KDE Comprehensive School Improvement Plan

Marion County High School

Marion County

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DRAFT

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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.

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Executive Summary

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Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school 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, and the kinds of programs and services that a school implements to support student learning.

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

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Description of the School

Describe the school'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 serves?

Marion County High School is a small town school in Lebanon, KY, located in the heart of Kentucky's Bluegrass Region. The City of Lebanon and Marion County have been tabbed the "Manufacturing Center of Central Kentucky" and voted the "Most Industry Friendly Community in Kentucky," which is a credit to the leadership and citizens of the community. To make any development effort a success it takes cooperation from a number of different entities including the school system and our city and county government. The existence of two distilleries (including Maker's Mark) has provided the community a history rich in tradition. Two cooperages and restaraunts with bourbon themes highlight the impact the industry has had on the county and make Marion County an ideal stop on the "Bourbon Trail." As a city and county that has been recognized for its manufacturing and economic stability, Lebanon also supports the small businesses that line downtown through its Main Street Program. Local industry provides graduates employment opportunities other small towns cannot and many who attend post-secondary training outside the community tend to return to Marion County to settle and raise their family.

MCHS is the only high school serving the almost 20,000 residents of Marion County. Over the past three years the school has had an enrollment of between 930 to 960 students in grades 9-12. Our free and reduced population averages between 45 to 55%, with fluctuations depending on our local economy, and the school generally serves a minority population of between 10 to 15%. Our teaching staff consists of 47 certified staff and 31 classified staff members. Together, they strive to help students reach proficiency by providing a quality education through a variety of programs, services, and activities. Ninety five percent of the certified staff at MCHS have earned a Master's degree in their teaching area and the school employs six National Board Certified staff members. Implementation of the Teacher Professional Growth and Effectiveness System focusing on Danielson's Framework for Teaching has been a point of emphasis for the school and district starting in the 2014-15 school year. This year we have spent time implementing the strategies from the Fundamental Five, with an emphasis on framing lessons, work in the power zone, and allowing for frequent, small group, purposeful talk among students.

The school culture at Marion County High School continues to support high levels of student involvement, including many clubs, athletic and civic programs, as well as a community supported Schools to Work programs that help students develop skills necessary to compete in a global economy. College and Career Readiness benchmarks continue to be an ongoing focus across the curriculum at Marion County High School as we want all students to have options following graduation.

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School's Purpose

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

Vision
Marion County High School, in partnership with the community, will ensure that every student graduates with the skills to be successful.

Mission Statement:
Every KNIGHT, Every Day!

Theme for 2015-16
Team Work Makes the Dream Work.

Belief Statements:
- Graduating each student with a post secondary plan.
- Reaching out to students, staff, families, and community to form relationships.
- Ongoing and continuous learning for the school community.
- Working on rigorous and relevant lessons to increase student engagement.
- Implementing positive transitions.
- Nurturing a safe school environment.
- Guaranteeing a viable curriculum.

Our goal is to provide the skills for Marion County students to excel in and contribute to the leadership, workforce, citizenship, and character of Marion County. The first step to achieving this goal is preparing ALL Marion County High School students to be College and/or Career Ready upon their graduation. The expectation is that students can perform on grade level in terms of literacy and numeracy skills. Students access a rigorous curriculum and are encouraged to accelerate their learning by taking honors level and Advanced Placement courses to prepare them for life after high school. MCHS hopes to increase the number of coop and work force experiences for students at local businesses and industry through our partnership with the Area Technology Center.

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Notable Achievements and Areas of Improvement

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

Marion County High School is proud of the accomplishments of its students, staff, and faculty as we strive to provide educational opportunities in academics, leadership, citizenship, and character. MCHS is a significant part of the community's identity and recognizes that recent success is truly a joint venture between parents, students, and the community which has contributed to the following accomplishments:

2015 - Marion County High School ranked at the 94th percentile for all state high schools, earning a Distinguished ranking for the 2014-15 school year.

2014-15 - Principal participation in the National Institute for School Leadership.

ACT Success- the Class of 2016 earned the following scores on the state administration of the ACT in March 2015:

English	19.1
Math	19.1
Reading	19.4
Science	19.8
Composite	19.4 (right at the state average)

2014- AP School District Honor Roll, one of only 14 districts in the state of Ky
2015-16 Beta Club School of Distinction and current State President

2014 - MCHS Academic Team won Regional Governor's Cup competition in 2014, sending Quick Recall and Future Problem Solving teams to State Governor's Cup Competition, along with several students qualifying for written assessment at the State level.

2013-14 - Select MCHS Art students earned multiple awards for both two-dimensional and three-dimensional artworks exhibited at the Caveland Regional Art Show. First place Regional winners exhibited artwork at State Competition , earning the 2nd place award in the Painting category.

2014 & 2015 - Future Farmers of America- State Gold Emblem chapter and National 3-Star Rating, placing MCHS FFA in the top 14 chapters in the state of Ky

2010 - 2014 - 20th District Volleyball Champions
2004 - 2014 - 20th District Girls Basketball Champions

Several students represent MCHS at the state and national level annually in the areas of Career and Technical Education and BETA, as well as All-State Chorus.

Areas of improvement include increasing the number of students demonstrating proficiency in Math and Reading, improving the attendance

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and graduation rates, and working to ensure all students are college and/or career ready upon graduating.

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Additional Information

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

Marion County is a very close-knit community that has always supported the school and takes great pride in the accomplishments of its students. School spirit and Knight Pride continue to be strong as we strive for excellence in all areas and to increase the number of students who achieve College and Career Readiness status.

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MCHS School Improvement Plan - 2015-16

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Overview

Plan Name

MCHS School Improvement Plan - 2015-16

Plan Description

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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	The proficiency percent for Reading will increase from 57.4 in 2015 to 75.5 in 2019; Math: from 27.8 in 2015 to 67 in 2019; Science: from 50.8 in 2015 to 63.7 in 2019; Social Studies: from 58.3 in 2015 to 74.7 in 2019.	Objectives: 1 Strategies: 5 Activities: 11	Academic	$14000
2	Increase the average combined Math and Reading proficiency rating for Marion County High School Gap students to 65.6 in May of 2019 from 32.6 in 2015.	Objectives: 1 Strategies: 4 Activities: 9	Academic	$6000
3	All Marion County High School students will be College and/or Career Ready upon graduation. The percentage of graduates who are college and/or career ready will increase from 44.6% in 2012 to 80% in 2015-16.	Objectives: 1 Strategies: 6 Activities: 16	Academic	$18000
4	The Average Freshmen Graduation Rate (AFGR) at Marion County High School will increase from 90.2% in 2014-15 to 95.6% in 2015-16.	Objectives: 1 Strategies: 3 Activities: 8	Organizational	$26000
5	PGES Goal - Increase the percentage of effective 89% professionals (TPGES, OPGES, PPGES) to 100% in 2020	Objectives: 2 Strategies: 2 Activities: 5	Organizational	$0
6	To improve the culture and climate of Marion County High School as indicated by the Tell survey and other perception surveys.	Objectives: 1 Strategies: 2 Activities: 5	Organizational	$2000
7	Novice Reduction Goal	Objectives: 1 Strategies: 1 Activities: 1	Academic	$2500

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Goal 1: The proficiency percent for Reading will increase from 57.4 in 2015 to 75.5 in 2019; Math: from 27.8 in 2015 to 67 in 2019; Science: from 50.8 in 2015 to 63.7 in 2019; Social Studies: from 58.3 in 2015 to 74.7 in 2019.

Measurable Objective 1:

61% of All Students will demonstrate a proficiency based on EOC scores in Reading by 05/20/2016 as measured by End of Course results for English 2; 48% of all student will demonstrate proficiency on the Algebra 2 EOC; 53% of all students will demonstrate proficiency on the Biology EOC exam; 63% of all students will demonstrate proficiency on U.S. History EOC. .

Strategy 1:

Professional Learning Communities (PLC) - PLC's wlll meet weekly to review pacing guide implementation, plan standards-based lessons, design formative and summative assessments (including common assessments), and review student performance data. Instructional decisions will be based on data with professional learning embedded throughout the year.

Category: Professional Learning & Support

Research Cited: DuFour

Activity - Data Analysis with Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC teams will analyze data from common assessments throughout the year to monitor student learning. School-wide grade level data from End of Course exams, PLAN, ACT, KOSSA, and other state or national exams will be used to identify students for targeted interventions using research-based practices. Freshmen will continue to take the PLAN test with data analyzed to provide targeted interventions. Juniors will take the practice ACT in September to identify areas for intevention and the ACT in March. Seniors will take the ASVAB and those not meeting ACT benchmarks will receive remediation and then take the ACT Compass and KYOTE.	Academic Support Program	09/02/2014	05/22/2015	$0	No Funding Required	Principals, Teachers, Instructional Coaches

Activity - Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning Checks with item analysis will be completed by teachers each 9 weeks to monitor student understanding, identify standards that have not been mastered, and determine reteaching plans. PLCs will review common unit assessments to determine the effectiveness of instruction and identify critical content for re-teaching. GradeCam may be used to for item analysis to better monitor student performance.	Academic Support Program	09/01/2015	05/20/2016	$0	No Funding Required	Principals, Teachers, Instructional Coaches

Strategy 2:

Instructional Practices - format, monitoring and feedback. - Through teacher walk-throughs, reviews of lesson plans, PLC meetings, informal and formal observations, examination of student work, and teacher conferences - feedback will be provided to teachers in an effort to improve instructional practices. On-going training and

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dialogue regarding the implementation of TPGES, including the development of Professional Growth Goals and Student Growth Goals.

Category: Teacher PGES

Research Cited: Best Practices

Activity - Classroom Walk Throughs and Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation of a weekly walk through schedule for building administrators including feedback to teachers. Monthly district learning walks by central office personnel and outside administrators with a specific focus (learning targets, questioning techniques, etc.) and providing teachers written feedback on what was observed. Teachers will be evaluated using the TGPES Framework allowing for conversations based on evidence on how to improve teacher effectiveness.	Academic Support Program	09/02/2014	05/22/2015	$0	No Funding Required	Principals, Central Office Personnel

Activity - Instructional Coaches	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Coaches will work with English, Math, and Science teachers to monitor horizontal and vertical curriculum documents, implement instruction, and review assessment data. ICs will work with teachers during PLC time and provide feedback regarding best instructional practices.	Academic Support Program	08/06/2014	05/22/2015	$0	District Funding	Curriculum Coaches, Central Office, Principal

Activity - Extended School Day Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ESS offered for students before and after school. Pull-out tutoring will be utilized for those students can only be served during the traditional school day.	Academic Support Program	08/06/2014	12/19/2014	$5000	General Fund	Teachers, Administration

Strategy 3:

Academic Time for Interventions - Once a week during the first semester there will be a 40 minute intervention period to allow teachers to work with students in a small group setting. Teachers will choose 10 to 12 students to provide interventions or remediation on a specific skill or content. Teachers will be given priority for a designated week to ensure access to students most in need of interventions with core classes given greater priority (especially Math and English). Students not claimed for interventions will report to the designated class period for that week for enrichment or review.

Category: Learning Systems

Research Cited: Best Practice

Activity - Data Used to Group Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data from a practice ACT will be analyzed using Triumph College Admissions, along with MAP Testing, and students will be grouped based on standards they have not mastered to receive interventions. The instructional coach, ESS Staff, and members of the math department will all work with students on identified standards in an effort to serve as many students as possible in a small group setting.	Academic Support Program	01/05/2015	05/20/2016	$1500	Other	Math Teachers, Instructional Coach, Central Office Personnel

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Activity - Peer Tutors	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize those students who are not chosen for Academic Time and have demonstrated a mastery of standards or skills to work with other students during Academic Time. This will provide struggling students increased one-on-one support and the opportunity to have content explained by a peer who may present it in a manner that promotes student understanding.	Academic Support Program	12/03/2014	05/06/2015	$0	No Funding Required	Peer Tutors, Teachers

Strategy 4:

Professional Development - Teachers will continue to be trained in best practices and research-based strategies to promote student learning.

Category: Professional Learning & Support

Activity - Content Specific Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
GRREC cohort for Science and Social Studies....Art Conference...KAPPHERD for Health/PE...KWLA Conference for Spanish...CTE Summer Conference...Laying the Foundation Training for English...Co-teaching...Algebra 2	Professional Learning	06/01/2015	05/31/2016	$6000	General Fund	Principal, Teacher

Activity - Focus on the Fundamental Five.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Strategies from the Fundamental Five (Framing the Lesson, Work in the Power Zone, and Frequent Small Group Conversations) will be introduced during professional development to start the year and implemented by teachers. Walk throughs will focus on specific strategies and feedback will be provided electronically on how to most effectively use each strategy.	Professional Learning	08/05/2015	05/20/2016	$1500	General Fund	Principals

Strategy 5:

Literacy and Time Management Strategies - Teachers will incorporate reading techniques using specific types of readings (analytic, informational, descriptive, persuasive, etc.) most associated with the content they are teaching.

Category: Continuous Improvement

Activity - Introduction of Reading Strategies Monthly	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The English curriculum coach will introduce a literacy strategy each month at the faculty meeting teachers can implement in their classroom (ACT passage, analytical, charts/graphs, informative, persuasive, etc.).	Academic Support Program	10/14/2015	04/13/2016	$0	No Funding Required	Teachers

Activity - Timed Bell Ringers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Each Monday teachers are to use timed bell ringers that are similar in format and rigor to questions students will see on state and national assessments. Allowing only a set amount of time will reinforce the need for time management.	Academic Support Program	09/28/2015	05/16/2016	$0	No Funding Required	Teachers, Principals

Goal 2: Increase the average combined Math and Reading proficiency rating for Marion County High School Gap students to 65.6 in May of 2019 from 32.6 in 2015.

Measurable Objective 1:

47% of Black or African-American, White, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency of the standards in Mathematics by 05/20/2016 as measured by the percentage of students scoring as proficient or distinguished on state assessments; 51% of Gap students will demonstrate proficiency in Reading; 44.9% of Gap students will demonstrate proficiency in combined Math and Reading..

Strategy 1:

Professional Development - Teachers will participate in Professional Development to learn strategies that will increase student engagement. Learning will include instructional strategies and student activities that promote student involvement in the learning process along with application of learned content.

Category: Integrated Methods for Learning

Activity - Green River Regional Educational Cooperative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Participate in professional learning opportunities, grants such as the i3 "Getting the Picture," and other update trainings regarding best practices to increase the effectiveness of instruction, especially in the co-teaching setting.	Professional Learning	07/07/2014	05/22/2015	$0	District Funding	Special Education and Regular Education Teachers

Activity - District ECE Team Meetings along with Staff Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ECE staff will be trained in specific intervention strategies and programs to implement based on student needs (i.e. Aims Web progress monitoring and goal setting, sensory/autism, data analysis, PASS Program, RTI, etc.).	Professional Learning	07/07/2014	06/30/2015	$1500	District Funding	Central Office, Teachers, Principals

Activity - Fundamental Five	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training in the Fundamental Five instructional strategies including framing the lesson to clarify student expectations, working in the power zone to monitor student performance and provide feedback, along with allowing for frequent, small group, purposeful talk among students. Teachers will receive electronic feedback from walk throughs to refine implementation.	Professional Learning	08/05/2015	05/20/2016	$0	No Funding Required	Principals

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Strategy 2:

Rigor For All Students - MCHS will provide access to rigorous standards-based instruction for all students through inclusion, collaboration/co-teaching, research-based strategies, staff training, and monitoring/feedback.

Category: Continuous Improvement

Activity - Monitoring / Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The ECE teachers will meet monthly to focus on ECE program improvement, student learning and data-analysis. Additionally, ECE Staff will maintain a Student Data Profile that will include student progress monitoring data and analysis to ensure students are receiving appropriate, targeted interventions and support as needed. Gap students will be identified and progress monitored throughout the school year.	Academic Support Program	09/02/2014	05/22/2015	$0	No Funding Required	Regular and Special Education Teachers

Activity - Inclusion	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students with special needs will be included in the regular classroom to the fullest extent allowed by the IEP. This will help to ensure that all students have access to a rigorous curriculum that is congruent to KCAS and Program of Studies. To support this work, students with special needs will be scheduled first into regular education classrooms and will be the focal point of discussions as the schedule is created.	Policy and Process	08/06/2014	05/22/2015	$0	No Funding Required	Principal, Counselors, Special Education and Regular Ed. Teachers

Activity - Research-Based Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will work to ensure that all teachers have access to sufficient instructional resources by investigating individual needs and providing and supporting the implementation of research-based programs/curriculum resources (i.e. Hattie, Marzano, Bloom, Kagan, etc.) that assist in strengthening instruction in core academic areas, and that are valid, reliable, and supported by data for targeting groups of students.	Professional Learning	08/05/2015	05/20/2016	$2000	General Fund	Principals, Teachers, Central Office Personnel

Activity - Priority Scheduling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ECE students will be scheduled first with consideration given to those teachers who will be working in a co-teaching setting.	Policy and Process	01/04/2016	05/20/2016	$0	No Funding Required	Counselors, ECE staff

Strategy 3:

Data Driven Interventions - Freshmen and sophomores identified as being in the bottom 10th percentile based on MAP scores for Reading and Math will be pulled weekly from electives for interventions. Those students will spend a minimum of 30 minutes completing on-line intervention in their area of need.

Category: Continuous Improvement

Activity - Computer-based Intervention with support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Students will be pulled from elective classes for on-line intervention targeted at identified weaknesses in math or reading. An instructional assistant will be available to assist students and provide immediate feedback or guidance.	Academic Support Program	11/09/2015	04/29/2016	$2500	General Fund	Counselor, Instructional Assistant, ESS

Strategy 4:

Professional learning on understanding the Framework of Poverty - Staff will study and learn about the Ruby Payne's Poverty framework and other notable works about communicating with students and parents living in poverty. Staff will apply strategies to i - Staff will incorporate strategies learned from studying poverty frameworks. Learning will occur during PLC's, leadership meetings, faculty meetings, and other embedded learning opportunities.

Category: Professional Learning & Support

Activity - Ruby Payne's Poverty Framework	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will incorporate strategies learned from studying poverty frameworks. Learning will occur throughout the district during PLC's, leadership meetings, faculty meetings, and other embedded learning opportunities.	Behavioral Support Program	01/06/2016	05/20/2016	$0	No Funding Required	Principal, Counselors

Goal 3: All Marion County High School students will be College and/or Career Ready upon graduation. The percentage of graduates who are college and/or career ready will increase from 44.6% in 2012 to 80% in 2015-16.

Measurable Objective 1:

80% of Eleventh and Twelfth grade students will demonstrate a proficiency in becoming CCR by meeting state academic benchmarks and work related assessments in Career & Technical by 06/30/2015 as measured by CCR benchmarks and delivery targets.

Strategy 1:

Academic Time - Every Wednesday teachers will identify 10 to 12 students for targeted classroom interventions to prepare for (or increase scores on) the ACT, KOSSA exams, and Industry Certificates.

Category: Learning Systems

Research Cited: ACT test prep

Activity - Interventions and Test Prep	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive test taking strategies and targeted interventions aimed at improving their performance on the ACT and KOSSA exams along with activities to prepare for Industry Certification.	Academic Support Program	08/06/2014	05/22/2015	$0	No Funding Required	Teachers, Principals

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Activity - State and National Practice Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in practice sessions using the KOSSA testing site to become more familiar with the test format and rigor. CTE Teachers will participate in writing, scoring, and data analysis training sessions when offered by KDE. Students who have not met ACT benchmarks will prepare to take the Work Keys.	Academic Support Program	01/04/2016	05/20/2016	$0	No Funding Required	CTE Teachers, Principals

Strategy 2:

Ensure All Students Are Enrolled in a Career Pathway - Provide students access to Career and Technical Education programs that align with career pathways identified in their ILPs.

Category: Career Readiness Pathways

Research Cited: Best Practices

Activity - Individual Learning Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Counselors will enroll all students in a career pathway identified in the ILP to ensure they earn completer status and are eligible to take KOSSA exams or earn an Industry Certificate.	Policy and Process	08/05/2015	05/20/2016	$0	No Funding Required	Counselors

Activity - Scheduling Completed by May 2016	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All student schedules to be complete by May of 2016 to ensure students are placed in career pathways and in classes at the appropriate level of rigor. Students will be allowed to walk their schedule for 2016-17.	Policy and Process	01/01/2015	05/20/2016	$0	No Funding Required	Counselors

Activity - Spreadsheet to Monitor Senior Progress To CCR	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Excel spreadsheet with all seniors and juniors updated weekly highlighting progress toward CCR benchmarks. CTE teachers will identify those students in their program who can earn completer status and work to ensure they are prepared for the KOSSA assessment in that area.	Policy and Process	04/01/2015	06/30/2016	$0	No Funding Required	Principal, Teachers, Counselor

Strategy 3:

Targeted Interventions - A variety of targeted interventions will be provided to students based on data from common assessments along with state and national exams (EOC, ACT, KOSSA).

Category: Learning Systems

Research Cited: ACT Test taking prep

Activity - Saturday Morning Seminars	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Math, Reading, Science, and English teachers provide a review of test taking strategies, critical content, and answer student questions prior to the ACT.	Tutoring	11/16/2013	02/28/2015	$0	State Funds	Content Area Teachers

Activity - Triumph College Admissions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Triumph College Admissions (TCA) provides detailed feedback from practice ACT tests identifying 4 skill areas in which each Junior demonstrated their greatest areas of weakness in English, Math, Reading, and Science. Students will have the opportunity to receive remediation in class and during Academic Time. Review sessions will be conducted by a content area teacher to discuss test taking strategies, provide a review of crtical skills/concepts, and answer individual questions.	Academic Support Program	09/16/2014	05/22/2015	$1500	General Fund	Administration, Teachers

Strategy 4:

Career Exploration - Community members, community education, FRYSC, counselors, and career coach will organize student meetings with career representatives as indicated by student ILP choices.

Category: Career Readiness Pathways

Research Cited: Best Practices

Activity - Operation Preparation and Career Club	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will provided the opportunity to meet with community members and career representatives as indicated by student ILP choices. Career Club will cater to a diverse group of students to inform them about the workforce, aid in the development of career readiness skills, and the variety of jobs available in the community.	Career Preparation/Orientation	12/01/2014	05/22/2015	$0	No Funding Required	Counselor, FRYSC, Career Coach, College Coach

Activity - Field Trips to Colleges, Business, and Industry	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will visit colleges, businesses, and industry to better understand the educational requirements, responsibilities, and expectations for each career.	Career Preparation/Orientation	09/01/2015	04/29/2016	$500	Perkins	CTE Teachers, Counselors

Activity - College Fair and Financial Aid Workshops	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
College Fair for seniors hosted at MCHS to allow students to talk with college reps. Financial aid workshops for parents to walk them through the process of completing the required paperwork.	Career Preparation/Orientation	11/19/2014	03/11/2015	$0	No Funding Required	Counselor, College Coach

Activity - School to Work Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Allow eligible Seniors to continue to participate in the School to Work program to develop a strong work ethic and soft skills that will benefit them as they pursue careers.	Career Preparation/Orientation	08/06/2014	05/22/2015	$0	No Funding Required	Principal, Counselor

Activity - Coop and Business/Industry Partnerships	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Selected students will participate in coop experiences during Fall and Spring Break. Other courses will partner with business and industry when possible to students work related experience.	Career Preparation/Orientation	10/06/2014	04/17/2015	$1000	District Funding	CTE Teachers, PLTW, Central Office

Strategy 5:

GRREC i3 Grant Project - Guiding and Engaging Exceptional Teens - MCHS will participate in a grant to help increase the number of students with disabilities attending rural, high poverty schools. The grant will use the Franklin-Simpson model and the development of student self-determination needed to set and achieve individual, personalized goals focused on student's post-high school aspirations.

Category: Career Readiness Pathways

Activity - The Franklin-Simpson Model	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incentives to reward students, targeted college/career readiness, one-on-one support with a career strategist, monitoring of the student's Individual Career Plan, and addressing barriers as they arise.	Career Preparation/Orientation	06/01/2015	05/20/2016	$0	GRECC Race to the Top	Principals, Teachers, Counselors

Activity - Implementation Plan for i3	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Modeling by coaches as they work one-on-one with students, consulting with strategists, cognitve coaching, data retreats, and whole school thinking strategies.	Professional Learning	01/22/2015	05/20/2016	$0	GRECC Race to the Top	All staff

Strategy 6:

Dual Credit Opportunities - Partner with surrounding colleges and universities to continue to offer students dual credit courses through the AP Program, on-line, or by attending campus.

Category: Career Readiness Pathways

Activity - Partnership with EKU, SCC, Campbellsville, etc.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Look to increase the number of courses and Universities who currently offer dual credit courses at MCHS. MCHS would like to be able to offer dual credit courses on campus for juniors and seniors for the 2015-16 school year..	Career Preparation/Orientation	08/06/2014	05/20/2016	$0	No Funding Required	Counselor, Principal

Activity - Next Generation Computer Lab	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Creation of a computer lab with a modern, "college" atmosphere for students taking dual credit classes and completing credit recovery. Access to on-line learning and platforms will allow students a greater variety of courses in a non-traditional setting.	Technology	08/05/2015	05/20/2016	$15000	District Funding	Principal, Counselor, Central Office

Goal 4: The Average Freshmen Graduation Rate (AFGR) at Marion County High School will increase from 90.2% in 2014-15 to 95.6% in 2015-16.

Measurable Objective 1:

demonstrate a proficiency that will allow for the increase in the cohort graduation rate by 05/22/2015 as measured by 95.9% in May of 2014 to 96.2% in May of 2015.

Strategy 1:

Interventions and Credit Recovery - Virtual Learning - Students identified as in danger of not graduating will be targeted for interventions. Students will have access to Compass Learning and/or other virtual courses to help students recover credits or to help get back on track academically.

Category: Integrated Methods for Learning

Research Cited: Best Practices

Activity - Extended School Day Services - In-school waiver	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation of ESS during traditional school day in a pull out setting and before or after school to provide interventions and support credit recovery.	Academic Support Program	09/01/2014	05/22/2015	$10000	District Funding	Principal, Teachers, Counselor

Activity - Next Generation Computer Lab for On-line Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as in danger of not graduating on time will be targeted for interventions. Student will have access to virtual courses in the next generation lab to assist students recover credits or to help get back on track.	Technology	08/05/2015	05/20/2016	$10000	District Funding	Principal, Central Office

Strategy 2:

Successful Transition to High School - Support services will be offered to ensure successful transition from middle school to high school and then from high school to adult life for all students.

Category: Career Readiness Pathways

Research Cited: Best Practice

Activity - Persistence to Graduation Report	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Identify at-risk students at each grade level and schedule courses targeting their ILPs and implement academic interventions to promote success in the classroom.	Behavioral Support Program	10/13/2014	05/22/2015	$0	No Funding Required	Principals, Counselors, Teachers

Activity - Freshmen Jump Start Program / Truth and Consequences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All incoming freshmen will participate in a full day orientation to ease the transition from middle to high school. Students attend sessions on each of the following; Be nice to each other! - What is MCHS? - Graduation Requirements/CCR/Majors - Study Skills - Activities/Athletics/Clubs - Fashion Show/Dress Code - Rules 101 - Technology - School Spirit/Fight Song - Schedule Search/Lockers - Commitment to Graduate.	Other	07/29/2014	07/29/2016	$0	General Fund	Principals, Teachers, Support Staff

Activity - Counseling Services and Character Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Communicare Referral Services (along with private counseling through the FRYSC) provided on-site for students with mental health concerns in an effort to remove barriers to learning. Character Challenge Curriculum for at-risk students who spend extended time in ISD.	Behavioral Support Program	08/06/2014	05/22/2015	$5000	FRYSC	FRYSC, Communicare

Strategy 3:

Career Ready - Life Ready - Students will participate in a variety of activities to help them explore and prepare for for life through Career Preparation, development of soft skills, goal-setting, and other relevent curriculum and training.

Category: Career Readiness Pathways

Activity - Service Learning Hours	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MCHS Seniors will be required to complete a community service project that promotes giving back to the community and good citizenship.	Community Engagement	09/02/2014	05/01/2015	$0	No Funding Required	Counselors

Activity - Individual Learning Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 9-12 will develop and annually review their Individual Learning Plans including goal-setting, career exploration, identification of career majors, and corresponding career pathways or elective courses.	Career Preparation/Orientation	01/05/2015	09/30/2015	$0	No Funding Required	Counselors, Principal

Activity - Coop and Business/Industry Partnerships	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Selected MCHS Seniors/Juniors will participate in coop experiences during Fall and Spring Break. Other courses will partner with business and industry whenever possible to provide students hands-on real world experiences.	Career Preparation/Orientation	10/03/2014	04/10/2015	$1000	District Funding	CTE Teachers, Principlas, Counselors, Central Office Admin.

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Goal 5: PGES Goal - Increase the percentage of effective 89% professionals (TPGES, OPGES, PPGES) to 100% in 2020

Measurable Objective 1:

collaborate to build capacity in principal & teacher understanding of the TPGES components. Goal and objective data will be set in 2015 after the baseline data has been received from the first year of implementation by 06/30/2016 as measured by next generation professionals data..

Strategy 1:

Professional Learning and Support - Principals will gain needed knowledge in planning and implementing activities that will build capacity and teacher/other professional's understanding of the effectiveness system. District and school leaders will identify and allocate time for principals and teachers to meet throughout the year for progress and feedback on: self-reflections, student growth goals, professional growth planning, observation, CIITS use, etc.

Category: Professional Learning & Support

Activity - PLCs, Staff Development Days and/or Faculty Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through plc meetings, monthly PD academies and/or faculty meetings professional learning will provide teachers/other professionals learning opportunities and exposure to the Teaching Framework, Scripting, Coding evidence, distinguishing between bias, evidence, and interpretation, SMART goal writing, teacher reflection, CIITS-EDS suite, professional growth plan goal writing, student growth goal writing with rubric development, student voice and any other topic as needed to increase teacher understanding, experience, and confidence with the effectiveness system.	Professional Learning	08/03/2015	05/20/2016	$0	No Funding Required	Principals, Central Office

Activity - District Leadership Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Bimonthly district leadership meetings will be held with PGES updates added to each agenda. This will provide on-going and just-in-time training for principals. Information for meetings will be gathered through the KDE PGES and CIITS webinars, ISLN network meetings, PGES trainings and PGES newsletters. Materials and guidance will be provided to principals so that they can then in turn train their teachers. Principals will engage in professional learning that includes but is not limited to article and book readings, power points/handouts, CIITS-EDS use, etc.	Professional Learning	08/03/2015	05/20/2016	$0	No Funding Required	Principals

Activity - Peer Observation Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Every teacher will be trained in the peer observation process using PBS learning media peer observer training modules. Ongoing follow-up training/review will be provided at the school level throughout the year.	Professional Learning	06/01/2014	05/20/2016	$0	District Funding	Principal, Teachers

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Measurable Objective 2:

demonstrate a behavior that provides documentation of the implementation of the Professional Growth and Effectiveness System by 06/30/2016 as measured by certified evaluations in CIITS along with SBDM minutes and the certified evaluation plan.

Strategy 1:

Implementation / Monitoring Systems - Develop a district-level and school-level PGES implementation and monitoring systems referring to the PGES Implementation Timeline.

Category: Teacher PGES

Activity - Certified Evaluation Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A committee of 50% teachers and 50% administrators will meet to revise the current certified evaluation plan to meet the guidelines of PGES and to be submitted to the Kentucky Department of Education for approval. The focus this year will be tweaking current items that need to be changed based upon teacher and administrator feedback from this year's experience of PGES implementation along with adding specifics regarding student growth goals and measuring of low, expected, or high growth for other professionals and district central office personnel.	Policy and Process	07/01/2015	06/30/2016	$0	No Funding Required	Central Office, Principal, Teachers

Activity - PGES Principal Points	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A weekly PGES Principal Points email will be sent that gives an account of the component description and implementation steps that need to be completed during that week as a guideline for principals. The purpose of the email is to provide a systematic process for helping principals to implement PGES, monitor their progress, time management strategies to meet required deadlines, etc. In addition, the email communication will provide a weekly update of the percent of teachers that have completed required tasks along with deadlines highlighted.	Professional Learning	08/01/2014	06/30/2016	$0	No Funding Required	Central Office

Goal 6: To improve the culture and climate of Marion County High School as indicated by the Tell survey and other perception surveys.

Measurable Objective 1:

collaborate to create an atmosphere of high expectations and accountabilty that recognizes both student and staff and achievement by 04/29/2016 as measured by perception surveys .

Strategy 1:

Increased Teacher Input and Involvement in School Programs - Teachers will have greater opportunity for input in decision making and creation of programs that promote high expectations and increase accountability for all stakeholders through participation in committees and leadership roles.

Category: Continuous Improvement

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Research Cited: Best Practices

Activity - Creation of a Discipline Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The committee of teachers will work to create a discipline matrix with behavior expectations and clearly defined consequences for students who violate school rules. The committee will meet monthly to review behavior data and identify behaviors of concern. The committee will allow teachers the opportunity to voice any concerns regarding safety as well as develop solutions.	Behavioral Support Program	05/06/2015	06/30/2016	$0	No Funding Required	Teachers, Principal, Central Office

Activity - Team Leadership Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly meeting of department heads and teacher leaders to discuss curriculum, assessment, and upcoming events, as well as address concerns departments or staff members may have.	Academic Support Program	08/18/2015	05/10/2016	$0	No Funding Required	Department Heads, Team Leaders

Strategy 2:

Recognize and Celebrate Student and Staff Achievements - Take time to recognize the contributions and accomplishments of students and staff who are exceeding academic and behavior expectations.

Category: Human Capital Management

Activity - Culture and Climate Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Group of teachers who plan and organize events and celebrations to ensure staff accomplishments are being recognized.	Behavioral Support Program	12/03/2015	05/30/2016	$0	No Funding Required	Teachers

Activity - PBIS - Student Recognition Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Committee of teachers who develops a system of rewards and recognition of students who are meeting or exceeding expectations. "Knight in Shining Armor" allowing each teacher to recognize 3 student each week who demonstrate outstanding behavior. Tickets allow students to be first in the lunch line and makes them eligible for a weekly drawing.	Behavioral Support Program	09/01/2015	05/20/2016	$0	General Fund	Teachers, Student Council

Activity - Posters and Banners Recognizing and Promoting Positive Behavior	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Banners up outside of school promoting Team Work and positive behaviors (respect, integrity, dream, believe, achieve).	Behavioral Support Program	08/05/2015	05/20/2016	$2000	General Fund	Principal

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Goal 7: Novice Reduction Goal

Measurable Objective 1:

100% of All Students will collaborate to reduce the % of novice students in math from 28.4% and from 32.6% in Reading by 05/20/2016 as measured by less than 10% on state and local assessments..

Strategy 1:

Progress Monitoring with On-going Interventions - The district's response to intervention procedures have been updated and approved by the board of education at the beginning of this school year. Each school will update their school-level RTI procedures by December.

Category: Learning Systems

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district's response to intervention procedures have been updated and approved by the board of education at the beginning of this school year. Each school will update their school-level RTI procedures by December. On-going supports will be provided to the schools throughout the year such as school site visits to review data collaboratively, STAT team meetings with students and counselors, quarterly district RTI meetings to present data and updates, and bi-weekly counselor cadre meetings that discuss RTI. All of these supports will be provided to ensure that each school develops a systematic and systemic response to intervention processes.	Academic Support Program	10/14/2015	05/13/2016	$2500	General Fund	Counselor, Instructional Assistant

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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Peer Observation Training	Every teacher will be trained in the peer observation process using PBS learning media peer observer training modules. Ongoing follow-up training/review will be provided at the school level throughout the year.	Professional Learning	06/01/2014	05/20/2016	$0	Principal, Teachers
District ECE Team Meetings along with Staff Training	ECE staff will be trained in specific intervention strategies and programs to implement based on student needs (i.e. Aims Web progress monitoring and goal setting, sensory/autism, data analysis, PASS Program, RTI, etc.).	Professional Learning	07/07/2014	06/30/2015	$1500	Central Office, Teachers, Principals
Coop and Business/Industry Partnerships	Selected students will participate in coop experiences during Fall and Spring Break. Other courses will partner with business and industry when possible to students work related experience.	Career Preparation/Orientation	10/06/2014	04/17/2015	$1000	CTE Teachers, PLTW, Central Office
Next Generation Computer Lab	Creation of a computer lab with a modern, "college" atmosphere for students taking dual credit classes and completing credit recovery. Access to on-line learning and platforms will allow students a greater variety of courses in a non-traditional setting.	Technology	08/05/2015	05/20/2016	$15000	Principal, Counselor, Central Office
Instructional Coaches	Instructional Coaches will work with English, Math, and Science teachers to monitor horizontal and vertical curriculum documents, implement instruction, and review assessment data. ICs will work with teachers during PLC time and provide feedback regarding best instructional practices.	Academic Support Program	08/06/2014	05/22/2015	$0	Curriculum Coaches, Central Office, Principal
Next Generation Computer Lab for On-line Learning	Students identified as in danger of not graduating on time will be targeted for interventions. Student will have access to virtual courses in the next generation lab to assist students recover credits or to help get back on track.	Technology	08/05/2015	05/20/2016	$10000	Principal, Central Office
Coop and Business/Industry Partnerships	Selected MCHS Seniors/Juniors will participate in coop experiences during Fall and Spring Break. Other courses will partner with business and industry whenever possible to provide students hands-on real world experiences.	Career Preparation/Orientation	10/03/2014	04/10/2015	$1000	CTE Teachers, Principlas, Counselors, Central Office Admin.
Extended School Day Services - In-school waiver	Implementation of ESS during traditional school day in a pull out setting and before or after school to provide interventions and support credit recovery.	Academic Support Program	09/01/2014	05/22/2015	$10000	Principal, Teachers, Counselor

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Green River Regional Educational Cooperative	Participate in professional learning opportunities, grants such as the i3 "Getting the Picture," and other update trainings regarding best practices to increase the effectiveness of instruction, especially in the co-teaching setting.	Professional Learning	07/07/2014	05/22/2015	$0	Special Education and Regular Education Teachers
				Total	$38500	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Saturday Morning Seminars	Math, Reading, Science, and English teachers provide a review of test taking strategies, critical content, and answer student questions prior to the ACT.	Tutoring	11/16/2013	02/28/2015	$0	Content Area Teachers
				Total	$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Focus on the Fundamental Five.	Strategies from the Fundamental Five (Framing the Lesson, Work in the Power Zone, and Frequent Small Group Conversations) will be introduced during professional development to start the year and implemented by teachers. Walk throughs will focus on specific strategies and feedback will be provided electronically on how to most effectively use each strategy.	Professional Learning	08/05/2015	05/20/2016	$1500	Principals
Response to Intervention	The district's response to intervention procedures have been updated and approved by the board of education at the beginning of this school year. Each school will update their school-level RTI procedures by December. On-going supports will be provided to the schools throughout the year such as school site visits to review data collaboratively, STAT team meetings with students and counselors, quarterly district RTI meetings to present data and updates, and bi-weekly counselor cadre meetings that discuss RTI. All of these supports will be provided to ensure that each school develops a systematic and systemic response to intervention processes.	Academic Support Program	10/14/2015	05/13/2016	$2500	Counselor, Instructional Assistant

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Computer-based Intervention with support	Students will be pulled from elective classes for on-line intervention targeted at identified weaknesses in math or reading. An instructional assistant will be available to assist students and provide immediate feedback or guidance.	Academic Support Program	11/09/2015	04/29/2016	$2500	Counselor, Instructional Assistant, ESS
Posters and Banners Recognizing and Promoting Positive Behavior	Banners up outside of school promoting Team Work and positive behaviors (respect, integrity, dream, believe, achieve).	Behavioral Support Program	08/05/2015	05/20/2016	$2000	Principal
Triumph College Admissions	Triumph College Admissions (TCA) provides detailed feedback from practice ACT tests identifying 4 skill areas in which each Junior demonstrated their greatest areas of weakness in English, Math, Reading, and Science. Students will have the opportunity to receive remediation in class and during Academic Time. Review sessions will be conducted by a content area teacher to discuss test taking strategies, provide a review of crtical skills/concepts, and answer individual questions.	Academic Support Program	09/16/2014	05/22/2015	$1500	Administration, Teachers
PBIS - Student Recognition Committee	Committee of teachers who develops a system of rewards and recognition of students who are meeting or exceeding expectations. "Knight in Shining Armor" allowing each teacher to recognize 3 student each week who demonstrate outstanding behavior. Tickets allow students to be first in the lunch line and makes them eligible for a weekly drawing.	Behavioral Support Program	09/01/2015	05/20/2016	$0	Teachers, Student Council
Research-Based Strategies	Administration will work to ensure that all teachers have access to sufficient instructional resources by investigating individual needs and providing and supporting the implementation of research-based programs/curriculum resources (i.e. Hattie, Marzano, Bloom, Kagan, etc.) that assist in strengthening instruction in core academic areas, and that are valid, reliable, and supported by data for targeting groups of students.	Professional Learning	08/05/2015	05/20/2016	$2000	Principals, Teachers, Central Office Personnel
Freshmen Jump Start Program / Truth and Consequences	All incoming freshmen will participate in a full day orientation to ease the transition from middle to high school. Students attend sessions on each of the following; Be nice to each other! - What is MCHS? - Graduation Requirements/CCR/Majors - Study Skills - Activities/Athletics/Clubs - Fashion Show/Dress Code - Rules 101 - Technology - School Spirit/Fight Song - Schedule Search/Lockers - Commitment to Graduate.	Other	07/29/2014	07/29/2016	$0	Principals, Teachers, Support Staff
Extended School Day Services	ESS offered for students before and after school. Pull-out tutoring will be utilized for those students can only be served during the traditional school day.	Academic Support Program	08/06/2014	12/19/2014	$5000	Teachers, Administration
Content Specific Professional Development	GRREC cohort for Science and Social Studies....Art Conference...KAPPHERD for Health/PE...KWLA Conference for Spanish...CTE Summer Conference...Laying the Foundation Training for English...Co-teaching...Algebra 2	Professional Learning	06/01/2015	05/31/2016	$6000	Principal, Teacher
				Total	$23000	

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Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Used to Group Students	Data from a practice ACT will be analyzed using Triumph College Admissions, along with MAP Testing, and students will be grouped based on standards they have not mastered to receive interventions. The instructional coach, ESS Staff, and members of the math department will all work with students on identified standards in an effort to serve as many students as possible in a small group setting.	Academic Support Program	01/05/2015	05/20/2016	$1500	Math Teachers, Instructional Coach, Central Office Personnel
				Total	$1500	

FRYSC

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Counseling Services and Character Development	Communicare Referral Services (along with private counseling through the FRYSC) provided on-site for students with mental health concerns in an effort to remove barriers to learning. Character Challenge Curriculum for at-risk students who spend extended time in ISD.	Behavioral Support Program	08/06/2014	05/22/2015	$5000	FRYSC, Communicare
				Total	$5000	

Perkins

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Field Trips to Colleges, Business, and Industry	Students will visit colleges, businesses, and industry to better understand the educational requirements, responsibilities, and expectations for each career.	Career Preparation/Orientation	09/01/2015	04/29/2016	$500	CTE Teachers, Counselors
				Total	$500	

GRECC Race to the Top

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Implementation Plan for i3	Modeling by coaches as they work one-on-one with students, consulting with strategists, cognitve coaching, data retreats, and whole school thinking strategies.	Professional Learning	01/22/2015	05/20/2016	$0	All staff
The Franklin-Simpson Model	Incentives to reward students, targeted college/career readiness, one-on-one support with a career strategist, monitoring of the student's Individual Career Plan, and addressing barriers as they arise.	Career Preparation/Orientation	06/01/2015	05/20/2016	$0	Principals, Teachers, Counselors
				Total	$0	

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No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PLCs, Staff Development Days and/or Faculty Meetings	Through plc meetings, monthly PD academies and/or faculty meetings professional learning will provide teachers/other professionals learning opportunities and exposure to the Teaching Framework, Scripting, Coding evidence, distinguishing between bias, evidence, and interpretation, SMART goal writing, teacher reflection, CIITS-EDS suite, professional growth plan goal writing, student growth goal writing with rubric development, student voice and any other topic as needed to increase teacher understanding, experience, and confidence with the effectiveness system.	Professional Learning	08/03/2015	05/20/2016	$0	Principals, Central Office
Scheduling Completed by May 2016	All student schedules to be complete by May of 2016 to ensure students are placed in career pathways and in classes at the appropriate level of rigor. Students will be allowed to walk their schedule for 2016-17.	Policy and Process	01/01/2015	05/20/2016	$0	Counselors
Ruby Payne's Poverty Framework	Staff will incorporate strategies learned from studying poverty frameworks. Learning will occur throughout the district during PLC's, leadership meetings, faculty meetings, and other embedded learning opportunities.	Behavioral Support Program	01/06/2016	05/20/2016	$0	Principal, Counselors
Priority Scheduling	ECE students will be scheduled first with consideration given to those teachers who will be working in a co-teaching setting.	Policy and Process	01/04/2016	05/20/2016	$0	Counselors, ECE staff
Monitoring / Feedback	The ECE teachers will meet monthly to focus on ECE program improvement, student learning and data-analysis. Additionally, ECE Staff will maintain a Student Data Profile that will include student progress monitoring data and analysis to ensure students are receiving appropriate, targeted interventions and support as needed. Gap students will be identified and progress monitored throughout the school year.	Academic Support Program	09/02/2014	05/22/2015	$0	Regular and Special Education Teachers
Peer Tutors	Teachers will utilize those students who are not chosen for Academic Time and have demonstrated a mastery of standards or skills to work with other students during Academic Time. This will provide struggling students increased one-on-one support and the opportunity to have content explained by a peer who may present it in a manner that promotes student understanding.	Academic Support Program	12/03/2014	05/06/2015	$0	Peer Tutors, Teachers
Individual Learning Plan	Students in grades 9-12 will develop and annually review their Individual Learning Plans including goal-setting, career exploration, identification of career majors, and corresponding career pathways or elective courses.	Career Preparation/Orientation	01/05/2015	09/30/2015	$0	Counselors, Principal

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State and National Practice Assessments	Students will participate in practice sessions using the KOSSA testing site to become more familiar with the test format and rigor. CTE Teachers will participate in writing, scoring, and data analysis training sessions when offered by KDE. Students who have not met ACT benchmarks will prepare to take the Work Keys.	Academic Support Program	01/04/2016	05/20/2016	$0	CTE Teachers, Principals
Data Analysis with Interventions	PLC teams will analyze data from common assessments throughout the year to monitor student learning. School-wide grade level data from End of Course exams, PLAN, ACT, KOSSA, and other state or national exams will be used to identify students for targeted interventions using research-based practices. Freshmen will continue to take the PLAN test with data analyzed to provide targeted interventions. Juniors will take the practice ACT in September to identify areas for intevention and the ACT in March. Seniors will take the ASVAB and those not meeting ACT benchmarks will receive remediation and then take the ACT Compass and KYOTE.	Academic Support Program	09/02/2014	05/22/2015	$0	Principals, Teachers, Instructional Coaches
Interventions and Test Prep	Students will receive test taking strategies and targeted interventions aimed at improving their performance on the ACT and KOSSA exams along with activities to prepare for Industry Certification.	Academic Support Program	08/06/2014	05/22/2015	$0	Teachers, Principals
Classroom Walk Throughs and Observations	Implementation of a weekly walk through schedule for building administrators including feedback to teachers. Monthly district learning walks by central office personnel and outside administrators with a specific focus (learning targets, questioning techniques, etc.) and providing teachers written feedback on what was observed. Teachers will be evaluated using the TGPES Framework allowing for conversations based on evidence on how to improve teacher effectiveness.	Academic Support Program	09/02/2014	05/22/2015	$0	Principals, Central Office Personnel
Fundamental Five	Teachers will receive training in the Fundamental Five instructional strategies including framing the lesson to clarify student expectations, working in the power zone to monitor student performance and provide feedback, along with allowing for frequent, small group, purposeful talk among students. Teachers will receive electronic feedback from walk throughs to refine implementation.	Professional Learning	08/05/2015	05/20/2016	$0	Principals
Service Learning Hours	MCHS Seniors will be required to complete a community service project that promotes giving back to the community and good citizenship.	Community Engagement	09/02/2014	05/01/2015	$0	Counselors
Creation of a Discipline Committee	The committee of teachers will work to create a discipline matrix with behavior expectations and clearly defined consequences for students who violate school rules. The committee will meet monthly to review behavior data and identify behaviors of concern. The committee will allow teachers the opportunity to voice any concerns regarding safety as well as develop solutions.	Behavioral Support Program	05/06/2015	06/30/2016	$0	Teachers, Principal, Central Office

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PGES Principal Points	A weekly PGES Principal Points email will be sent that gives an account of the component description and implementation steps that need to be completed during that week as a guideline for principals. The purpose of the email is to provide a systematic process for helping principals to implement PGES, monitor their progress, time management strategies to meet required deadlines, etc. In addition, the email communication will provide a weekly update of the percent of teachers that have completed required tasks along with deadlines highlighted.	Professional Learning	08/01/2014	06/30/2016	$0	Central Office
Persistence to Graduation Report	Identify at-risk students at each grade level and schedule courses targeting their ILPs and implement academic interventions to promote success in the classroom.	Behavioral Support Program	10/13/2014	05/22/2015	$0	Principals, Counselors, Teachers
Team Leadership Meetings	Monthly meeting of department heads and teacher leaders to discuss curriculum, assessment, and upcoming events, as well as address concerns departments or staff members may have.	Academic Support Program	08/18/2015	05/10/2016	$0	Department Heads, Team Leaders
Introduction of Reading Strategies Monthly	The English curriculum coach will introduce a literacy strategy each month at the faculty meeting teachers can implement in their classroom (ACT passage, analytical, charts/graphs, informative, persuasive, etc.).	Academic Support Program	10/14/2015	04/13/2016	$0	Teachers
Common Assessments	Learning Checks with item analysis will be completed by teachers each 9 weeks to monitor student understanding, identify standards that have not been mastered, and determine reteaching plans. PLCs will review common unit assessments to determine the effectiveness of instruction and identify critical content for re-teaching. GradeCam may be used to for item analysis to better monitor student performance.	Academic Support Program	09/01/2015	05/20/2016	$0	Principals, Teachers, Instructional Coaches
Operation Preparation and Career Club	Students will provided the opportunity to meet with community members and career representatives as indicated by student ILP choices. Career Club will cater to a diverse group of students to inform them about the workforce, aid in the development of career readiness skills, and the variety of jobs available in the community.	Career Preparation/Orientation	12/01/2014	05/22/2015	$0	Counselor, FRYSC, Career Coach, College Coach
Certified Evaluation Plan	A committee of 50% teachers and 50% administrators will meet to revise the current certified evaluation plan to meet the guidelines of PGES and to be submitted to the Kentucky Department of Education for approval. The focus this year will be tweaking current items that need to be changed based upon teacher and administrator feedback from this year's experience of PGES implementation along with adding specifics regarding student growth goals and measuring of low, expected, or high growth for other professionals and district central office personnel.	Policy and Process	07/01/2015	06/30/2016	$0	Central Office, Principal, Teachers

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Partnership with EKU, SCC, Campbellsville, etc.	Look to increase the number of courses and Universities who currently offer dual credit courses at MCHS. MCHS would like to be able to offer dual credit courses on campus for juniors and seniors for the 2015-16 school year..	Career Preparation/Orientation	08/06/2014	05/20/2016	$0	Counselor, Principal
School to Work Program	Allow eligible Seniors to continue to participate in the School to Work program to develop a strong work ethic and soft skills that will benefit them as they pursue careers.	Career Preparation/Orientation	08/06/2014	05/22/2015	$0	Principal, Counselor
Culture and Climate Committee	Group of teachers who plan and organize events and celebrations to ensure staff accomplishments are being recognized.	Behavioral Support Program	12/03/2015	05/30/2016	$0	Teachers
District Leadership Team Meetings	Bimonthly district leadership meetings will be held with PGES updates added to each agenda. This will provide on-going and just-in-time training for principals. Information for meetings will be gathered through the KDE PGES and CIITS webinars, ISLN network meetings, PGES trainings and PGES newsletters. Materials and guidance will be provided to principals so that they can then in turn train their teachers. Principals will engage in professional learning that includes but is not limited to article and book readings, power points/handouts, CIITS-EDS use, etc.	Professional Learning	08/03/2015	05/20/2016	$0	Principals
Timed Bell Ringers	Each Monday teachers are to use timed bell ringers that are similar in format and rigor to questions students will see on state and national assessments. Allowing only a set amount of time will reinforce the need for time management.	Academic Support Program	09/28/2015	05/16/2016	$0	Teachers, Principals
College Fair and Financial Aid Workshops	College Fair for seniors hosted at MCHS to allow students to talk with college reps. Financial aid workshops for parents to walk them through the process of completing the required paperwork.	Career Preparation/Orientation	11/19/2014	03/11/2015	$0	Counselor, College Coach
Spreadsheet to Monitor Senior Progress To CCR	Excel spreadsheet with all seniors and juniors updated weekly highlighting progress toward CCR benchmarks. CTE teachers will identify those students in their program who can earn completer status and work to ensure they are prepared for the KOSSA assessment in that area.	Policy and Process	04/01/2015	06/30/2016	$0	Principal, Teachers, Counselor
Inclusion	All students with special needs will be included in the regular classroom to the fullest extent allowed by the IEP. This will help to ensure that all students have access to a rigorous curriculum that is congruent to KCAS and Program of Studies. To support this work, students with special needs will be scheduled first into regular education classrooms and will be the focal point of discussions as the schedule is created.	Policy and Process	08/06/2014	05/22/2015	$0	Principal, Counselors, Special Education and Regular Ed. Teachers
Individual Learning Plans	Counselors will enroll all students in a career pathway identified in the ILP to ensure they earn completer status and are eligible to take KOSSA exams or earn an Industry Certificate.	Policy and Process	08/05/2015	05/20/2016	$0	Counselors
				Total	$0	

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KDE Needs Assessment

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Introduction

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

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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?

The importance of using data to make decisions cannot be understated in the educational setting. Analyzing student performance data on state and national assessments (PLAN, ACT, KOSSA, ASVAB, etc.) allows us to provide targeted interventions to meet individual student needs. Teachers use common assessments on a regular basis to monitor student learning, identify standards that have not been mastered and determine how to best reteach critical concepts. Data from formative assessments is used to inform daily instructional practices and to clarify student misconceptions.

Freshmen are taking the MAP assessment to get a better understanding of were they stand academically when they enter high school and to provide a comparison of knowledge gained throughout the year. This year sophomores are MAP testing to monitor growth throughout the year and gain an idea of their percentile ranking on a national assessment. Juniors and sophomores take a practice ACT with data analyzed using Triumph College Admissions to identify areas of weakness in Math, Reading, English, and Science. This data allows students to be grouped for Academic Time.

K-Prep scores increased significantly in Science, from 27.3 to 50.8, due in part to a focus on standards-based grading. The percent of students scoring proficient in Science and Social Studies remains above the state average as our Reading scores. Math continues to be the greatest area of concern with only 27.8% of students scoring proficient. Data also shows that females are consistently outscoring males in most all areas and while many Gap subgroups are above the state average, our ECE population falls well below the state average in most areas.

Administration has conducted surveys regarding professional development and student discipline, along with reviewing data from the Tell Survey, to better meet teacher needs. Tell survey results are significantly below state averages in several areas, making Climate and Culture a focus area for the school year. While the review of data is critical it does not reflect the importance of relationships within the school. Teachers must feel valued and supported by administration, while students have to know we care for them as individuals and are working for their best interests.

It is the ability to look at the cold hard facts (data), identify the personalities who will bring about desired change, and the allocation of resources required to allow change to happen that will determine our success

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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?

Marion County High School KPREP accountability index increased from 71.6 in 2013-14, to 76.6 in 2014-15, earning MCHS a Distinguished rating for the first time in school history and moving it from the 74th to 94th percentile. The school made gains in several areas of accountability, but most notably in Science. College and Career Readiness for all students remains an emphasis school-wide which contributed to an increase from 53.4 in 2013 to 71 in 2014 to 96.1 in 2015.

ACT scores remain at or above the state average but have seen limited increases in the past 3 years. The faculty has made it a priority to expose students to ACT test taking strategies along with designing assessments in the same format and rigor of state and national exams. A focus on standards-based instruction and exposing students to assessments in the same format and rigor of KOSSA Exams resulted in an increase in the pass rate for most CTE areas.

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Opportunities for Improvement

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

Marion County High School earned a Distinguished rating, however Math and Reading are areas of improvement. In Math only 27.8% of students demonstrated proficiency on the Algebra 2 End of Course Exam. In Reading 57.4 scored proficient or distinguished. The percent of MCHS students demonstrating proficiency for the combined Math and Reading was 42.6,
below the state average of 47.5%.

The low percentage of Gap students demonstrating remains an area of concern, particularly our ECE population. MCHS gap students score below the state average in Math but have made gains in other areas, however not all subgroups have enjoyed equal success.

The following plans are being implemented to improve the areas discussed -
Academic time for targeted interventions
Data collection to identify students for interventions (TCA, MAP, etc.)
PLCs to align curriculum, plan instruction, and review student performance data using Grade Cam
Best Practices regarding instruction - standards-based, lesson plan feedback, walk throughs, observations
Increased monitoring of student progress - common assessments, progress toward CCR status, etc.
Professional Development - school wide training along with content specific strategies

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Conclusion

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

While MCHS has made progress in recent years we realize we have several areas in which grow. We must continue to be intentional about the content being taught (standard-based), the instructional strategies used (best practices), and how student learning is assessed (both formatively and summatively). We have the students, staff, and resources in place to foster success but need to continue to identify and meet individual student needs to ensure they become college or career ready.

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KDE Compliance and Accountability - Schools

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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.

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Planning and Accountability Requirements

The school has identified specific strategies to address areas for improvement identified in the TELLKY Survey results.

Goal 1:

The proficiency percent for Reading will increase from 57.4 in 2015 to 75.5 in 2019; Math: from 27.8 in 2015 to 67 in 2019; Science: from 50.8 in 2015 to 63.7 in 2019; Social Studies: from 58.3 in 2015 to 74.7 in 2019.

Measurable Objective 1:

61% of All Students will demonstrate a proficiency based on EOC scores in Reading by 05/20/2016 as measured by End of Course results for English 2; 48% of all student will demonstrate proficiency on the Algebra 2 EOC; 53% of all students will demonstrate proficiency on the Biology EOC exam; 63% of all students will demonstrate proficiency on U.S. History EOC. .

Strategy1:

Professional Learning Communities (PLC) - PLC's wlll meet weekly to review pacing guide implementation, plan standards-based lessons, design formative and summative assessments (including common assessments), and review student performance data. Instructional decisions will be based on data with professional learning embedded throughout the year.

Category: Professional Learning & Support

Research Cited: DuFour

Activity - Data Analysis with Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC teams will analyze data from common assessments throughout the year to monitor student learning. School-wide grade level data from End of Course exams, PLAN, ACT, KOSSA, and other state or national exams will be used to identify students for targeted interventions using research-based practices. Freshmen will continue to take the PLAN test with data analyzed to provide targeted interventions. Juniors will take the practice ACT in September to identify areas for intevention and the ACT in March. Seniors will take the ASVAB and those not meeting ACT benchmarks will receive remediation and then take the ACT Compass and KYOTE.	Academic Support Program	09/02/2014	05/22/2015	$0 - No Funding Required	Principals, Teachers, Instructional Coaches

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Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learning Checks with item analysis will be completed by teachers each 9 weeks to monitor student understanding, identify standards that have not been mastered, and determine reteaching plans. PLCs will review common unit assessments to determine the effectiveness of instruction and identify critical content for re-teaching. GradeCam may be used to for item analysis to better monitor student performance.	Academic Support Program	09/01/2015	05/20/2016	$0 - No Funding Required	Principals, Teachers, Instructional Coaches

Goal 2:

To improve the culture and climate of Marion County High School as indicated by the Tell survey and other perception surveys.

Measurable Objective 1:

collaborate to create an atmosphere of high expectations and accountabilty that recognizes both student and staff and achievement by 04/29/2016 as measured by perception surveys .

Strategy1:

Increased Teacher Input and Involvement in School Programs - Teachers will have greater opportunity for input in decision making and creation of programs that promote high expectations and increase accountability for all stakeholders through participation in committees and leadership roles.

Category: Continuous Improvement

Research Cited: Best Practices

Activity - Creation of a Discipline Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The committee of teachers will work to create a discipline matrix with behavior expectations and clearly defined consequences for students who violate school rules. The committee will meet monthly to review behavior data and identify behaviors of concern. The committee will allow teachers the opportunity to voice any concerns regarding safety as well as develop solutions.	Behavioral Support Program	05/06/2015	06/30/2016	$0 - No Funding Required	Teachers, Principal, Central Office

Activity - Team Leadership Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monthly meeting of department heads and teacher leaders to discuss curriculum, assessment, and upcoming events, as well as address concerns departments or staff members may have.	Academic Support Program	08/18/2015	05/10/2016	$0 - No Funding Required	Department Heads, Team Leaders

Strategy2:

Recognize and Celebrate Student and Staff Achievements - Take time to recognize the contributions and accomplishments of students and staff who are exceeding academic and behavior expectations.

Category: Human Capital Management

Research Cited:

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Activity - Posters and Banners Recognizing and Promoting Positive Behavior	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Banners up outside of school promoting Team Work and positive behaviors (respect, integrity, dream, believe, achieve).	Behavioral Support Program	08/05/2015	05/20/2016	$2000 - General Fund	Principal

Activity - Culture and Climate Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Group of teachers who plan and organize events and celebrations to ensure staff accomplishments are being recognized.	Behavioral Support Program	12/03/2015	05/30/2016	$0 - No Funding Required	Teachers

Activity - PBIS - Student Recognition Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Committee of teachers who develops a system of rewards and recognition of students who are meeting or exceeding expectations. "Knight in Shining Armor" allowing each teacher to recognize 3 student each week who demonstrate outstanding behavior. Tickets allow students to be first in the lunch line and makes them eligible for a weekly drawing.	Behavioral Support Program	09/01/2015	05/20/2016	$0 - General Fund	Teachers, Student Council

The school identified specific strategies to increase the average combined reading and math K-Prep proficiency scores.

Goal 1:

The proficiency percent for Reading will increase from 57.4 in 2015 to 75.5 in 2019; Math: from 27.8 in 2015 to 67 in 2019; Science: from 50.8 in 2015 to 63.7 in 2019; Social Studies: from 58.3 in 2015 to 74.7 in 2019.

Measurable Objective 1:

61% of All Students will demonstrate a proficiency based on EOC scores in Reading by 05/20/2016 as measured by End of Course results for English 2; 48% of all student will demonstrate proficiency on the Algebra 2 EOC; 53% of all students will demonstrate proficiency on the Biology EOC exam; 63% of all students will demonstrate proficiency on U.S. History EOC. .

Strategy1:

Professional Learning Communities (PLC) - PLC's wlll meet weekly to review pacing guide implementation, plan standards-based lessons, design formative and summative assessments (including common assessments), and review student performance data. Instructional decisions will be based on data with professional learning embedded throughout the year.

Category: Professional Learning & Support

Research Cited: DuFour

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Activity - Data Analysis with Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC teams will analyze data from common assessments throughout the year to monitor student learning. School-wide grade level data from End of Course exams, PLAN, ACT, KOSSA, and other state or national exams will be used to identify students for targeted interventions using research-based practices. Freshmen will continue to take the PLAN test with data analyzed to provide targeted interventions. Juniors will take the practice ACT in September to identify areas for intevention and the ACT in March. Seniors will take the ASVAB and those not meeting ACT benchmarks will receive remediation and then take the ACT Compass and KYOTE.	Academic Support Program	09/02/2014	05/22/2015	$0 - No Funding Required	Principals, Teachers, Instructional Coaches

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learning Checks with item analysis will be completed by teachers each 9 weeks to monitor student understanding, identify standards that have not been mastered, and determine reteaching plans. PLCs will review common unit assessments to determine the effectiveness of instruction and identify critical content for re-teaching. GradeCam may be used to for item analysis to better monitor student performance.	Academic Support Program	09/01/2015	05/20/2016	$0 - No Funding Required	Principals, Teachers, Instructional Coaches

Strategy2:

Goal Setting - Students will review performance data from classroom assessments (both formative and summative) along with state and national assessments (MAP, PLAN, EOC, ACT, KOSSA) to determine their current level of achievement and then set goals for improvement throughout the school year.

Category: Continuous Improvement

Research Cited:

Activity - Review of Non-Cognitive Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify non-cognitive data such as attendance and behavior that can be reviewed with students as part of the goal setting process. Stress the importance of being at school and in-class to student learning.	Policy and Process	01/05/2015	05/22/2015	$0 - No Funding Required	Administrators, Counselors, Teachers

Strategy3:

Literacy and Time Management Strategies - Teachers will incorporate reading techniques using specific types of readings (analytic, informational, descriptive, persuasive, etc.) most associated with the content they are teaching.

Category: Continuous Improvement

Research Cited:

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Activity - Timed Bell Ringers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each Monday teachers are to use timed bell ringers that are similar in format and rigor to questions students will see on state and national assessments. Allowing only a set amount of time will reinforce the need for time management.	Academic Support Program	09/28/2015	05/16/2016	$0 - No Funding Required	Teachers, Principals

Activity - Introduction of Reading Strategies Monthly	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The English curriculum coach will introduce a literacy strategy each month at the faculty meeting teachers can implement in their classroom (ACT passage, analytical, charts/graphs, informative, persuasive, etc.).	Academic Support Program	10/14/2015	04/13/2016	$0 - No Funding Required	Teachers

Strategy4:

Professional Development - Teachers will continue to be trained in best practices and research-based strategies to promote student learning.

Category: Professional Learning & Support

Research Cited:

Activity - Focus on the Fundamental Five.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Strategies from the Fundamental Five (Framing the Lesson, Work in the Power Zone, and Frequent Small Group Conversations) will be introduced during professional development to start the year and implemented by teachers. Walk throughs will focus on specific strategies and feedback will be provided electronically on how to most effectively use each strategy.	Professional Learning	08/05/2015	05/20/2016	$1500 - General Fund	Principals

Activity - Content Specific Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
GRREC cohort for Science and Social Studies....Art Conference...KAPPHERD for Health/PE...KWLA Conference for Spanish...CTE Summer Conference...Laying the Foundation Training for English...Co-teaching...Algebra 2	Professional Learning	06/01/2015	05/31/2016	$6000 - General Fund	Principal, Teacher

Strategy5:

Academic Time for Interventions - Once a week during the first semester there will be a 40 minute intervention period to allow teachers to work with students in a small group setting. Teachers will choose 10 to 12 students to provide interventions or remediation on a specific skill or content. Teachers will be given priority for a designated week to ensure access to students most in need of interventions with core classes given greater priority (especially Math and English). Students not claimed for interventions will report to the designated class period for that week for enrichment or review.

Category: Learning Systems

Research Cited: Best Practice

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Activity - Peer Tutors	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize those students who are not chosen for Academic Time and have demonstrated a mastery of standards or skills to work with other students during Academic Time. This will provide struggling students increased one-on-one support and the opportunity to have content explained by a peer who may present it in a manner that promotes student understanding.	Academic Support Program	12/03/2014	05/06/2015	$0 - No Funding Required	Peer Tutors, Teachers

Activity - Data Used to Group Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data from a practice ACT will be analyzed using Triumph College Admissions, along with MAP Testing, and students will be grouped based on standards they have not mastered to receive interventions. The instructional coach, ESS Staff, and members of the math department will all work with students on identified standards in an effort to serve as many students as possible in a small group setting.	Academic Support Program	01/05/2015	05/20/2016	$1500 - Other	Math Teachers, Instructional Coach, Central Office Personnel

Strategy6:

Instructional Practices - format, monitoring and feedback. - Through teacher walk-throughs, reviews of lesson plans, PLC meetings, informal and formal observations, examination of student work, and teacher conferences - feedback will be provided to teachers in an effort to improve instructional practices. On-going training and dialogue regarding the implementation of TPGES, including the development of Professional Growth Goals and Student Growth Goals.

Category: Teacher PGES

Research Cited: Best Practices

Activity - Extended School Day Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ESS offered for students before and after school. Pull-out tutoring will be utilized for those students can only be served during the traditional school day.	Academic Support Program	08/06/2014	12/19/2014	$5000 - General Fund	Teachers, Administration

Activity - Instructional Coaches	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Coaches will work with English, Math, and Science teachers to monitor horizontal and vertical curriculum documents, implement instruction, and review assessment data. ICs will work with teachers during PLC time and provide feedback regarding best instructional practices.	Academic Support Program	08/06/2014	05/22/2015	$0 - District Funding	Curriculum Coaches, Central Office, Principal

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Activity - Classroom Walk Throughs and Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation of a weekly walk through schedule for building administrators including feedback to teachers. Monthly district learning walks by central office personnel and outside administrators with a specific focus (learning targets, questioning techniques, etc.) and providing teachers written feedback on what was observed. Teachers will be evaluated using the TGPES Framework allowing for conversations based on evidence on how to improve teacher effectiveness.	Academic Support Program	09/02/2014	05/22/2015	$0 - No Funding Required	Principals, Central Office Personnel

Goal 2:

Increase the average combined Math and Reading proficiency rating for Marion County High School Gap students to 65.6 in May of 2019 from 32.6 in 2015.

Measurable Objective 1:

47% of Black or African-American, White, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency of the standards in Mathematics by 05/20/2016 as measured by the percentage of students scoring as proficient or distinguished on state assessments; 51% of Gap students will demonstrate proficiency in Reading; 44.9% of Gap students will demonstrate proficiency in combined Math and Reading..

Strategy1:

Professional learning on understanding the Framework of Poverty - Staff will study and learn about the Ruby Payne's Poverty framework and other notable works about communicating with students and parents living in poverty. Staff will apply strategies to i - Staff will incorporate strategies learned from studying poverty frameworks. Learning will occur during PLC's, leadership meetings, faculty meetings, and other embedded learning opportunities.

Category: Professional Learning & Support

Research Cited:

Activity - Ruby Payne's Poverty Framework	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will incorporate strategies learned from studying poverty frameworks. Learning will occur throughout the district during PLC's, leadership meetings, faculty meetings, and other embedded learning opportunities.	Behavioral Support Program	01/06/2016	05/20/2016	$0 - No Funding Required	Principal, Counselors

Strategy2:

Rigor For All Students - MCHS will provide access to rigorous standards-based instruction for all students through inclusion, collaboration/co-teaching, research-based strategies, staff training, and monitoring/feedback.

Category: Continuous Improvement

Research Cited:

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Activity - Priority Scheduling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ECE students will be scheduled first with consideration given to those teachers who will be working in a co-teaching setting.	Policy and Process	01/04/2016	05/20/2016	$0 - No Funding Required	Counselors, ECE staff

Activity - Monitoring / Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ECE teachers will meet monthly to focus on ECE program improvement, student learning and data-analysis. Additionally, ECE Staff will maintain a Student Data Profile that will include student progress monitoring data and analysis to ensure students are receiving appropriate, targeted interventions and support as needed. Gap students will be identified and progress monitored throughout the school year.	Academic Support Program	09/02/2014	05/22/2015	$0 - No Funding Required	Regular and Special Education Teachers

Activity - Inclusion	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students with special needs will be included in the regular classroom to the fullest extent allowed by the IEP. This will help to ensure that all students have access to a rigorous curriculum that is congruent to KCAS and Program of Studies. To support this work, students with special needs will be scheduled first into regular education classrooms and will be the focal point of discussions as the schedule is created.	Policy and Process	08/06/2014	05/22/2015	$0 - No Funding Required	Principal, Counselors, Special Education and Regular Ed. Teachers

Activity - Research-Based Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration will work to ensure that all teachers have access to sufficient instructional resources by investigating individual needs and providing and supporting the implementation of research-based programs/curriculum resources (i.e. Hattie, Marzano, Bloom, Kagan, etc.) that assist in strengthening instruction in core academic areas, and that are valid, reliable, and supported by data for targeting groups of students.	Professional Learning	08/05/2015	05/20/2016	$2000 - General Fund	Principals, Teachers, Central Office Personnel

Strategy3:

Professional Development - Teachers will participate in Professional Development to learn strategies that will increase student engagement. Learning will include instructional strategies and student activities that promote student involvement in the learning process along with application of learned content.

Category: Integrated Methods for Learning

Research Cited:

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Activity - Fundamental Five	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training in the Fundamental Five instructional strategies including framing the lesson to clarify student expectations, working in the power zone to monitor student performance and provide feedback, along with allowing for frequent, small group, purposeful talk among students. Teachers will receive electronic feedback from walk throughs to refine implementation.	Professional Learning	08/05/2015	05/20/2016	$0 - No Funding Required	Principals

Activity - Green River Regional Educational Cooperative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participate in professional learning opportunities, grants such as the i3 "Getting the Picture," and other update trainings regarding best practices to increase the effectiveness of instruction, especially in the co-teaching setting.	Professional Learning	07/07/2014	05/22/2015	$0 - District Funding	Special Education and Regular Education Teachers

Activity - District ECE Team Meetings along with Staff Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ECE staff will be trained in specific intervention strategies and programs to implement based on student needs (i.e. Aims Web progress monitoring and goal setting, sensory/autism, data analysis, PASS Program, RTI, etc.).	Professional Learning	07/07/2014	06/30/2015	$1500 - District Funding	Central Office, Teachers, Principals

Strategy4:

Data Driven Interventions - Freshmen and sophomores identified as being in the bottom 10th percentile based on MAP scores for Reading and Math will be pulled weekly from electives for interventions. Those students will spend a minimum of 30 minutes completing on-line intervention in their area of need.

Category: Continuous Improvement

Research Cited:

Activity - Computer-based Intervention with support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be pulled from elective classes for on-line intervention targeted at identified weaknesses in math or reading. An instructional assistant will be available to assist students and provide immediate feedback or guidance.	Academic Support Program	11/09/2015	04/29/2016	$2500 - General Fund	Counselor, Instructional Assistant, ESS

All children-were screened for kindergarten readiness. If yes, name the assessment.

N/A (this question does not apply)

The school identified specific strategies to increase the percentage of students who are Kindergarten ready.

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N/A (this question does not apply)

The school identified specific K-3 strategies to increase the average 3rd grade math and reading combined K-Prep proficiency scores.

N/A (this question does not apply)

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:
Increase the average combined Math and Reading proficiency rating for Marion County High School Gap students to 65.6 in May of 2019 from 32.6 in 2015.

Measurable Objective 1:
47% of Black or African-American, White, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency of the standards in Mathematics by 05/20/2016 as measured by the percentage of students scoring as proficient or distinguished on state assessments; 51% of Gap students will demonstrate proficiency in Reading; 44.9% of Gap students will demonstrate proficiency in combined Math and Reading..

Strategy1:
Data Driven Interventions - Freshmen and sophomores identified as being in the bottom 10th percentile based on MAP scores for Reading and Math will be pulled weekly from electives for interventions. Those students will spend a minimum of 30 minutes completing on-line intervention in their area of need.
Category: Continuous Improvement
Research Cited:

Activity - Computer-based Intervention with support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be pulled from elective classes for on-line intervention targeted at identified weaknesses in math or reading. An instructional assistant will be available to assist students and provide immediate feedback or guidance.	Academic Support Program	11/09/2015	04/29/2016	$2500 - General Fund	Counselor, Instructional Assistant, ESS

Strategy2:
Rigor For All Students - MCHS will provide access to rigorous standards-based instruction for all students through inclusion, collaboration/co-teaching, research-based strategies, staff training, and monitoring/feedback.
Category: Continuous Improvement
Research Cited:

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Activity - Research-Based Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration will work to ensure that all teachers have access to sufficient instructional resources by investigating individual needs and providing and supporting the implementation of research-based programs/curriculum resources (i.e. Hattie, Marzano, Bloom, Kagan, etc.) that assist in strengthening instruction in core academic areas, and that are valid, reliable, and supported by data for targeting groups of students.	Professional Learning	08/05/2015	05/20/2016	$2000 - General Fund	Principals, Teachers, Central Office Personnel

Activity - Monitoring / Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ECE teachers will meet monthly to focus on ECE program improvement, student learning and data-analysis. Additionally, ECE Staff will maintain a Student Data Profile that will include student progress monitoring data and analysis to ensure students are receiving appropriate, targeted interventions and support as needed. Gap students will be identified and progress monitored throughout the school year.	Academic Support Program	09/02/2014	05/22/2015	$0 - No Funding Required	Regular and Special Education Teachers

Activity - Priority Scheduling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ECE students will be scheduled first with consideration given to those teachers who will be working in a co-teaching setting.	Policy and Process	01/04/2016	05/20/2016	$0 - No Funding Required	Counselors, ECE staff

Activity - Inclusion	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students with special needs will be included in the regular classroom to the fullest extent allowed by the IEP. This will help to ensure that all students have access to a rigorous curriculum that is congruent to KCAS and Program of Studies. To support this work, students with special needs will be scheduled first into regular education classrooms and will be the focal point of discussions as the schedule is created.	Policy and Process	08/06/2014	05/22/2015	$0 - No Funding Required	Principal, Counselors, Special Education and Regular Ed. Teachers

Strategy3:

Professional Development - Teachers will participate in Professional Development to learn strategies that will increase student engagement. Learning will include instructional strategies and student activities that promote student involvement in the learning process along with application of learned content.

Category: Integrated Methods for Learning

Research Cited:

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Activity - Fundamental Five	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training in the Fundamental Five instructional strategies including framing the lesson to clarify student expectations, working in the power zone to monitor student performance and provide feedback, along with allowing for frequent, small group, purposeful talk among students. Teachers will receive electronic feedback from walk throughs to refine implementation.	Professional Learning	08/05/2015	05/20/2016	$0 - No Funding Required	Principals

Activity - Green River Regional Educational Cooperative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participate in professional learning opportunities, grants such as the i3 "Getting the Picture," and other update trainings regarding best practices to increase the effectiveness of instruction, especially in the co-teaching setting.	Professional Learning	07/07/2014	05/22/2015	$0 - District Funding	Special Education and Regular Education Teachers

Activity - District ECE Team Meetings along with Staff Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ECE staff will be trained in specific intervention strategies and programs to implement based on student needs (i.e. Aims Web progress monitoring and goal setting, sensory/autism, data analysis, PASS Program, RTI, etc.).	Professional Learning	07/07/2014	06/30/2015	$1500 - District Funding	Central Office, Teachers, Principals

Strategy4:

Professional learning on understanding the Framework of Poverty - Staff will study and learn about the Ruby Payne's Poverty framework and other notable works about communicating with students and parents living in poverty. Staff will apply strategies to i - Staff will incorporate strategies learned from studying poverty frameworks. Learning will occur during PLC's, leadership meetings, faculty meetings, and other embedded learning opportunities.

Category: Professional Learning & Support

Research Cited:

Activity - Ruby Payne's Poverty Framework	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will incorporate strategies learned from studying poverty frameworks. Learning will occur throughout the district during PLC's, leadership meetings, faculty meetings, and other embedded learning opportunities.	Behavioral Support Program	01/06/2016	05/20/2016	$0 - No Funding Required	Principal, Counselors

Goal 2:

All Marion County High School students will be College and/or Career Ready upon graduation. The percentage of graduates who are college and/or career ready will increase from 44.6% in 2012 to 80% in 2015-16.

Measurable Objective 1:

80% of Eleventh and Twelfth grade students will demonstrate a proficiency in becoming CCR by meeting state academic benchmarks and work related assessments in Career & Technical by 06/30/2015 as measured by CCR benchmarks and delivery targets.

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Strategy1:

GRREC i3 Grant Project - Guiding and Engaging Exceptional Teens - MCHS will participate in a grant to help increase the number of students with disabilities attending rural, high poverty schools. The grant will use the Franklin-Simpson model and the development of student self-determination needed to set and achieve individual, personalized goals focused on student's post-high school aspirations.

Category: Career Readiness Pathways

Research Cited:

Activity - The Franklin-Simpson Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incentives to reward students, targeted college/career readiness, one-on-one support with a career strategist, monitoring of the student's Individual Career Plan, and addressing barriers as they arise.	Career Preparation/ Orientation	06/01/2015	05/20/2016	$0 - GRECC Race to the Top	Principals, Teachers, Counselors

Activity - Implementation Plan for i3	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Modeling by coaches as they work one-on-one with students, consulting with strategists, cognitve coaching, data retreats, and whole school thinking strategies.	Professional Learning	01/22/2015	05/20/2016	$0 - GRECC Race to the Top	All staff

The school identified specific strategies to increase the average freshman graduation rate.

Goal 1:

The Average Freshmen Graduation Rate (AFGR) at Marion County High School will increase from 90.2% in 2014-15 to 95.6% in 2015-16.

Measurable Objective 1:

demonstrate a proficiency that will allow for the increase in the cohort graduation rate by 05/22/2015 as measured by 95.9% in May of 2014 to 96.2% in May of 2015.

Strategy1:

Successful Transition to High School - Support services will be offered to ensure successful transition from middle school to high school and then from high school to adult life for all students.

Category: Career Readiness Pathways

Research Cited: Best Practice

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Activity - Freshmen Jump Start Program / Truth and Consequences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All incoming freshmen will participate in a full day orientation to ease the transition from middle to high school. Students attend sessions on each of the following; Be nice to each other! - What is MCHS? - Graduation Requirements/CCR/Majors - Study Skills - Activities/Athletics/Clubs - Fashion Show/Dress Code - Rules 101 - Technology - School Spirit/Fight Song - Schedule Search/Lockers - Commitment to Graduate.	Other	07/29/2014	07/29/2016	$0 - General Fund	Principals, Teachers, Support Staff

Activity - Persistence to Graduation Report	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify at-risk students at each grade level and schedule courses targeting their ILPs and implement academic interventions to promote success in the classroom.	Behavioral Support Program	10/13/2014	05/22/2015	$0 - No Funding Required	Principals, Counselors, Teachers

Activity - Counseling Services and Character Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Communicare Referral Services (along with private counseling through the FRYSC) provided on-site for students with mental health concerns in an effort to remove barriers to learning. Character Challenge Curriculum for at-risk students who spend extended time in ISD.	Behavioral Support Program	08/06/2014	05/22/2015	$5000 - FRYSC	FRYSC, Communicare

Strategy2:

Interventions and Credit Recovery - Virtual Learning - Students identified as in danger of not graduating will be targeted for interventions. Students will have access to Compass Learning and/or other virtual courses to help students recover credits or to help get back on track academically.

Category: Integrated Methods for Learning

Research Cited: Best Practices

Activity - Next Generation Computer Lab for On-line Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified as in danger of not graduating on time will be targeted for interventions. Student will have access to virtual courses in the next generation lab to assist students recover credits or to help get back on track.	Technology	08/05/2015	05/20/2016	$10000 - District Funding	Principal, Central Office

Activity - Extended School Day Services - In-school waiver	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation of ESS during traditional school day in a pull out setting and before or after school to provide interventions and support credit recovery.	Academic Support Program	09/01/2014	05/22/2015	$10000 - District Funding	Principal, Teachers, Counselor

Strategy3:

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Career Ready - Life Ready - Students will participate in a variety of activities to help them explore and prepare for for life through Career Preparation, development of soft skills, goal-setting, and other relevent curriculum and training.

Category: Career Readiness Pathways

Research Cited:

Activity - Individual Learning Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 9-12 will develop and annually review their Individual Learning Plans including goal-setting, career exploration, identification of career majors, and corresponding career pathways or elective courses.	Career Preparation/ Orientation	01/05/2015	09/30/2015	$0 - No Funding Required	Counselors, Principal

Activity - Service Learning Hours	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MCHS Seniors will be required to complete a community service project that promotes giving back to the community and good citizenship.	Community Engagement	09/02/2014	05/01/2015	$0 - No Funding Required	Counselors

Activity - Coop and Business/Industry Partnerships	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Selected MCHS Seniors/Juniors will participate in coop experiences during Fall and Spring Break. Other courses will partner with business and industry whenever possible to provide students hands-on real world experiences.	Career Preparation/ Orientation	10/03/2014	04/10/2015	$1000 - District Funding	CTE Teachers, Principlas, Counselors, Central Office Admin.

The school identified specific strategies to increase the percentage of students who are college and career ready.

Goal 1:

All Marion County High School students will be College and/or Career Ready upon graduation. The percentage of graduates who are college and/or career ready will increase from 44.6% in 2012 to 80% in 2015-16.

Measurable Objective 1:

80% of Eleventh and Twelfth grade students will demonstrate a proficiency in becoming CCR by meeting state academic benchmarks and work related assessments in Career & Technical by 06/30/2015 as measured by CCR benchmarks and delivery targets.

Strategy1:

Career Exploration - Community members, community education, FRYSC, counselors, and career coach will organize student meetings with career representatives as indicated by student ILP choices.

Category: Career Readiness Pathways

Research Cited: Best Practices

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Activity - Field Trips to Colleges, Business, and Industry	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will visit colleges, businesses, and industry to better understand the educational requirements, responsibilities, and expectations for each career.	Career Preparation/ Orientation	09/01/2015	04/29/2016	$500 - Perkins	CTE Teachers, Counselors

Activity - Coop and Business/Industry Partnerships	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Selected students will participate in coop experiences during Fall and Spring Break. Other courses will partner with business and industry when possible to students work related experience.	Career Preparation/ Orientation	10/06/2014	04/17/2015	$1000 - District Funding	CTE Teachers, PLTW, Central Office

Activity - School to Work Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Allow eligible Seniors to continue to participate in the School to Work program to develop a strong work ethic and soft skills that will benefit them as they pursue careers.	Career Preparation/ Orientation	08/06/2014	05/22/2015	$0 - No Funding Required	Principal, Counselor

Activity - Operation Preparation and Career Club	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will provided the opportunity to meet with community members and career representatives as indicated by student ILP choices. Career Club will cater to a diverse group of students to inform them about the workforce, aid in the development of career readiness skills, and the variety of jobs available in the community.	Career Preparation/ Orientation	12/01/2014	05/22/2015	$0 - No Funding Required	Counselor, FRYSC, Career Coach, College Coach

Activity - College Fair and Financial Aid Workshops	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
College Fair for seniors hosted at MCHS to allow students to talk with college reps. Financial aid workshops for parents to walk them through the process of completing the required paperwork.	Career Preparation/ Orientation	11/19/2014	03/11/2015	$0 - No Funding Required	Counselor, College Coach

Strategy2:

Ensure All Students Are Enrolled in a Career Pathway - Provide students access to Career and Technical Education programs that align with career pathways identified in their ILPs.

Category: Career Readiness Pathways

Research Cited: Best Practices

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Activity - Scheduling Completed by May 2016	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All student schedules to be complete by May of 2016 to ensure students are placed in career pathways and in classes at the appropriate level of rigor. Students will be allowed to walk their schedule for 2016-17.	Policy and Process	01/01/2015	05/20/2016	$0 - No Funding Required	Counselors

Activity - Individual Learning Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselors will enroll all students in a career pathway identified in the ILP to ensure they earn completer status and are eligible to take KOSSA exams or earn an Industry Certificate.	Policy and Process	08/05/2015	05/20/2016	$0 - No Funding Required	Counselors

Activity - Spreadsheet to Monitor Senior Progress To CCR	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Excel spreadsheet with all seniors and juniors updated weekly highlighting progress toward CCR benchmarks. CTE teachers will identify those students in their program who can earn completer status and work to ensure they are prepared for the KOSSA assessment in that area.	Policy and Process	04/01/2015	06/30/2016	$0 - No Funding Required	Principal, Teachers, Counselor

Strategy3:

Academic Time - Every Wednesday teachers will identify 10 to 12 students for targeted classroom interventions to prepare for (or increase scores on) the ACT, KOSSA exams, and Industry Certificates.

Category: Learning Systems

Research Cited: ACT test prep

Activity - State and National Practice Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in practice sessions using the KOSSA testing site to become more familiar with the test format and rigor. CTE Teachers will participate in writing, scoring, and data analysis training sessions when offered by KDE. Students who have not met ACT benchmarks will prepare to take the Work Keys.	Academic Support Program	01/04/2016	05/20/2016	$0 - No Funding Required	CTE Teachers, Principals

Activity - Interventions and Test Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive test taking strategies and targeted interventions aimed at improving their performance on the ACT and KOSSA exams along with activities to prepare for Industry Certification.	Academic Support Program	08/06/2014	05/22/2015	$0 - No Funding Required	Teachers, Principals

Strategy4:

Targeted Interventions - A variety of targeted interventions will be provided to students based on data from common assessments along with state and national exams (EOC, ACT, KOSSA).

Category: Learning Systems

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Research Cited: ACT Test taking prep

Activity - Triumph College Admissions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Triumph College Admissions (TCA) provides detailed feedback from practice ACT tests identifying 4 skill areas in which each Junior demonstrated their greatest areas of weakness in English, Math, Reading, and Science. Students will have the opportunity to receive remediation in class and during Academic Time. Review sessions will be conducted by a content area teacher to discuss test taking strategies, provide a review of crtical skills/concepts, and answer individual questions.	Academic Support Program	09/16/2014	05/22/2015	$1500 - General Fund	Administration, Teachers

Activity - Saturday Morning Seminars	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math, Reading, Science, and English teachers provide a review of test taking strategies, critical content, and answer student questions prior to the ACT.	Tutoring	11/16/2013	02/28/2015	$0 - State Funds	Content Area Teachers

Strategy5:

GRREC i3 Grant Project - Guiding and Engaging Exceptional Teens - MCHS will participate in a grant to help increase the number of students with disabilities attending rural, high poverty schools. The grant will use the Franklin-Simpson model and the development of student self-determination needed to set and achieve individual, personalized goals focused on student's post-high school aspirations.

Category: Career Readiness Pathways

Research Cited:

Activity - Implementation Plan for i3	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Modeling by coaches as they work one-on-one with students, consulting with strategists, cognitve coaching, data retreats, and whole school thinking strategies.	Professional Learning	01/22/2015	05/20/2016	$0 - GRECC Race to the Top	All staff

Activity - The Franklin-Simpson Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incentives to reward students, targeted college/career readiness, one-on-one support with a career strategist, monitoring of the student's Individual Career Plan, and addressing barriers as they arise.	Career Preparation/ Orientation	06/01/2015	05/20/2016	$0 - GRECC Race to the Top	Principals, Teachers, Counselors

Strategy6:

Dual Credit Opportunities - Partner with surrounding colleges and universities to continue to offer students dual credit courses through the AP Program, on-line, or by attending campus.

Category: Career Readiness Pathways

Research Cited:

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Activity - Partnership with EKU, SCC, Campbellsville, etc.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Look to increase the number of courses and Universities who currently offer dual credit courses at MCHS. MCHS would like to be able to offer dual credit courses on campus for juniors and seniors for the 2015-16 school year..	Career Preparation/ Orientation	08/06/2014	05/20/2016	$0 - No Funding Required	Counselor, Principal

Activity - Next Generation Computer Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Creation of a computer lab with a modern, "college" atmosphere for students taking dual credit classes and completing credit recovery. Access to on-line learning and platforms will allow students a greater variety of courses in a non-traditional setting.	Technology	08/05/2015	05/20/2016	$15000 - District Funding	Principal, Counselor, Central Office

The school identified specific strategies to increase the percentage of distinguished programs in the arts and humanities, PL/CS and writing.

Goal 1:

All Marion County High School students will be College and/or Career Ready upon graduation. The percentage of graduates who are college and/or career ready will increase from 44.6% in 2012 to 80% in 2015-16.

Measurable Objective 1:

80% of Eleventh and Twelfth grade students will demonstrate a proficiency in becoming CCR by meeting state academic benchmarks and work related assessments in Career & Technical by 06/30/2015 as measured by CCR benchmarks and delivery targets.

Strategy1:

Targeted Interventions - A variety of targeted interventions will be provided to students based on data from common assessments along with state and national exams (EOC, ACT, KOSSA).

Category: Learning Systems

Research Cited: ACT Test taking prep

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Activity - Triumph College Admissions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Triumph College Admissions (TCA) provides detailed feedback from practice ACT tests identifying 4 skill areas in which each Junior demonstrated their greatest areas of weakness in English, Math, Reading, and Science. Students will have the opportunity to receive remediation in class and during Academic Time. Review sessions will be conducted by a content area teacher to discuss test taking strategies, provide a review of crtical skills/concepts, and answer individual questions.	Academic Support Program	09/16/2014	05/22/2015	$1500 - General Fund	Administration, Teachers

Activity - Saturday Morning Seminars	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math, Reading, Science, and English teachers provide a review of test taking strategies, critical content, and answer student questions prior to the ACT.	Tutoring	11/16/2013	02/28/2015	$0 - State Funds	Content Area Teachers

Strategy2:

Dual Credit Opportunities - Partner with surrounding colleges and universities to continue to offer students dual credit courses through the AP Program, on-line, or by attending campus.

Category: Career Readiness Pathways

Research Cited:

Activity - Next Generation Computer Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Creation of a computer lab with a modern, "college" atmosphere for students taking dual credit classes and completing credit recovery. Access to on-line learning and platforms will allow students a greater variety of courses in a non-traditional setting.	Technology	08/05/2015	05/20/2016	$15000 - District Funding	Principal, Counselor, Central Office

Activity - Partnership with EKU, SCC, Campbellsville, etc.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Look to increase the number of courses and Universities who currently offer dual credit courses at MCHS. MCHS would like to be able to offer dual credit courses on campus for juniors and seniors for the 2015-16 school year..	Career Preparation/ Orientation	08/06/2014	05/20/2016	$0 - No Funding Required	Counselor, Principal

Strategy3:

Career Exploration - Community members, community education, FRYSC, counselors, and career coach will organize student meetings with career representatives as indicated by student ILP choices.

Category: Career Readiness Pathways

Research Cited: Best Practices

DRAFT

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Activity - College Fair and Financial Aid Workshops	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
College Fair for seniors hosted at MCHS to allow students to talk with college reps. Financial aid workshops for parents to walk them through the process of completing the required paperwork.	Career Preparation/ Orientation	11/19/2014	03/11/2015	$0 - No Funding Required	Counselor, College Coach

Activity - Field Trips to Colleges, Business, and Industry	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will visit colleges, businesses, and industry to better understand the educational requirements, responsibilities, and expectations for each career.	Career Preparation/ Orientation	09/01/2015	04/29/2016	$500 - Perkins	CTE Teachers, Counselors

Activity - Operation Preparation and Career Club	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will provided the opportunity to meet with community members and career representatives as indicated by student ILP choices. Career Club will cater to a diverse group of students to inform them about the workforce, aid in the development of career readiness skills, and the variety of jobs available in the community.	Career Preparation/ Orientation	12/01/2014	05/22/2015	$0 - No Funding Required	Counselor, FRYSC, Career Coach, College Coach

Activity - Coop and Business/Industry Partnerships	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Selected students will participate in coop experiences during Fall and Spring Break. Other courses will partner with business and industry when possible to students work related experience.	Career Preparation/ Orientation	10/06/2014	04/17/2015	$1000 - District Funding	CTE Teachers, PLTW, Central Office

Activity - School to Work Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Allow eligible Seniors to continue to participate in the School to Work program to develop a strong work ethic and soft skills that will benefit them as they pursue careers.	Career Preparation/ Orientation	08/06/2014	05/22/2015	$0 - No Funding Required	Principal, Counselor

Strategy4:

Ensure All Students Are Enrolled in a Career Pathway - Provide students access to Career and Technical Education programs that align with career pathways identified in their ILPs.

Category: Career Readiness Pathways

Research Cited: Best Practices

Activity - Individual Learning Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselors will enroll all students in a career pathway identified in the ILP to ensure they earn completer status and are eligible to take KOSSA exams or earn an Industry Certificate.	Policy and Process	08/05/2015	05/20/2016	$0 - No Funding Required	Counselors

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Activity - Spreadsheet to Monitor Senior Progress To CCR	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Excel spreadsheet with all seniors and juniors updated weekly highlighting progress toward CCR benchmarks. CTE teachers will identify those students in their program who can earn completer status and work to ensure they are prepared for the KOSSA assessment in that area.	Policy and Process	04/01/2015	06/30/2016	$0 - No Funding Required	Principal, Teachers, Counselor

Activity - Scheduling Completed by May 2016	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All student schedules to be complete by May of 2016 to ensure students are placed in career pathways and in classes at the appropriate level of rigor. Students will be allowed to walk their schedule for 2016-17.	Policy and Process	01/01/2015	05/20/2016	$0 - No Funding Required	Counselors

Strategy5:

GRREC i3 Grant Project - Guiding and Engaging Exceptional Teens - MCHS will participate in a grant to help increase the number of students with disabilities attending rural, high poverty schools. The grant will use the Franklin-Simpson model and the development of student self-determination needed to set and achieve individual, personalized goals focused on student's post-high school aspirations.

Category: Career Readiness Pathways

Research Cited:

Activity - The Franklin-Simpson Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incentives to reward students, targeted college/career readiness, one-on-one support with a career strategist, monitoring of the student's Individual Career Plan, and addressing barriers as they arise.	Career Preparation/ Orientation	06/01/2015	05/20/2016	$0 - GRECC Race to the Top	Principals, Teachers, Counselors

Activity - Implementation Plan for i3	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Modeling by coaches as they work one-on-one with students, consulting with strategists, cognitve coaching, data retreats, and whole school thinking strategies.	Professional Learning	01/22/2015	05/20/2016	$0 - GRECC Race to the Top	All staff

Strategy6:

Academic Time - Every Wednesday teachers will identify 10 to 12 students for targeted classroom interventions to prepare for (or increase scores on) the ACT, KOSSA exams, and Industry Certificates.

Category: Learning Systems

Research Cited: ACT test prep

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Activity - State and National Practice Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in practice sessions using the KOSSA testing site to become more familiar with the test format and rigor. CTE Teachers will participate in writing, scoring, and data analysis training sessions when offered by KDE. Students who have not met ACT benchmarks will prepare to take the Work Keys.	Academic Support Program	01/04/2016	05/20/2016	$0 - No Funding Required	CTE Teachers, Principals

Activity - Interventions and Test Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive test taking strategies and targeted interventions aimed at improving their performance on the ACT and KOSSA exams along with activities to prepare for Industry Certification.	Academic Support Program	08/06/2014	05/22/2015	$0 - No Funding Required	Teachers, Principals

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KDE Assurances - School

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Introduction

KDE Assurances - School

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Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes		

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes		

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	N/A		

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes		

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	N/A		

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Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes		

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	Yes		

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	Yes		

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Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	N/A		

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	N/A		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	N/A		

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Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes		

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school 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
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	N/A		

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

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Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for para-educators demonstrating that the duties are on a limited basis only.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only.	Yes		

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	N/A		

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	N/A		

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The Missing Piece

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Introduction

This report provides a comprehensive response to the six objectives of The Missing Piece set for the by the Commissioner's Parent Advisory Council (CPAC). This diagnostic uses performance measurement and progress, as well as relationship building, resources and support to build capacity within schools and districts measure parent involvement and the desired outcome being made. Use the links below to navigate the diagnostic content and respond to the questions.

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Stakeholders

What stakeholders (name and title) did you engage for the purpose of completing the Missing Piece diagnostic?

Results from the Tell Survey and other perceptions surveys were used to identify components of culture and climate that are addressed in the Improvement Plan along with academic performance data. Committees where charged with finding student and parent representatives to provide input and participate in the decision making process. Parent discussions during SBDM council meetings, open house, registration, along with informal conversations during athletics or other events hosted at MCHS.

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Relationship Building

Overall Rating: 2.57

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report their relationship with school staff is about discussing student academic performance and/or behavior.	Apprentice

	Statement or Question	Response	Rating
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods).	Proficient

	Statement or Question	Response	Rating
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Proficient

	Statement or Question	Response	Rating
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Parents are invited to attend school activities related to their own child and are encouraged to attend parent teacher conferences.	Apprentice

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	School staff involves parents in personal communication about their students' progress at least once a month.	Proficient

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Teachers informally collect some student needs data and some parents are contacted to discuss those needs.	Apprentice

	Statement or Question	Response	Rating
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	All parents are asked for feedback on school’s efforts to welcome and engage parents, and the feedback is used to improve school’s efforts.	Proficient

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Communications

Overall Rating: 2.86

	Statement or Question	Response	Rating
3.1	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	School staff relies on one-way communication in English to inform parents about academic goals, class work, grades and homework. (For example, newsletters, marquees, and agendas.)	Apprentice

	Statement or Question	Response	Rating
3.2	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	School staff offers varied ways to that parent can see share information with teachers about their children's learning needs. (For example, phone and email contact, offering parent conferences, and making home visits).	Proficient

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement.	Proficient

	Statement or Question	Response	Rating
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Proficient

	Statement or Question	Response	Rating
3.5	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	Parent -teacher conferences are held twice a year on school grounds and some teachers send invitations to parents.	Apprentice

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District and school culture audits or surveys are conducted each year with all stakeholders and response rate is at least 75%.	Distinguished

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	Statement or Question	Response	Rating
3.7	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Proficient

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Decision Making

Overall Rating: 2.0

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	Parents elected to serve on school council and some other parents who serve on SBDM committees are invited to attend training offered by school or district.	Apprentice

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council chair reports feedback to head of largest parent organization who then decides further dissemination methods or input. There is no provision for parent input other than as required by school law.	Apprentice

	Statement or Question	Response	Rating
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council has some parent involvement components and action items that deal with specific academic areas. Little or no funding is provided. Little or no implementation and impact checking is done.	Apprentice

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

	Statement or Question	Response	Rating
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are sometimes encouraged to take part in discussions about school improvement.	Apprentice

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	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	Teachers share information from year to year with parents who serve on the school council and/or overlaps council terms of parents.	Novice

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Advocacy

Overall Rating: 2.0

	Statement or Question	Response	Rating
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	There is evidence that school staff know which students have a parent or another adult who can speak up for them regarding their academic goals and learning needs.	Apprentice

	Statement or Question	Response	Rating
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Some parents are involved in informal conversation with school staff to address their child's individual learning needs.	Apprentice

	Statement or Question	Response	Rating
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Proficient

	Statement or Question	Response	Rating
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Teachers handle parent complaints but outcomes are not tracked or reported.	Novice

	Statement or Question	Response	Rating
5.5	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff makes minimal effort to encourage parents to advocate for their child's academic success.	Apprentice

	Statement or Question	Response	Rating
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	Novice level students are identified by school staff to receive targeted strategies for academic improvement. Parents are informed of the strategies but do not receive training on how to use those strategies or how progress will be measured.	Apprentice

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Learning Opportunities

Overall Rating: 2.0

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	School provides open house and family nights for some parents to learn about: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities for parents to participate on councils and SBDM committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning.	Apprentice

	Statement or Question	Response	Rating
6.2	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	School staff makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school.	Proficient

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff exhibits some student work with scoring guide and proficient level work.	Apprentice

	Statement or Question	Response	Rating
6.4	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	School staff offers some information to parents to learn how to support their child's learning.	Novice

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School staff allows parents to visit regular education classrooms upon request. There is no school policy.	Novice

	Statement or Question	Response	Rating
6.6	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	Proficient

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Community Partnerships

Overall Rating: 2.67

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	Proficient

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Proficient

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Proficient

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff occasionally collaborates with community agencies to address individual student needs. Information is provided to parents upon request.	Apprentice

	Statement or Question	Response	Rating
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	Parents make active use of school and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title 1 coordinators connect family with community resources and follow up).	Proficient

	Statement or Question	Response	Rating
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff maintains a resource directory on some agencies, programs and services that will provide services for students.	Apprentice

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Reflection

Reflect upon your responses to each of the Missing Piece objectives.

MCHS does a good job of sharing information when requested but does not initiate conversations with parents regarding student needs. Parents are welecomed into the building at MCHS but programs need to be implemented that will increase the understanding and involvement of all parents in the learning process.

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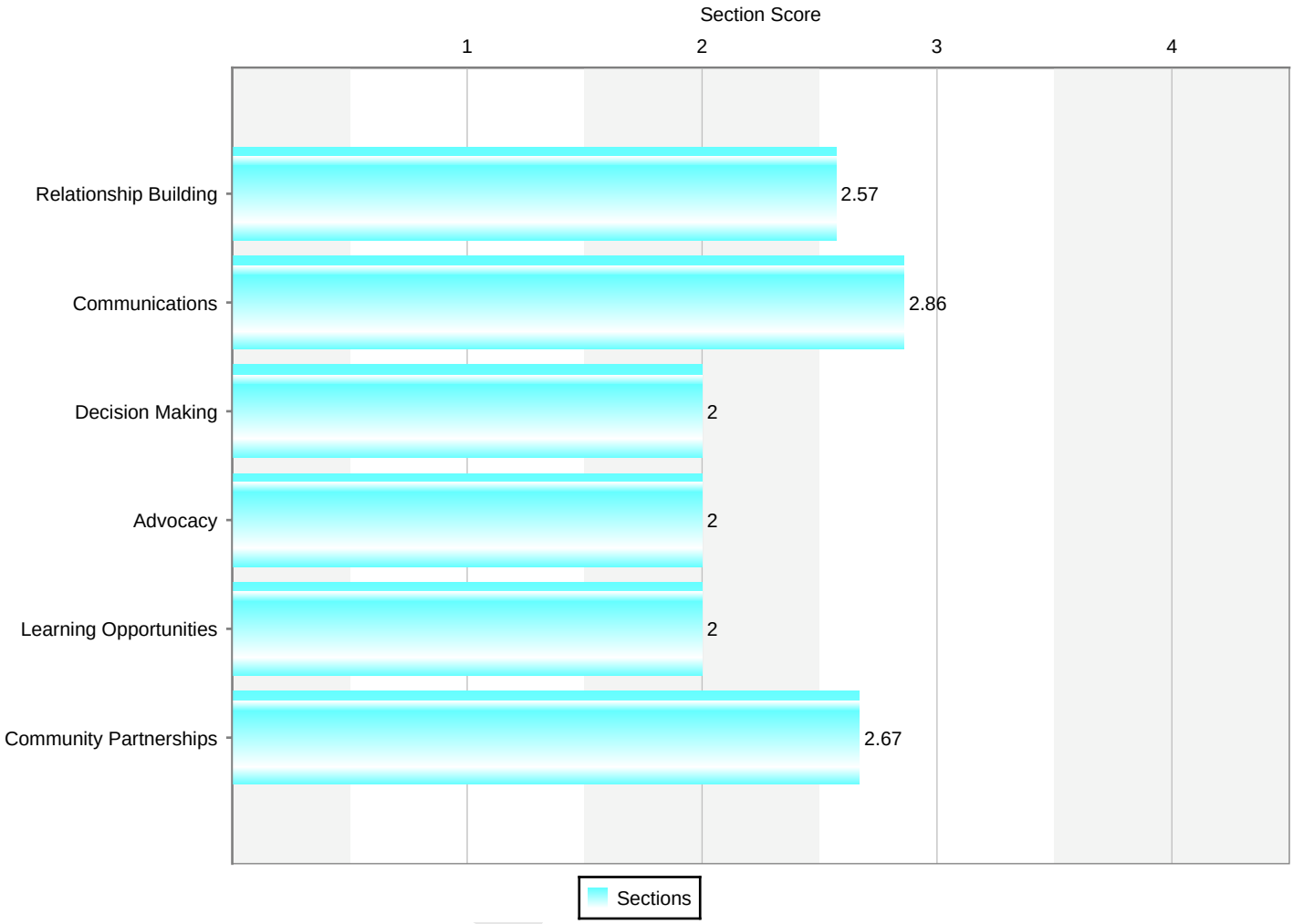
Report Summary

Scores By Section



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Improvement Plan Stakeholder Involvement

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Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

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Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Input from staff was obtained during Team Leadership meetings, weekly PLC discussions, Faculty Meetings, along with results from perception surveys.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

All stakeholders were encouraged to provide input during Leadership meetings, PLCs, and Faculty meetings leading up the creation of the improvement plan.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

Via the school and district website. Approval will be announced in SBDM minutes and via plan on a page posted in the school lobby. Implementation updates will provided periodically at SBDM meetings and with faculty.

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School Safety Report

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Introduction

In response to recent tragic events in our nation's schools, during the 2013 legislative session the Kentucky General Assembly took action, through the passage of Senate Bill 8/House Bill 354, to assure that our schools are safer places for students and staff to work and learn. Among other things, SB8/HB354 required changes to emergency plan requirements, the development of school safety practices, and additional severe weather, lockdown and earthquake drills. The bill also required local school district superintendents to verify to the Kentucky Department of Education that all schools in the district are in compliance with these requirements. This diagnostic is the means by which this reporting is accomplished.

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School Safety Requirements

Label	Assurance	Response	Comment	Attachment
1.	Does each school have a written Emergency Management Plan (EMP)?	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes	October 29, 2013	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	September 1, 2015	

Label	Assurance	Response	Comment	Attachment
4.	Has each school provided the local first responders with a copy of the school's EMP and a copy of the school's floor plan?	Yes		

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes	October 1, 2015	

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	No	Reviewed at Faculty Meeting on Aug. 12, 2015	

Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	Yes		

Label	Assurance	Response	Comment	Attachment
8.	Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?	Yes		

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Label	Assurance	Response	Comment	Attachment
9.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	September 2014	

Label	Assurance	Response	Comment	Attachment
10.	Have practices been developed for students to follow during an earthquake?	Yes		

Label	Assurance	Response	Comment	Attachment
11.	Has each school developed and adhered to practices designed to ensure control of access to each school (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?	Yes		

Label	Assurance	Response	Comment	Attachment
12.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes	Fire Drill - 8/10/15 & 8/17/15 Lock Down - 9/3/15 Earthquake - 9/15/15 Severe Weather - 8/27/15	

Label	Assurance	Response	Comment	Attachment
13.	Are processes in place to ensure all four emergency response drills (Fire in compliance with Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	Yes		

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Equitable Access Diagnostic

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Introduction

As part of No Child Left Behind (NCLB) each state is required to develop strategies to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. The results of this effort became a national push to ensure all teachers were highly qualified (HQT); meaning each teacher holds the appropriate certification for the content and/or grade level for which they are assigned. National data show that poor and minority continue to be taught by inexperienced, unqualified, or out-of-field teachers. As a result, in 2014, the United States Department of Education (USDOE) required states to develop equity plans and use evidence based strategies to address this issue. The focus of the plan is to move away from the concept of “highly qualified” to “high effective”.

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Needs Assessment

Label	Assurance	Response	Comment	Attachment
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the school?	Yes	Class size reports, teacher retention reports, school achievement data, TELL survey reports, equity tab on the school and district report cards, Highly qualified reports, PGES effectiveness data, free and reduced lunch percentages for schools, percentage of student sub-groups in each school, and any other relevant data have been examined to help find areas of strength and improvements. The title that we have given to our improvement efforts is entitled: Challenging expectations for children living in poverty.	

What are the barriers identified?

I. Teacher Prep Programs (lack of courses on diverse learning and cultural awareness; lack of experiences; limited applicant pools)
II. Student Efficacy (student conduct; over-representation in certain sub-groups within discipline data; lack of knowledge on how to communicate and help students living in poverty to set goals and to build grit; lack of opportunities for students to have multiple opportunities to display content mastery)
III. Perceptions of Parental Involvement (teacher lack of understanding; lack of adjustments to our behaviors when data informs us that parent involvement is disproportional; lack of resources and partnerships with appropriate agencies to provide additional student supports;
IV. Working Conditions (physical school environment does not always reflect and display the best qualities of our students and community and use it to strive for excellence-lack of display of student quality work; more professional learning opportunities; lack of new facilities (appropriate space); lack of guidance and support from leadership-communications; teacher assignments aligned to strengths of individual teacher)

What sources of data were used to determine the barriers?

Class size reports, teacher retention reports, school achievement data, TELL survey reports, equity tab on the school and district report cards, Highly qualified reports, PGES effectiveness data, free and reduced lunch percentages for schools, percentage of student sub-groups in each school, and any other relevant data have been examined to help find areas of strength and improvements.

What are the root causes of those identified barriers?

I. Teacher Prep Programs
II. Student Efficacy
III. Perceptions of Parental Involvement
IV. Working Conditions

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What does the Professional Growth and Effectiveness System data say about the effectiveness of teachers in the school?

27% Exemplary

61.5% Accomplished

11.5% Developing

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Equitable Access Strategies

Placement: Describe school policies or procedures that address the assignment of students to ensure low income and minority students are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers who are not identified as low income or minority students.

Each school's SBDM council has a student assignment policy that are reviewed each year

Placement: How is data used to make student assignment decisions to ensure low income, minority, Limited English Proficient and Exceptional Children and Youth are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers?

Principals along with collaboration of their staff assign students to classrooms based upon multiple sources of data.

Recruitment and Retention: How does the school analyze student level data to design targeted recruitment of effective and diverse teachers?

Marion County Schools only had 6 teachers leave the district. We have started an exit survey to help us to identify ways that we can continue to retain our teachers. Partnerships have been strengthened with surrounding Universities and their teacher prep programs to increase observation and student teaching experiences. Many of our leaders participate in the exit interview processes at these sites. Currently supplemental benefits are being examined to ensure that the best price for benefits is being secured so that take-home pay is maximized. Salary analysis for all job categories is on-going to ensure that we are comparable and competitive.

Recruitment and Retention: How does the school recruit teachers who are effective in implementing practices that are targeted to support the diverse learning needs of minority students, low income students, Limited English Proficient and Exceptional Children and Youth?

We have developed a partnership with Campbellsville Universities world language department in which international students work in our classrooms to support students and teachers.

Recruitment and Retention: How does the school retain effective teachers? Identify any incentives.

Professional development academies are offered monthly to differentiate the learning opportunities and are based upon teacher requests.

Professional Learning: Identify supports, including mentoring and/or induction, provided to meet the needs of first year, inexperienced and out-of-field teachers.

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New teacher induction program is provided to all new teachers in the district. Instructional coaches provide on-going support as needed throughout the school year. Monthly PD academies are help that address different topics by request for all teachers but especially new teachers.

Professional Learning: Utilizing PGES data, how are the professional learning needs of teachers with an effectiveness rating below accomplished addressed?

Principals along with instructional coaches are monitoring student learning data along with frequent visits to the classroom to observe. Coaching feedback is a priority of the district and professional learning is on-going for these groups so that we are constantly learning on ways to support and help teachers be more effective in the classroom.

Working Conditions: How are TELL Kentucky results being addressed to increase recruitment, retention and professional learning needs of staff?

TELL survey results are analyzed district-wide to help determine learning topics for leadership meetings along with other needs needed throughout the district or for specific leaders. In addition these reports help us to decide upon different learning opportunities to offer for our teachers. Leadership, Teaching & Learning, High Expectations and Communication is the bases of all of our work.

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Questions

Identify all goals, objectives, strategies and activities created that support equitable access and the responses in this diagnostic.

PGES Goal

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