

Comprehensive School Improvement Plan (CSIP)

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

Operational Definitions

Goal: Long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldrige, etc.*).

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:
 - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
 - For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Explanations/Directions

Goal: Include long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.</p>	<p>An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed above or another established improvement approach (i.e. Six</p>	<p>Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>List the criteria that shows the impact of the work. The measures may be quantitative or qualitative, but are observable in some way.</p>	<p>Discuss the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals. Progress monitoring ensures that plans are being revisited and an opportunity to determine whether the plan is working.</p>	<p>List the funding source(s) used to support (or needed to support) the improvement initiative.</p>

Sigma, Shipley, Baldrige, etc.).

1: Proficiency Goal

Goal 1 (State your proficiency goal.): Goal 1 By 2023, Martin County High School will increase the reading proficiency indicator from 43.2% to 53.5% and math proficiency indicator from 25.0% to 38.6%, as measured by the Sophomore state assessments.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: By May 2021 the reading proficiency indicator will increase from 46.2% to 50% and math proficiency indicator from 38.7% to 40%, as measured by the Sophomore math & reading accountability assessment. Should accountability be waived due to the pandemic, Junior ACT scores will be used for measurement. The rate for 2020 was calculated from junior ACT scores using the NAPD formula.</p>	<p>KCWP 1: Design and Deploy Standards</p> <p>Aligned Curriculum/Authentic Assessment - Teachers have worked collaboratively to align Kentucky Academic Standards curriculum both vertically and horizontally and create clear and precise learning targets within the school and through District K-12 alignment initiatives. Formative and Summative assessments will be based on this alignment.</p>	<p>Authentic Assessment- The aligned curriculum will be the basis for creating Authentic (formative/summative) Assessments that help students become familiar with the testing blueprint.</p>	<p>Lesson/Unit plans, PLC Notes/Agendas, Administrative walkthroughs (ASSESSA & ELEOT Instruments)</p> <p>Staff Responsible: All MCHS Teachers</p>	<p>Monitored in Curriculum & Instruction 30-60-90 day plan January 2021-December 2022</p>	<p>-0-</p>
		<p>PACE or PDSA – To clearly present learning targets teachers will utilize either PACE – purpose, accountability, congruency, eyes on text or PDSA – plan, do, study, act models</p>	<p>Board in Classroom, instructional handouts, lesson plans, Administrative walkthroughs</p> <p>Staff Responsible: All MCHS Teachers</p>	<p>Monitored through Curriculum & Instruction 30-60-90 day plan September 2020-May 2021</p>	<p>-0-</p>
	<p>KCWP 2: Design & Deliver Instruction</p>	<p>Interactive Student Notebook- Teachers will utilize an interactive student notebook to record high</p>	<p>Lesson Plans, Administrative Walkthroughs</p>	<p>Monitored in Curriculum & Instruction 30-60-90 day plan January 2021-December 2022</p>	

	<p>Classroom Instruction: Teachers will implement the instructional delivery model of explicit direct instruction. (I do, you do, we do) to actively engage, present manageable steps and scaffold instruction.</p>	<p>yield instructional strategies they can easily implement in their classroom. Teachers will model various learning strategies during faculty meetings. All strategies will be recorded in the Interactive Student Notebook and used as a resource.</p>	<p>(ASSESSA & ELEOT Instruments) Staff Responsible: All MCHS Teachers</p>		
		<p>Kentucky Literacy Intervention Project (KLIP) - Cohort 3 of the Literacy Team consists of the remaining faculty that have not previously participated in PD related to Striving Reader's Grant. Due to the pandemic, Cohort 3 participants will individually or as a PLC view videos, conduct book studies or select other activities related to literacy. They are to document 25 hours of chosen activities in a learning log. They will be invited to share strategies they may have implemented during faculty meetings.</p>	<p>Lesson Plans, Walkthroughs, observations (ASSESSA, ELEOT & Danielson) Staff Responsible: Principal & All MCHS Teachers</p>	<p>Monitored in Curriculum & Instruction 30-60-90 day plan January 2021-December 2022</p>	<p>Funds through Striving Reader's grant.</p>
	<p>Virtual Learning Google Classroom and online learning platform APEX. APEX will be monitored by three teachers. Mrs. Slone will be assigned to provide support in math to APEX students. Mrs. Osborn will be assigned to provide added support in science to APEX students.</p>	<p>Google Classroom & APEX – Due to the pandemic, students have the choice of participating in learning both in-person or virtual (Cardinal Online). While students are in the building, direct explicit instruction will take place. When school is closed due to increased COVID numbers, these students will participate in virtual learning via Google Classroom. Cardinal Online students will remain home based regardless if school is in session or</p>	<p>Monitoring Google Classrooms and APEX scores Staff Responsible: All staff for Google Classroom. Mrs. Hale, Mr. Lowe and Mr. Muncy will monitor APEX and unlock assignments and assessments.</p>	<p>Monitored in Curriculum & Instruction 30-60-90 day plan. September 2020-May 2021</p>	<p>CARES</p>

		not. They will receive instruction via APEX online learning platform.			
	<p>KCWP 5: Design, Align & Deliver Support</p> <p>In addition to RTI and differentiation within the classroom, Read 180/Math 180 will be utilized for incoming ninth graders that are not meeting benchmark on eighth grade MAP scores.</p>	<p>Universal Screener using an ACT diagnostic from USA TestPrep for both reading and math will be administered to all students at the beginning of the school year.</p>	<p>Growth on Universal screener or measured growth on ACT.</p>	<p>Monitored in Curriculum & Instruction 30-60-90 day plan January 2021 – December 2022</p>	<p>CARES-USA TestPrep</p> <p>Read 180 -three year contract \$12,187.75 covered by ESS and Title I funds.</p>
	<p>Additional supports for students with an IEP</p>	<p>Special Ed. Teachers assigned caseload – As approximately 50% of our IEP students have chosen full-time online learning; all special ed. teachers have been given an additional period to work with their virtual caseload, providing supports and modifications, etc. Additionally, instructional assistants will call students, provide support and assist in any way directed by special ed. staff.</p>	<p>Staying current on assignments and have passing scores on nine week grades.</p>	<p>Progress monitoring required in IEP. September 2020-May 2021.</p>	<p>Title I</p>
	<p>KCWP 6: Establishing Learning Culture and Environment</p> <p>Provide common planning for content departments to conduct inquiry-based, problem focused professional learning communities.</p>	<p>Inquiry-based, Problem Focused PLC's – Common planning is provided for teachers in core content classes. Thus, opportunities for conducting data analysis, learning from practice through structured dialogue and engaging in action research and evaluation of results.</p>	<p>Improved student scores on ACT and K-Prep assessments.</p>	<p>Agendas, minutes, etc. from PLC meetings.</p>	<p>-0-</p>

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): By 2023, Martin County High School will increase science proficiency rates from 20.8% to 35.2% and writing proficiency rates from 56.7% to 64.6% as measured by Kentucky State Assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2021, Martin County High School will increase science proficiency rates for all students from 20.8% to 24.4% as measured by the state administered science assessment for juniors.	KCWP 1: Design and Deploy Standards Alignment of NGSS Standards with Curriculum Maps/Pacing Guides: PLC groups will continue to assess, review, and revise school curriculum to support the assurance that all students have the knowledge and skills for future success, based upon the Kentucky Academic Standards.	Critical Review of NGSS -During PLC's, Science Teachers will conduct a review of the NGSS to ascertain all standards are being covered in a timely manner in order for students to test in 11th grade.	State Science assessment scores continue to improve Staff Responsible: Science Teachers	Curriculum Maps, Pacing guides, Lesson plans, learning targets January 2021-December 2022	
		Laying the Foundation -Chemistry teacher is participating in this professional learning opportunity, partnered with Advanced Kentucky, to become familiar with curriculum mapping and rigorous instructional strategies that can be implemented in daily instruction to improve student achievement. They also provide ongoing professional learning experiences through a Chemistry Consultant.	Lesson Plans, PLC minutes Staff Responsible: Principal & Chemistry teacher	Curriculum Maps, Lesson Plans Included in 30-60-90 day plan January 2021-December 2022	Grant provided by AdvanceKY
	KCWP 2: Design and Deliver Instruction Instructional Planning- Teachers will participate in ongoing professional learning opportunities, with a primary focus on high yield instructional strategies.	Pivot Interactive, Seneca Learning, Labster & Skyping a Scientists - being utilized for Chemistry classes. Provides lesson plans, resources, and authentic experiences for students. Programs based upon NGSS.	Lesson Plans, Administrative Walk-throughs, observations, etc.	Included in 30-60-90 Day Plan January 2021-December 2022	Instructional funds for subscription

	<p>KCWP 3: Design and Deliver Assessment Literacy</p> <p>Formative and Summative assessments will be based on the alignment of standards and authentic to AP exams.</p>	<p>AP Classroom – Resource available through AP College Board being utilized for AP Chemistry. Previous AP test banks have been split into units. Questions can be assigned to students for formative assessments and to become familiar with the testing format of AP. Also FRQ’s are utilized over a week to assist students in developing timing strategies.</p>	<p>Increase in percentage of students scoring a 3 or above on AP Biology exam</p>	<p>Included in 30-60-90 Day Plan January 2021-December 2022</p>	<p>-0-</p>
<p>Objective 2: By May 2021 Martin County High School will increase writing scores from 56.7% to 58.7% as measured by the state administered writing on demand assessment for juniors.</p>	<p>KCWP 1: Design and Deploy Standards</p> <p>Alignment Standards with Curriculum Maps/Pacing Guides: PLC groups will continually assess, review, and revise school curriculum to support the assurance that all students have the knowledge and skills for future success, based upon Kentucky Academic Standards.</p>	<p>Critical Review of Kentucky Academic Standards -In PLC’s, ELA Teachers will conduct a review of the Kentucky Academic Standards to ascertain all standards are being covered in a timely manner in order for students to test in 10th & 11th grade.</p>	<p>Due to the pandemic, we were not able to assess EOC writing scores. However ACT ELA scores increased 0.4 points.</p> <p>Staff Responsible: ELA Teachers</p>	<p>Curriculum Maps, Pacing guides, Lesson plans, learning targets</p> <p>Included in 30-60-90 day plan January 2021-December 2022</p>	<p>-0-</p>
	<p>KCWP 2: Design and Deliver Instruction</p> <p>Classroom Instruction- Teachers will implement classroom instructional strategies focused on writing that are evidence-based and engage students in the writing. Additionally, common language will be</p>	<p>School-Wide Writing Policy to address KAS- All content area subjects will assess student writing with an appropriate stand-alone writing prompt and passage-based writing prompt that focuses on the two purposes of writing assessed on the K-PREP statewide assessment during the spring semester.</p>	<p>Lesson Plans; Administrative Walkthroughs (ASSESSA & ELEOT Instruments)</p> <p>Staff Responsible: ELA Teachers; All Teachers</p>	<p>Included in 30-60-90 Day Plan January 2021-December 2022</p>	

	<p>developed by PLC's that can be used across the curriculum.</p>	<p>To ensure that students have multiple opportunities to develop complex communication skills across the curriculum, a schedule will be utilized to plan for writing instruction involving longer, more complex pieces of writing.</p>			
	<p>KCWP 3: Design and Deliver Assessment Literacy</p> <p>Authentic Assessment/Instructional Strategies - Formative and Summative assessments will be based on the alignment of writing standards and authentic to On-Demand assessments.</p>	<p>On-Demand Authentic Assessment- ELA teachers will prioritize and analyze On-Demand data. All 10th/11th grade students will participate in a practice On-Demand assessment (administered two times throughout the school year). On-Demand practice questions will be integrated into 10th and 11th grade ELA classes. The ELA PLC will grade the practice On-Demand assessments and revise instructional strategies based upon these results.</p>	<p>Lesson Plans, PLC Minutes/Agendas</p> <p>Staff Responsible: All Teachers</p>	<p>Student progress on assessments Included in 30-60-90 Day Plan January 2021-December 2022</p>	

3: Achievement Gap

Goal 3 (State your achievement gap goal.): By May 2023, Martin County High School will increase the Proficient/Distinguished scoring percentage of students qualifying for free/reduced lunch from 38.1% to 49.4% in reading and 20.8% to 35.2% in math and the Proficient/Distinguished scoring percentage of students with disabilities from 30.8% to 43.4% in reading and 25% to 38.6% in math as measured by state required academic assessments.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: By May 2021, Martin County High School will increase the Proficient/Distinguished scoring percentage of students qualifying for free/reduced lunch from 38.1% to 40.9% in reading and 20.8% to 24.4% in math as measured by the state required assessment for Sophomores.</p>	<p>KCWP 4: Review, Analyze, and Apply Data</p> <p>Novice Reduction/Data Analysis- The Data Driven Decision-Making strategies and activities will be implemented to target and meet individual learning needs of each student, specifically those performing in the novice range. These strategies will be used to target students who are in the non-duplicated gap group to provide multiple levels of support with the goal of Transition Readiness.</p>	<p>Data Analysis to Guide Instruction- All staff will analyze state and school level student achievement data (with a focus on item analysis at the school level) by gap groups as it becomes available and answer data questions. This data will be utilized to modify instruction, assign special education collaboration classes, determine IEP needs, group students for intervention, and evaluate course offerings. Data to be analyzed includes the following: ACT, ACT scrimmage, and USA TestPrep diagnostics.</p>	<p>Faculty Meeting Agendas, PLC Notes, Lesson Plans, Administrative Walkthroughs (ASSESSA & ELEOT Instruments)</p> <p>Staff Responsible: Principal, All MCHS Teachers, administrators and Guidance Counselors</p>	<p>Included in 30-60-90 day plan January 2021-December 2022</p>	
		<p>School-Wide Committees- Six school-wide committees are in place. The five committees are: Discipline, Parent & Community Involvement, Curriculum & Instruction, Professional Development, New Teacher Support, & Literacy Committee. All staff (certified & classified) serve on one of the committees, which are responsible for individual 30-60-90 day plans. These plans are shared with the District Leadership Team. Once a month, committee members meet to collaborate, review and update plans.</p>	<p>30-60-90 Plan for each Committee</p> <p>Staff Responsible: Principal, All MCHS Teachers</p>	<p>Included in 30-60-90 day plan January 2021-December 2022</p>	

	<p>KCWP 5: Design, Align and Deliver Support</p> <p>Tier III - Response To Intervention- Tier III instruction includes the use of Read 180, System 44, APEX, and Math 180 programs. Each classroom, with the exception of System 44 and APEX, has two teachers and utilize small-group and one-on-one instruction to target individual student academic deficiencies and help those students improve academically.</p>	<p>System 44/Read 180 Universal- Students scoring significantly below grade level on Lexile scores in Reading will be placed in the appropriate research based program, System 44 or Read 180, to accelerate student reading achievement. To implement with fidelity found in the program research, students will have extended time scheduled for these classes (2 class periods). Also, additional certified special education teachers and instructional assistants will be assigned to Read 180 class blocks allowing for a smaller teacher/student ratio.</p>	<p>Identified students will show growth on SRI given 3 times throughout the year.</p> <p>Staff Responsible: Principal, Read 180 Teacher, Guidance Counselor</p>	<p>Included in 30-60-90 day plan January 2021-December 2022</p>	<p>\$12,187.75/3 years license and consumables Left over Title I and ESS funds. Updated to new Universal system 12/5/19.</p>
		<p>Math 180- Students scoring significantly low in 8th grade MAT or, on KPREP assessments will be placed in the research-based program Math 180 by Houghton Mifflin Harcourt during RTI to accelerate mathematics achievement. Also, a certified special education teacher will be assigned to these Red Zones to allow for smaller teacher/student ratio and to better meet individual student needs.</p>	<p>Identified students will show growth on SMI given 3 times throughout the year.</p> <p>Staff Responsible: Principal, Math Department, Special Education Teachers</p>	<p>Included in 30-60-90 day plan January 2021-December 2022</p>	<p>Instructional funds</p>
<p>Objective 2: By May 2020, Martin County High School will increase the Proficient/Distinguished</p>	<p>KCWP 4: Review, Analyze, and Apply Data</p>	<p>Data Analysis to Guide Instruction- All staff will analyze state and school level student achievement data (with a focus on item analysis at the</p>	<p>Faculty Meeting Agendas, PLC Notes, Lesson Plans, Administrative</p>	<p>Included in 30-60-90 day plan January 2021-December 2022</p>	<p>-0-</p>

<p>scoring percentage of students with disabilities from 30.8% to 33.9% in reading and 25% to 28.4% in math as measured by the state required assessment for Sophomores.</p>	<p>Novice Reduction/Data Analysis- The Data Driven Decision-Making strategies and activities will be implemented to target and meet individual learning needs of each student. These strategies will be used to target students who are in the non-duplicated gap group to provide multiple levels of support with the goal of Transition Readiness.</p>	<p>school level) by gap groups as it becomes available and answer data questions. This data will be utilized to modify instruction, assign special education collaboration classes, determine IEP needs, group students for intervention, and evaluate course offerings. Data to be analyzed includes the following: ACT, ACT scrimmage, and K-PREP when it is available.</p>	<p>Walkthroughs (ASSESSA & ELEOT Instruments)</p> <p>Staff Responsible: Principal, All MCHS Teachers, Guidance Counselors</p>		
		<p>GAP Monitoring Tracking Sheet- Special education teachers will monitor student (at least 5 students from their caseload) progress using interventions. Progress will be tracked quarterly, where the effectiveness of the interventions will be concluded and revisions to instruction will be made.</p>	<p>Review of GAP Monitoring Tracking Sheets</p> <p>Staff Responsible: All MCHS Teachers</p>	<p>Included in 30-60-90 day plan January 2021-December 2022</p>	<p>-0-</p>
	<p>KCWP 5: Design, Align and Deliver Support Tier III - Response To Intervention- Tier III instruction includes the use of Read 180, System 44, APEX, and Math 180 programs. Each classroom, with the exception of System 44 and APEX, has two teachers and utilize small-group and one-on-one instruction to target individual student academic deficiencies and help those students improve academically.</p>	<p>System 44/Read 180- Students scoring significantly below grade level on Lexile scores in Reading will be placed in the appropriate research based program, System 44 or Read 180, to accelerate student reading achievement. To implement with fidelity found in the program research, students will have extended time scheduled for these classes. Also, additional certified special education teachers and instructional assistants will be assigned to Read 180 class blocks allowing for a smaller teacher/student ratio.</p>	<p>Identified students will show growth on SRI and SPI given 3 times throughout the year.</p> <p>Staff Responsible: Principal, Read 180 Teacher, Guidance Counselor</p>	<p>Included in 30-60-90 day plan January 2021-December 2022</p>	<p>\$12,187.75/3 years license and consumables Left over title I and ESS funds. Updated to new Universal system 12/5/19.</p>

		<p>Math 180- Students scoring significantly low in 8th grade MAT or, on KPREP assessments will be placed in the research-based program Math 180 by Houghton Mifflin Harcourt to accelerate mathematics achievement. Also, a certified special education teacher will be assigned to these classes to allow for smaller teacher/student ratio and to better meet individual student needs.</p>	<p>Identified students will show growth on SMI given 3 times throughout the year.</p> <p>Staff Responsible: Principal, Math Department, Special Education Teachers</p>	<p>Included in 30-60-90 day plan January 2021-December 2022</p>	<p>Instructional funds</p>
	<p>KCWP 2: Design and Deliver Instruction</p> <p>Professional Learning Opportunities: Teachers will have the opportunity to engage in individualized professional learning through Simple K-12, ongoing USA Test Prep support and IC Virtual Training week.</p>	<p>Common Planning and Professional Learning Communities – The master schedule will have common planning time built in for all math, social studies, sciences and ELA teachers. They will be able to analyze data, review new standards and work collaboratively to develop common assessments, analyze student work, develop problems of practice and conduct problem focused research.</p>	<p>Improved student achievement on ACT, state assessments, etc.</p> <p>Staff Responsible: Principal, MCHS content teachers</p>	<p>Artifacts from PLC meetings, attendance at meetings. January 2021--December 2022</p>	<p>Instructional. Two year subscription for Simple K-12 -\$800, purchased in Spring 2020.</p>
	<p>Kentucky Literacy Intervention Program (KLIP) PD provided to promote literacy and extended professional learning.</p>	<p>KLIP promotes literacy across all content areas, including math. Simple K12 provides teachers the opportunity to personalize their professional growth based upon individual needs indicated in their PGG.</p>	<p>Increase in gap reading and math percentage on ACT and 10th grade K-Prep assessment.</p> <p>Staff Responsible: Principal, Cohorts of Literacy Teams, literacy chair (Willie Stepp)</p>	<p>Included in 30-60-90 day plan January 2021-December 2022</p>	

4: Transition Readiness

Goal 4 (State your transition readiness goal.): By 2023, Martin County High School will increase the percent of students who are academic and career ready, as defined by KDE, from 56% (2020) to 70%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: By May 2021, Martin County High School will increase the percent of students who are transition ready from 56% to 65%.</p>	<p>KCWP 3: Design and Deliver Assessment Literacy</p> <p>ACT-like Assessments and Data Analysis- Staff will analyze USA Test Prep diagnostic data as well as 2020 spring ACT data and then set goals for growth and improvement.</p>	<p>ACT Like Formative/Summative Assessment/Analysis- Students at each grade level will participate in authentic formative and summative assessment opportunities to help prepare them for ACT assessments including but not limited to ACT-like questions (used as bell ringers). Teachers in PLC's and faculty meetings along with school administration, will utilize the "Data Questions" to analyze ACT assessment scores. Student performance and progress on USA Test Prep diagnostics and remediation will be analyzed in PLC meetings/faculty meetings to guide classroom instruction.</p>	<p>Identified students will show growth on each benchmark taken.</p> <p>Staff Responsible: All MCHS Teachers & Principal.</p>	<p>Included in 30-60-90 day plan August 2020-May 2021</p>	<p>CARES Funds for USA Test Prep program.</p>
		<p>Universal Screener –Diagnostics from USA Test Prep in all content areas for ACT will be administered a minimum of twice per year for a universal screener to measure growth at all grade levels.</p>	<p>Increase in growth from previous assessment.</p> <p>Staff Responsible: Content teachers</p>	<p>Included in 30-60-90 day plan for data drive instruction. August 2020-May 2021</p>	<p>CARES Funds for USA Test Prep program.</p>
	<p>KCWP 6: Establishing Learning Culture and Environment</p> <p>Goal Setting and Communication- Students will engage in active goal</p>	<p>Transition Readiness Goal Setting/Career Pathway Focus- All students will choose a career pathway upon entering high school. Students will review Transition Readiness goals, benchmarks, and certification requirements for career pathways. The students will</p>	<p>Number of students completing a career pathway, Students meet transition readiness goals</p>	<p>Included in 30-60-90 day plan Transition Ready Spreadsheet August 2020-December 2021</p>	<p>-0-</p>

	<p>setting for Transition Readiness.</p>	<p>set goals for Transition requirements, which will be reviewed and revised as necessary at least two times per year, with the Guidance Counselors/ATC Principal. Students will be informed of what is necessary to become Transition Ready.</p>	<p>Staff Responsible: Principal, ATC Principal, Guidance Counselors</p>		
		<p>Critical Review of Transcripts – All Junior and Senior transcripts will be reviewed at the beginning of each year to determine credits they have toward a CTE pathway.</p>	<p>Increase in number of students obtaining certifications and becoming technical ready.</p> <p>Staff Responsible: ATC Principal and Guidance Counselors</p>	<p>Summer/Fall Review of Transcripts to ascertain all students are moving toward concentration in a pathway leading to certification. July 2021-December 2021</p>	<p>-0-</p>
		<p>AP/Dual Credit Course Offerings and Number of Students Enrolled in AP/Dual Credit Courses- MCHS has agreements with Big Sandy Community College, Morehead State University, Eastern Kentucky University, and Kentucky State University to offer Dual Credit courses.</p>	<p>Number of students enrolled in AP/Dual Credit Courses</p> <p>Staff Responsible: Principal, Guidance Counselor, Math, Science, & ELA Department</p>	<p>Grades at Midterm Included in 30-60-90 day plan August 2020-December 2021</p>	<p>-0- AP Chemistry has support of AdvanceKY through a scholarship.</p>
	<p>KCWP 5: Design, Align and Deliver Support</p> <p>Standard Focused Instruction – MCHS Juniors will rotate through an intensive three day course on content and strategies for increasing ACT scores.</p>	<p>ACT Mom – Three day class taught by Kati Johnson, also known as the ACT Mom. She teaches students the structure and content of the ACT. Assists students in developing an individual strategy for each of the four sections, becoming proficient in recognizing correct answers and avoiding wrong ones and creating a long-term study plan for continued practice.</p>	<p>Increase of overall percentage of students meeting ACT benchmarks and becoming academic ready.</p> <p>Staff Responsible – Principal, Counselors and ACT content area teacher.</p>	<p>Increased scores on spring ACT Assessment. December 2020-December 2021</p>	<p>ESS Funds</p>

	<p>Remediation for seniors not meeting Benchmarks – Seniors not meeting benchmarks as Juniors will be provided remediation.</p>	<p>College Readiness - Students in grade 12 not meeting ACT benchmarks in mathematics, reading, or English will be scheduled in CCR classes for remediation in these areas. These students will receive direct instruction and be progress monitored through authentic formative and summative assessments.</p>	<p>Success on Math, Reading and Writing KYOTE</p> <p>Staff Responsible: Principal, Math/ELA Teachers.</p>	<p>Benchmarks exams taken at the end of each nine weeks August 2020-December 2021</p>	<p>-0-</p>

5: Graduation Rate

Goal 5 (State your graduation rate goal.): By May 2023, Martin County High School will maintain a four year cohort rate of at least 92.4% and a five year cohort rate of at least 95.3%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2021, MCHS will maintain a four year cohort rate of at least 91.9% and a five year cohort rate of at least 95.2%.	Strategy KCWP 5: Design, Align, Deliver Support Processes Student Assistance Team – Team consisting of principal, assistant principal, guidance counselors, psychologist and mental health counselors.	Assistance for students with attendance, academic, emotional, behavioral or mental issues – SAT team will identify students for extra services (e.g. ESS, tutoring, YSC, counseling, etc.)	Decrease in percentage of students failing, increase in attendance rates, decline in ODR's. Staff Responsible: Administrative team, psychologist and mental health counselors	Bi-weekly SAT meetings in which referrals are made, update reports on students the team has accepted for monitoring.	Psychologist's Salary
		Credit Recovery & Tutoring – Students that are not meeting credit requirements for graduation or are failing content classes are placed on APEX for credit recovery. If they need only improvement of scores in a specific course, tutoring is provided through face-to-face or virtual by content teachers as well as Waynesburg University education students.	Students complete required credits through APEX. Higher pass rate in content classes. Staff Responsible: Principal, Counselors, Mr. Lowe (credit recovery), and teachers conducting tutoring or ESS.	Monitoring of midterm and 9 week progress reports.	ESS Funds – content teacher. University students participating in service learning so their services are free of charge.
	KCWP 6: Establishing Learning Culture and Environment Comprehensive School Advising Model - The school has created a Comprehensive School Advisor/Advisee program. All staff members will serve as a student	Advisor/Advisee Model/Implementation- An Advisor/Advisee mentoring program has been established. All teachers are assigned a group of students (student choice) that will remain with them all four years of high school. Students will participate in an advisor/advisee mentoring program bi-weekly that includes but	Freshman Graduation Rate Staff Responsible: Principal, Guidance Counselor	Included in 30-60-90 day plan August 2020-December 2021	\$0

	<p>advocate (go-to person) who is committed to investing in the student's personal and academic success.</p>	<p>is not limited to the following: building school relationships with teachers/students, review of graduation requirements, review Transition Readiness requirements, XELLO completion, awareness and analysis of all student assessment data with goal setting, review report card grades with goal setting, social skills lessons, and research college and career options with entry requirements.</p>			
	<p>Parental Involvement- Parents must be involved in our schools so we can develop the partnerships and support structure that students must have to achieve.</p>	<p>Parent Involvement/Communication- MCHS school administration, the Parent Involvement Committee, Title 1 Coordinator and teachers will utilize various methods of communication to provide information to parents including but not limited to the following: Facebook, monthly school newsletter, Phone Messenger System, Parent Portal for Infinite Campus, semi-annual parent teacher conference, and Stakeholders/Title I meetings.</p>	<p>Parent Participation Percentage increases</p> <p>Staff Responsible: Principal, YSC Director, Parent Involvement Committee, Title I Coordinator, all MCHS Teachers</p>	<p>Included in 30-60-90 day plan August 2020-December 2021</p>	<p>\$1000</p>
	<p>Links Youth Service Center – Provides multiple services for MCHS students and their families.</p>	<p>YSC collaborates with multiple community partners to provide much needed food, clothing, and assistance to MCHS students and their families. Additionally, they provide programs such as “Grandparents raising grandchildren,” tutoring services, drug education, Green Dot Program, Unite, KY ASAP, REACT, Interagency</p>	<p>Parent Participation and percentage increases of students graduating.</p> <p>Staff Responsible: YSC Director and Principal</p>	<p>Monthly Advisory Committee to review and update on current programs.</p>	<p>Salary of YSC Director</p>

		meetings, "Back to School Bash", Summer Camp, Dating Violence, Internet Safety, family garden, and Hygiene classes.			
Objective 2					

7: Other (Optional)

Goal 7 (State your separate goal.):

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

Special Considerations for Targeted Support and Improvement (TSI) Schools

TSI schools must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

Components Of Turnaround Leadership Development And Support:

Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?

Response:

Identification Of Critical Resources Inequities:

Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.

Response:

Targeted Subgroups and Evidence-Based Interventions:

Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity? Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Response:

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
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		<input type="checkbox"/>
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Additional Actions That Address The Causes Of Consistently Underperforming Subgroups Of Students

Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.

Response:

Special Considerations for Comprehensive Support and Improvement (CSI) Schools

Schools identified for Comprehensive Support and Improvement (CSI) must complete the CSIP process and meet all applicable deadlines while identified for Comprehensive Support and Improvement (CSI). Following the completion of the school audit, CSI schools must revise their CSIP to account for the improvement priorities identified by the audit team. The newly revised CSIP, referred to as a Turnaround Plan, must include the following items: (1) evidence-based interventions to be utilized to increase student performance and address the critical needs identified in the school audit, (2) a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school’s turnaround process, and (3) a review of resource inequities, which shall include an analysis of school level budgeting to ensure resources are adequately channeled towards school improvement (703 KAR 5:280). Each of the three aforementioned requirements must be embedded throughout the CSIP document. Once the CSIP has been revised, the turnaround plan must be submitted to the LEA for approval before it is submitted to the Commissioner of Education for final approval.

Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices and requirements can be found on the Kentucky Department of Education’s [Evidence-based Practices website](#). While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into eProve. Specific directions regarding the documentation requirements can be found in the “[Documenting Evidence under ESSA](#)” resource available on KDE’s [Evidence-based Practices website](#).

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). <i>Visible Learning: a synthesis of over 800 meta-analyses relating to achievement</i> . Routledge: New York, NY.	<input checked="" type="checkbox"/>
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