, attendance, and behavior to make sure students are on target to graduate on time.

Category: Persistence to Graduation

Activity - ILP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ILP's are updated each school year. Students use the data collected during updates to determine career paths and to schedule classes in high school. Utilize the ILP in order to place freshman in CTE courses aligned with their career interests.  Schools: Magoffin County High School, Herald Whitaker Middle School	Policy and Process	08/08/2016	06/30/2017	\$0	No Funding Required	Counselors

Activity - College Visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All grade levels will visit different colleges/universities on a rotating basis.  Schools: Magoffin County High School, Herald Whitaker Middle School	Field Trip	08/08/2016	06/30/2017	\$2000	School Council Funds	Counselors

Activity - School Public Relations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Increase public relations activities with middle school, including tours, presentations, discussions on college and CTE opportunities at the high school. Both schools will work with CTE programs and colleges to provide opportunities for students to be exposed to post-secondary opportunities.	Career Preparation/Orientation	08/08/2016	06/30/2017	\$0	Other	Principals-Counselors and staff
Schools: Magoffin County High School, Herald Whitaker Middle School						

Activity - Program Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
FRYSC and DPP will provide services to link parents with needed resources in order to increase school attendance which will help reduce the dropout rate.	Parent Involvement	08/08/2016	06/30/2017	\$0	School Council Funds	DPP FRYSC Directors
Schools: All Schools						

### Goal 3: Increase the percentage of students who are college and career ready from 74.4% to 83.5% by 2020.

#### Measurable Objective 1:

collaborate to increase the college and career ready percentage from 74.4% to 77.0% by 06/01/2017 as measured by the Unbridled Learning CCR formula..

#### Strategy 1:

Academic and Career Advising - Counselors will monitor the progress of the Student ILP's and utilize KCAS, career/technical standards as monitored in lesson plans/activities, curriculum maps and pacing guides. All stakeholders will be educated on pathways and ILP's during advise/advisor meetings.

Category: Career Readiness Pathways

Research Cited: Academic and Career Readiness Testing

Activity - Develop, Promote, Implement, and Update ILP's for all 6-12th grade students.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will research various careers, colleges, and programs that are of interest to them. During ILP updates, students explore different career paths and colleges.	Career Preparation/Orientation	08/01/2016	06/30/2017	\$0	No Funding Required	Counselors and advisors at each school.
Schools: Magoffin County High School, Herald Whitaker Middle School						

Activity - Field Trips	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will tour local colleges where they will receive information on higher education opportunities.	Career Preparation/Orientation	08/08/2016	06/30/2017	\$7000	Other	Counselors
Schools: Magoffin County High School, Herald Whitaker Middle School						

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## Strategy 2:

Testing - Students will take test for their appropriate grade level to determine their readiness for career/college. Data will be evaluated and discussed in PLC's to determine necessary interventions to keep students on target for graduation.

Category: Career Readiness Pathways

Research Cited: KOSA, ACT

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data analysis throughout the year is done by individual teachers and through PLC's, interventions will be used to ensure students stay on target for graduation.  Schools: Magoffin County High School, Herald Whitaker Middle School	Academic Support Program, Direct Instruction	08/08/2016	06/30/2017	\$0	No Funding Required	Building Assessment Coordinators Assessment Team at each school site Counselors Teachers

Activity - Student Conference	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Counselors and/or teachers will discuss students' test results with them individually and scores are discussed as a class. Students can request conferences on individual scores.  Schools: Magoffin County High School, Herald Whitaker Middle School	Other	08/08/2016	06/30/2017	\$0	No Funding Required	Building Assessment Coordinators Counselors Principals Classroom Teachers

Activity - Parent Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Schools has Open House at least 3 times per year. This opportunity allows teachers to communicate with parents about student progress and discuss interventions for students not meeting benchmarks.  Schools: Magoffin County High School, Herald Whitaker Middle School	Parent Involvement	08/08/2016	06/30/2017	\$0	No Funding Required	Building Assessment Coordinators Principals Counselors Classroom Teachers

Activity - Targeted Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students not meeting benchmarks get interventions and seniors are targeted for transitional courses to ensure graduation.  Schools: Magoffin County High School, Herald Whitaker Middle School	Academic Support Program	08/08/2016	06/30/2017	\$0	No Funding Required	Classroom teachers ESS Instructors Principals

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Magoffin County

Activity - Use Scores to Adjust Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building Assessment Coordinators will attend trainings and deliver information to teachers on how to use scores to adjust instruction.  Schools: All Schools	Professional Learning, Direct Instruction	08/08/2016	06/30/2017	\$2000	School Council Funds	Building Assessment Coordinators Counselors

### Strategy 3:

Career and Technical Center -

The Career and Technical Center will support College and Career readiness.

Category:

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on identified individual needs of teachers, professional development on effective teaching strategies will be provided for all staff during the summer and on going thought-out the year for ways to include college and careers into their monthly lesson plans.  Schools: All Schools	Professional Learning	08/08/2016	06/30/2017	\$3000	Perkins	Career and Technical Director Career Tech Teachers Principals Instructional Supervisor

## Goal 4: Reduce the percentage of students scoring novice in reading and math by 50% in 2020.

### Measurable Objective 1:

collaborate to reduce the percentage of all students scoring novice in elementary Reading from 20.1% to 16.75%, middle school Reading from 24.9% to 21.5% and high school Reading from 37% to 33.7% by 08/30/2017 measured by state assessments. by 08/30/2017 as measured by state assessments.

### (shared) Strategy 1:

Utilizing Novice Student Data - Student data with regards to novice performance will be analyzed and shared with each school utilizing Study Island, STAR, formative common assessments, benchmarks, and student growth goal data on a monthly basis..

Category: Continuous Improvement

Activity - Instructional Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive District Improvement Plan

Magoffin County

Instructional team leaders will research and select high yield instructional strategies at least 1 each month to model and share with school leadership and then with other teachers in their grade level.  Schools: All Schools	Academic Support Program	08/08/2016	06/30/2017	\$0	No Funding Required	Instructional Supervisor Principals Grade Level Teacher Leaders
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Activity - Novice Reduction Trainings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The department of curriculum and instruction attended a 6 hour novice reduction training provided by KDE in November. This training was to familiarize districts on the new novice reduction initiative. The district will provide a follow up training with the novice reduction specialists (building assessment coordinators) at each school.  Schools: All Schools	Academic Support Program, Professional Learning	11/08/2016	06/30/2017	\$0	No Funding Required	District Assessment Coordinator Instructional Supervisor Principals

### Measurable Objective 2:

collaborate to reduce the percentage of all students scoring novice in elementary math from 18.0% to 15.0%, middle school, 21.3% to 14.2% and high school from 50.7% to 33.8% by 06/30/2017 as measured by Study Island, IXL, formative assessments, and Discovery Ed. .

### (shared) Strategy 1:

Utilizing Novice Student Data - Student data with regards to novice performance will be analyzed and shared with each school utilizing Study Island, STAR, formative common assessments, benchmarks, and student growth goal data on a monthly basis..

Category: Continuous Improvement

Activity - Instructional Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional team leaders will research and select high yield instructional strategies at least 1 each month to model and share with school leadership and then with other teachers in their grade level.  Schools: All Schools	Academic Support Program	08/08/2016	06/30/2017	\$0	No Funding Required	Instructional Supervisor Principals Grade Level Teacher Leaders

Activity - Novice Reduction Trainings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The department of curriculum and instruction attended a 6 hour novice reduction training provided by KDE in November. This training was to familiarize districts on the new novice reduction initiative. The district will provide a follow up training with the novice reduction specialists (building assessment coordinators) at each school.  Schools: All Schools	Academic Support Program, Professional Learning	11/08/2016	06/30/2017	\$0	No Funding Required	District Assessment Coordinator Instructional Supervisor Principals

## Goal 5: Equitable Distribution

### Measurable Objective 1:

demonstrate a proficiency to ensure 100% of students are taught by a highly qualified teacher by 06/30/2017 as measured by district screening data.

### Strategy 1:

Highly Qualified Staff - All teachers employed by Magoffin County Schools will meet the required Highly Qualified criteria; if they don't meet it initially, they will be provided with support to meet the established criteria.

Category: Human Capital Management

Activity - Review of Teachers Certificatification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Curriculum director will work with the building principals to ensure staff being hired, to fill existing vacancies, meet the required highly qualified criteria.  Schools: All Schools	Recruitment and Retention	08/01/2016	06/30/2017	\$0	No Funding Required	Instructional Supervisor Principals

## Goal 6: Increase the percentage of combined reading and math students scoring proficiency in elementary from 51.4% to 70.5%, middle school from 44.1% to 70.2% and high school from 39.0% to 62.7% in 2020

### Measurable Objective 1:

demonstrate a proficiency Increase the percentage of students scoring proficiency in reading and math for elementary from 51.4% to 58.7.0%, middle school from 44.1% to 58.6%, high school from 39.0% to 47.7% by 2017 by 08/01/2017 as measured by assessment results..

### Strategy 1:

Staff training for curriculum alignment - Continue to provide training for teachers on implementation of district curriculum maps, pacing guides and standards based instruction. Meeting at a minimum, quarterly, with teacher leaders to discuss progress and revisions if necessary.

Category: Professional Learning & Support

Research Cited: Marzano

Activity - Teacher Leader Cadre Curriculum Allignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**Comprehensive District Improvement Plan**

Magoffin County

Teacher leaders from each grade level will meet quarterly to work on grade level curriculum and pacing guides. Standard based report cards will be developed.  Schools: All Schools	Professional Learning	08/15/2016	05/04/2017	\$0	No Funding Required	Instructional Supervisor Principals Teacher Leaders
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## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Use Scores to Adjust Instruction	Building Assessment Coordinators will attend trainings and deliver information to teachers on how to use scores to adjust instruction.	Professional Learning, Direct Instruction	08/08/2016	06/30/2017	\$2000	Building Assessment Coordinators Counselors
College Visits	All grade levels will visit different colleges/universities on a rotating basis.	Field Trip	08/08/2016	06/30/2017	\$2000	Counselors
Program Collaboration	FRYSC and DPP will provide services to link parents with needed resources in order to increase school attendance which will help reduce the dropout rate.	Parent Involvement	08/08/2016	06/30/2017	\$0	DPP FRYSC Directors
ESS	Low achieving students in all core academic areas will receive ESS instruction at varying times including before, during, and/or after school to extend and enrich the regular classroom instruction.	Academic Support Program	08/08/2016	06/30/2017	\$76000	District ESS Coordinator Building ESS Coordinators ESS teachers Principals
<b>Total</b>					<b>\$80000</b>	

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
School Public Relations	Increase public relations activities with middle school, including tours, presentations, discussions on college and CTE opportunities at the high school. Both schools will work with CTE programs and colleges to provide opportunities for students to be exposed to post-secondary opportunities.	Career Preparation/Orientation	08/08/2016	06/30/2017	\$0	Principals-Counselors and staff
Field Trips	Students will tour local colleges where they will receive information on higher education opportunities.	Career Preparation/Orientation	08/08/2016	06/30/2017	\$7000	Counselors
<b>Total</b>					<b>\$7000</b>	

### No Funding Required

# Comprehensive District Improvement Plan

Magoffin County

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Leader Cadre Curriculum Allignment	Teacher leaders from each grade level will meet quarterly to work on grade level curriculum and pacing guides. Standard based report cards will be developed.	Professional Learning	08/15/2016	05/04/2017	\$0	Instructional Supervisor Principals Teacher Leaders
Instructional Strategies	Instructional team leaders will research and select high yield instructional strategies at least 1 each month to model and share with school leadership and then with other teachers in their grade level.	Academic Support Program	08/08/2016	06/30/2017	\$0	Instructional Supervisor Principals Grade Level Teacher Leaders
Parent Communication	Schools has Open House at least 3 times per year. This opportunity allows teachers to communicate with parents about student progress and discuss interventions for students not meeting benchmarks.	Parent Involvement	08/08/2016	06/30/2017	\$0	Building Assessment Coordinators Principals Counselors Classroom Teachers
Brigance Assessment Data	District will provide support to elementary and preschool building administrators along with Kindergarten and preschool teachers on how to utilize the Brigance Assessment Data to determine the response to intervention strategies for students "not ready" for kindergarten	Academic Support Program, Direct Instruction	08/08/2016	06/30/2017	\$0	Special Education Director Principals Pre-school and Kindergarten Teachers
Data Analysis	Data analysis throughout the year is done by individual teachers and through PLC's, interventions will be used to ensure students stay on target for graduation.	Academic Support Program, Direct Instruction	08/08/2016	06/30/2017	\$0	Building Assessment Coordinators Assessment Team at each school site Counselors Teachers
Targeted Intervention	All students not meeting benchmarks get interventions and seniors are targeted for transitional courses to ensure graduation.	Academic Support Program	08/08/2016	06/30/2017	\$0	Classroom teachers ESS Instructors Principals
Novice Reduction Trainings	The department of curriculum and instruction attended a 6 hour novice reduction training provided by KDE in November. This training was to familiarize districts on the new novice reduction initiative. The district will provide a follow up training with the novice reduction specialists (building assessment coordinators) at each school.	Academic Support Program, Professional Learning	11/08/2016	06/30/2017	\$0	District Assessment Coordinator Instructional Supervisor Principals

## Comprehensive District Improvement Plan

Magoffin County

Develop, Promote, Implement, and Update ILP's for all 6-12th grade students.	Students will research various careers, colleges, and programs that are of interest to them. During ILP updates, students explore different career paths and colleges.	Career Preparation/Orientation	08/01/2016	06/30/2017	\$0	Counselors and advisors at each school.
PLC's Meetings	During PLC's teachers will discuss how to best implement CHETL strategies into their classrooms	Professional Learning	08/08/2016	06/30/2017	\$0	Principal-ELA and Math Teachers Instructional Supervisor
GAP	RTI leaders at each school target low performing students monthly and clearly communicate interventions that include universal screenings, formative assessments with data collections and analysis in PLC's.	Academic Support Program, Direct Instruction	08/08/2016	06/30/2017	\$0	RTI Teachers-Principal-PLC's
RTI	Identifying students at the novice level who can be bumped to the apprentice level with intervention by providing title I services a half day at each Title I schools	Academic Support Program	08/08/2016	06/30/2017	\$0	Bronna Francis
Review of Teachers Certification	Curriculum director will work with the building principals to ensure staff being hired, to fill existing vacancies, meet the required highly qualified criteria.	Recruitment and Retention	08/01/2016	06/30/2017	\$0	Instructional Supervisor Principals
Student Conference	Counselors and/or teachers will discuss students' test results with them individually and scores are discussed as a class. Students can request conferences on individual scores.	Other	08/08/2016	06/30/2017	\$0	Building Assessment Coordinators Counselors Principals Classroom Teachers
ILP	ILP's are updated each school year. Students use the data collected during updates to determine career paths and to schedule classes in high school. Utilize the ILP in order to place freshman in CTE courses aligned with their career interests.	Policy and Process	08/08/2016	06/30/2017	\$0	Counselors
<b>Total</b>					<b>\$0</b>	

### Perkins

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Based on identified individual needs of teachers, professional development on effective teaching strategies will be provided for all staff during the summer and on going thought-out the year for ways to include college and careers into their monthly lesson plans.	Professional Learning	08/08/2016	06/30/2017	\$3000	Career and Technical Director Career Tech Teachers Principals Instructional Supervisor
<b>Total</b>					<b>\$3000</b>	

## Activity Summary by School

Below is a breakdown of activity by school.

### All Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PLC's Meetings	During PLC's teachers will discuss how to best implement CHETL strategies into their classrooms	Professional Learning	08/08/2016	06/30/2017	\$0	Principal-ELA and Math Teachers Instructional Supervisor
Program Collaboration	FRYSC and DPP will provide services to link parents with needed resources in order to increase school attendance which will help reduce the dropout rate.	Parent Involvement	08/08/2016	06/30/2017	\$0	DPP FRYSC Directors
Use Scores to Adjust Instruction	Building Assessment Coordinators will attend trainings and deliver information to teachers on how to use scores to adjust instruction.	Professional Learning, Direct Instruction	08/08/2016	06/30/2017	\$2000	Building Assessment Coordinators Counselors
Professional Development	Based on identified individual needs of teachers, professional development on effective teaching strategies will be provided for all staff during the summer and on going thought-out the year for ways to include college and careers into their monthly lesson plans.	Professional Learning	08/08/2016	06/30/2017	\$3000	Career and Technical Director Career Tech Teachers Principals Instructional Supervisor
ESS	Low achieving students in all core academic areas will receive ESS instruction at varying times including before, during, and/or after school to extend and enrich the regular classroom instruction.	Academic Support Program	08/08/2016	06/30/2017	\$76000	District ESS Coordinator Building ESS Coordinators ESS teachers Principals
Instructional Strategies	Instructional team leaders will research and select high yield instructional strategies at least 1 each month to model and share with school leadership and then with other teachers in their grade level.	Academic Support Program	08/08/2016	06/30/2017	\$0	Instructional Supervisor Principals Grade Level Teacher Leaders

## Comprehensive District Improvement Plan

Magoffin County

Novice Reduction Trainings	The department of curriculum and instruction attended a 6 hour novice reduction training provided by KDE in November. This training was to familiarize districts on the new novice reduction initiative. The district will provide a follow up training with the novice reduction specialists (building assessment coordinators) at each school.	Academic Support Program, Professional Learning	11/08/2016	06/30/2017	\$0	District Assessment Coordinator Instructional Supervisor Principals
Review of Teachers Certification	Curriculum director will work with the building principals to ensure staff being hired, to fill existing vacancies, meet the required highly qualified criteria.	Recruitment and Retention	08/01/2016	06/30/2017	\$0	Instructional Supervisor Principals
Teacher Leader Cadre Curriculum Allignment	Teacher leaders from each grade level will meet quarterly to work on grade level curriculum and pacing guides. Standard based report cards will be developed.	Professional Learning	08/15/2016	05/04/2017	\$0	Instructional Supervisor Principals Teacher Leaders
GAP	RTI leaders at each school target low performing students monthly and clearly communicate interventions that include universal screenings, formative assessments with data collections and analysis in PLC's.	Academic Support Program, Direct Instruction	08/08/2016	06/30/2017	\$0	RTI Teachers- Principal- PLC's
<b>Total</b>					<b>\$81000</b>	

### South Magoffin Elementary

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
RTI	Identifying students at the novice level who can be bumped to the apprentice level with intervention by providing title I services a half day at each Title I schools	Academic Support Program	08/08/2016	06/30/2017	\$0	Bronna Francis
Brigance Assessment Data	District will provide support to elementary and preschool building administrators along with Kindergarten and preschool teachers on how to utilize the Brigance Assessment Data to determine the response to intervention strategies for students "not ready" for kindergarten	Academic Support Program, Direct Instruction	08/08/2016	06/30/2017	\$0	Special Education Director Principals Pre-school and Kindergarten Teachers
<b>Total</b>					<b>\$0</b>	

### Salyersville Grade School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
RTI	Identifying students at the novice level who can be bumped to the apprentice level with intervention by providing title I services a half day at each Title I schools	Academic Support Program	08/08/2016	06/30/2017	\$0	Bronna Francis

## Comprehensive District Improvement Plan

Magoffin County

Brigance Assessment Data	District will provide support to elementary and preschool building administrators along with Kindergarten and preschool teachers on how to utilize the Brigance Assessment Data to determine the response to intervention strategies for students "not ready" for kindergarten	Academic Support Program, Direct Instruction	08/08/2016	06/30/2017	\$0	Special Education Director Principals Pre-school and Kindergarten Teachers
<b>Total</b>					<b>\$0</b>	

### North Magoffin Elementary

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
RTI	Identifying students at the novice level who can be bumped to the apprentice level with intervention by providing title I services a half day at each Title I schools	Academic Support Program	08/08/2016	06/30/2017	\$0	Bronna Francis
Brigance Assessment Data	District will provide support to elementary and preschool building administrators along with Kindergarten and preschool teachers on how to utilize the Brigance Assessment Data to determine the response to intervention strategies for students "not ready" for kindergarten	Academic Support Program, Direct Instruction	08/08/2016	06/30/2017	\$0	Special Education Director Principals Pre-school and Kindergarten Teachers
<b>Total</b>					<b>\$0</b>	

### Magoffin County High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ILP	ILP's are updated each school year. Students use the data collected during updates to determine career paths and to schedule classes in high school. Utilize the ILP in order to place freshman in CTE courses aligned with their career interests.	Policy and Process	08/08/2016	06/30/2017	\$0	Counselors
College Visits	All grade levels will visit different colleges/universities on a rotating basis.	Field Trip	08/08/2016	06/30/2017	\$2000	Counselors
School Public Relations	Increase public relations activities with middle school, including tours, presentations, discussions on college and CTE opportunities at the high school. Both schools will work with CTE programs and colleges to provide opportunities for students to be exposed to post-secondary opportunities.	Career Preparation/Orientation	08/08/2016	06/30/2017	\$0	Principals-Counselors and staff

## Comprehensive District Improvement Plan

Magoffin County

Develop, Promote, Implement, and Update ILP's for all 6-12th grade students.	Students will research various careers, colleges, and programs that are of interest to them. During ILP updates, students explore different career paths and colleges.	Career Preparation/Orientation	08/01/2016	06/30/2017	\$0	Counselors and advisors at each school.
Field Trips	Students will tour local colleges where they will receive information on higher education opportunities.	Career Preparation/Orientation	08/08/2016	06/30/2017	\$7000	Counselors
Data Analysis	Data analysis throughout the year is done by individual teachers and through PLC's, interventions will be used to ensure students stay on target for graduation.	Academic Support Program, Direct Instruction	08/08/2016	06/30/2017	\$0	Building Assessment Coordinators Assessment Team at each school site Counselors Teachers
Student Conference	Counselors and/or teachers will discuss students' test results with them individually and scores are discussed as a class. Students can request conferences on individual scores.	Other	08/08/2016	06/30/2017	\$0	Building Assessment Coordinators Counselors Principals Classroom Teachers
Parent Communication	Schools has Open House at least 3 times per year. This opportunity allows teachers to communicate with parents about student progress and discuss interventions for students not meeting benchmarks.	Parent Involvement	08/08/2016	06/30/2017	\$0	Building Assessment Coordinators Principals Counselors Classroom Teachers
Targeted Intervention	All students not meeting benchmarks get interventions and seniors are targeted for transitional courses to ensure graduation.	Academic Support Program	08/08/2016	06/30/2017	\$0	Classroom teachers ESS Instructors Principals
<b>Total</b>					<b>\$9000</b>	

### Herald Whitaker Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ILP	ILP's are updated each school year. Students use the data collected during updates to determine career paths and to schedule classes in high school. Utilize the ILP in order to place freshman in CTE courses aligned with their career interests.	Policy and Process	08/08/2016	06/30/2017	\$0	Counselors
College Visits	All grade levels will visit different colleges/universities on a rotating basis.	Field Trip	08/08/2016	06/30/2017	\$2000	Counselors

# Comprehensive District Improvement Plan

Magoffin County

School Public Relations	Increase public relations activities with middle school, including tours, presentations, discussions on college and CTE opportunities at the high school. Both schools will work with CTE programs and colleges to provide opportunities for students to be exposed to post-secondary opportunities.	Career Preparation/Orientation	08/08/2016	06/30/2017	\$0	Principals-Counselors and staff
Develop, Promote, Implement, and Update ILP's for all 6-12th grade students.	Students will research various careers, colleges, and programs that are of interest to them. During ILP updates, students explore different career paths and colleges.	Career Preparation/Orientation	08/01/2016	06/30/2017	\$0	Counselors and advisors at each school.
Field Trips	Students will tour local colleges where they will receive information on higher education opportunities.	Career Preparation/Orientation	08/08/2016	06/30/2017	\$7000	Counselors
Data Analysis	Data analysis throughout the year is done by individual teachers and through PLC's, interventions will be used to ensure students stay on target for graduation.	Academic Support Program, Direct Instruction	08/08/2016	06/30/2017	\$0	Building Assessment Coordinators Assessment Team at each school site Counselors Teachers
Student Conference	Counselors and/or teachers will discuss students' test results with them individually and scores are discussed as a class. Students can request conferences on individual scores.	Other	08/08/2016	06/30/2017	\$0	Building Assessment Coordinators Counselors Principals Classroom Teachers
Parent Communication	Schools has Open House at least 3 times per year. This opportunity allows teachers to communicate with parents about student progress and discuss interventions for students not meeting benchmarks.	Parent Involvement	08/08/2016	06/30/2017	\$0	Building Assessment Coordinators Principals Counselors Classroom Teachers
Targeted Intervention	All students not meeting benchmarks get interventions and seniors are targeted for transitional courses to ensure graduation.	Academic Support Program	08/08/2016	06/30/2017	\$0	Classroom teachers ESS Instructors Principals
RTI	Identifying students at the novice level who can be bumped to the apprentice level with intervention by providing title I services a half day at each Title I schools	Academic Support Program	08/08/2016	06/30/2017	\$0	Bronna Francis
<b>Total</b>					<b>\$9000</b>	

## **Phase II - Assurances - District**

## **Introduction**

KDE Assurances for Districts

District Assurances

Label	Assurance	Response	Comment	Attachment
1.	All schools in our district have planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of data and information.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	The current school year Comprehensive District Improvement Plan (CDIP) and all our schools Comprehensive School Improvement Plans (CSIPs) are available for stakeholders to examine on the district website.	Yes	www.magoffin.kyschools.us	

Label	Assurance	Response	Comment	Attachment
3.	All teachers in our district including those providing services to private school students are highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
4.	All paraeducators in our district including those providing services to private school students are highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	All schools in our district notify parents when their children are taught for four or more consecutive weeks by teachers who are not highly qualified. If no, list the schools below.	Yes		

Label	Assurance	Response	Comment	Attachment
6.	Our district provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes		

Label	Assurance	Response	Comment	Attachment
7.	Our district has planned strategies to recruit and retain highly qualified teachers.	Yes		

# Comprehensive District Improvement Plan

Magoffin County

Label	Assurance	Response	Comment	Attachment
8.	Our district will allocate and spend federal program funds only on programs and activities for identified eligible students and will maintain appropriate financial records in this regard.	Yes		

Label	Assurance	Response	Comment	Attachment
9.	Our district ensures that program funds are targeted to schools that have the lowest proportion of highly qualified teachers, have the largest average class size, or are identified as focus or priority schools.	Yes		

Label	Assurance	Response	Comment	Attachment
10.	Our district ensures that all class-size reduction teachers are utilized to reduce class size below the state requirements. Paraprofessionals are utilized to meet the state requirements before hiring any additional teachers serving in that capacity.	Yes		

Label	Assurance	Response	Comment	Attachment
11.	Our district ensures class-size reduction needs are determined by analysis of data compiled through such processes as achievement test results, needs assessments, and class size data reviews.	Yes		

Label	Assurance	Response	Comment	Attachment
12.	Our district ensures that all personnel compensated from federal program funds are performing assignments aligned to the program purpose according to the program plan and appropriate documentation is maintained.	Yes		

Label	Assurance	Response	Comment	Attachment
13.	Our district ensures that private schools have been consulted with regard to available federal funds for use with eligible students and/or teachers according to federal program requirements.	Yes		

Label	Assurance	Response	Comment	Attachment
14.	Our district ensures that services provided to private schools with federal funds are delivered according to specific federal program requirements and appropriate documentation is maintained.	Yes		

# Comprehensive District Improvement Plan

Magoffin County

Label	Assurance	Response	Comment	Attachment
15.	Procedures have been established for the identification and tracking of purchases made with federal funds, including the retrieval and/or disposal of materials when no longer needed.	Yes		

Label	Assurance	Response	Comment	Attachment
16.	Our district ensures that all federal program complaint procedures have been communicated to all stakeholders and are properly implemented when applicable.	Yes		

Label	Assurance	Response	Comment	Attachment
17.	Our district maintains proper time and effort documentation for all personnel paid with federal funds according to specific federal program requirements.	Yes		

Label	Assurance	Response	Comment	Attachment
18.	Our district ensures proper maintenance of records according to federal program guidelines.	Yes		

Label	Assurance	Response	Comment	Attachment
19.	Our district has followed the proper procedures for the acquisition of equipment and materials with federal funds.	Yes		

Label	Assurance	Response	Comment	Attachment
20.	Our district ensures that all federal programs are evaluated annually for program effectiveness and compliance.	Yes		

Label	Assurance	Response	Comment	Attachment
21.	Our district ensures that only eligible schools are served by Title I, Part A.	Yes		

Label	Assurance	Response	Comment	Attachment
22.	Our district ensures that low-income data for all schools is taken on the same day.	Yes		

Label	Assurance	Response	Comment	Attachment
23.	Our district ensures that district and school allocations on the Title I Ranking Report correspond with the MUNIS budget.	Yes		

# Comprehensive District Improvement Plan

Magoffin County

Label	Assurance	Response	Comment	Attachment
24.	Our district ensures that there is documentation to support the child count for local institutions for neglected children that was submitted to KDE.	Yes		

Label	Assurance	Response	Comment	Attachment
25.	Our district ensures that set-aside funds for neglected institutions in the district are expended on identified student needs.	Yes		

Label	Assurance	Response	Comment	Attachment
26.	Our district ensures that neglected student needs were identified through consultation with staff at all neglected institutions in the district.	Yes		

Label	Assurance	Response	Comment	Attachment
27.	Our district ensures that Title I funds are reserved and expended to meet the needs of homeless children and youth in non-Title I schools.	Yes		

Label	Assurance	Response	Comment	Attachment
28.	Our district ensures that if it receives more than \$500,000 in Title I, Part A funding, 1% of the total district allocation has been reserved for parent involvement activities and that 95% of the reserved funds has been allocated to eligible schools including eligible private schools.	Yes		

Label	Assurance	Response	Comment	Attachment
29.	Our district ensures that parents are involved in deciding ways in which parent involvement funds are used.	Yes		

Label	Assurance	Response	Comment	Attachment
30.	Our district ensures that there is an annual meeting to inform parents of program requirements, including the right of parents to be involved in planning, review and improvement of parent programs.	Yes		

# Comprehensive District Improvement Plan

Magoffin County

Label	Assurance	Response	Comment	Attachment
31.	Our district ensures that all parents of students in Title I schools have been notified that they may request information regarding the professional qualifications of their child's teachers.	Yes		

Label	Assurance	Response	Comment	Attachment
32.	Our district ensures that it communicates with school councils/school staff on an ongoing basis including information on program requirements, analysis of data and review of the schoolwide program (SWP) or targeted assistance (TAS) program plan to ensure compliance and effectiveness.	Yes		

Label	Assurance	Response	Comment	Attachment
33.	Our district ensures that private schools (within and outside the district) serving students from participating public school attendance areas have been contacted to offer equitable services.	Yes		

Label	Assurance	Response	Comment	Attachment
34.	Our district ensures that written affirmation signed by an official from each of the participating private schools that consultation occurred during the design, implementation, and assessment of the Title I activities in the private schools is maintained.	Yes		

Label	Assurance	Response	Comment	Attachment
35.	For any staff member that does not meet the highly qualified teacher status, the district develops an individual plan to assist them with becoming highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
36.	Our district ensures that district and school allocations on the Title II Teacher Quality Program Budget correspond with the MUNIS budget.	Yes		

Label	Assurance	Response	Comment	Attachment
37.	We certify that we are a District of Innovation and attach the approved application.	N/A		

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Label	Assurance	Response	Comment	Attachment
38.	The district certifies it has submitted the required District School Safety Report in ASSIST to verify compliance with SB/HB345 to assure schools are safer places for students and staff and that school safety practices are being developed and are in place.	Yes		

# **Phase II - Compliance and Accountability - Districts**

## **Introduction**

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

## Planning and Accountability Requirements

The district ensures that teachers are equitably distributed throughout the district to ensure that all students are college and career ready. Equitable distribution: poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers.

**Goal 1:**

Equitable Distribution

**Measurable Objective 1:**

demonstrate a proficiency to ensure 100% of students are taught by a highly qualified teacher by 06/30/2017 as measured by district screening data.

**Strategy1:**

Highly Qualified Teachers - All teachers employed by Magoffin County Schools will meet the required NCLB Highly Qualified criteria; if they don't meet it initially, they will be provided with support to meet the established criteria.

Category: Human Capital Management

Research Cited:

Activity - Review of Teachers Certification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Curriculum director will work with the building principals to ensure staff being hired , to fill existing vacancies , meet the required highly qualified criteria.	Recruitment and Retention	08/01/2016	06/30/2017	\$0 - No Funding Required	Instructional Supervisor Principals

The district has identified specific strategies to address areas for improvement identified in the TELL KY survey results.

**Goal 1:**

Increase the average Freshman Graduation Rate from 93.3% to 100% by 2020.

**Measurable Objective 1:**

collaborate to increase graduation rate from 93.3 to 95.5% by 06/30/2016 as measured by AFGR.

**Strategy1:**

Teacher Leaders - Develop a system and a learning culture and environment that promotes, supports, and encourages teacher leaders with

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emphasis to become National Board Certified. TELL-KY survey, teacher turn over data, and teacher effectiveness data will be monitored on a biannually and annual basis.

Category: Professional Learning & Support

Research Cited:

Activity - Leadership	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District will support teacher cohort groups who are candidates for National Board Certification by providing professional learning opportunities for the completion of required components on a quarterly basis. According to TELL-KY survey, 78.7% of teachers feel they are not a part of the decision making process.	Academic Support Program Professional Learning	07/01/2016	06/30/2020	\$0 - No Funding Required	Instructional Supervisor Principals

Activity - Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher leaders will be utilized to disseminate information and NBCT will also be included as leaders. According to TELL KY Survey, 78.7% of teachers do not feel they are a part of decisions made at their schools. Key decisions making groups(PLC's, SBDM, Grade level Teacher Leaders, and NBCT) will communicate with all other teachers in their buildings to build better communication skills.	Recruitment and Retention Professional Learning	08/08/2016	06/30/2017	\$0 - No Funding Required	Principals Instructional Supervisor SBDM Teachers Grade Level Teacher Leaders National Board Certified Teachers PLC's

# **Executive Summary**

## **Introduction**

Every school system has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school system makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school system stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school system, and the kinds of programs and services that a school system implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school system with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the community will have a more complete picture of how the school system perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school system to reflect on how it provides teaching and learning on a day to day basis.

## **Description of the School System**

**Describe the school system'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 school system serves?**

Each year, the leadership staff of the Magoffin County Public Schools develops a cohesive plan to both guide and reflect the major work of employees throughout the school year. This strategic action plan, commonly referred to as the Comprehensive District Improvement Plan or CDIP, builds upon the goals set forth by the Board of Education and focuses on ways to address the identified needs of students.

The Magoffin County School System is located in a very poor and rural area in Eastern Kentucky. Unemployment rates are among the highest in the state. The school systems consists of one career and technical school, one high school, one middle school, and three elementary schools. Our total school enrollment is 2,110. The school system also employees many people; making it one of the largest employers in the county.

There was a change in district leadership this year. The new superintendent, Mr. Scott Helton, took over the job as superintendent July 1, 2016.

The District is also opening a new state of the art High School and moving 6th graders to the Middle School which was previously 7th and 8th grade.

The two major employers in the county have recently experienced layoffs, which has affected the income of many families within our community forcing some to relocate.

The Magoffin County School system provides free breakfast and lunch program, CEO, Community Eligible Option, for all students.

The school system is also participating in the following programs to help enhance the educaiton of our students;

PETLL(Perpetuating Excellence in Teaching, Learning, and Leadership), LDC (Literacy Design Collaborative) Modules, FALs (Formative Assessment Lessons from the GATES Foundation), CIITS(Continuous Instrustional Improvement Technology System, and ILP's(Individual Learning Plans).

The Magoffin County School District is listed as a Proficient District for the first time, based on the test results from the previous year. The overall score for the county was 66.8.

## **System's Purpose**

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

### **Our Mission**

The Mission of the Magoffin County School District is to challenge and engage all students by providing pathways to become college and /or career ready through effective teaching and personalized learning in a safe, supportive environment.

### **Our Vision**

All Magoffin County learners believe in their power to embrace learning, to excel, and to own their futures.

### **Our Core Values**

Magoffin County Core Values are:

Individuality: Children are valued individually and require personalized approaches to learning

Caring: Staff will model empathy and compassion with all students

Creativity: Students will receive the opportunity to explore their creativeness within educational programs

Collaboration: We believe that schools belong to the community and that we must work to build solid bonds

Stewardships: All staff guide and model students through appropriate behavior through use of resources

Equity: Provide all students the necessary means to meet their individual needs enabling them to achieve success by removing barriers

Magoffin County believes the core values will Build quality lives and strong communities.

## **Notable Achievements and Areas of Improvement**

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

Magoffin County's overall district Accountability Performance went from 65.1 in 2014-2015 to 66.8 in 2015-2016 moving to a district of Proficiency.

The district did not meet their AMO for 2015-2016. However, our Middle School, High School and one of the elementary schools did meet their AMO.

The high school didn't meet their delivery target; however, they did increase the percentage of students scoring proficiency in reading from 38 to 47.3% which is a 9.3% increase.

The middle school didn't meet their delivery target; however, they did increase the percentage of students scoring proficiency in reading from 33.3 to 38.4 which is a 5.1% increase.

The middle school didn't meet their delivery target; however, they did increase the percentage of students scoring proficiency in math from 24.4 to 28.9 which is a 4.5% increase.

Areas of improvement:

Two of our schools did not meet AMO South Magoffin Elementary and Salyersville Grade School.

All of our schools will focus on Novice Reduction.

## **Additional Information**

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

Magoffin County District is one of 17 local districts that was is a part of the ARI grant. An element of the ARI mission is to identify, support and promote innovative practices in education - and as importantly - support and promote those educators and their students who are daring to be great. Teachers in our district received grants to accomplish their innovative ideas in the classroom.