



# **Comprehensive District Improvement Plan**

## **Estill County**

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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)	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:	I acknowledge that I have uploaded the District Equity Data.		Estill District Equity Diagnostic

**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.**

- Managing student conduct district wide is well above state standard.
- Community engagement and support is above state average.
- School Leadership is well above state standard.
- Effectiveness of Teachers and Leaders has declined.
- Student Growth Rating of Teachers and Leaders has increased.
- Percentage of Teacher Turnover is well above state average.

**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.**

- Teacher turnover increase due to new leadership positions, transfers in/out of district, and retirements.
- Teacher evaluations were conducted with more rigor & fidelity due to greater understanding of PGES framework.
- Overall effectiveness decreases due to large teacher turnover
- Increase of KTIP due to teacher turnover and retirements.

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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.		Estill County District Equity Goals

**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:

Increase graduation rate to 100% by 2020.

## Measurable Objective 1:

improve graduation rate from 98.2% to 98.5% by 05/31/2017 as measured by K-Prep.

## Strategy1:

Grad Strategy 2 2017 - Develop a process that recruits and promotes teacher leaders and creates a learning culture and environment through the National Board Certification process to build teacher leader capacity in all schools as monitored by the TELL-KY survey, teacher turn over data, and teacher effectiveness data as monitored on a bi-annually and annual basis.

Category: Professional Learning & Support

Research Cited: National Board Certification



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Activity - Grad 2.1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District will recruit candidates and create a teacher cohort group to provide support for teachers who are candidates for National Board Certification by providing mentors and professional learning opportunities for the completion of required components on a quarterly basis.	Professional Learning Recruitment and Retention	01/01/2017	10/31/2017	\$950 - Title II Part A	Tonya Isaacs District Leadership Team

# **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	West Irvine Intermediate Estill County Middle School Estill County High 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?**

What questions are we trying to answer with the data and information provided to us?

Stakeholder groups including Community, Parents, Administration, Parents, and Students (see district sign-in sheets) have taken a deep dive into our data points to determine the district's current "as is state" through a series of improvement planning meetings. The meetings were conducted with various groups to determine the root cause analysis of why our schools have such a high percentage of novice students in the non-duplicated gap group for all grade levels in reading and math.

After reviewing the district improvement plan for 2016 and trying to identify reasons for its lack of effectiveness, it was determined the district had little to no evidence of monitoring the strategies and activities of the plan. The district believes systems need to be created to monitor the plan and its effectiveness in order to see the reduction of students scoring novice and increase the academic achievement for all students by focusing on curriculum based on KAS, Direct and Explicit instruction in reading and math, and formative assessments aligned to the rigor of the standards.

The following data analysis for each goal was determined regarding what the data tells us and what it does not tell us.

### PROFICIENCY

1. The data tells us:

Proficient/Distinguished scores are as follows:

School Year/Subject Level/Target	Actual Score
2015-16	
Reading Elementary=48.6	38.4
2015-16	
Reading Middle=53.3	43.4
2015-16	
Reading High=52.2	51.2
2015-16	
Math Elementary=45.2	39.5
2015-16	
Math Middle=49.8	40.0
2015-16	
Math High=47.0	34.5

- Elementary, Middle School and High School didn't meet the delivery target in reading or math as stated in the table above.
- Elementary reading must increase 16.6% to meet their goal of 55% in 2017. Elementary math must increase 12.6% to meet their goal of 52.1% in 2017.
- Middle School reading must increase 15.7% to meet their goal of 59.1% in 2017. Middle School math must increase 16.0% to meet their goal of 56.0% in 2017.

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- High School reading must increase 7.0% to meet their goal of 58.2% in 2017. High School math must increase 19.2% to meet their goal of 53.7% in 2017.

## 2. What does the data not tell us?

- How our demographics are changing
- Stakeholder group feels that poverty and other culture effects impact the success of students
- Amount of time for reading and math instruction built into master schedule to ensure students are receiving adequate instruction time
- Do teachers have resources and tools they need?
- How are we supporting the transitions from building to building? School to school?
- Are formative assessments given to guide instruction?

## NOVICE REDUCTION

What does the data tell us?

### READING

Schools	Baseline	% to Reduce	GOAL 2016	Actual 2016	% to Reduce/Get Back on Track	Goal 2017
Elementary	31.8	3.18	28.6	36.2	10.78	25.4
Middle School	34.9	3.49	31.4	35.8	7.89	27.9
High School	38.3	3.83	34.5	38.6	7.93	30.7

### MATH

Schools	Baseline	% to Reduce	GOAL 2016	Actual 2016	% to Reduce/Get Back on Track	Goal 2017
Elementary	28.2	2.82	25.38	26.5	3.94	22.56
Middle School	17.5	1.75	15.75	20.3	6.3	14.0
High School	21.8	2.18	19.62	17.3	1.73	15.57

\* New goals re-distributed for High School after achieving 2017 year target for novice reduction in 2016 school year. New reduction percentage was determined by subtracting 50% reduction 2020 goal of 10.9 from current score of 17.3, then divided over a four-year period. The new yearly novice reduction percentage is 1.6. Recalculations were then completed starting with 2017 school year.

## KINDERGARTEN SUB SKILLS FOR READING F&P

Exceeds	Letter ID	High Frequency	Int. Sounds	Blends	Segment	Rhyming	Lit. Behavior	Syllables	
	90 Stu	104 Stu	93 Stu	70 Stu	20 Stu	108 Stu	112 Stu		111 Stu
	70.9%	81.9%	73.2%	55.1%	15.7%	85%	88.2%	87.4%	
Meets	4 Stu								1 Stu
	3.1%								0.8%
Approaches	8 Stu								
	6.3%								
Does Not Meet	25 Stu								
	19.7%								

## KINDERGARTEN MATH SNAP



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	Forward	Backward	Number ID	+ / -	Finger Pattern	Spatial
Exceeds	48 Stu 37.8%	65 Stu 51.2%	69 Stu 54.3%	46 Stu 36.2%	25 Stu 19.7%	18 Stu 14.2%
Meets	68 Stu 53.6%	60 Stu 47.2%	58 Stu 45.7%	81 Stu 63.8%	82 Stu 64.6%	38 Stu 29.9%
Does Not Meet	11 Stu				20 Stu	71 Stu
Meet	8.7%				15.7%	55.9%

## 1st Grade Reading - F&P

Book Level	Number of Students	Percentage
Level AA	12	87 Students
Level A	19	56.9% Does Not Meet
Level B	35	
Level C	21	
Level D	29	31 Students
Level E	2	20.3% Meets
Level F	7	35 Students
Level G	3	22.9% Exceeds
Level H	4	
Level I	8	
Level J	5	
Level K	1	
Level L	2	
Level M	2	
Level N	0	
Level O	2	
-----		
Level T	1	
TOTAL STUDENTS	153	

## 1ST GRADE FOR MAT - SNAP

	Forward	Backward	Number ID	+ / -	Finger Pattern	Spatial
Exceeds	14 Stu 9.5%	12 Stu 8.1%	77 Stu 52%	75 Stu 50.5%	58 Stu 39.2%	21 Stu 14.2%
Meets	51 Stu 34.5%	5 Stu 3.4%	20 Stu 13.5%	44 Stu 29.7%	40 Stu 27%	23 Stu 15.5%
Does Not Meet	83 Stu	131 Stu	51 Stu	29 Stu	50 Stu	104 Stu
Meet	56.1%	88.5%	34.5%	19.6%	33.8%	70.3%

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## 2ND GRADE FOR READING - F&P

Book Level	Number of Students	Percentage
Level AA	3	62 Students
Level A	4	37.8% Does Not Meet
Level B	6	
Level C	5	
Level D	10	
Level E	0	
Level F	8	
Level G	8	
Level H	18	
<hr/>		
Level I	13	22 Students
Level J	9	13.4% Meets
<hr/>		
Level K	19	80 Students
Level L	10	
Level M	16	
Level N	13	
Level O	6	
Level P	3	
Level Q	5	
Level R	4	
Level S	3	
Level T	1	
TOTAL STUDENTS	164	

## 2ND GRADE FOR MATH - SNAP

	Forward	Backward	Number ID	+ / -	Finger Pattern	Spatial
Exceeds	1 Stu 0.6%	0 Stu 0%	1 Stu 0.6%		1 Stu 0.6%	1 Stu 0.6%
Meets	67 Stu 42.7%	24 Stu 15.3%	103 Stu 65.6%	35 Stu 22.3%	103 Stu 65.6%	70 Stu 44.6%
Does Not Meet	89 Stu 56.7%	133 Stu 84.7%	53 Stu 33.6%	121 Stu 77.1%	53 Stu 33.6%	86 Stu 54.8%

- Elementary, Middle School, and High School increased the percentage of novices' in reading. The goal for reducing novice scores by 10% were not met by any of the three schools.

- Elementary increased their novice scores 4.4% in reading.

- Middle school increased their novice scores 0.9% in reading.

- High School increased their novice scores 0.3% in reading.

- The High School did reduce novice in math from 21.8% to 17.3%. They met their novice reduction goal.

- Elementary did reduce novice scores from 28.2% in 2015 to 26.5% in 2016. The goal for reducing novice scores by 10% was

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not reached. They missed meeting the goal by 1.12%.

- Middle School increased the percentage of students scoring novice from 17.5% to 20.3%.

## 2. What does the data not tell us?

- Are the students that are scoring novice receiving additional instruction/intervention?
- Are we enabling students to be successful with the support/help we are offering? Curriculum? Interventions? Services?
- Are students receiving modifications and accommodations that have an IEP?
- Was attendance a factor?
- What about gender? Are there more boys or girls scoring novice?
- What the math department did at the High School to reduce the percentage of students scoring novice.

GAP: What does the data tell us?

KPREP 2015-2016

School Year/Subgroup	Level/Target	Actual	2016-17 Goal	Must Increase
2015-16/ Non-Duplicated	Elementary=42.3			
	Reading	30.2	49.5	19.3
2015-16/ Disability w/IEP	Elementary=30.3			
	Reading	14.8	39.0	24.2
2015-16/FreeReduced Lunch	Elementary=42.6			
	Reading	29.9	49.7	19.8
2015-16/ Non-Duplicated	Elementary=38.8			
	Math	29.7	46.5	16.8
2015-16/ Disability w/IEP	Elementary=28.0			
	Math	10.2	37.0	26.8
2015-16/ FreeReduced Lunch	Elementary=39.0			
	Math	29.7	46.6	16.9
2015-16/ Non-Duplicated	Middle School=47.3			
	Reading	35.4	53.9	18.5
2015-16/Disability w/IEP	Middle School=29.8			
	Reading	19.6	38.5	18.9
2015-16/ FreeReduced	Middle School=47.4			
	Reading	35.6	54.0	18.4
2015-16/ Non-Duplicated	Middle School= 44.2			
	Math	32.2	51.1	18.9
2015-16/ Disability w/IEP	Middle School= 26.0			
	Math	5.9	35.3	29.4
2015-16/ FreeReduced	Middle School= 44.4			

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Math 32.2 51.4 19.2

School Year/Subgroup	Level/Target	Actual	2016-17 Goal	Must Increase
2015-16/Non-Duplicated High School=45.5	Reading	42.5	52.3	9.8
2015-16/Disability w/IEP *Not enough to report			32.2	
2015-16/ FreeReduced High School= 45.8	Reading	43.3	52.6	9.3
2015-16/ Non-Duplicated High School= 43.3	Math	27.7	50.4	22.7
2015-16/ Disability w/IEP High School= 27.0	Math	8.3	36.2	27.9
2015-16/ FreeReduced High School= 43.5	Math	27.0	50.6	23.6

## Reading

	Students	% Novice	% Apprentice	% Proficient	% Distinguished
Elementary	404	42.8 (26.5)	27.0 (26.6)	23.5 (32.5)	6.7 (14.4)
Middle	395	42.0 (28.4)	22.5 (27.1)	28.6 (33.5)	6.8 (10.9)
High	106	48.3(47.2)	10.4 (11.2)	38.7 (35.6)	3.8 (8.6)

## Math

	Students	% Novice	% Apprentice	% Proficient	% Distinguished
Elementary	404	31.2 (21.4)	39.1 (36.2)	23.5 (31.8)	6.2 (42.4)
Middle	395	25.3 (22.5)	42.5 (42.0)	26.6 (28.5)	5.6 (35.5)
High	101	20.8 (27.9)	51.5 (40.6)	26.7 (26.7)	1.0 (31.5)

- Elementary, Middle, and High Schools' non-duplicated gap group did not reach the reading or math target.
- Elementary students with disabilities must increase 24.2 points to reach the reading target of 39.0.
- Elementary free/reduced lunch students must increase 19.8 points to reach the reading target of 49.7.
- Elementary students with disabilities must increase 26.8 points to reach the math target of 37.0.
- Elementary free/reduced students must increase 16.9 points to reach the math target of 46.6
- Middle school students with disabilities must increase 18.9 to reach the reading target of 38.5.
- Middle school free/reduced students must increase 18.4 points to reach the reading target of 54.0.
- Middle school students with disabilities must increase 29.4 to reach the math target of 35.3.
- Middle school free/reduced students must increase 19.2 points to reach the math target of 51.4.
- The number of high school students with disabilities was too low to report actual scores but they did not reach the reading goal of 32.2.
- High school free/reduced students must increase 9.3 points to reach the reading target of 52.6.
- High school students with disabilities must increase 27.9 points to reach the math target of 36.2.
- High school free/reduced students must increase 23.6 point to reach the math target of 50.6.

The data tells us:

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- Students in the non-duplicated gap group did not reach the goal in reading or math
- The gap has increased for students with disabilities
- Reading in the elementary and middle is lower than math
- Reading below proficiency is not just a gap issue but an issue for all students
- Reading and math are below what would be expected for ALL students
- HS almost met their target in reading but elementary reading dropped

The data does not tell us:

- Which SED students are underperforming based on their ability levels
- Which at-risk students are underperforming in reading and math
- Why 43% of high school students are novice in reading
- Why teachers are rated as accomplished but the students are scoring in the novice level in reading and writing

## CCR

1. What does the data tell us?

District is below benchmark in all areas on ACT

Subject	District	State	Deficit
English	17.5	19.0	-1.5
Math	18.3	19.0	-0.7
Reading	18.6	19.9	-1.3
Science	18.2	19.8	-1.6
Composite	18.3	19.5	-1.2

KY benchmark should not be used; use national benchmark

Kentucky only uses KYCPE benchmark to qualify students for college readiness. KYCPE also does not place emphasis on the science section of the ACT when considering college readiness. Colleges in Kentucky and in other states use the all of the sections for national ACT benchmarks.

Subject KYCPE Benchmarks National ACT

English	18	18
Math	19	22
Reading	20	22

The data indicates that Reading and English is of greatest concern for the school.

% Meeting Benchmark	State	District	Deficit
% Meeting English Benchmark	54.3	45.8	-8.5
% Meeting Math Benchmark	39.7	34.1	-5.6
% Meeting Reading Benchmark	49.2	40.2	-9.0

2. What does the data not tell us?

An average of 15 inclement weather days 60 days prior to March 2016 ACT impacted learning and instruction

Number of students who don't take ACT before the March state test

The data does not indicate GAP, SED, socioeconomic situations, FRAM information

How the college going student scores compared to the non college students

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Fall 2016

	Total	Students Above Benchmark	Below Benchmark	At Benchmark	Percent meeting Benchmark	Average Score
English 9	171	52	100	19	41.5%	14
English 10	169	75	80	14	52.7%	16
English 11	136	24	100	12	26.5%	15
English 12	155	48	90	17	41.9%	16
Math 9	179	8	169	2	5.6%	13
Math 10	168	15	151	2	10.1%	14
Math 11	144	12	126	6	12.5%	16
Math 12	155	40	94	21	39.4%	18
Reading 9	177	58	119		32.8%	15
Reading 10	168	63	90	15	46.4%	16
Reading 11	144	37	99	8	31.3%	16
Reading 12	152	18	133	1	12.5%	13
Science 9	170	15	152	3	10.6%	14
Science 10	167	31	127	9	24.0%	17
Science 11	144	21	98	15	31.9%	21
Science 12	155	14	130	11	16.1%	19
Composite 9	181	24	149	8	17.7%	14
Composite 10	169	46	112	11	33.7%	16
Composite 11	144	23	113	8	21.5%	17
Composite 12	156	23	123	10	21.2%	17

## Graduation

What does the data tell us?

1. We are examining the Graduation rate for the Estill County High School. Our graduation rate for last year was 98.2% which was 2.4 % above our goal of 95.8%. Our state goal for this year is 96.1% which is 2.1% below our actual rate from last year. Our actual rate is above the state rate of 88.6%.

What does the data not tell us?

2. The data does not tell us why we are being so successful with our graduation rate.
3. We have cause to celebrate because our graduation rate of 98.2% is almost 10% higher than the state average of 88.6%.
4. Our current concern is why did the students who made up the 1.8% leave and not graduate. We are concerned that it is hard to identify the problem when we don't know the reason they left.
5. Our next steps will include developing a plan for better tracking of students' personal data and the reason for leaving school before graduating by adding exiting questions to our protocol for dropping out or leaving school. We will also develop a plan to monitor the more frequent use of the Individual Learning Plan (ILP) for improving career and vocational options counseling for students and for the implementation of stronger academic components.



## 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?**

The following are areas of strength and reasons for celebration by goal:

### Proficiency

- The middle school didn't meet their delivery target; however, they did increase the percentage of students scoring proficiency in reading from 39.1% to 43.4% which is a 4.3% increase.
- The elementary didn't meet their delivery target; however, they did increase the percentage of students scoring proficiency in math from 31.3% to 39.5% which is an 8.2%.
- The middle school didn't meet their delivery target; however, they did increase the percentage of students scoring proficiency in math from 35.8% to 40.0% which is a 4.2% increase.

### Novice Reduction

- The HS met their novice reduction goal in math for 2016 and 2017.

Schools	Baseline	% to Reduce	GOAL 2016	Actual 2016	% to Reduce Goal 2017
High School	21.8	2.18	19.62	17.3	15.7

- The Elementary reduced the percentage of students scoring novice from 28.2% to 26.05%, however, they did not reduce the goal of 10%. They 10% reduction goal was 25.38%. They missed their goal by 1.12%.

### GAP:

- Students who attended preschool reached their target on the Brigance Assessment at a higher rate.
- High school students were closer to reaching the reading target.

### CCR:

- The College and Career Readiness target in 2015-16 was 73.8 and the actual score was 76.9. The score exceeded its target by 3.1. The goal for 2016-17 is 76.7.
- The Graduation Rate target for 2015-16 was set at 95.8 and the actual score was 98.2. The score exceeded its target by 2.4. The goal for 2016-17 is 96.1.
- The 2016-17 goal for career readiness and graduation rate have been achieved
- Gear-UP grant provides a reading interventionist and student technology enhancements to assist with students meeting ACT benchmarks

### Graduation:

- We have cause to celebrate because our graduation rate of 98.2% is almost 10% higher than the state average of 88.6%.





## Opportunities for Improvement

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

The following are areas of concern and improvements listed by goal area:

Proficiency:

- Teachers need additional research based training with coaching
- Improve reading and math in all areas
- Increase achievement of gap students in all subjects

Novice Reduction:

- We didn't reach the goal of reducing novice students by 10% across the district, with the exception of math at the HS
- We are seeing an increase in novice students, especially in ELA/reading areas.

Key Core Work Process of Culture and Environment that promotes a system of continuous improvement laser focused on student needs.

- Define Belief System
- Vision and Mission
- Roles and Responsibility
- Linkage work (7 categories of high performance)

ELA Core Instruction (ALL Levels)

Systems in place starting with policies and procedures from the district level.

- Minimum time required for ELA Instruction--All Levels (How to monitor?)
- Kentucky Systems of Interventions (How to monitor from district level?) Addresses Core & Tiers
- How do we teach? Defined Instructional Process-Direct/Explicit Instruction. How will the district monitor?
- System for Common Assessments to ensure rigor How do we monitor?

Curriculum Alignment and Development for ALL Content Areas and levels including literacy in all areas.

- Continuous ELA Curriculum Development every year and with ongoing PLC Protocol

PLC Protocol and how are we monitoring?

- District & School Levels
- Becoming a data driven district for decision making and to determine next steps.
- Monitoring rigor within the protocol.

GAP:

- Parents do not take advantage of early/preschool services
- There is not enough instructional time to address CORE

## Comprehensive District Improvement Plan

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- Moving through targets before students are ready then having many students who require reteaching
- Based on novice percentages, we are seeing an increase in students performing at this level especially in reading

### CCR:

- Reading and English scores on ACT and CERT are below benchmarks. This data reflects the struggle across the district in reading and language arts.
- Science Scores on ACT and CERT are below benchmarks. This data reflects the struggle in reading and the lack of science instruction in earlier grades.
- The number of 11th grade students scoring below benchmark on Fall 2016 CERT. The data shows that only 25.5% of 11th grade students are meeting benchmarks on CERT. Therefore, the prediction could be made that students will continue to score below benchmarks on ACT.
- Madison County Vocational school enrollments are limited to 10 students which decrease the opportunity and access
- Only 44% of students are passing KOSSA

### Graduation:

- Our current concern is why did the students who made up the 1.8% leave and not graduate.
- We are concerned that it is hard to identify the problem when we don't know the reason they left.
- Estill County is below state average regarding teacher leadership according to the TELL-KY Survey

## **Oversight and Monitoring**

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

The work with PIPE grant and Baldrige systems checks will guide our monitoring of our continuous improvement processes.

Through Leadership PLCs at the school level and at the district level will provide the monitoring process to determine increase rigor.

Systems will be created (see strategies and activities) to support continuous improvement in the district and schools. Through 30-60-90 day plans the district will monitor the effectiveness of each system of the work. Through continued partnership with the Novice Reduction division at the Kentucky Department of Education, the district will reach out for additional assistance and guidance as we move forward in the continuous improvement process.

## Conclusion

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

The following are next steps in addressing the areas of concern for each goal:

### Proficiency

- Continue curriculum work with revision for reading and math
- Curriculum summer work days for science and social studies
- Common assessments

### Novice Reduction

- Look at curriculum and instruction to ensure they meet the rigor level of the standards.
  - Determine if Tier I, core instruction, has 80% of students scoring at 80% or higher.
  - Are differentiation strategies being used to target the different learning needs of students?
  - Look at interventions provided. Are they successful? Are they meeting the needs of students?
  - Are accommodations and modifications truly being implemented with students?
- 
- Create 30-60-90 day plans to monitor and evaluate the work.
  - Shared Transformational Leadership with the district level and flows throughout the school level.
  - Develop the knowledge of district leadership team of systems thinking.
  - Create and monitor systems to support the work

### GAP

- Focus on classroom instruction the meets the needs of all students
- Keep students in the classroom for TIER 2 and core instruction
- Identify students who are 1-3 points from progressing to the next performance level (name and claim)
- Provide training for teachers on instructional strategies to meet the needs of all students' learning levels
- Continue PLC work to focus on CORE instruction
- Put systems in place to identify struggling students

### CCR:

- A focus on ILP development to determine a student's interest for college and/or career exploration to plan multi-year course of study
- To establish a culture and environment beginning at early childhood through high school that focuses on post-secondary opportunities that include college and career readiness
- Establish communication with all stakeholders to ensure transparency on career pathways available to students
- Intentional focus on proficiency in reading and math for all students across content areas and grade levels in order to have greater success

on the ACT

Graduation:

- Developing a plan for tracking of students' personal data and the reason for leaving school before graduating by adding exit questions to our protocol for dropping out or leaving school.
- Develop a plan to monitor the more frequent use of the Individual Learning Plan (ILP) for improving career and vocational options counseling for students and for the implementation of stronger academic components.
- Increase the capacity of teacher leaders in all schools in order for teachers to have an increased level of decision making district wide

# **District Goals for Improvement 2017**

## **Overview**

### **Plan Name**

District Goals for Improvement 2017

### **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 graduation rate to 100% by 2020.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$950
2	Increase the % of students in the non-duplicated gap group scoring proficient/distinguished in reading: ele 30.2 to 64.0, MS 47.3 to 67.1, and HS 45.5 to 66.0 and increase math proficiency: Ele 38.8 to 61.8, MS 44.2 to 65.1, HS 43.3 to 65.1 by 2019.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$0
3	Decrease the % of students scoring novice in Ele. reading from 31.8% to 15.9%, MS from 34.9% to 17.45%, HS from 38.3% to 19.15% & Decrease % novice in math Ele. from 28.2% to 14.1%, MS from 17.5% to 8.75%, HS from 21.8% to 10.9% by 2020.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$600
4	Our goal is to increase the percentage of students identified as college and/or career ready from, 76.9 to 100 by increasing 5.8 each to reach a target goal of 100 by school year 2020.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$5000
5	Increase the % of students scoring proficiency in ELEM for reading from 38.4% to 67.9% and math 39.5% to 65.8%, MS reading 43.4% to 70.8% and math 40.0% to 68.6%, HS reading 51.25% to 70.2% and math 34.5% to 66.9% by 2019.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$15000

## Goal 1: Increase graduation rate to 100% by 2020.

### Measurable Objective 1:

improve graduation rate from 98.2% to 98.5% by 05/31/2017 as measured by K-Prep.

### Strategy 1:

Grad Strategy 1 2017 - Develop an early warning system to establish a learning culture and environment by identifying and monitoring, on a monthly basis, students who may be off-track to be promoted to the next grade level or graduate on-time according to the Persistence to Graduation Report, formative data, attendance, and behavior to ensure interventions are in place to support students graduating on time.

Category: Persistence to Graduation

Research Cited: KDE

Activity - Grad 1.1	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Grad 1.1 District Leadership Team will review and analyze data from the Persistence to Graduation report and formative data on a semester/monthly basis through district PLC protocol to monitor interventions for those students who are off track and are at risk of failing and dropping out of school and will create actionable next steps process on the 30-60-90- day plan for students not on track for graduating.</p> <p>Schools: West Irvine Intermediate, Estill County High School, Estill County Middle School</p>	Academic Support Program, Behavioral Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	Tonya Isaacs District Leadership Team School Leadership Team

### Strategy 2:

Grad Strategy 2 2017 - Develop a process that recruits and promotes teacher leaders and creates a learning culture and environment through the National Board Certification process to build teacher leader capacity in all schools as monitored by the TELL-KY survey, teacher turn over data, and teacher effectiveness data as monitored on a bi-annually and annual basis.

Category: Professional Learning & Support

Research Cited: National Board Certification

Activity - Grad 2.1	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>District will recruit candidates and create a teacher cohort group to provide support for teachers who are candidates for National Board Certification by providing mentors and professional learning opportunities for the completion of required components on a quarterly basis.</p> <p>Schools: All Schools</p>	Professional Learning, Recruitment and Retention	01/01/2017	10/31/2017	\$950	Title II Part A	Tonya Isaacs District Leadership Team

**Goal 2: Increase the % of students in the non-duplicated gap group scoring proficient/distinguished in reading: ele 30.2 to 64.0, MS 47.3 to 67.1, and HS 45.5 to 66.0 and increase math proficiency: Ele 38.8 to 61.8, MS 44.2 to 65.1, HS 43.3 to 65.1 by 2019.**

**Measurable Objective 1:**

collaborate to increase the percentage of students scoring proficient in reading: Ele 30.2% to 49.5%, MS 35.4% to 53.9%, HS 42.5% to 53.3% and Math proficiency: Ele 29.7% to 46.5%, MS 32.2% to 51.1%, and HS 27.7% to 50.4% by 05/31/2017 as measured by KPREP.

**Strategy 1:**

GAP 1 Strategy 2017 - GAP 1 Strategy 2017: Develop a systematic approach to establish a learning culture and environment by implementing evidence based practices through a PDSA model by analyzing data from PBIS, formative assessments, MAP, CERT, F&P, SNAP, Brigance, Surveys/Screeners and progress monitoring data on a monthly and/or quarterly basis to ensure appropriate support for behavioral, academic, and social-emotional needs of all students are met.

Category: Continuous Improvement

Research Cited: Baldrige Key Core Work Processes

Activity - GAP 1.2	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
GAP 1.2 - The District Track Team will monitor the effectiveness of school's evidence based intervention practices by using a PDSA model.  Schools: All Schools	Academic Support Program, Behavioral Support Program	02/28/2017	11/30/2017	\$0	No Funding Required	Margaret Snowden and District Track Team

Activity - GAP 1.2	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
GAP 1.2 - The District Track Team will monitor the effectiveness of school's evidence based intervention practices by using a PDSA model.  Schools: All Schools	Academic Support Program, Behavioral Support Program	02/28/2017	11/30/2017	\$0	No Funding Required	Margaret Snowden and District Track Team

**Strategy 2:**

GAP 2 Strategy 2017 - GAP 2 Strategy 2017: Develop a systematic approach to establish a learning culture and environment that ensures all students on the CUSP (those who are 1-3 points away from the next performance rating) are "named and claimed" to monitor growth toward proficiency in reading and math as measured by formative, summative, MAP, F&P, and SNAP on a bi-monthly basis in order to close the achievement gap.

Category: Continuous Improvement

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Research Cited: Key Core Work Process- Learning Culture and Environment

Activity - GAP 2.1	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
GAP 2.1 -The District Leadership Team will monitor progress of CUSP students through the district PLC protocol and will create an actionable “next steps” process for gap closure, to be addressed in 30-60-90 day plans on a bi-monthly basis.  Schools: All Schools	Academic Support Program	02/28/2017	12/31/2017	\$0	No Funding Required	Margaret Snowden District Leadership Team

**Goal 3: Decrease the % of students scoring novice in Ele. reading from 31.8% to 15.9%, MS from 34.9% to 17.45%, HS from 38.3% to 19.15% & Decrease % novice in math Ele. from 28.2% to 14.1%, MS from 17.5% to 8.75%, HS from 21.8% to 10.9% by 2020.**

**Measurable Objective 1:**

collaborate to reduce the % scoring novice in reading for ELE from 36.2% to 25.44%, for MS from 35.8% to 27.92% , and HS from 38.6% to 30.64%. AND reduce % scoring novice in math for ELE from 26.5% to 22.56%, for MS from 20.3% to 14.0%, and for HS from 17.3% to 15.7% by 05/31/2017 as measured by KPREP.

**Strategy 1:**

NR 1 Strategy 2017 - Improve and sustain a continuous improvement model through the District PDSA/PLC protocol, by analyzing data from MAP, F&P, SNAP, CERT, and Formative Assessments, on a bi-weekly and quarterly basis in order to monitor the students scoring novice in reading and math.

Category: Continuous Improvement

Research Cited: Baldrige Key Core Work Processes

Activity - NR 1.1	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district leadership team will select and clearly communicate data points that will be analyzed and reviewed bi-weekly/quarterly to measure student achievement and will create an actionable “next steps process” for Novice Reduction in all schools.  Schools: All Schools	Academic Support Program	01/02/2017	12/29/2017	\$0	No Funding Required	Teresa Miller-Ruiz District Core Team

Activity - NR 1.2	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive District Improvement Plan

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The District Instructional Core Team will meet weekly to monitor progress on schools and district 30-60-90 day plans, and determine needs within the district and to be addressed in District PLCs.  Schools: All Schools	Academic Support Program	01/02/2017	12/29/2017	\$0	No Funding Required	Teresa Miller-Ruiz District Core Team
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### Strategy 2:

NR 2 Strategy 2017 - Develop a systematic approach in order to design and deliver core instruction to ensure 80% of students are 80% successful in Tier 1 for reading and math as measured by formative assessment data bi-weekly/quarterly.

Category: Continuous Improvement

Research Cited: Baldrige Key Core Work Processes

Activity - NR 2.1	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The District Instruction Core Team will research and select high yield instructional strategies (1-2 each month) to be modeled and shared with the school leadership in monthly professional learning meetings, with the expectation that principals will ensure the high yield instructional strategies are implemented within each school to support reaching the Novice Reduction goal.  Schools: All Schools	Professional Learning	01/02/2017	12/29/2017	\$600	District Funding	Teresa Miller-Ruiz District Core Team

**Goal 4: Our goal is to increase the percentage of students identified as college and/or career ready from, 76.9 to 100 by increasing 5.8 each to reach a target goal of 100 by school year 2020.**

### Measurable Objective 1:

achieve college and career readiness from 76.9 to 82.7 by 05/31/2017 as measured by ACT, CERT, WorkKeys, KOSSA, KYOTE, and industry certification.

### Strategy 1:

CCR Strategy 1 2017 - All stakeholders will collaborate to develop and create vision, mission, belief and value statements that promote a learning culture and environment which increases the percentage of students who are college and/or career ready as measured by CERT, ACT, KOSSA, WorkKeys, KYOTE, and industry certification on a quarterly/trimester/bi-annually and national test dates basis.

Category: Stakeholder Engagement

Research Cited: Baldrige Key Core Work Processes

Activity - CCR 1.1 2017	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive District Improvement Plan

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All stakeholders will create and communicate vision/mission/belief statements to ensure the learning culture and environment in K-12 promotes college and/or career success after high school graduation.  Schools: All Schools	Community Engagement	03/31/2017	12/31/2017	\$2500	District Funding	Jeff Saylor Charlotte O'Bryan District Instructional Core Team
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### Strategy 2:

CCR Strategy 2 2017 - The district will implement a plan that supports a learning culture and environment to ensure all students (K-12) have opportunities for career exploration and preparation for a successful pathway in life after graduation by implementing and improving the process by which students utilize the Individual Learning Plan/Unbridled Careers as measured by the ILP Completion Reports on a quarterly basis.

Category: Career Readiness Pathways

Research Cited: KDE

Activity - CCR 2.1 2017	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will implement an advising and guidance process that supports the ILP and develop a method to evaluate the effectiveness and results of the ILP process by monitoring through ILP completion reports  Schools: All Schools	Career Preparation/Orientation	03/31/2017	12/29/2017	\$2500	District Funding	Charlotte O'Bryan District Instructional Core Team

**Goal 5: Increase the % of students scoring proficiency in ELEM for reading from 38.4% to 67.9% and math 39.5% to 65.8%, MS reading 43.4% to 70.8% and math 40.0% to 68.6%, HS reading 51.25% to 70.2% and math 34.5% to 66.9% by 2019.**

### Measurable Objective 1:

collaborate to increase the % of students scoring proficiency in reading for ELEM from 38.4% to 55.0%, MS from 43.4% to 59.1% and HS from 51.2% to 58.2%. Increase % of students scoring proficiency in math for ELEM from 39.5% to 52.1%, MS 40.0% to 56.0%, HS 34.5% to 53.7 by 05/31/2017 as measured by K-PREP.

### Strategy 1:

Proficiency 1 Strategy 2017 - Develop a systematic approach to effectively design and deploy standards through the District PDSA/PLC Protocol by analyzing data from MAP, Fountas PInnell, SNAP, CERT and formative assessments on a bi-weekly and quarterly basis in order to monitor the rigor and congruence of assessments to standards.

Category: Continuous Improvement

Research Cited: Baldrige Key Core Work Processes, PDSA

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Activity - Proficiency 1.1	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The District Instructional Core Team will monitor reading and math curriculum documents quarterly (through One Drive) to ensure that curriculum is complete and all components are included.  Schools: All Schools	Other - Curriculum	03/31/2017	12/29/2017	\$7500	Title VI	Lisa H. Reece (District Instructional Core Team)

Activity - Proficiency 1.2	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Leadership will ensure curriculum documents are reviewed and revised monthly in school Professional Learning Community (PLCs) to ensure rigor of instruction and assessments are congruent to standards and all curriculum documents are complete.  Schools: All Schools	Academic Support Program	01/31/2017	12/29/2017	\$0	No Funding Required	Lisa H. Reece (School Leadership Team/Principals)

Activity - Proficiency 1.3	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Leadership will provide opportunities for teachers to create science curriculum aligned to NGSS science standards for grades K-12.  Schools: All Schools	Academic Support Program	06/30/2017	07/31/2017	\$7500	Title VI	Lisa H. Reece (Teresa Miller-Ruiz)

### Strategy 2:

Proficiency 2 Strategy 2017 - Develop a systematic approach to ensure that all teachers design and deliver instruction which mirrors the direct/explicit instructional model/process (including before, during and after learning) as measured by the district Instructional Rounds process on a bi-monthly basis to monitor core instruction for reading and math.

Category: Continuous Improvement

Research Cited: Baldrige Key Core Work Processes

Activity - Proficiency 2.1	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Leadership Team will conduct Instructional Rounds to monitor district problem of practice for core instruction in reading and math.  Schools: All Schools	Academic Support Program	03/31/2017	12/29/2017	\$0	No Funding Required	Lisa H. Reece (District Instructional Leadership Team)

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title VI

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Proficiency 1.3	District Leadership will provide opportunities for teachers to create science curriculum aligned to NGSS science standards for grades K-12.	Academic Support Program	06/30/2017	07/31/2017	\$7500	Lisa H. Reece (Teresa Miller-Ruiz)
Proficiency 1.1	The District Instructional Core Team will monitor reading and math curriculum documents quarterly (through One Drive) to ensure that curriculum is complete and all components are included.	Other - Curriculum	03/31/2017	12/29/2017	\$7500	Lisa H. Reece (District Instructional Core Team)
<b>Total</b>					\$15000	

### Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Grad 2.1	District will recruit candidates and create a teacher cohort group to provide support for teachers who are candidates for National Board Certification by providing mentors and professional learning opportunities for the completion of required components on a quarterly basis.	Professional Learning, Recruitment and Retention	01/01/2017	10/31/2017	\$950	Tonya Isaacs District Leadership Team
<b>Total</b>					\$950	

### District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
CCR 1.1 2017	All stakeholders will create and communicate vision/mission/belief statements to ensure the learning culture and environment in K-12 promotes college and/or career success after high school graduation.	Community Engagement	03/31/2017	12/31/2017	\$2500	Jeff Saylor Charlotte O'Bryan District Instructional Core Team
CCR 2.1 2017	The district will implement an advising and guidance process that supports the ILP and develop a method to evaluate the effectiveness and results of the ILP process by monitoring through ILP completion reports	Career Preparation/Orientation	03/31/2017	12/29/2017	\$2500	Charlotte O'Bryan District Instructional Core Team



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NR 2.1	The District Instruction Core Team will research and select high yield instructional strategies (1-2 each month) to be modeled and shared with the school leadership in monthly professional learning meetings, with the expectation that principals will ensure the high yield instructional strategies are implemented within each school to support reaching the Novice Reduction goal.	Professional Learning	01/02/2017	12/29/2017	\$600	Teresa Miller-Ruiz District Core Team
<b>Total</b>					\$5600	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Proficiency 2.1	District Leadership Team will conduct Instructional Rounds to monitor district problem of practice for core instruction in reading and math.	Academic Support Program	03/31/2017	12/29/2017	\$0	Lisa H. Reece (District Instructional Leadership Team)
Proficiency 1.2	School Leadership will ensure curriculum documents are reviewed and revised monthly in school Professional Learning Community (PLCs) to ensure rigor of instruction and assessments are congruent to standards and all curriculum documents are complete.	Academic Support Program	01/31/2017	12/29/2017	\$0	Lisa H. Reece (School Leadership Team/Principals)
Grad 1.1	Grad 1.1 District Leadership Team will review and analyze data from the Persistence to Graduation report and formative data on a semester/monthly basis through district PLC protocol to monitor interventions for those students who are off track and are at risk of failing and dropping out of school and will create actionable next steps process on the 30-60-90- day plan for students not on track for graduating.	Academic Support Program, Behavioral Support Program	01/01/2017	12/31/2017	\$0	Tonya Isaacs District Leadership Team School Leadership Team
NR 1.1	The district leadership team will select and clearly communicate data points that will be analyzed and reviewed bi-weekly/quarterly to measure student achievement and will create an actionable "next steps process" for Novice Reduction in all schools.	Academic Support Program	01/02/2017	12/29/2017	\$0	Teresa Miller-Ruiz District Core Team
NR 1.2	The District Instructional Core Team will meet weekly to monitor progress on schools and district 30-60-90 day plans, and determine needs within the district and to be addressed in District PLCs.	Academic Support Program	01/02/2017	12/29/2017	\$0	Teresa Miller-Ruiz District Core Team
GAP 1.2	GAP 1.2 - The District Track Team will monitor the effectiveness of school's evidence based intervention practices by using a PDSA model.	Academic Support Program, Behavioral Support Program	02/28/2017	11/30/2017	\$0	Margaret Snowden and District Track Team

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GAP 2.1	GAP 2.1 -The District Leadership Team will monitor progress of CUSP students through the district PLC protocol and will create an actionable "next steps" process for gap closure, to be addressed in 30-60-90 day plans on a bi-monthly basis.	Academic Support Program	02/28/2017	12/31/2017	\$0	Margaret Snowden District Leadership Team
GAP 1.2	GAP 1.2 - The District Track Team will monitor the effectiveness of school's evidence based intervention practices by using a PDSA model.	Academic Support Program, Behavioral Support Program	02/28/2017	11/30/2017	\$0	Margaret Snowden and District Track Team
<b>Total</b>					\$0	

## 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
CCR 1.1 2017	All stakeholders will create and communicate vision/mission/belief statements to ensure the learning culture and environment in K-12 promotes college and/or career success after high school graduation.	Community Engagement	03/31/2017	12/31/2017	\$2500	Jeff Saylor Charlotte O'Bryan District Instructional Core Team
NR 1.1	The district leadership team will select and clearly communicate data points that will be analyzed and reviewed bi-weekly/quarterly to measure student achievement and will create an actionable "next steps process" for Novice Reduction in all schools.	Academic Support Program	01/02/2017	12/29/2017	\$0	Teresa Miller-Ruiz District Core Team
Proficiency 1.1	The District Instructional Core Team will monitor reading and math curriculum documents quarterly (through One Drive) to ensure that curriculum is complete and all components are included.	Other - Curriculum	03/31/2017	12/29/2017	\$7500	Lisa H. Reece (District Instructional Core Team)
GAP 1.2	GAP 1.2 - The District Track Team will monitor the effectiveness of school's evidence based intervention practices by using a PDSA model.	Academic Support Program, Behavioral Support Program	02/28/2017	11/30/2017	\$0	Margaret Snowden and District Track Team
Proficiency 1.2	School Leadership will ensure curriculum documents are reviewed and revised monthly in school Professional Learning Community (PLCs) to ensure rigor of instruction and assessments are congruent to standards and all curriculum documents are complete.	Academic Support Program	01/31/2017	12/29/2017	\$0	Lisa H. Reece (School Leadership Team/Principals)
Proficiency 1.3	District Leadership will provide opportunities for teachers to create science curriculum aligned to NGSS science standards for grades K-12.	Academic Support Program	06/30/2017	07/31/2017	\$7500	Lisa H. Reece (Teresa Miller-Ruiz)
NR 1.2	The District Instructional Core Team will meet weekly to monitor progress on schools and district 30-60-90 day plans, and determine needs within the district and to be addressed in District PLCs.	Academic Support Program	01/02/2017	12/29/2017	\$0	Teresa Miller-Ruiz District Core Team

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GAP 1.2	GAP 1.2 - The District Track Team will monitor the effectiveness of school's evidence based intervention practices by using a PDSA model.	Academic Support Program, Behavioral Support Program	02/28/2017	11/30/2017	\$0	Margaret Snowden and District Track Team
Proficiency 2.1	District Leadership Team will conduct Instructional Rounds to monitor district problem of practice for core instruction in reading and math.	Academic Support Program	03/31/2017	12/29/2017	\$0	Lisa H. Reece (District Instructional Leadership Team)
NR 2.1	The District Instruction Core Team will research and select high yield instructional strategies (1-2 each month) to be modeled and shared with the school leadership in monthly professional learning meetings, with the expectation that principals will ensure the high yield instructional strategies are implemented within each school to support reaching the Novice Reduction goal.	Professional Learning	01/02/2017	12/29/2017	\$600	Teresa Miller-Ruiz District Core Team
Grad 2.1	District will recruit candidates and create a teacher cohort group to provide support for teachers who are candidates for National Board Certification by providing mentors and professional learning opportunities for the completion of required components on a quarterly basis.	Professional Learning, Recruitment and Retention	01/01/2017	10/31/2017	\$950	Tonya Isaacs District Leadership Team
GAP 2.1	GAP 2.1 -The District Leadership Team will monitor progress of CUSP students through the district PLC protocol and will create an actionable "next steps" process for gap closure, to be addressed in 30-60-90 day plans on a bi-monthly basis.	Academic Support Program	02/28/2017	12/31/2017	\$0	Margaret Snowden District Leadership Team
CCR 2.1 2017	The district will implement an advising and guidance process that supports the ILP and develop a method to evaluate the effectiveness and results of the ILP process by monitoring through ILP completion reports	Career Preparation/Orientation	03/31/2017	12/29/2017	\$2500	Charlotte O'Bryan District Instructional Core Team
<b>Total</b>					<b>\$21550</b>	

### West Irvine Intermediate

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Grad 1.1	Grad 1.1 District Leadership Team will review and analyze data from the Persistence to Graduation report and formative data on a semester/monthly basis through district PLC protocol to monitor interventions for those students who are off track and are at risk of failing and dropping out of school and will create actionable next steps process on the 30-60-90- day plan for students not on track for graduating.	Academic Support Program, Behavioral Support Program	01/01/2017	12/31/2017	\$0	Tonya Isaacs District Leadership Team School Leadership Team
<b>Total</b>					<b>\$0</b>	

**Comprehensive District Improvement Plan**

Estill County

**Estill County Middle School**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Grad 1.1	Grad 1.1 District Leadership Team will review and analyze data from the Persistence to Graduation report and formative data on a semester/monthly basis through district PLC protocol to monitor interventions for those students who are off track and are at risk of failing and dropping out of school and will create actionable next steps process on the 30-60-90- day plan for students not on track for graduating.	Academic Support Program, Behavioral Support Program	01/01/2017	12/31/2017	\$0	Tonya Isaacs District Leadership Team School Leadership Team
<b>Total</b>					\$0	

**Estill County High School**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Grad 1.1	Grad 1.1 District Leadership Team will review and analyze data from the Persistence to Graduation report and formative data on a semester/monthly basis through district PLC protocol to monitor interventions for those students who are off track and are at risk of failing and dropping out of school and will create actionable next steps process on the 30-60-90- day plan for students not on track for graduating.	Academic Support Program, Behavioral Support Program	01/01/2017	12/31/2017	\$0	Tonya Isaacs District Leadership Team School Leadership Team
<b>Total</b>					\$0	

## **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	Will be posted on district Website the first week of January 2017 at <a href="http://www.estill.kyschools.us/">http://www.estill.kyschools.us/</a>	

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

Estill 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	The district has transferred Title II funds into Title I funds. Title II funds will be spent according to Title I regulations.	

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

Estill 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	Grant Management Application & Planning System (GMAP) Report corresponds with the MUNIS budget.	

# Comprehensive District Improvement Plan

Estill 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

Estill 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		

# Comprehensive District Improvement Plan

Estill County

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:**

Our goal is to increase the percentage of students identified as college and/or career ready from, 76.9 to 100 by increasing 5.8 each to reach a target goal of 100 by school year 2020.

**Measurable Objective 1:**

achieve college and career readiness from 76.9 to 82.7 by 05/31/2017 as measured by ACT, CERT, WorkKeys, KOSSA, KYOTE, and industry certification.

**Strategy1:**

CCR Strategy 2 2017 - The district will implement a plan that supports a learning culture and environment to ensure all students (K-12) have opportunities for career exploration and preparation for a successful pathway in life after graduation by implementing and improving the process by which students utilize the Individual Learning Plan/Unbridled Careers as measured by the ILP Completion Reports on a quarterly basis.

Category: Career Readiness Pathways

Research Cited: KDE

Activity - CCR 2.1 2017	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will implement an advising and guidance process that supports the ILP and develop a method to evaluate the effectiveness and results of the ILP process by monitoring through ILP completion reports	Career Preparation/ Orientation	03/31/2017	12/29/2017	\$2500 - District Funding	Charlotte O'Bryan District Instructional Core Team

**Narrative:**

The grade level organizational structure of one school-one district allows the district to equitably distribute teachers throughout the district as needed. All students who are in common grades attend the same school, but are located in five different buildings (P-K Center, Estill Springs grades 1-2, West Irvine Intermediate grades 3-5, Estill Middle School grades 6-8, Estill County High School grades 9-12). Because of this district grade level structure, the superintendent works directly with principals to make sure highly effective teachers are placed where the data shows there is a greater need for academic improvement. We do not have teachers working out of their field or unqualified. Inexperienced teachers are assigned mentors at their grade level to provide support for appropriate levels of instruction. All teachers participate in a district PLC continuous improvement protocol that ensures that all teachers are planning for the rigor level of the standards and that students are performing at the levels they should be. Within this protocol, school administrators create a next steps process which is monitored at the district level to ensure all students are college and career ready. Various district resources are utilized to optimize learning opportunities for all students, especially minorities and student in poverty.



# Comprehensive District Improvement Plan

Estill County

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

## Goal 1:

Increase graduation rate to 100% by 2020.

## Measurable Objective 1:

improve graduation rate from 98.2% to 98.5% by 05/31/2017 as measured by K-Prep.

## Strategy1:

Grad Strategy 2 2017 - Develop a process that recruits and promotes teacher leaders and creates a learning culture and environment through the National Board Certification process to build teacher leader capacity in all schools as monitored by the TELL-KY survey, teacher turn over data, and teacher effectiveness data as monitored on a bi-annually and annual basis.

Category: Professional Learning & Support

Research Cited: National Board Certification

Activity - Grad 2.1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District will recruit candidates and create a teacher cohort group to provide support for teachers who are candidates for National Board Certification by providing mentors and professional learning opportunities for the completion of required components on a quarterly basis.	Recruitment and Retention Professional Learning	01/01/2017	10/31/2017	\$950 - Title II Part A	Tonya Isaacs District Leadership Team

# **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?**

Estill County Schools has a district membership of 2,260 students in grades K-12th. Our district also has a blended Preschool/Head Start program with a membership of 137 students and a Early Head Start program consisting of 4 students. Our students attend South Irvine P-K Center for Early Head Start through Kindergarten; Estill Springs Elementary for 1st and 2nd grades; West Irvine Elementary for 3rd-5th grades; Estill County Middle School for 6th-8th grades; and Estill County High School for 9th-12th grades. The district has an alternative program, Success Academy, for grades 6th-12th located adjacent to Estill County High School.

Estill County is located in the Foothill Region of the state of Kentucky. According to the Kentucky Center for Education and Workforce Statistics Report for 2015, Estill County has an approximate population of 14,488 people. In 2015 the median household income was \$29,184.

A unique challenge for Estill County is we are located in an area between the more industrialized Bluegrass Region and the more isolated Appalachian Mountain areas. 27.2% of the population are living in poverty. The school's free and reduced lunch rate is currently 70%. The district participates in the Community Eligibility Provision (CEP) which allows all students to receive free breakfast and lunch. The School System is the largest employer of Estill County with 365 contracted employees. Most residents who live here must travel out of county for employment, thus classifying us as a bedroom community. Residents average commute time is around 33 minutes.

Decreasing enrollment continues to be a challenge for our district. A three year review of the student population of Estill County Schools shows an average loss of 20.3 students per year in grades K-12. The 2013-2014 school year shows 2359 students enrolled in grades K-12, as compared to 2322 in 2014-2014 and 2298 in the 2015-2016 school year. The 2016-2017 school year currently has this average loss doubled with only 2258 students being enrolled as of December. In total, from the 2013 school year until now (3.5 years), we are down 100 students in enrollment.

In the last year, the district has focused its efforts on the creation and implementation of systems for district and school improvements. The district has implemented a continuous learning process to monitor the effectiveness of classroom instruction and to ensure changes are made to instruction and curriculum to ensure continuous progress is being achieved. Although these systems were put into practice during the 2015-16 school year, the district has concentrated on the refinement and increased monitoring of these systems.

The district has adopted a strategic plan with goals and objectives set to be achieved by the end of school year 2020. It is the district's goal to stay focused on these objectives in order to become a district of excellence through becoming proficient academically, having a positive and satisfied workforce, creating an environment of community trust, reducing expenses, and creating efficient systems to maintain operations.

## 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 district's Vision statement is "Every Child Succeeds" and our mission statement is, "Achieve proficiency through a high quality education for all students in a safe and supportive environment."

Our goals are:

- \* All Estill County Schools will reach proficiency.
- \* All teachers will provide high quality education in which students are actively engaged.
- \* All leadership will provide an environment for teachers and students to succeed.
- \* The district will focus on continuous improvement.
- \* Parents and community will be engaged in the education process.

Our beliefs are:

- \* Ownership of the mission is necessary.
- \* The environment is safe and supportive.
- \* High quality leadership and teaching produce student success.
- \* Everyone must stay focused on the mission.
- \* Parent and community involvement is important for success.

The district's vision, mission, and belief statements were created by a representative group of stakeholders in June 2002. The district has planned to revisit vision/mission and beliefs during the first semester of 2017 in order to create a district learning culture and climate which will prepare students for college and/or career readiness beginning in Preschool.

## **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.**

Notable achievements and improvements in the last three years:

1. Our High School has an overall Proficient Rating in 2016 with an overall score of 72.8.
2. The ECHS Band received 1st place in the state in November 2016 making back to back 1st place wins.
3. Our district has a partnership with Head Start for a very successful blended Head Start/Preschool Program at South Irvine P-K Center.
4. The district has upgraded the High School facilities and South Irvine P-K Center.
5. 100% of our students receive free breakfast and lunch; therefore eliminating stigma for students receiving free and reduced meals. Our district was able to qualify for the Community Eligibility Provision (CEP) in 2013.
6. District Academic teams have been successful in region, state, and national levels.
7. Our partnership with Gear-Up Appalachia has enabled us to purchase 4 computer labs and 2 I-Pad labs. Partnering with Gear-Up has allowed us to offer special programs to target students in order to close achievement gaps. Professional Development for teachers has been enhanced for ELA, math and science teachers. The grant has enabled the district to make a cultural shift to a career and college readiness culture.

Areas for improvement for the next three years:

1. To increase student proficiency percentage of students in reading and in math.
2. Increase the percentage of students scoring proficient in the non-duplicated gap group sub-populations for Students with Disabilities and Free/Reduced Lunch Students.
3. Grow teacher leaders by recruiting teachers to obtain National Board Certification and increase the percentage of teachers involved in decision making at the district and school levels.
4. Revisit Vision and Mission statements and communicate district beliefs to create a learning culture and environment to increase college/career readiness beginning in Preschool.
5. Implement objectives on the district's Strategic Plan in order to become a district of excellence regarding achievement and improvements of systems by 2020.
6. Continue upgrading existing building as stated in the District Facilities Plan.
7. To Maintain and refine systems of continuous improvement district wide.

## Additional Information

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

### School Safety

Estill County schools strive to provide a safe and secure learning environment for all students throughout the district. The district has a school resource officer (SRO) that is available to each school in the district. The SRO investigates all legal violations within schools and brings charges when necessary. The presence and visibility of the SRO helps promote a safe and secure learning environment. Also, most of our schools have security camera monitoring systems which promote safety and security. Every bus in the district has a camera installed for constant monitoring.

### Food Service

Estill County School has a three-week menu cycle. Federal regulations require that we offer minimum portion sizes of meat/meat alternate, 100% whole grain breads, fruit, vegetables and fluid milk during every lunch meal service. Portion sizes are outlined in the Healthy Hunger-Free Kids Act of 2010 to meet the needs of growing children and are increased as children grow older. All grains offered are whole grain and increased servings of fruits and vegetables every day. The menu cycle provides a variety and allows us to make the most efficient use of donated commodities, especially seasonal fresh fruits. We offer 1% and skim milk, as well as 100% fruit juices. All lunchroom managers are certified through the School Nutrition Association (SNA). This certificate program has three levels, and the managers receive training hours to keep them informed of the last regulations on the National School Lunch and Breakfast Programs. As they accumulate hours, they move from Level 1-3. It is required to be at least Level Two, and currently we have two managers at Level Three and three new managers that are Level One. Lunchroom managers are also ServSafe certified and are re-certified every five years.

### Transportation

The Estill County Schools' transportation department operates 30 buses transporting children on a daily basis. In the 2015-16 school year, the buses traveled over 345,000 miles on their daily routes. Approximately 60% of the district's 2,260 students use school bus transportation. Drivers and assistants undergo yearly training mandated by state law. All of the drivers must receive a yearly physical and are subject to random drug testing. The Estill County Board of Education makes every effort to ensure the safe travel of students while being transported.

### Technology

The Technology department for the Estill County Board of Education has implemented several new additions and policies within the district to improve the technology and processes used by faculty and students. The district, through coordination with the Kentucky Department of Education, has instigated a new web filtration system for CIPA compliance and more efficient control of all district internet activity. A ticketing system has been put in place to facilitate all hardware and software related computer issues. Each School and the technology department has coordinated a 50-50 match on computer purchases to extend technology funds to replace old staff and student workstations. The district has also purchased a new website for each school to aid in the dissemination of school and district related information to the public. To help retain and backup necessary files for all staff and student information, the district has purchased and executed NAS storage, with off-site replication. The district has also recycled over 10 years' worth of outdated computers, printers, monitors, and other technology hardware.

### Finance

The Estill County Board of Education is financially sound. The ending balance of all funds for fiscal year 2016 was \$3,706,473. Contingency remained above the 2% state required minimum. State funding, Support Educational Excellence in Kentucky (SEEK) provides 67% of

## Comprehensive District Improvement Plan

Estill County

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general fund revenue and local tax effort provides 17% . Federal funds provide 60% and state funds 37%, of the special revenue fund. Instruction costs, directly related to the classroom, are 60% of the budget. Debt service for the district is \$1.1 million for FY17. The district continues to take advantage of declining interest rates, when beneficial, to refinance bond issues