



Comprehensive District Improvement Plan

Marion County

755 E Main St
Lebanon, KY 40033

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Introduction

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

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

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

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

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

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

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

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

2016-2017 District Improvement Plan

Overview

Plan Name

2016-2017 District Improvement Plan

Plan Description

DRAFT

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	Graduation Rate Goal- Increase graduation rate from 90.9% in 2015-16 to 91.8% in 2016-2017.	Objectives: 1 Strategies: 2 Activities: 6	Organizational	\$413800
2	College and Career Readiness Goal-All MCPS graduates will be college and/or career ready. We will increase the percentage of students who achieve CCR status from 44.6% in 2012 to 80% in 2016-17.	Objectives: 1 Strategies: 4 Activities: 9	Organizational	\$110500
3	Proficiency Goal-Increase the average combined reading and math proficiency ratings for all MCPS students to designated targets by 2019: elementary-76.1%, middle-74.6%, high school-71.3% with all students exiting on/above grade level.	Objectives: 2 Strategies: 4 Activities: 12	Organizational	\$1066500
4	Gap Goal-Increase the average combined reading and math proficiency rating for all MCPS gap students to designated targets by 2019: elementary-71.6%, middle- 60.8%, and high school-60.5%	Objectives: 2 Strategies: 3 Activities: 6	Organizational	\$353500
5	Novice Reduction Goal	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: Graduation Rate Goal- Increase graduation rate from 90.9% in 2015-16 to 91.8% in 2016-2017.

Measurable Objective 1:

demonstrate a proficiency increase in the graduation rate from 90.9% in 2015-16 to 91.8% by 05/31/2017 as measured by the KDE school report card.

Strategy 1:

Successful transition - The district will continue to offer support services necessary for successful transition to adult life. Credit recovery opportunities will be provided to students at risk of not graduating on time. A next generation lab and alternative settings will continue to provide not only students alternative virtual solutions but acceleration opportunities as well.

Category: Persistence to Graduation

Activity - Interventions and Credit Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as in danger of not graduating on time, students identified through the school RTI plan, or students identified through the persistence to graduate tool will be targeted for interventions. Student will have access to virtual courses in the next generation lab to assist students in recovering credits or to help get back on track. Interventions through scheduling will be offered to students as identified in school RTI plan. Our Chrome book deployment has allowed equal access to virtual supports for students. Schools: Marion County High School	Academic Support Program	08/08/2014	05/31/2017	\$150000	General Fund, Grant Funds	Board of Education, Superintendent, Principals, ESS teachers, classroom teachers, guidance and career counselors.
Activity - Hugh C Spalding Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hugh C Spalding Academy is designed to become a true alternative education site for students whose behavior or a qualifying incident at school is preventing him/her from remaining in the normal school setting. Students who have dropped out of school will be offered a second chance at earning high school credits and a diploma or students who have chosen virtual school as a last resort will be give a second graduation opportunity. District funds= \$104,000 Safe Schools= \$17400 Schools: Marion County High School	Behavioral Support Program, Direct Instruction	08/08/2014	05/19/2017	\$122300	Safe Schools, District Funding	District HCSA director, superintendent, HCSA principal and career counselor, and teachers.
Activity - Transitioning Activities- Jump Start, Bump-Up Day, and Data-Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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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. Academic performance of 9th grade students will be monitored closely and frequently. Progress reports will be run 3 times per quarter for 9th grade student so that counselors and teachers can conference with students and families as needed to keep 9th graders from falling behind. Students in grades 5-11 will participate in a Bump-up Day toward the end of the school year to allow them a sneak peak of their upcoming year's schedule and an opportunity too meet their teachers and hear about their courses.	Academic Support Program	08/01/2014	05/31/2017	\$2000	Other	guidance counselors, freshmen jumpstart teachers and principal
Schools: Marion County High School						

Strategy 2:

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

Category: Career Readiness Pathways

Activity - ILP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 6-12 will develop and annually review their Individual Learning Plans including goal-setting, career exploration, identification of career majors, and corresponding elective courses. Career counseling will occur with the Americorp worker. Students with disabilities will receive additional support through the CCR coach and the components of the I3 grant.	Career Preparation/Orientation	08/01/2014	05/31/2017	\$125000	Grant Funds, GRECC Race to the Top	Guidance Counselors; americorp worker, CCR coach,
Schools: Lebanon Middle School, Marion County High School, Saint Charles Middle School						

Activity - Coop and Business/Industry Partnerships	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Selected MCHS seniors in career completer courses 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	08/01/2014	05/31/2017	\$2000	Career and Technical Education Funds	Career and Technical Education Teachers, CTE and High School Principals, Counselors, Career Counselor, Central Office Administrators
Schools: Lebanon Middle School, Marion County High School, Saint Charles Middle School						

Activity - College Craze	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
College Craze is a summer learning experience.... Schools: Lebanon Middle School, Saint Charles Middle School	Career Preparation/Orientation	06/01/2015	05/31/2017	\$12500	Title I Part A	Federal Program Director and principals

Goal 2: College and Career Readiness Goal-All MCPS graduates will be college and/or career ready. We will increase the percentage of students who achieve CCR status from 44.6% in 2012 to 80% in 2016-17.

Measurable Objective 1:

demonstrate a proficiency increase from 73.6% in 2014-15 to 80% by 05/19/2017 as measured by the KDE CCR standards.

Strategy 1:

Standards-based Instruction and Assessment aligned to CCR standards and rigor with appropriate targeted interventions - A guaranteed viable curriculum will be delivered for every course that is aligned to standards (KOSSA, ACT, KCAS) and at the level of rigor needed to ensure student are mastering critical content.

Appropriate targeted interventions will be provided for students that are not reaching benchmarks.

Category: Continuous Improvement

Research Cited: Stiggins

Activity - Congruency of Instruction and Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Curriculum, instruction, and assessment will be aligned to the CCR standards (QC, KCAS, KOSSA, etc.). Curriculum pacing guides/maps, lesson plans, instruction, assessments will be congruent to CCR standards. Teachers will use a variety of instructional strategies to embed ACT-like, KOSSA-like questions, bellringers, modeling, practice, and test-taking strategies. Grade-Cam has been purchased to provide students and teachers with immediate feedback and data to drive instruction. Schools: Lebanon Middle School, Marion County High School, Saint Charles Middle School	Academic Support Program	08/08/2014	05/26/2017	\$10000	Title VI, District Funding	principals, counselors, teachers,

Activity - Progress Monitoring for CCR	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Student progress towards reaching ACT/Compass benchmarks will be tracked throughout their middle and high school careers. Student data will be collected so that school leaders are able to target students not on track to be CCR and provide CCR counseling (planning, scheduling of interventions or other activities to assist student in making progress). Teacher mentors will be assigned to provide frequent reinforcement to students. Triumph College Admissions along with Targeted Interventions will be used to track performance and plan interventions. Review sessions will be conducted by a content area teacher to discuss test taking strategies, provide a review of critical skills/concepts, and answer individual questions. KAPLAN ACT opportunity during Saturday prep sessions has been secured. The administrative team will meet regularly to examine CCR data, student pathways, and intentional planning. Name and claim those students in career pathways to ensure they earn completer status and monitor performance on KOSSA assessments or Industry Certificates. ATC Career club and Innovation ATC will assist student in seeing the purpose in achieving CCR.	Career Preparation/Orientation	08/08/2014	05/19/2017	\$2000	Title IV Part A	principals, district staff, teachers, ATC principal, counselors
Schools: Marion County High School						

Strategy 2:

Career Counseling - Students will be scheduled in sequential career pathways courses through on-going conversations, goal-setting meetings, and career counseling to match students interest and goals as identified in their ILP's

Category: Career Readiness Pathways

Activity - Intentional Student Scheduling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All student schedules will be completed by May to ensure student placement in career pathway courses. A Bump-Up day is being planned during the last week of school to have student walk through a shortened version of their next year's schedule. In addition, career planning and student coaching by the high school career counselor and college coach with 8th grade students.	Policy and Process	08/15/2014	05/19/2017	\$1000	Title VI	Career counselor, college coach, guidance counselors, teachers
Schools: Lebanon Middle School, Marion County High School, Saint Charles Middle School						

Activity - CCR Parent Workshops	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Middle and high schools will host CCR workshops throughout the school year for parents and students to increase knowledge of college ACT benchmarks, Career assessments, college entrance procedures, financial aide, and other related opportunities. Discussions of career pathways available at MCHS will occur at registration along with encouragement to students to enroll in courses in the pathway of their choice.	Career Preparation/Orientation	08/01/2014	05/19/2017	\$500	General Fund	guidance counselors, principals, CCR coach
Schools: Lebanon Middle School, Marion County High School, Saint Charles Middle School						

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Activity - Guidance/Career Counseling/ILP Completion	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Guidance counselors and career counselor will implement CCR awareness activities related to the 14 career clusters throughout the school year. A college and career readiness success criteria timeline will be developed in collaboration with the leadership team and used with community strategic planning and community visioning. Students choosing to pursue career and technical education career majors will be encouraged to complete a course sequence leading to 3 or more credits in a specific career major. Coursework will prepare students for successful completion in the corresponding KOSSA assessment or industry certificate. School counselors will review student ILPs and ensure planned related activities. Student conferencing after EPAS assessments regarding developing an understanding of college "benchmarks", progress toward benchmarks, future career options in relation to performance, and potential barriers in the way of student progress (i.e. behavior, effort, attendance, etc.). Operation Preparation activities will be planned during the month of March for 8th and 10th grade students. Community members, community education, FRYSC, counselors, career counselor will schedule/organize student meetings with career representatives as indicated by student ILP choices. Schools: All Schools	Career Preparation/Orientation	08/08/2014	05/19/2017	\$3000	School Council Funds	guidance counselors, teachers

Strategy 3:

GRREC i3 Grant Project - Guiding and Engaging Exceptional Teens- MCHS will participate in a grant to help increase the number of students with disabilities to be CCR. 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. Schools: Marion County High School	Career Preparation/Orientation	12/02/2014	05/19/2017	\$40000	GRECC Race to the Top	guidance counselor, special education director, Federal Programs Director, High School Principal, Superintendent, ECE teachers

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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, cognitive coaching, data retreats, and whole school thinking strategies. Schools: Marion County High School	Career Preparation/Orientation	01/02/2015	06/23/2017	\$40000	GRECC Race to the Top	guidance counselors, principals, ECE director, teachers, Federal Programs Director, Superintendent

Strategy 4:

Next Generation Marion County - Next Generation Marion County is one of our 6 big dreams for the district. Leadership opportunities will be provided for both adults and students within the district.

Category: Other - Leadership

Activity - Staff Leadership	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leadership is the foundation of our organization. We strive to develop leaders through principal leadership meetings, assistant principals cadre meeting, Leadership Now program for aspiring principals, counseling cadre, and school level professional learning communities. Schools: All Schools	Recruitment and Retention, Professional Learning	07/07/2015	05/19/2017	\$4000	State Funds	All staff

Activity - Student Leadership	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student opportunities for leadership will be incorporated into school cultures. CES is an official Leader in Me school with GES pursuing this grant opportunity as well. Leadership groups such as the Student Ambassadors at MCHS, Patriot Leadership Academy, SCMS Leaders group are all school examples. Schools: All Schools	Academic Support Program, Behavioral Support Program, Community Engagement	08/01/2015	05/19/2017	\$10000	General Fund	all staff

Goal 3: Proficiency Goal-Increase the average combined reading and math proficiency ratings for all MCPS students to designated targets by 2019: elementary.-76.1%, middle-74.6%, high school-71.3% with all students exiting on/above grade level.

Measurable Objective 1:

demonstrate a proficiency increase in the combined reading and math proficiency ratings to 66.5% for elementary, 64.4% for middle, and 59.8% for high school. by 05/19/2017 as measured by KDE school report cards KPREP results.

Strategy 1:

Guaranteed Viable Curriculum- What do we want students to learn and be able to do? - Intentional planning will be the foundation of our work throughout all facets. All school staff will engage in activities that require intentional planning of lessons congruent to standards, instructional strategies, higher level questioning, differentiation, engagement strategies, and aligned standards-based assessments. The purpose of this work will help us to focus on the "what". In other words, what are students expected to know and do at each grade level, how will we engage them in learning in ways that they learn best. how will we know if they have learned, and what are we going to do when they have or have not. Teachers will work through professional learning communities and/or with principals and instructional coaches on constantly evaluating congruency of instruction to grade level standards.

Category: Professional Learning & Support

Research Cited: Blooms Taxonomy, Marzona, Best Practices, CASL; Rick and Becky Dufour; Harvey Silver

Activity - Standards-based Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional leaders will monitor teacher lesson planning and delivery of lessons to ensure effective elements of instruction. HOT Questioning and student tasks will be examined for congruency to the rigor of the standards. This will be a critical component in coaching, examining student products, and assessment data in professional learning community discussion and/or data team meetings. Common pacing guides with 30/60/90 day planning/PLCs/lesson planning/intentional plans will all be apart of the monitoring and feedback process. Schools: All Schools	Academic Support Program	08/08/2014	05/19/2017	\$5000	State Funds	Instructional Supervisor, Principals, Teachers, Instructional Coaches
Activity - Career Readiness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage in curriculum planning work that emphasizes 21st Century Learning using the 6 Cs within technology instruction and PBL experiences (Problem/Project/Passion) Schools: All Schools	Academic Support Program	08/01/2014	05/19/2017	\$8000	District Funding	Instructional Supervisor, Principals, Teachers, instructional coaches
Activity - Literacy Strategies Across all Curriculums	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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All teachers are teachers of reading. Embedded learning through instructional coaching and professional development sessions will equip teachers with reading and writing strategies such as Close Reading, Reading for Meaning, Write to Learn, Compare and Contrast, Inductive Learning, Circle of Knowledge, and Vocabulary Code, etc. will provide teachers and students with the essential strategies for achieving excellence with the Common Core. Schools: All Schools	Academic Support Program	08/13/2015	05/19/2017	\$2000	General Fund	Principals, instructional supervisors, instructional coaches
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Strategy 2:

Data-Driven Decisions using guiding feedback & goal setting-How will we know when the students have mastered content? - Continuous Assessment and Data Analysis will engage teachers and leaders in assessment literacy professional learning to increase their understanding of making data-driven decisions. This knowledge will assist them in making decisions on answering the daily question "How do I know if my students have mastered the learning target for the day and what happens if students have mastered or not mastered the content?"

Category: Continuous Improvement

Research Cited: CASL: Rick Stiggins; Rick & Becky Dufour; John Hattie-Visible Learning

Activity - Individual Progress Monitoring/Self Report Grades	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assessment data will be collected through MAP (k-8), SRI (3-5), EPAS/Quality Core, EOC, KPREP, DRA (k-3), common assessments, classroom formative and summative assessments and Compass Learning in order for teachers and leaders to make data-driven decisions, progress monitoring, planning of interventions and enrichments, formation of students groupings for math and literacy blocks, and other instructional decisions. Data displays/ folders will be maintained for easy access to school-level and individual student data. Teachers and leaders will meet with students in goal-setting and live scoring activities to increase student ownership and motivation in test data and ways that they can improve. Schools will develop systematic processes in which students take ownership of their assessment data. Schools: All Schools	Academic Support Program	08/01/2014	05/19/2017	\$20000	General Fund	Superintendent, Technology Director, Intervention Staff, Principal, Instructional Supervisor, Teachers

Activity - Common Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will develop a standards based assessment to be administered for each unit. Benchmark assessments will planned for each grade level. Teachers will use a variety of resources such as CIITS, common core Coach materials, textbook resources, Debbie Waggoner and Kelly Philbeck's websites, and more. Students will take the assessment during a timed class setting similar to what they would have to do during state testing to build testing stamina and receive immediate feedback through clickers and/or GradeCam scoring. Teachers will analyze data from assessments and compare across the district in determining rate of progress and planning next steps. Teachers along with instructional coaches will determine standards-based resources to use for re-teaching and differentiated small learning groups.	Academic Support Program	07/01/2014	05/20/2016	\$36500	Title I Part A, General Fund	Instructional supervisor, principals, teachers; instructional coaches
Schools: All Schools						

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As part of the district's participation in the KDE Next Generation Network, our team will work to improve PLC processes across the district. Clarity surrounding a highly focused/functioning plc will be clear across the district, a PLC protocol of EVIDENCE-INFERENCE-ACTIVATE will be developed by the team, and will be a part of the learning for the entire leadership team.	Professional Learning	11/30/2016	05/19/2017	\$5000	Grant Funds	District PLC team; principals, teachers
Schools: All Schools						

Activity - Teacher Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning walks and teacher informal feedback will be a part of the expectations of every school. Coaching feedback will be used to help teachers reflect upon instruction and plan next steps.	Professional Learning	11/01/2016	05/19/2017	\$0	No Funding Required	District instructional supervisors, administrators , and instructional coaches
Schools: All Schools						

Strategy 3:

Intervening and Enriching-What will we do when students have mastered the content? What will we do when students have not mastered the content? - Schools will develop a systematic process for examining data and planning interventions and enrichments activities for targeted students, grouping patterns, and allocated time during the school day to work with students using researched based programs and practices. Progressing monitoring of student data will provide a means for continuous monitoring and revamping as necessary.

Category: Continuous Improvement

Research Cited: Rick & Becky Dufour

Activity - Interventions and Enrichments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers and principals will meet in data teams to make instructional decisions based upon on-going data to develop differentiated learning experiences for student to meet their needs. Intervention programs such as Reading Recovery, READ 180, Compass Learning, Gifted and Talented Instruction, Read to Achieve Instructor, ESS Instructors, Math Achievement Grant Instructor, Title I staff and other certified and classified staff will be intentional assigned to work with students at the appropriate instructional levels using researched-based practices. Teachers will develop plans for tier 2 and 3 intervention services, monitor decisions about their tier movements, and analyze intervention approaches and protocols to determine overall effectiveness and make necessary adjustments to RTI/KSI processes based upon progress monitoring data. Each school will determine additional time throughout the day that differentiated targeted interventions can be delivered to students not mastering content.	Academic Support Program	08/08/2014	05/19/2017	\$570000	Title I Schoolwide, Grant Funds, Read to Achieve	Title I staff, Read to Achieve Staff, Math Achievement Staff, Teachers, ESS teachers, district and school rti coordiantors
Schools: All Schools						

Activity - Researched based Instructional Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
High impact instructional strategies will be utilized to increase student achievement. District RTI practices will be followed to ensure a systematic process of addressing students that need additional support.	Academic Support Program	08/15/2014	05/19/2017	\$0	No Funding Required	Principals, instructional coaches, teachers
Schools: All Schools						

Activity - Student Empowerment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leadership is a focus for all members in our district. Student Ambassadors, student leadership programs, along with Leader in Me in some schools will be used to build leadership capacity. The 6 Cs will be utilized in helping to plan engaging activities for students throughout the year.	Academic Support Program, Behavioral Support Program	11/01/2016	05/19/2017	\$10000	General Fund	Principal, instructional supervisor
Schools: All Schools						

Measurable Objective 2:

demonstrate a proficiency increase in the Kindergarten readiness data from 61% to 70%. by 09/01/2017 as measured by Brigance Assessment.

Strategy 1:

Kindergarten Readiness - Continue to expand Preschool services to all 4 year olds in Marion County either through servicing within our schools or partnerships with other public/private agencies and home. Partnerships will be developed with daycares, Headstart, St. A, and parents in an effort to extend learning resources to all 4 year old in Marion County. Resources for early learning will be given to all parents of children birth to 5 years old.

Category: Early Learning

Activity - Advisory Council	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>A community early learning advisory council will be formed to establish community goals and timelines for providing all 4 year olds with preschool services and opportunities. An inventory of community services will be developed for parents to access with names of agencies and phone numbers along with a common definition of "School Readiness".</p> <p>Schools: Calvary Elementary School, West Marion Elementary School, Glasscock Elementary School, Lebanon Elementary School</p>	Parent Involvement, Academic Support Program, Community Engagement	08/01/2015	05/12/2017	\$400000	General Fund	Preschool teachers, Early Childhood Director, Board of education
Activity - Ready-Set-Grow Public Relations Campaign	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Books will be given to all children from birth to age 5. Outreach activities to provide communications about the importance of reading 20 minutes a day and the importance of early learning will occur through community events like Dickens Parade, Halloween in the Park, Ham Days, Birthday Bash etc., media sources, and other outlets. The purpose of these activities are to connect with the community to instill the importance of early learning.</p> <p>Schools: Calvary Elementary School, West Marion Elementary School, Glasscock Elementary School, Lebanon Elementary School</p>	Academic Support Program	08/01/2015	05/19/2017	\$10000	General Fund	early childhood director, preschool teacher, instructional supervisors, superintendent, board of education

Goal 4: Gap Goal-Increase the average combined reading and math proficiency rating for all MCPS gap students to designated targets by 2019: elementary-71.6%, middle- 60.8%, and high school-60.5%

Measurable Objective 1:

demonstrate a proficiency increase in the combined reading and math proficiency ratings for GAP students to 60.2% for elementary, 57.7% for middle, and 51.8% for high school by 05/19/2017 as measured by KDE school report card KPREP assessment results.

Strategy 1:

Student Extended learning opportunities - Additional learning opportunities will be provided to targeted students in need of additional time for mastery of content.

Category: Continuous Improvement

Activity - Progress Monitoring with Assessment Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Assessment data will be collected through MAP (k-8), SRI (3-5), EPAS/Quality Core, AIMSWEB, EOC, KPREP, DRA (k-3), common assessments, classroom formative and summative assessments and Compass Learning in order for teachers and leaders to make data-driven decisions, progress monitoring, planning of interventions and enrichments, formation of students groupings for math and literacy blocks, and other instructional decisions. Data displays/ folders will be maintained for easy access to school-level and individual student data. Teachers and leaders will meet with students in goal-setting activities to increase student ownership and motivation in test data and ways that they can improve.. These assessment results will be used to determine students who need additional instruction to continue progressing toward proficiency or mastery of KCAS. Formative assessment information, along with results of effective PLCs, will be used to design lessons and place students in Extended School Service programs, 21st Century Learning Center Program, Title program assistance and FRYSC programs. MAP assessment purchased by General Fund. Title I staff and other certified and classified staff will be intentional assigned to work with students at the appropriate instructional levels using researched-based practices. Teachers will develop plans for tier 2 and 3 intervention services, monitor decisions about their tier movements, and analyze intervention approaches and protocols to determine overall effectiveness and make necessary adjustments to RTI/KSI processes based upon progress monitoring data. Tutoring/Add'l student services provided by ESS-State=52,363, GF=80,200; 21st Century Program=40,000; Migrant=110,000; Title I=40,000; Schools: All Schools	Academic Support Program	08/08/2014	05/19/2017	\$270000	Title I Schoolwide, General Fund, Title III - Migrant, State Funds	principals, instructional supervisor, teachers, ESS staff, 21st Century Staff, 21st Century director, ECE director, district and school rti coordinators
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Activity - Outreach activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Community outreach initiatives will be implemented to build stronger relationships with parents. Title I parent involvement meetings will be planned to target increasing participation and involvement with consideration of holding some events off school campuses within community centers. A collaborative project-based learning experience for high school students will result in a "Dream Bus" - a bus that will travel within the community to deliver food, literature, books, etc. to students throughout the school year. The summer Dream Academy will connect with families in providing a 6-week learning experience in disguised learning experiences that will intervene and enrich with the sole purpose of narrowing the summer slide. Schools: All Schools	Parent Involvement, Tutoring, Community Engagement	06/01/2015	05/19/2017	\$28000	Title I Part A	Federal program director, title I staff, principals

Strategy 2:

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 increase student achievement.

Category: Professional Learning & Support

Research Cited: Ruby Payne

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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. Schools: All Schools	Professional Learning	08/14/2015	05/26/2017	\$5000	State Funds	All staff

Measurable Objective 2:

demonstrate a proficiency increase in the percent of ECE student in combined reading and math in Elementary from 26.4% to 42.4% (CES- 37%; GES- 38.5%; LES- 35.6%; WMES-47.4%); in Middle from 19% to 33.2% (LMS-25.9% to 29.2%; SCMS-12.5% to 39%); and High School from 3.2% to 22.9% by 05/13/2016 as measured by State Assessment scores.

Strategy 1:

Rigor for All Student - Rigor for all students- The district 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: Learning Systems

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. ECE staff will be trained along with support staff in collaboration/co-teaching strategies as well as alternate assessment strategies. Schools: All Schools	Academic Support Program	08/08/2014	05/19/2017	\$2500	IDEA	ECE teachers, principals, ARC committees, ECE Director, School Psychologists

Activity - Research-Based Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District staff will continue to ensure that all schools have access to sufficient instructional resources by investigating individual school 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. A district RTI website will be developed to assist staff in finding relevant resources and strategies in developing individualized learning plans for students. Schools: All Schools	Professional Learning	08/08/2014	05/19/2017	\$3000	District Funding	ECE Director, School Psychologists, ECE teachers

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Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ECE staff will be trained in specific intervention strategies/programs to implement, as needed (i.e. AimsWeb progress monitoring and goal setting, sensory/autism, data analysis, PASS, Rtl, etc.). The ECE Advisory council will meet monthly to focus on ECE program improvement and student learning. 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. STAT team meetings will be held periodically at schools to examine student data and determine next steps.	Professional Learning	08/11/2014	05/19/2017	\$45000	IDEA, General Fund	ECE Director, School Psychologists, ECE teachers
Schools: All Schools						

Goal 5: Novice Reduction Goal

Measurable Objective 1:

collaborate to reduce the % of novice scoring students in math from ES-9.6%; MS-11.5%; 28.4% and in reading from ES- 15%; MS-19.5%; HS-32.6% in 2014-15 to less than 10% by 05/29/2020 as measured by 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
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<p>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 through grouping patterns, scheduling, and small-group instruction. Researched-based programs/High Yield/High Impact Instructional Strategies will be the foundation of planning and evaluation of intervention/enrichment services. Not only will academic supports be a focus, but Student Empowerment through activities such as our Student ambassadors, leader-in-me, and 6 C's instruction.</p> <p>Schools: All Schools</p>	Academic Support Program, Behavioral Support Program	08/03/2015	10/31/2017	\$0	No Funding Required	all staff
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title IV Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Progress Monitoring for CCR	Student progress towards reaching ACT/Compass benchmarks will be tracked throughout their middle and high school careers. Student data will be collected so that school leaders are able to target students not on track to be CCR and provide CCR counseling (planning, scheduling of interventions or other activities to assist student in making progress). Teacher mentors will be assigned to provide frequent reinforcement to students. Triumph College Admissions along with Targeted Interventions will be used to track performance and plan interventions. Review sessions will be conducted by a content area teacher to discuss test taking strategies, provide a review of critical skills/concepts, and answer individual questions. KAPLAN ACT opportunity during Saturday prep sessions has been secured. The administrative team will meet regularly to examine CCR data, student pathways, and intentional planning. Name and claim those students in career pathways to ensure they earn completer status and monitor performance on KOSSA assessments or Industry Certificates. ATC Career club and Innovation ATC will assist student in seeing the purpose in achieving CCR.	Career Preparation/Orientation	08/08/2014	05/19/2017	\$2000	principals, district staff, teachers, ATC principal, counselors
Total					\$2000	

IDEA

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Progress Monitoring	ECE staff will be trained in specific intervention strategies/programs to implement, as needed (i.e. AimsWeb progress monitoring and goal setting, sensory/autism, data analysis, PASS, RtI, etc.). The ECE Advisory council will meet monthly to focus on ECE program improvement and student learning. 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. STAT team meetings will be held periodically at schools to examine student data and determine next steps.	Professional Learning	08/11/2014	05/19/2017	\$20000	ECE Director, School Psychologists, ECE teachers

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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. ECE staff will be trained along with support staff in collaboration/co-teaching strategies as well as alternate assessment strategies.	Academic Support Program	08/08/2014	05/19/2017	\$2500	ECE teachers, principals, ARC committees, ECE Director, School Psychologists
Total					\$22500	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Progress Monitoring with Assessment Data	Assessment data will be collected through MAP (k-8), SRI (3-5), EPAS/Quality Core, AIMSWEB, EOC, KPREP, DRA (k-3), common assessments, classroom formative and summative assessments and Compass Learning in order for teachers and leaders to make data-driven decisions, progress monitoring, planning of interventions and enrichments, formation of students groupings for math and literacy blocks, and other instructional decisions. Data displays/ folders will be maintained for easy access to school-level and individual student data. Teachers and leaders will meet with students in goal-setting activities to increase student ownership and motivation in test data and ways that they can improve.. These assessment results will be used to determine students who need additional instruction to continue progressing toward proficiency or mastery of KCAS. Formative assessment information, along with results of effective PLCs, will be used to design lessons and place students in Extended School Service programs, 21st Century Learning Center Program, Title program assistance and FRYSC programs. MAP assessment purchased by General Fund. Title I staff and other certified and classified staff will be intentional assigned to work with students at the appropriate instructional levels using researched-based practices. Teachers will develop plans for tier 2 and 3 intervention services, monitor decisions about their tier movements, and analyze intervention approaches and protocols to determine overall effectiveness and make necessary adjustments to RTI/KSI processes based upon progress monitoring data. Tutoring/Add'l student services provided by ESS- State=52,363; GF=80,200; 21st Century Program=40,000; Migrant=110,000; Title I=40,000;	Academic Support Program	08/08/2014	05/19/2017	\$40000	principals, instructional supervisor, teachers, ESS staff, 21st Century Staff, 21st Century director, ECE director, district and school rti coordianators

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Interventions and Enrichments	Teachers and principals will meet in data teams to make instructional decisions based upon on-going data to develop differentiated learning experiences for student to meet their needs. Intervention programs such as Reading Recovery, READ 180, Compass Learning, Gifted and Talented Instruction, Read to Achieve Instructor, ESS Instructors, Math Achievement Grant Instructor, Title I staff and other certified and classified staff will be intentional assigned to work with students at the appropriate instructional levels using researched-based practices. Teachers will develop plans for tier 2 and 3 intervention services, monitor decisions about their tier movements, and analyze intervention approaches and protocols to determine overall effectiveness and make necessary adjustments to RTI/KSI processes based upon progress monitoring data. Each school will determine additional time throughout the day that differentiated targeted interventions can be delivered to students not mastering content.	Academic Support Program	08/08/2014	05/19/2017	\$520000	Title I staff, Read to Achieve Staff, Math Achievement Staff, Teachers, ESS teachers, district and school rti coordinators
Total					\$560000	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Interventions and Credit Recovery	Students identified as in danger of not graduating on time, students identified through the school RTI plan, or students identified through the persistence to graduate tool will be targeted for interventions. Student will have access to virtual courses in the next generation lab to assist students in recovering credits or to help get back on track. Interventions through scheduling will be offered to students as identified in school RTI plan. Our Chrome book deployment has allowed equal access to virtual supports for students.	Academic Support Program	08/08/2014	05/31/2017	\$10000	Board of Education, Superintendent, Principals, ESS teachers, classroom teachers, guidance and career counselors.
Professional Learning Communities	As part of the district's participation in the KDE Next Generation Network, our team will work to improve PLC processes across the district. Clarity surrounding a highly focused/functioning plc will be clear across the district, a PLC protocol of EVIDENCE-INFERENCE-ACTIVATE will be developed by the team, and will be a part of the learning for the entire leadership team.	Professional Learning	11/30/2016	05/19/2017	\$5000	District PLC team; principals, teachers

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Interventions and Enrichments	Teachers and principals will meet in data teams to make instructional decisions based upon on-going data to develop differentiated learning experiences for student to meet their needs. Intervention programs such as Reading Recovery, READ 180, Compass Learning, Gifted and Talented Instruction, Read to Achieve Instructor, ESS Instructors, Math Achievement Grant Instructor, Title I staff and other certified and classified staff will be intentional assigned to work with students at the appropriate instructional levels using researched-based practices. Teachers will develop plans for tier 2 and 3 intervention services, monitor decisions about their tier movements, and analyze intervention approaches and protocols to determine overall effectiveness and make necessary adjustments to RTI/KSI processes based upon progress monitoring data. Each school will determine additional time throughout the day that differentiated targeted interventions can be delivered to students not mastering content.	Academic Support Program	08/08/2014	05/19/2017	\$25000	Title I staff, Read to Achieve Staff, Math Achievement Staff, Teachers, ESS teachers, district and school rti coordinators
ILP	Students in grades 6-12 will develop and annually review their Individual Learning Plans including goal-setting, career exploration, identification of career majors, and corresponding elective courses. Career counseling will occur with the Americorp worker. Students with disabilities will receive additional support through the CCR coach and the components of the I3 grant.	Career Preparation/Orientation	08/01/2014	05/31/2017	\$35000	Guidance Counselors; americorp worker, CCR coach,
Total					\$75000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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 through grouping patterns, scheduling, and small-group instruction. Researched-based programs/High Yield/High Impact Instructional Strategies will be the foundation of planning and evaluation of intervention/enrichment services. Not only will academic supports be a focus, but Student Empowerment through activities such as our Student ambassadors, leader-in-me, and 6 C's instruction.	Academic Support Program, Behavioral Support Program	08/03/2015	10/31/2017	\$0	all staff

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Teacher Feedback	Learning walks and teacher informal feedback will be a part of the expectations of every school. Coaching feedback will be used to help teachers reflect upon instruction and plan next steps.	Professional Learning	11/01/2016	05/19/2017	\$0	District instructional supervisors, administrators, and instructional coaches
Researched based Instructional Strategies	High impact instructional strategies will be utilized to increase student achievement. District RTI practices will be followed to ensure a systematic process of addressing students that need additional support.	Academic Support Program	08/15/2014	05/19/2017	\$0	Principals, instructional coaches, teachers
Total					\$0	

Title VI

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Intentional Student Scheduling	All student schedules will be completed by May to ensure student placement in career pathway courses. A Bump-Up day is being planned during the last week of school to have student walk through a shortened version of their next year's schedule. In addition, career planning and student coaching by the high school career counselor and college coach with 8th grade students.	Policy and Process	08/15/2014	05/19/2017	\$1000	Career counselor, college coach, guidance counselors, teachers
Congruency of Instruction and Assessments	Curriculum, instruction, and assessment will be aligned to the CCR standards (QC, KCAS, KOSSA, etc.). Curriculum pacing guides/maps, lesson plans, instruction, assessments will be congruent to CCR standards. Teachers will use a variety of instructional strategies to embed ACT-ike, KOSSA-like questions, bellringers, modeling, practice, and test-taking strategies. Grade-Cam has been purchased to provide students and teachers with immediate feedback and data to drive instruction.	Academic Support Program	08/08/2014	05/26/2017	\$5000	principals, counselors, teachers,
Total					\$6000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Empowerment	Leadership is a focus for all members in our district. Student Ambassadors, student leadership programs, along with Leader in Me in some schools will be used to build leadership capacity. The 6 Cs will be utilized in helping to plan engaging activities for students throughout the year.	Academic Support Program, Behavioral Support Program	11/01/2016	05/19/2017	\$10000	Principal, instructional supervisor

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Individual Progress Monitoring/Self Report Grades	Assessment data will be collected through MAP (k-8), SRI (3-5), EPAS/Quality Core, EOC, KPREP, DRA (k-3), common assessments, classroom formative and summative assessments and Compass Learning in order for teachers and leaders to make data-driven decisions, progress monitoring, planning of interventions and enrichments, formation of students groupings for math and literacy blocks, and other instructional decisions. Data displays/folders will be maintained for easy access to school-level and individual student data. Teachers and leaders will meet with students in goal-setting and live scoring activities to increase student ownership and motivation in test data and ways that they can improve. Schools will develop systematic processes in which students take ownership of their assessment data.	Academic Support Program	08/01/2014	05/19/2017	\$20000	Superintendent, Technology Director, Intervention Staff, Principal, Instructional Supervisor, Teachers
Ready-Set-Grow Public Relations Campaign	Books will be given to all children from birth to age 5. Outreach activities to provide communications about the importance of reading 20 minutes a day and the importance of early learning will occur through community events like Dickens Parade, Halloween in the Park, Ham Days, Birthday Bash etc., media sources, and other outlets. The purpose of these activities are to connect with the community to instill the importance of early learning.	Academic Support Program	08/01/2015	05/19/2017	\$10000	early childhood director, preschool teacher, instructional supervisors, superintendent, board of education
Student Leadership	Student opportunities for leadership will be incorporated into school cultures. CES is an official Leader in Me school with GES pursuing this grant opportunity as well. Leadership groups such as the Student Ambassadors at MCHS, Patriot Leadership Academy, SCMS Leaders group are all school examples.	Academic Support Program, Behavioral Support Program, Community Engagement	08/01/2015	05/19/2017	\$10000	all staff
Common Formative Assessments	Teachers will develop a standards based assessment to be administered for each unit. Benchmark assessments will be planned for each grade level. Teachers will use a variety of resources such as CIITS, common core Coach materials, textbook resources, Debbie Waggoner and Kelly Philbeck's websites, and more. Students will take the assessment during a timed class setting similar to what they would have to do during state testing to build testing stamina and receive immediate feedback through clickers and/or GradeCam scoring. Teachers will analyze data from assessments and compare across the district in determining rate of progress and planning next steps. Teachers along with instructional coaches will determine standards-based resources to use for re-teaching and differentiated small learning groups.	Academic Support Program	07/01/2014	05/20/2016	\$33000	Instructional supervisor, principals, teachers; instructional coaches

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Literacy Strategies Across all Curriculums	All teachers are teachers of reading. Embedded learning through instructional coaching and professional development sessions will equip teachers with reading and writing strategies such as Close Reading, Reading for Meaning, Write to Learn, Compare and Contrast, Inductive Learning, Circle of Knowledge, and Vocabulary Code, etc. will provide teachers and students with the essential strategies for achieving excellence with the Common Core.	Academic Support Program	08/13/2015	05/19/2017	\$2000	Principals, instructional supervisors, instructional coaches
CCR Parent Workshops	Middle and high schools will host CCR workshops throughout the school year for parents and students to increase knowledge of college ACT benchmarks, Career assessments, college entrance procedures, financial aide, and other related opportunities. Discussions of career pathways available at MCHS will occur at registration along with encouragement to students to enroll in courses in the pathway of their choice.	Career Preparation/Orientation	08/01/2014	05/19/2017	\$500	guidance counselors, principals, CCR coach
Interventions and Credit Recovery	Students identified as in danger of not graduating on time, students identified through the school RTI plan, or students identified through the persistence to graduate tool will be targeted for interventions. Student will have access to virtual courses in the next generation lab to assist students in recovering credits or to help get back on track. Interventions through scheduling will be offered to students as identified in school RTI plan. Our Chrome book deployment has allowed equal access to virtual supports for students.	Academic Support Program	08/08/2014	05/31/2017	\$140000	Board of Education, Superintendent, Principals, ESS teachers, classroom teachers, guidance and career counselors.
Advisory Council	A community early learning advisory council will be formed to establish community goals and timelines for providing all 4 year olds with preschool services and opportunities. An inventory of community services will be developed for parents to access with names of agencies and phone numbers along with a common definition of "School Readiness".	Parent Involvement, Academic Support Program, Community Engagement	08/01/2015	05/12/2017	\$400000	Preschool teachers, Early Childhood Director, Board of education

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Progress Monitoring with Assessment Data	Assessment data will be collected through MAP (k-8), SRI (3-5), EPAS/Quality Core, AIMSWEB, EOC, KPREP, DRA (k-3), common assessments, classroom formative and summative assessments and Compass Learning in order for teachers and leaders to make data-driven decisions, progress monitoring, planning of interventions and enrichments, formation of students groupings for math and literacy blocks, and other instructional decisions. Data displays/ folders will be maintained for easy access to school-level and individual student data. Teachers and leaders will meet with students in goal-setting activities to increase student ownership and motivation in test data and ways that they can improve.. These assessment results will be used to determine students who need additional instruction to continue progressing toward proficiency or mastery of KCAS. Formative assessment information, along with results of effective PLCs, will be used to design lessons and place students in Extended School Service programs, 21st Century Learning Center Program, Title program assistance and FRYSC programs. MAP assessment purchased by General Fund. Title I staff and other certified and classified staff will be intentional assigned to work with students at the appropriate instructional levels using researched-based practices. Teachers will develop plans for tier 2 and 3 intervention services, monitor decisions about their tier movements, and analyze intervention approaches and protocols to determine overall effectiveness and make necessary adjustments to RTI/KSI processes based upon progress monitoring data. Tutoring/Add'l student services provided by ESS-State=52,363, GF=80,200; 21st Century Program=40,000; Migrant=110,000; Title I=40,000;	Academic Support Program	08/08/2014	05/19/2017	\$80000	principals, instructional supervisor, teachers, ESS staff, 21st Century Staff, 21st Century director, ECE director, district and school rti coordinators
Progress Monitoring	ECE staff will be trained in specific intervention strategies/programs to implement, as needed (i.e. AimsWeb progress monitoring and goal setting, sensory/autism, data analysis, PASS, RtI, etc.). The ECE Advisory council will meet monthly to focus on ECE program improvement and student learning. 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. STAT team meetings will be held periodically at schools to examine student data and determine next steps.	Professional Learning	08/11/2014	05/19/2017	\$25000	ECE Director, School Psychologists, ECE teachers
Total					\$730500	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Transitioning Activities- Jump Start, Bump-Up Day, and Data-Monitoring	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. Academic performance of 9th grade students will be monitored closely and frequently. Progress reports will be run 3 times per quarter for 9th grade student so that counselors and teachers can conference with students and families as needed to keep 9th graders from falling behind. Students in grades 5-11 will participate in a Bump-up Day toward the end of the school year to allow them a sneak peak of their upcoming year's schedule and an opportunity too meet their teachers and hear about their courses.	Academic Support Program	08/01/2014	05/31/2017	\$2000	guidance counselors, freshmen jumpstart teachers and principal
Total					\$2000	

Read to Achieve

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Interventions and Enrichments	Teachers and principals will meet in data teams to make instructional decisions based upon on-going data to develop differentiated learning experiences for student to meet their needs. Intervention programs such as Reading Recovery, READ 180, Compass Learning, Gifted and Talented Instruction, Read to Achieve Instructor, ESS Instructors, Math Achievement Grant Instructor, Title I staff and other certified and classified staff will be intentional assigned to work with students at the appropriate instructional levels using researched-based practices. Teachers will develop plans for tier 2 and 3 intervention services, monitor decisions about their tier movements, and analyze intervention approaches and protocols to determine overall effectiveness and make necessary adjustments to RTI/KSI processes based upon progress monitoring data. Each school will determine additional time throughout the day that differentiated targeted interventions can be delivered to students not mastering content.	Academic Support Program	08/08/2014	05/19/2017	\$25000	Title I staff, Read to Achieve Staff, Math Achievement Staff, Teachers, ESS teachers, district and school rti coordiantors
Total					\$25000	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Guidance/Career Counseling/ILP Completion	Guidance counselors and career counselor will implement CCR awareness activities related to the 14 career clusters throughout the school year. A college and career readiness success criteria timeline will be developed in collaboration with the leadership team and used with community strategic planning and community visioning. Students choosing to pursue career and technical education career majors will be encouraged to complete a course sequence leading to 3 or more credits in a specific career major. Coursework will prepare students for successful completion in the corresponding KOSSA assessment or industry certificate. School counselors will review student ILPs and ensure planned related activities. Student conferencing after EPAS assessments regarding developing an understanding of college "benchmarks", progress toward benchmarks, future career options in relation to performance, and potential barriers in the way of student progress (i.e. behavior, effort, attendance, etc.). Operation Preparation activities will be planned during the month of March for 8th and 10th grade students. Community members, community education, FRYSC, counselors, career counselor will schedule/organize student meetings with career representatives as indicated by student ILP choices.	Career Preparation/Orientation	08/08/2014	05/19/2017	\$3000	guidance counselors, teachers
Total					\$3000	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Hugh C Spalding Academy	Hugh C Spalding Academy is designed to become a true alternative education site for students whose behavior or a qualifying incident at school is preventing him/her from remaining in the normal school setting. Students who have dropped out of school will be offered a second chance at earning high school credits and a diploma or students who have chosen virtual school as a last resort will be give a second graduation opportunity. District funds= \$104,000 Safe Schools= \$17400	Behavioral Support Program, Direct Instruction	08/08/2014	05/19/2017	\$105000	District HCSA director, superintendent, HCSA principal and career counselor, and teachers.
Career Readiness	Teachers will engage in curriculum planning work that emphasizes 21st Century Learning using the 6 Cs within technology instruction and PBL experiences (Problem/Project/Passion)	Academic Support Program	08/01/2014	05/19/2017	\$8000	Instructional Supervisor, Principals, Teachers, instructional coaches

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Congruency of Instruction and Assessments	Curriculum, instruction, and assessment will be aligned to the CCR standards (QC, KCAS, KOSSA, etc.). Curriculum pacing guides/maps, lesson plans, instruction, assessments will be congruent to CCR standards. Teachers will use a variety of instructional strategies to embed ACT-ike, KOSSA-like questions, bellringers, modeling, practice, and test-taking strategies. Grade-Cam has been purchased to provide students and teachers with immediate feedback and data to drive instruction.	Academic Support Program	08/08/2014	05/26/2017	\$5000	principals, counselors, teachers,
Research-Based Strategies	District staff will continue to ensure that all schools have access to sufficient instructional resources by investigating individual school 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. A district RTI website will be developed to assist staff in finding relevant resources and strategies in developing individualized learning plans for students.	Professional Learning	08/08/2014	05/19/2017	\$3000	ECE Director, School Psychologists, ECE teachers
Total					\$121000	

GRECC Race to the Top

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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	12/02/2014	05/19/2017	\$40000	guidance counselor, special education director, Federal Programs Director, High School Principal, Superintendent, ECE teachers
Implementation Plan for i3	Modeling by coaches as they work one-on-one with students, consulting with strategists, cognitive coaching, data retreats, and whole school thinking strategies.	Career Preparation/Orientation	01/02/2015	06/23/2017	\$40000	guidance counselors, principals, ECE director, teachers, Federal Programs Director, Superintendent

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ILP	Students in grades 6-12 will develop and annually review their Individual Learning Plans including goal-setting, career exploration, identification of career majors, and corresponding elective courses. Career counseling will occur with the Americorp worker. Students with disabilities will receive additional support through the CCR coach and the components of the I3 grant.	Career Preparation/Orientation	08/01/2014	05/31/2017	\$90000	Guidance Counselors; americorp worker, CCR coach,
Total					\$170000	

Title III - Migrant

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Progress Monitoring with Assessment Data	Assessment data will be collected through MAP (k-8), SRI (3-5), EPAS/Quality Core, AIMSWEB, EOC, KPREP, DRA (k-3), common assessments, classroom formative and summative assessments and Compass Learning in order for teachers and leaders to make data-driven decisions, progress monitoring, planning of interventions and enrichments, formation of students groupings for math and literacy blocks, and other instructional decisions. Data displays/ folders will be maintained for easy access to school-level and individual student data. Teachers and leaders will meet with students in goal-setting activities to increase student ownership and motivation in test data and ways that they can improve.. These assessment results will be used to determine students who need additional instruction to continue progressing toward proficiency or mastery of KCAS. Formative assessment information, along with results of effective PLCs, will be used to design lessons and place students in Extended School Service programs, 21st Century Learning Center Program, Title program assistance and FRYSC programs. MAP assessment purchased by General Fund. Title I staff and other certified and classified staff will be intentional assigned to work with students at the appropriate instructional levels using researched-based practices. Teachers will develop plans for tier 2 and 3 intervention services, monitor decisions about their tier movements, and analyze intervention approaches and protocols to determine overall effectiveness and make necessary adjustments to RTI/KSI processes based upon progress monitoring data. Tutoring/Add'l student services provided by ESS- State=52,363, GF=80,200; 21st Century Program=40,000; Migrant=110,000; Title I=40,000;	Academic Support Program	08/08/2014	05/19/2017	\$100000	principals, instructional supervisor, teachers, ESS staff, 21st Century Staff, 21st Century director, ECE director, district and school rti coordinators
Total					\$100000	

Title I Part A

Comprehensive District Improvement Plan

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Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Common Formative Assessments	Teachers will develop a standards based assessment to be administered for each unit. Benchmark assessments will be planned for each grade level. Teachers will use a variety of resources such as CIITS, common core Coach materials, textbook resources, Debbie Waggoner and Kelly Philbeck's websites, and more. Students will take the assessment during a timed class setting similar to what they would have to do during state testing to build testing stamina and receive immediate feedback through clickers and/or GradeCam scoring. Teachers will analyze data from assessments and compare across the district in determining rate of progress and planning next steps. Teachers along with instructional coaches will determine standards-based resources to use for re-teaching and differentiated small learning groups.	Academic Support Program	07/01/2014	05/20/2016	\$3500	Instructional supervisor, principals, teachers; instructional coaches
College Craze	College Craze is a summer learning experience....	Career Preparation/Orientation	06/01/2015	05/31/2017	\$12500	Federal Program Director and principals
Outreach activities	Community outreach initiatives will be implemented to build stronger relationships with parents. Title I parent involvement meetings will be planned to target increasing participation and involvement with consideration of holding some events off school campuses within community centers. A collaborative project-based learning experience for high school students will result in a "Dream Bus" - a bus that will travel within the community to deliver food, literature, books, etc. to students throughout the school year. The summer Dream Academy will connect with families in providing a 6-week learning experience in disguised learning experiences that will intervene and enrich with the sole purpose of narrowing the summer slide.	Parent Involvement, Tutoring, Community Engagement	06/01/2015	05/19/2017	\$28000	Federal program director, title I staff, principals
Total					\$44000	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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.	Professional Learning	08/14/2015	05/26/2017	\$5000	All staff
Staff Leadership	Leadership is the foundation of our organization. We strive to develop leaders through principal leadership meetings, assistant principals cadre meeting, Leadership Now program for aspiring principals, counseling cadre, and school level professional learning communities.	Recruitment and Retention, Professional Learning	07/07/2015	05/19/2017	\$4000	All staff

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Progress Monitoring with Assessment Data	Assessment data will be collected through MAP (k-8), SRI (3-5), EPAS/Quality Core, AIMSWEB, EOC, KPREP, DRA (k-3), common assessments, classroom formative and summative assessments and Compass Learning in order for teachers and leaders to make data-driven decisions, progress monitoring, planning of interventions and enrichments, formation of students groupings for math and literacy blocks, and other instructional decisions. Data displays/ folders will be maintained for easy access to school-level and individual student data. Teachers and leaders will meet with students in goal-setting activities to increase student ownership and motivation in test data and ways that they can improve.. These assessment results will be used to determine students who need additional instruction to continue progressing toward proficiency or mastery of KCAS. Formative assessment information, along with results of effective PLCs, will be used to design lessons and place students in Extended School Service programs, 21st Century Learning Center Program, Title program assistance and FRYSC programs. MAP assessment purchased by General Fund. Title I staff and other certified and classified staff will be intentional assigned to work with students at the appropriate instructional levels using researched-based practices. Teachers will develop plans for tier 2 and 3 intervention services, monitor decisions about their tier movements, and analyze intervention approaches and protocols to determine overall effectiveness and make necessary adjustments to RTI/KSI processes based upon progress monitoring data. Tutoring/Add'l student services provided by ESS- State=52,363, GF=80,200; 21st Century Program=40,000; Migrant=110,000; Title I=40,000;	Academic Support Program	08/08/2014	05/19/2017	\$50000	principals, instructional supervisor, teachers, ESS staff, 21st Century Staff, 21st Century director, ECE director, district and school rti coordinators
Standards-based Instruction	Instructional leaders will monitor teacher lesson planning and delivery of lessons to ensure effective elements of instruction. HOT Questioning and student tasks will be examined for congruency to the rigor of the standards. This will be a critical component in coaching, examining student products, and assessment data in professional learning community discussion and/or data team meetings. Common pacing guides with 30/60/90 day planning/PLCs/lesson planning/intentional plans will all be apart of the monitoring and feedback process.	Academic Support Program	08/08/2014	05/19/2017	\$5000	Instructional Supervisor, Principals, Teachers, Instructional Coaches
Total					\$64000	

Safe Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Comprehensive District Improvement Plan

Marion County

Hugh C Spalding Academy	Hugh C Spalding Academy is designed to become a true alternative education site for students whose behavior or a qualifying incident at school is preventing him/her from remaining in the normal school setting. Students who have dropped out of school will be offered a second chance at earning high school credits and a diploma or students who have chosen virtual school as a last resort will be give a second graduation opportunity. District funds= \$104,000 Safe Schools= \$17400	Behavioral Support Program, Direct Instruction	08/08/2014	05/19/2017	\$17300	District HCSA director, superintendent, HCSA principal and career counselor, and teachers.
Total					\$17300	

Career and Technical Education Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Coop and Business/Industry Partnerships	Selected MCHS seniors in career completer courses 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	08/01/2014	05/31/2017	\$2000	Career and Technical Education Teachers, CTE and High School Principals, Counselors, Career Counselor, Central Office Administrators
Total					\$2000	

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Progress Monitoring with Assessment Data	Assessment data will be collected through MAP (k-8), SRI (3-5), EPAS/Quality Core, AIMSWEB, EOC, KPREP, DRA (k-3), common assessments, classroom formative and summative assessments and Compass Learning in order for teachers and leaders to make data-driven decisions, progress monitoring, planning of interventions and enrichments, formation of students groupings for math and literacy blocks, and other instructional decisions. Data displays/ folders will be maintained for easy access to school-level and individual student data. Teachers and leaders will meet with students in goal-setting activities to increase student ownership and motivation in test data and ways that they can improve.. These assessment results will be used to determine students who need additional instruction to continue progressing toward proficiency or mastery of KCAS. Formative assessment information, along with results of effective PLCs, will be used to design lessons and place students in Extended School Service programs, 21st Century Learning Center Program, Title program assistance and FRYSC programs. MAP assessment purchased by General Fund. Title I staff and other certified and classified staff will be intentional assigned to work with students at the appropriate instructional levels using researched-based practices. Teachers will develop plans for tier 2 and 3 intervention services, monitor decisions about their tier movements, and analyze intervention approaches and protocols to determine overall effectiveness and make necessary adjustments to RTI/KSI processes based upon progress monitoring data. Tutoring/Add'l student services provided by ESS- State=52,363, GF=80,200; 21st Century Program=40,000; Migrant=110,000; Title I=40,000;	Academic Support Program	08/08/2014	05/19/2017	\$270000	principals, instructional supervisor, teachers, ESS staff, 21st Century Staff, 21st Century director, ECE director, district and school rti coordianators

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Standards-based Instruction	Instructional leaders will monitor teacher lesson planning and delivery of lessons to ensure effective elements of instruction. HOT Questioning and student tasks will be examined for congruency to the rigor of the standards. This will be a critical component in coaching, examining student products, and assessment data in professional learning community discussion and/or data team meetings. Common pacing guides with 30/60/90 day planning/PLCs/lesson planning/intentional plans will all be apart of the monitoring and feedback process.	Academic Support Program	08/08/2014	05/19/2017	\$5000	Instructional Supervisor, Principals, Teachers, Instructional Coaches
Career Readiness	Teachers will engage in curriculum planning work that emphasizes 21st Century Learning using the 6 Cs within technology instruction and PBL experiences (Problem/Project/Passion)	Academic Support Program	08/01/2014	05/19/2017	\$8000	Instructional Supervisor, Principals, Teachers, instructional coaches
Individual Progress Monitoring/Self Report Grades	Assessment data will be collected through MAP (k-8), SRI (3-5), EPAS/Quality Core, EOC, KPREP, DRA (k-3), common assessments, classroom formative and summative assessments and Compass Learning in order for teachers and leaders to make data-driven decisions, progress monitoring, planning of interventions and enrichments, formation of students groupings for math and literacy blocks, and other instructional decisions. Data displays/ folders will be maintained for easy access to school-level and individual student data. Teachers and leaders will meet with students in goal-setting and live scoring activities to increase student ownership and motivation in test data and ways that they can improve. Schools will develop systematic processes in which students take ownership of their assessment data.	Academic Support Program	08/01/2014	05/19/2017	\$20000	Superintendent, Technology Director, Intervention Staff, Principal, Instructional Supervisor, Teachers
Common Formative Assessments	Teachers will develop a standards based assessment to be administered for each unit. Benchmark assessments will planned for each grade level. Teachers will use a variety of resources such as CIITS, common core Coach materials, textbook resources, Debbie Waggoner and Kelly Philbeck's websites, and more. Students will take the assessment during a timed class setting similar to what they would have to do during state testing to build testing stamina and receive immediate feedback through clickers and/or GradeCam scoring. Teachers will analyze data from assessments and compare across the district in determining rate of progress and planning next steps. Teachers along with instructional coaches will determine standards-based resources to use for re-teaching and differentiated small learning groups.	Academic Support Program	07/01/2014	05/20/2016	\$36500	Instructional supervisor, principals, teachers; instructional coaches

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Interventions and Enrichments	Teachers and principals will meet in data teams to make instructional decisions based upon on-going data to develop differentiated learning experiences for student to meet their needs. Intervention programs such as Reading Recovery, READ 180, Compass Learning, Gifted and Talented Instruction, Read to Achieve Instructor, ESS Instructors, Math Achievement Grant Instructor, Title I staff and other certified and classified staff will be intentional assigned to work with students at the appropriate instructional levels using researched-based practices. Teachers will develop plans for tier 2 and 3 intervention services, monitor decisions about their tier movements, and analyze intervention approaches and protocols to determine overall effectiveness and make necessary adjustments to RTI/KSI processes based upon progress monitoring data. Each school will determine additional time throughout the day that differentiated targeted interventions can be delivered to students not mastering content.	Academic Support Program	08/08/2014	05/19/2017	\$570000	Title I staff, Read to Achieve Staff, Math Achievement Staff, Teachers, ESS teachers, district and school rti coordiantors
Guidance/Career Counseling/ILP Completion	Guidance counselors and career counselor will implement CCR awareness activities related to the 14 career clusters throughout the school year. A college and career readiness success criteria timeline will be developed in collaboration with the leadership team and used with community strategic planning and community visioning. Students choosing to pursue career and technical education career majors will be encouraged to complete a course sequence leading to 3 or more credits in a specific career major. Coursework will prepare students for successful completion in the corresponding KOSSA assessment or industry certificate. School counselors will review student ILPs and ensure planned related activities. Student conferencing after EPAS assessments regarding developing an understanding of college "benchmarks", progress toward benchmarks, future career options in relation to performance, and potential barriers in the way of student progress (i.e. behavior, effort, attendance, etc.). Operation Preparation activities will be planned during the month of March for 8th and 10th grade students. Community members, community education, FRYSC, counselors, career counselor will schedule/organize student meetings with career representatives as indicated by student ILP choices.	Career Preparation/Orientation	08/08/2014	05/19/2017	\$3000	guidance counselors, teachers
Researched based Instructional Strategies	High impact instructional strategies will be utilized to increase student achievement. District RTI practices will be followed to ensure a systematic process of addressing students that need additional support.	Academic Support Program	08/15/2014	05/19/2017	\$0	Principals, instructional coaches, teachers

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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. ECE staff will be trained along with support staff in collaboration/co-teaching strategies as well as alternate assessment strategies.	Academic Support Program	08/08/2014	05/19/2017	\$2500	ECE teachers, principals, ARC committees, ECE Director, School Psychologists
Research-Based Strategies	District staff will continue to ensure that all schools have access to sufficient instructional resources by investigating individual school 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. A district RTI website will be developed to assist staff in finding relevant resources and strategies in developing individualized learning plans for students.	Professional Learning	08/08/2014	05/19/2017	\$3000	ECE Director, School Psychologists, ECE teachers
Progress Monitoring	ECE staff will be trained in specific intervention strategies/programs to implement, as needed (i.e. AimsWeb progress monitoring and goal setting, sensory/autism, data analysis, PASS, RtI, etc.). The ECE Advisory council will meet monthly to focus on ECE program improvement and student learning. 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. STAT team meetings will be held periodically at schools to examine student data and determine next steps.	Professional Learning	08/11/2014	05/19/2017	\$45000	ECE Director, School Psychologists, ECE teachers
Literacy Strategies Across all Curriculums	All teachers are teachers of reading. Embedded learning through instructional coaching and professional development sessions will equip teachers with reading and writing strategies such as Close Reading, Reading for Meaning, Write to Learn, Compare and Contrast, Inductive Learning, Circle of Knowledge, and Vocabulary Code, etc. will provide teachers and students with the essential strategies for achieving excellence with the Common Core.	Academic Support Program	08/13/2015	05/19/2017	\$2000	Principals, instructional supervisors, instructional coaches

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Outreach activities	Community outreach initiatives will be implemented to build stronger relationships with parents. Title I parent involvement meetings will be planned to target increasing participation and involvement with consideration of holding some events off school campuses within community centers. A collaborative project-based learning experience for high school students will result in a "Dream Bus" - a bus that will travel within the community to deliver food, literature, books, etc. to students throughout the school year. The summer Dream Academy will connect with families in providing a 6-week learning experience in disguised learning experiences that will intervene and enrich with the sole purpose of narrowing the summer slide.	Parent Involvement, Tutoring, Community Engagement	06/01/2015	05/19/2017	\$28000	Federal program director, title I staff, principals
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.	Professional Learning	08/14/2015	05/26/2017	\$5000	All staff
Staff Leadership	Leadership is the foundation of our organization. We strive to develop leaders through principal leadership meetings, assistant principals cadre meeting, Leadership Now program for aspiring principals, counseling cadre, and school level professional learning communities.	Recruitment and Retention, Professional Learning	07/07/2015	05/19/2017	\$4000	All staff
Student Leadership	Student opportunities for leadership will be incorporated into school cultures. CES is an official Leader in Me school with GES pursuing this grant opportunity as well. Leadership groups such as the Student Ambassadors at MCHS, Patriot Leadership Academy, SCMS Leaders group are all school examples.	Academic Support Program, Behavioral Support Program, Community Engagement	08/01/2015	05/19/2017	\$10000	all staff
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 through grouping patterns, scheduling, and small-group instruction. Researched-based programs/High Yield/High Impact Instructional Strategies will be the foundation of planning and evaluation of intervention/enrichment services. Not only will academic supports be a focus, but Student Empowerment through activities such as our Student ambassadors, leader-in-me, and 6 C's instruction.	Academic Support Program, Behavioral Support Program	08/03/2015	10/31/2017	\$0	all staff

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Professional Learning Communities	As part of the district's participation in the KDE Next Generation Network, our team will work to improve PLC processes across the district. Clarity surrounding a highly focused/functioning plc will be clear across the district, a PLC protocol of EVIDENCE-INFERENCE-ACTIVATE will be developed by the team, and will be a part of the learning for the entire leadership team.	Professional Learning	11/30/2016	05/19/2017	\$5000	District PLC team; principals, teachers
Teacher Feedback	Learning walks and teacher informal feedback will be a part of the expectations of every school. Coaching feedback will be used to help teachers reflect upon instruction and plan next steps.	Professional Learning	11/01/2016	05/19/2017	\$0	District instructional supervisors, administrators, and instructional coaches
Student Empowerment	Leadership is a focus for all members in our district. Student Ambassadors, student leadership programs, along with Leader in Me in some schools will be used to build leadership capacity. The 6 Cs will be utilized in helping to plan engaging activities for students throughout the year.	Academic Support Program, Behavioral Support Program	11/01/2016	05/19/2017	\$10000	Principal, instructional supervisor
Total					\$1027000	

West Marion Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Advisory Council	A community early learning advisory council will be formed to establish community goals and timelines for providing all 4 year olds with preschool services and opportunities. An inventory of community services will be developed for parents to access with names of agencies and phone numbers along with a common definition of "School Readiness".	Parent Involvement, Academic Support Program, Community Engagement	08/01/2015	05/12/2017	\$400000	Preschool teachers, Early Childhood Director, Board of education
Ready-Set-Grow Public Relations Campaign	Books will be given to all children from birth to age 5. Outreach activities to provide communications about the importance of reading 20 minutes a day and the importance of early learning will occur through community events like Dickens Parade, Halloween in the Park, Ham Days, Birthday Bash etc., media sources, and other outlets. The purpose of these activities are to connect with the community to instill the importance of early learning.	Academic Support Program	08/01/2015	05/19/2017	\$10000	early childhood director, preschool teacher, instructional supervisors, superintendent, board of education
Total					\$410000	

Saint Charles Middle School

Comprehensive District Improvement Plan

Marion County

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Congruency of Instruction and Assessments	Curriculum, instruction, and assessment will be aligned to the CCR standards (QC, KCAS, KOSSA, etc.). Curriculum pacing guides/maps, lesson plans, instruction, assessments will be congruent to CCR standards. Teachers will use a variety of instructional strategies to embed ACT-ike, KOSSA-like questions, bellringers, modeling, practice, and test-taking strategies. Grade-Cam has been purchased to provide students and teachers with immediate feedback and data to drive instruction.	Academic Support Program	08/08/2014	05/26/2017	\$10000	principals, counselors, teachers,
ILP	Students in grades 6-12 will develop and annually review their Individual Learning Plans including goal-setting, career exploration, identification of career majors, and corresponding elective courses. Career counseling will occur with the Americorp worker. Students with disabilities will receive additional support through the CCR coach and the components of the I3 grant.	Career Preparation/Orientation	08/01/2014	05/31/2017	\$125000	Guidance Counselors; americorp worker, CCR coach,
Coop and Business/Industry Partnerships	Selected MCHS seniors in career completer courses 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	08/01/2014	05/31/2017	\$2000	Career and Technical Education Teachers, CTE and High School Principals, Counselors, Career Counselor, Central Office Administrators
Intentional Student Scheduling	All student schedules will be completed by May to ensure student placement in career pathway courses. A Bump-Up day is being planned during the last week of school to have student walk through a shortened version of their next year's schedule. In addition, career planning and student coaching by the high school career counselor and college coach with 8th grade students.	Policy and Process	08/15/2014	05/19/2017	\$1000	Career counselor, college coach, guidance counselors, teachers
CCR Parent Workshops	Middle and high schools will host CCR workshops throughout the school year for parents and students to increase knowledge of college ACT benchmarks, Career assessments, college entrance procedures, financial aide, and other related opportunities. Discussions of career pathways available at MCHS will occur at registration along with encouragement to students to enroll in courses in the pathway of their choice.	Career Preparation/Orientation	08/01/2014	05/19/2017	\$500	guidance counselors, principals, CCR coach
College Craze	College Craze is a summer learning experience....	Career Preparation/Orientation	06/01/2015	05/31/2017	\$12500	Federal Program Director and principals

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Marion County

Total**\$151000****Marion County High School**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Interventions and Credit Recovery	Students identified as in danger of not graduating on time, students identified through the school RTI plan, or students identified through the persistence to graduate tool will be targeted for interventions. Student will have access to virtual courses in the next generation lab to assist students in recovering credits or to help get back on track. Interventions through scheduling will be offered to students as identified in school RTI plan. Our Chrome book deployment has allowed equal access to virtual supports for students.	Academic Support Program	08/08/2014	05/31/2017	\$150000	Board of Education, Superintendent, Principals, ESS teachers, classroom teachers, guidance and career counselors.
Hugh C Spalding Academy	Hugh C Spalding Academy is designed to become a true alternative education site for students whose behavior or a qualifying incident at school is preventing him/her from remaining in the normal school setting. Students who have dropped out of school will be offered a second chance at earning high school credits and a diploma or students who have chosen virtual school as a last resort will be give a second graduation opportunity. District funds= \$104,000 Safe Schools= \$17400	Behavioral Support Program, Direct Instruction	08/08/2014	05/19/2017	\$122300	District HCSA director, superintendent, HCSA principal and career counselor, and teachers.
Congruency of Instruction and Assessments	Curriculum, instruction, and assessment will be aligned to the CCR standards (QC, KCAS, KOSSA, etc.). Curriculum pacing guides/maps, lesson plans, instruction, assessments will be congruent to CCR standards. Teachers will use a variety of instructional strategies to embed ACT-ike, KOSSA-like questions, bellringers, modeling, practice, and test-taking strategies. Grade-Cam has been purchased to provide students and teachers with immediate feedback and data to drive instruction.	Academic Support Program	08/08/2014	05/26/2017	\$10000	principals, counselors, teachers,

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Progress Monitoring for CCR	Student progress towards reaching ACT/Compass benchmarks will be tracked throughout their middle and high school careers. Student data will be collected so that school leaders are able to target students not on track to be CCR and provide CCR counseling (planning, scheduling of interventions or other activities to assist student in making progress). Teacher mentors will be assigned to provide frequent reinforcement to students. Triumph College Admissions along with Targeted Interventions will be used to track performance and plan interventions. Review sessions will be conducted by a content area teacher to discuss test taking strategies, provide a review of critical skills/concepts, and answer individual questions. KAPLAN ACT opportunity during Saturday prep sessions has been secured. The administrative team will meet regularly to examine CCR data, student pathways, and intentional planning. Name and claim those students in career pathways to ensure they earn completer status and monitor performance on KOSSA assessments or Industry Certificates. ATC Career club and Innovation ATC will assist student in seeing the purpose in achieving CCR.	Career Preparation/Orientation	08/08/2014	05/19/2017	\$2000	principals, district staff, teachers, ATC principal, counselors
Transitioning Activities- Jump Start, Bump-Up Day, and Data-Monitoring	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. Academic performance of 9th grade students will be monitored closely and frequently. Progress reports will be run 3 times per quarter for 9th grade student so that counselors and teachers can conference with students and families as needed to keep 9th graders from falling behind. Students in grades 5-11 will participate in a Bump-up Day toward the end of the school year to allow them a sneak peak of their upcoming year's schedule and an opportunity too meet their teachers and hear about their courses.	Academic Support Program	08/01/2014	05/31/2017	\$2000	guidance counselors, freshmen jumpstart teachers and principal
ILP	Students in grades 6-12 will develop and annually review their Individual Learning Plans including goal-setting, career exploration, identification of career majors, and corresponding elective courses. Career counseling will occur with the Americorp worker. Students with disabilities will receive additional support through the CCR coach and the components of the I3 grant.	Career Preparation/Orientation	08/01/2014	05/31/2017	\$125000	Guidance Counselors; americorp worker, CCR coach,

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Coop and Business/Industry Partnerships	Selected MCHS seniors in career completer courses 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	08/01/2014	05/31/2017	\$2000	Career and Technical Education Teachers, CTE and High School Principals, Counselors, Career Counselor, Central Office Administrators
Intentional Student Scheduling	All student schedules will be completed by May to ensure student placement in career pathway courses. A Bump-Up day is being planned during the last week of school to have student walk through a shortened version of their next year's schedule. In addition, career planning and student coaching by the high school career counselor and college coach with 8th grade students.	Policy and Process	08/15/2014	05/19/2017	\$1000	Career counselor, college coach, guidance counselors, teachers
CCR Parent Workshops	Middle and high schools will host CCR workshops throughout the school year for parents and students to increase knowledge of college ACT benchmarks, Career assessments, college entrance procedures, financial aide, and other related opportunities. Discussions of career pathways available at MCHS will occur at registration along with encouragement to students to enroll in courses in the pathway of their choice.	Career Preparation/Orientation	08/01/2014	05/19/2017	\$500	guidance counselors, principals, CCR coach
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	12/02/2014	05/19/2017	\$40000	guidance counselor, special education director, Federal Programs Director, High School Principal, Superintendent, ECE teachers
Implementation Plan for i3	Modeling by coaches as they work one-on-one with students, consulting with strategists, cognitive coaching, data retreats, and whole school thinking strategies.	Career Preparation/Orientation	01/02/2015	06/23/2017	\$40000	guidance counselors, principals, ECE director, teachers, Federal Programs Director, Superintendent

Comprehensive District Improvement Plan

Marion County

Total**\$494800****Lebanon Middle School**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Congruency of Instruction and Assessments	Curriculum, instruction, and assessment will be aligned to the CCR standards (QC, KCAS, KOSSA, etc.). Curriculum pacing guides/maps, lesson plans, instruction, assessments will be congruent to CCR standards. Teachers will use a variety of instructional strategies to embed ACT-ike, KOSSA-like questions, bellringers, modeling, practice, and test-taking strategies. Grade-Cam has been purchased to provide students and teachers with immediate feedback and data to drive instruction.	Academic Support Program	08/08/2014	05/26/2017	\$10000	principals, counselors, teachers,
ILP	Students in grades 6-12 will develop and annually review their Individual Learning Plans including goal-setting, career exploration, identification of career majors, and corresponding elective courses. Career counseling will occur with the Americorp worker. Students with disabilities will receive additional support through the CCR coach and the components of the I3 grant.	Career Preparation/Orientation	08/01/2014	05/31/2017	\$125000	Guidance Counselors; americorp worker, CCR coach,
Coop and Business/Industry Partnerships	Selected MCHS seniors in career completer courses 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	08/01/2014	05/31/2017	\$2000	Career and Technical Education Teachers, CTE and High School Principals, Counselors, Career Counselor, Central Office Administrators
Intentional Student Scheduling	All student schedules will be completed by May to ensure student placement in career pathway courses. A Bump-Up day is being planned during the last week of school to have student walk through a shortened version of their next year's schedule. In addition, career planning and student coaching by the high school career counselor and college coach with 8th grade students.	Policy and Process	08/15/2014	05/19/2017	\$1000	Career counselor, college coach, guidance counselors, teachers

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CCR Parent Workshops	Middle and high schools will host CCR workshops throughout the school year for parents and students to increase knowledge of college ACT benchmarks, Career assessments, college entrance procedures, financial aide, and other related opportunities. Discussions of career pathways available at MCHS will occur at registration along with encouragement to students to enroll in courses in the pathway of their choice.	Career Preparation/Orientation	08/01/2014	05/19/2017	\$500	guidance counselors, principals, CCR coach
College Craze	College Craze is a summer learning experience....	Career Preparation/Orientation	06/01/2015	05/31/2017	\$12500	Federal Program Director and principals
Total					\$151000	

Lebanon Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Advisory Council	A community early learning advisory council will be formed to establish community goals and timelines for providing all 4 year olds with preschool services and opportunities. An inventory of community services will be developed for parents to access with names of agencies and phone numbers along with a common definition of "School Readiness".	Parent Involvement, Academic Support Program, Community Engagement	08/01/2015	05/12/2017	\$400000	Preschool teachers, Early Childhood Director, Board of education
Ready-Set-Grow Public Relations Campaign	Books will be given to all children from birth to age 5. Outreach activities to provide communications about the importance of reading 20 minutes a day and the importance of early learning will occur through community events like Dickens Parade, Halloween in the Park, Ham Days, Birthday Bash etc., media sources, and other outlets. The purpose of these activities are to connect with the community to instill the importance of early learning.	Academic Support Program	08/01/2015	05/19/2017	\$10000	early childhood director, preschool teacher, instructional supervisors, superintendent, board of education
Total					\$410000	

Glasscock Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Advisory Council	A community early learning advisory council will be formed to establish community goals and timelines for providing all 4 year olds with preschool services and opportunities. An inventory of community services will be developed for parents to access with names of agencies and phone numbers along with a common definition of "School Readiness".	Parent Involvement, Academic Support Program, Community Engagement	08/01/2015	05/12/2017	\$400000	Preschool teachers, Early Childhood Director, Board of education

Comprehensive District Improvement Plan

Marion County

Ready-Set-Grow Public Relations Campaign	Books will be given to all children from birth to age 5. Outreach activities to provide communications about the importance of reading 20 minutes a day and the importance of early learning will occur through community events like Dickens Parade, Halloween in the Park, Ham Days, Birthday Bash etc., media sources, and other outlets. The purpose of these activities are to connect with the community to instill the importance of early learning.	Academic Support Program	08/01/2015	05/19/2017	\$10000	early childhood director, preschool teacher, instructional supervisors, superintendent, board of education
Total					\$410000	

Calvary Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Advisory Council	A community early learning advisory council will be formed to establish community goals and timelines for providing all 4 year olds with preschool services and opportunities. An inventory of community services will be developed for parents to access with names of agencies and phone numbers along with a common definition of "School Readiness".	Parent Involvement, Academic Support Program, Community Engagement	08/01/2015	05/12/2017	\$400000	Preschool teachers, Early Childhood Director, Board of education
Ready-Set-Grow Public Relations Campaign	Books will be given to all children from birth to age 5. Outreach activities to provide communications about the importance of reading 20 minutes a day and the importance of early learning will occur through community events like Dickens Parade, Halloween in the Park, Ham Days, Birthday Bash etc., media sources, and other outlets. The purpose of these activities are to connect with the community to instill the importance of early learning.	Academic Support Program	08/01/2015	05/19/2017	\$10000	early childhood director, preschool teacher, instructional supervisors, superintendent, board of education
Total					\$410000	