



*"Prepare Today for Success Tomorrow"*

**MCHS Title 1 and Stakeholders Meeting  
October 20, 2020  
2:00pm MCHS Auditorium  
Agenda**









- What is Title I? Title 1 Overview
- Title 1 Survey-please complete the survey (one submission)
- Copy of Parent and Family Engagement Policy
  - Sent home with every student
  - Will be reviewed and revised before end of school year
- Copy of Parent Compact
  - Will be reviewed and revised before the end of school year
  -
- NEW! Title 1 District Newsletter
  - Informational newsletter that contains small articles from each school in the district
- NEW! High School Years Newsletter (monthly)-Title 1 purchase
- NEW! Food and Fitness Newsletter (monthly)-Title 1 purchase
- FRYSC
  - Introduction of new FRYSC Director, Kara Beth Marcum and FRYSC assistant, Melissa McCoy
  - Programs and Activities
- Student Achievement and Accountability (see handouts)
  - School Climate Survey
  - ACT (Reading and Novice Reduction is a major concern)
  - Graduation Rate
  - Transition Readiness
    - Pathways offered at MCHS, Chad Williams, ATC principal
      - Auto mechanics
      - Electricity
      - Health Science
      - Business
      - Aerospace
      - Culinary

- NEW! Teaching and Learning
  - JROTC (New JROTC Instructor-Captain Beck)
- Student Safety
  - Seating Charts
  - How we are following CDC Guidelines
- Review of APEX (online learning platform for virtual students) and Google Classroom (platform used for traditional students during remote instruction)
- Overview of Green Dot Program
- Comprehensive School Improvement Plan (CSIP) Progress
  - Phase 1 is complete
  - Phase 2- due November 1<sup>st</sup> (Needs Assessment, School Assurances, Safety Report)
    - Committee looks at results of parent surveys, needs assessments and test scores to determine goals for CSIP)
    - **Please complete the parent and community survey (link on school fb page)**
  - Phase 3 completed before Christmas Break (CSIP, Executive Summary, Closing the Achievement Gap and PD Plan)
- Events
  - Freshman Orientation
  - September 11- Suicide Prevention
  - October 8<sup>th</sup>- College Fair-BSCTC
  - October 9<sup>th</sup>-College Fair-Alice Lloyd
  - October 14-Release of School Report Card (no accountability data)
  - October 21- FAFSA workshop (Brandon Brown) by appointment only
  - October 23<sup>rd</sup>- End of first 9 weeks
  - October 26-30<sup>th</sup>- Red Ribbon Week
  - October 27<sup>th</sup>- Report Cards available online
    - TBA- Virtual Parent Teacher Conference
  - October 30-Title 1 Pumpkin Contest
  - November 2<sup>nd</sup>-3<sup>rd</sup>-NO SCHOOL
  - November 8<sup>th</sup> –Big Sandy Representative -Seniors
  - November 10<sup>th</sup>- PSAT for 9<sup>th</sup> grade
  - November 23-27<sup>th</sup>-NO SCHOOL
  - December 8<sup>th</sup>- Band Concert 6:00pm
  - December 21-Jan 1<sup>st</sup>- NO SCHOOL
  - January 18<sup>th</sup>- No School
  - February 2<sup>nd</sup>- 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> grade pictures
  - February 3<sup>rd</sup>- Senior Pictures
  - April 5-9<sup>th</sup>- Spring Break
  - May 14<sup>th</sup>- Student's last day

# MCHS Stakeholders 2020-2021

Martin County High School Title I/Stakeholder's Meeting

Date: 10/20/21

Name		Phone	Email	Signature	P/C
1.	Marie Bowen	298-3225 Cell: 606-534-7231	rie_rie_03@yahoo.com		Parent
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18.	Dwayne Mills	Cell: 815-278-0179	dwayne.p.mills@gmail.com		Parent
19.	Tim Preece	298-4697 Cell: 606-626-6243	wprece4697@suddenlink.net		Community
20.	Penny Runyon	Cell: 304-928-4561	pennymayrunyon@yahoo.com		Community
21.	Susie Skyles	298-2810	karen.skyles@ky.gov		Community



# Name

# Phone

# Email

# Signature

# P/C

Name	Phone	Email	Signature	P/C
22. Amy Smith	298-3511	asmith@inezdepositbank.com	<i>Amy Smith</i>	Community
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24. Lynda Westfall	606-889-4773	westfall@lindsey.edu		Community
25. Denise Gauze	606-369-3362	dmgauze@gmail.com		Community
26. Prentice Spaulding	606-390-5256		<i>Prentice Spaulding</i>	Parent
27. Frank Rice	606-315-6373			Community
28. Donnie Osborn	606-298-0207	donnie.osborn@kedr.org		Community
29. Patricia Williams	877-298-0596, Ext. 1112	patricia.williams@martin.kyschools.us		Central Office
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31. Casey Carver	606-571-4476	minister.carver@yahoo.com		Community
32. Heather Greene	606-886-4323	hgreene@mtcomp.org		Community
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Caedyn Spaulding 1-606-626-9307

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*Method Williams*

*Latty Murphy*

*Doreal Garcia*

*Melissa McCoy*





## **TITLE I OVERVIEW**

### **What is Title I?**

Title I, Part A of the Elementary and Secondary Education Act (ESEA) provides financial assistance to states and school districts to meet the needs of educationally at-risk students. The goal of Title I is to provide extra instructional services and activities which support students identified as at risk of failing to meet the state's challenging performance standards, most specifically in math or English/language-arts.

### **What will Title I programs do for my child?**

The Title I program will provide your child with supplemental educational assistance beyond the regular classroom.

### **Which schools does Title I Serve?**

All schools in Martin County are Title I schools.

### **How does our school receive Title I money?**

First, the federal government provides funding to each state. Then, each State Educational Agency sends money to its school districts.

### **How much money each school receives is determined by the number of low-income students attending that school. Finally, Title I schools:**

- Students do NOT have to be from low-income families to receive Title I services.
- Set goals for improving the skills of educationally disadvantaged students at their school.
- Measure student progress to determine the success of the Title I program for each student.
- Develop programs for each individual student in order to support/supplement regular classroom instruction.

### **What do Title I programs offer?**

Title I programs generally offer:

- Smaller classes or special instructional spaces

- o Additional teachers
- o Opportunities for professional development for school staff
- o Extra time for teaching Title I students the skills they need
- o A variety of supplementary teaching methods
- o Additional teaching materials which supplement a student's regular instruction

**How can I get involved?**

Parents, you can influence the success of your student in school more than any teacher or federal program. By becoming an active participant in the Title I parent involvement plan at your school, you will:

Serve as a role model, showing your student that you support his/her education.

- o Assure that you are aware of your student's educational progress; thereby demonstrating how important that progress is to you.
- o Teach your student that your input at the school is appreciated and that you support its efforts.

**What does research tell us?**

Research shows that how well students do in school depends a great deal upon how much their parents get involved in their education. You can become more involved by:

- o Joining local and national school/parent organizations
- o Supporting school extra-curricular activities
- o Volunteering at the school
- o Attending parent-teacher conferences
- o Communicating with your student's teacher regularly, by emailing, calling, writing notes, etc.
- o Keeping your student's teacher informed about events in his or her life which may affect his/her performance at school
- o Discussing with your student's teacher and parent organizations other ideas for parent involvement

**Please contact your School Title 1 Coordinator to find out how to become involved with Title 1 at your school.**

Inez Elementary- Susan Whitt (606) 298-3428

Eden Elementary- Lora Hale (606) 298-3471

Warfield Elementary- Dorothy Stacy (606) 395-5121

Martin County Middle School- Trista Stafford (606) 395-5900

Martin County High School- Crystal Wright (606) 298-3591



## Trends at Sheldon Clark High School Effective 7/1/19 Martin County High School

- On average, below 50% of students meeting benchmark in reading, math, and English on the ACT. Even though MCHS was in the second year of Striving Readers grant, there was a 16% decline in students meeting the reading benchmark. This is definitely an area that we will address with ELA PLC's.

Year	ACT Composite	% of Students Meeting English Benchmark	% of Students Meeting Reading Benchmark	% of Students Meeting Math Benchmark
2019-2020	17.4	37.5%	30%	22%
2018-2019	18.1	46%	46%	25%
2017-2018	18.9	33.9%	33.9%	25%

- A large percentage of GAP students not reaching proficiency or distinguished in reading and math.

Year	% Proficient/Distinguished
2019-2020	Unable to calculate for this year
2018-2019	49% (Free & Reduced) 43.1% (Disability with an IEP)
2017-2018	42% (Free & Reduced) 17.1% (Disability with an IEP)

- There is a concerning increase of students scoring novice in reading & math based on ACT scores as we did not have accountability testing due to pandemic. The differences in assessments could possibly account for that. Also, every student with disabilities scored novice in both areas.

	% Novice in Reading	% Novice in Math
2019-2020 (based on ACT)	39.4	46.0
2018-2019	31.2	33.8
2017-2018 (based on ACT)	33.3	34.5

- Student Behavior Referrals at Martin County High School are extremely low. Students did not return in person until September 28<sup>th</sup>. Behavior referral report were run October 8<sup>th</sup>. With the opening of the new area technology center, alternative students have been moved to the Hope Program doing online learning. They previously were located in the old ATC facility. Also 160 students are working virtually. Many students that have numerous discipline referrals is doing Cardinal Online Learning instead of coming to school in-person.

Month	Number of Behavior Incidents
September 2018	68
September 2019	28
October 2020	5

	Comp	Math	Sci.	Eng.	Read
2019-20 ACT Scores	17.4	17	17.9	16.8	17.3
2018-19 ACT Scores	18.1	17.1	18.1	17.2	19.0
2017-18 ACT Scores	17.5	17.4	17.5	16.5	18.0
2016-17 ACT Scores	18.7	18.4	19.2	17.2	19.8

# Teen Food & Fitness

Healthy Ideas for Middle and High School Students

September 2020

Crystal Wright

MCHS Title 1 Coordinator



## FAST TAKES

### Staying hydrated

Your teen may be used to carrying a water bottle with him when he's on the go—encourage him to keep one with him at home, too. He can fill up before he sits down to do schoolwork and refill when he takes breaks.

*Tip:* Serve water with family meals.



### Rock, paper, scissors—go!

Turn this classic competition into an active game. Players stand on one leg, then display “rock,” “paper,” or “scissors.” The winner picks a 1-minute workout for everyone to do, such as holding a plank pose or running laps. Now balance on the other leg, and see who will win the next round and choose another quick workout.

### Did You Know?

Though it's popular, on-and-off fasting to lose weight is not recommended for tweens and teens. If your child announces she's fasting, explain that skipping meals prevents her from getting all the nutrients she needs to grow. *Note:* If she's overweight, ask her doctor for advice.

### Just for fun

**Q:** What's the best thing you can put into a muffin?

**A:** Your teeth!



## Pantry cooking

Want to take fewer trips to the grocery store, save money, and waste less food? You can do all of that—and help your teenager learn to shop smart—with these strategies for making the most of what's in your kitchen.

### Stock up on staples

Ask your teen to look through grocery advertisements for sales on basics like rice, pasta, jarred pasta sauce, and dried or canned beans. Then, buy extra if your budget and space allow. Also, encourage her to research how long different fruits and vegetables last to decide whether to buy fresh or frozen. For instance, you can keep fresh apples, cabbage, and carrots for weeks in the fridge.

### First in, first out

Have your child arrange food by expiration date, perhaps by putting new containers of yogurt behind ones approaching the use-by date. When she's looking for something to eat, she'll be more likely to take what's in front. She should also check the date on the



next item—if it's coming up, try to eat the food soon, or freeze it if you can.

### Be creative

Encourage your teen to think of ways to use what's in the house. Before the lettuce wilts, she could make lettuce wraps instead of sandwiches. If you have a lot of canned fruit, she might suggest cooking pork topped with pineapple chunks or tossing mandarin orange slices into a salad or stir-fry. ♡

## Fit in fitness as you learn

Doing homework doesn't mean your child has to sit in the same spot hunched over his work. He can mix in some movement with these ideas.

● **Set a timer.** Have your tween use his phone alarm, smartwatch, or smart speaker to remind himself to move every 30 minutes. He might shoot baskets in the driveway or play Frisbee with the dog. The exercise breaks will add up throughout the day!

● **Work smart.** Suggest that your teen rethink sitting at a desk. Instead, he can sit on an exercise ball. Or he could put his laptop on a stack of books (so it's eye-level) and stand at his desk. Both alternatives burn more calories and will give him more energy. ♡



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# Mindfulness matters

Slowing down and being mindful while eating helps your teen tune into his hunger and fullness cues—and makes him less apt to overeat. Suggest these strategies.

**Put away screens.** Encourage your child to avoid snacking while watching TV or playing on his phone. Instead, have him eat snacks only at the table. He'll pay attention to his food instead of his screen.



**Practice together.** Try this five-senses exercise to discover what mindful eating feels like.

1. Hold an orange in your hand. Move it around and notice how it feels. Is it firm or soft? Smooth or bumpy?
2. Close your eyes, and smell the orange. Does it have a strong citrus scent?
3. Look at the orange. Is it a bright shade of orange, or is it yellowish?
4. Peel the orange, taking in the sounds and new aromas in the process.
5. Taste a piece of the orange. Is it sweet or tart? Is it bursting with juice?

**Slow down and enjoy.** It takes 20 minutes for your brain to alert your stomach that you're full. Your child can give his stomach time to get the message by swallowing each bite before taking another. At family meals, remind each other to put your forks down between bites. 🍷

## ACTIVITY CORNER Virtual workouts

Being apart doesn't have to mean exercising alone. Your teen can work up a socially distanced sweat with these ideas.

**Take online classes.** Suggest that your child continue activities she loves like yoga or strength training. She could also explore new options, such as circuit training or Zumba. *Tip:* Check your local recreation center or search YouTube for free options.



**Exergame it.** Instead of sitting to play video games, your teen can choose an active game. She might dance to popular songs, play tennis, or try fitness boxing.

**Buddy up.** Have your child and a friend challenge each other to walk, jog, or bike a set number of minutes or miles per week. They can share photos of themselves in action or swap screen shots from their fitness apps. 📱

### OUR PURPOSE

To provide busy parents with practical ways to promote healthy nutrition and physical activity for their children.

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## Q & A The scoop on saturated fat

**Q:** I recently read about saturated fat, and now I'm worried that my son eats too much of it. How can I help him cut back?

**A:** The first step in cutting back on saturated fat is knowing where it lurks. It's highest in foods that come from animals, such as butter, cheese, and red meat. Saturated fat is also found in fried foods and baked goods because they usually contain butter or hydrogenated oils.

If your teen eats red meat like ground beef or steak, he should choose the leanest option available. Even better, have him switch to lean ground turkey or skinless chicken breasts, which are low in saturated fat. For dairy products, your son's best bets are low-fat cheese and nonfat milk and yogurt.

Also, encourage your child to limit fried foods. He might eat a baked potato or baked zucchini sticks rather than french fries, for instance. And point out that fruit makes a tasty dessert—with no saturated fat! 🍷



## In the Kitchen Nutritious dips

Forget the French onion or buffalo chicken dip...your child can whip up these lighter, healthier dips in no time. Serve with raw vegetables.

### Curried carrot

In a blender, puree  $\frac{1}{2}$  lb. cooked carrots with 1 tbsp. olive oil, 2 minced garlic cloves,  $1\frac{1}{2}$  cups nonfat Greek yogurt, 2 tbsp. fresh lemon juice, and curry powder to taste.

### Mango guacamole

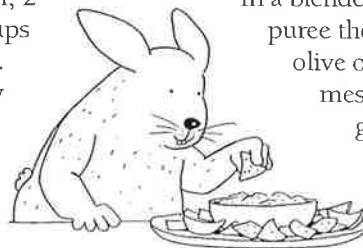
Mash 3 ripe avocados with  $\frac{1}{2}$  cup minced red

onion,  $\frac{1}{4}$  cup chopped cilantro,  $\frac{1}{2}$  diced jalapeno, a splash of fresh lime juice, and cumin to taste. Toss in 1 cup mango chunks.

### Parmesan edamame

Cook 12 oz. frozen shelled edamame.

In a blender or food processor, puree the beans with 1 tbsp. olive oil,  $\frac{1}{4}$  cup grated Parmesan cheese, and  $\frac{1}{2}$  tsp. garlic powder. For a smoother dip, drizzle in more olive oil. 🍷



# High School YEARS

Working Together for Lifelong Success



## Short Clips

### Update house rules

The start of the school year is a good time to talk with your teenager about your rules and to make any changes. Discuss reasons behind rules (keeping her safe, making sure schoolwork gets done) and consequences for breaking them. Then, post the rules on the refrigerator so she's clear about expectations.

### Nice to meet you!

Getting to know your high schooler's teachers now opens the door to communication throughout the year. Email each teacher to introduce yourself. And let your teen know you're doing this—he'll see that you're working with his teachers to help him succeed.

### DID YOU KNOW?

Coloring books aren't just for little kids. They're available for all ages and on just about every subject, from Shakespeare to science. To find coloring books or printable pages, your teen can type a topic she's studying (say, "cells") and "coloring pages" into a search engine. It's a fun and relaxing way to learn new things.

### Worth quoting

"Anyone who has never made a mistake has never tried anything new."  
Albert Einstein

### Just for fun

**Q:** Why do pelicans carry fish in their beaks?

**A:** Because they don't have pockets.



## In gear for a new year

Whether your teen is an incoming freshman or a rising senior, you probably have questions about the new school year. These answers can help you get your high schooler off to a good start—during a challenging time.

**Q:** How can I support my child when he does schoolwork online?

**A:** Suggest that he start by organizing files on the device he uses for school. Also make sure he knows how to access online materials for every class. If a class meets via video chat, remind him to avoid off-topic private messages and to follow rules for using his microphone.

**Q:** My teen was taking algebra I when the pandemic hit, and he's worried algebra II will be too hard. What can he do?

**A:** Reassure him that everyone's probably a little rusty, and his teacher will help to bring students up to speed. Encourage him to pay attention when the teacher reviews algebra I material. He might also look at last year's assignments to brush up on formulas or terms he isn't clear on.



**Q:** What is the college search and application process like now?

**A:** The situation is changing rapidly, and each college is different. At [nacacnet.org/news--publications/coronavirus/](http://nacacnet.org/news--publications/coronavirus/), your child will find current information from individual schools about testing requirements, campus tours, and application dates. Regardless of any changes, he should continue working with the school counselor to ensure he takes the right courses to reach his goals. 👍

## A family STEM lab

Make STEM an ongoing family affair with these ideas for creating a lab that your high schooler can take the lead on.

**1. Collect items.** Have your high schooler fill a large bin with project supplies like cardboard boxes and tubes, paper clips, rubber bands, string, tape, glue—and anything else for building or creating.

**2. Do projects.** Let your teen post a list of ideas to try. She might design a rubber-band helicopter while you build a model cantilever house.

**3. Hold a STEM fair.** Set aside a night to share your projects. Your child can show how her helicopter flies, and you could explain how a cantilever works. 👍



## Build strong work habits

Why do some teenagers put in the effort to see a project through while others give up or don't give it their all? The difference often lies in their work habits. Motivate your high schooler to strengthen hers with these tips.

**Connect the dots.** Have your teen think about the “Why?” behind hard work. Say she’s tackling a tough AP biology paper. Suggest that she consider how the assignment will help her reach her goal of becoming a medical researcher. She’ll start to see that choosing to put in the work now will pay off later.



**Own your decisions.** If your high schooler puts off her history project until the last minute, resist the urge to stay up late to help. By allowing her to experience the natural result of slacking off, she’ll learn that hard work does matter. And she might make different decisions next time.

**Enjoy the rewards.** A job well done is valuable in itself. When your child finishes a challenging assignment and is happy with the result, encourage her to remember the moment. The next time she’s working hard, she’ll know that those feelings of pride and satisfaction are just around the corner. 👍



## Boost your well-being

Most teens know they need to maintain their physical health. But they may not know how to take care of their emotional well-being. Share these strategies.

### Find comforting activities

Encourage your high schooler to devote time each day to something that makes him happy. Maybe that’s writing in his journal or playing his guitar. Or perhaps going for a run or meditating lets him work through his thoughts and quiet his mind.



### Use stress-relief techniques

Taking slow, deep breaths (in through the nose, out through the mouth) eases anxiety. Your teen could imagine blowing out negative thoughts on his exhale. Or he might recall a time he felt peaceful—such as when he was on a hike or at the beach—and then picture it when he’s stressed. 👍

### OUR PURPOSE

To provide busy parents with practical ideas that promote school success, parent involvement, and more effective parenting.

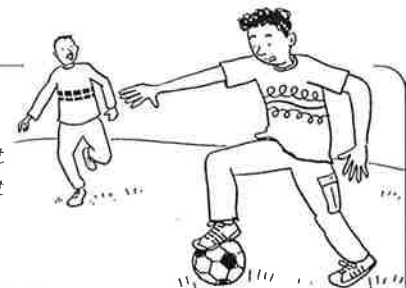
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## Q & A Teens and screens

**Q** I used to limit my son’s screen time. But as he has gotten older, I’ve gotten lax about enforcing the limit. What do you suggest?

**A** The key thing to consider is whether your teen’s screen time is keeping him from doing other important things. After all, there are only so many hours in the day. Is he getting at least an hour of daily physical activity? Eight to 10 hours of sleep? Is he finishing his homework and spending time with family? If not, you’ll probably want to help him dial down his screen time.

You could start by creating guidelines like no phones during meals and no TV or video games after a certain time at night. Filling in his schedule can also squeeze out screen time. So walk the dog together after dinner, and encourage screen-free hobbies. And don’t underestimate the effectiveness of simple reminders: “Hey, you’ve been sitting there a long time. Maybe you could kick a soccer ball around.” 👍



## Parent to Parent Helping others—from home

My daughter Leanne missed her volunteer work at our local animal shelter during the spring, so she poked around online and discovered that she can help animals from home.

At [dosomething.org](http://dosomething.org), Leanne signed up to do “Shelter pet PR.” She searches online for local pets that need homes. Then, she posts their pictures and details (name, age, shelter contact information) on her social media accounts.



Now Leanne is exploring other online volunteer opportunities. She loves history, so next she plans to transcribe documents for the Library of Congress at [crowd.loc.gov](http://crowd.loc.gov). Anytime she wants, she can help out by hopping on the site and typing text from old newspapers and other historical papers that have been scanned in.

Leanne is adding to her résumé, which will help her on college and job applications. Plus she just heard that a cat she’s advertising has found a home! 👍