



Comprehensive School Improvement Plan

McCreary Central High School

McCreary County

Sharon Ross, Principal
400 Raider Way
Stearns, KY 42647

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Introduction

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

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

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

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

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

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

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

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

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive School Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

<http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf>

Equitable Access to Effective Educators - School

Label	Assurance	Response	Comment	Attachment
School Equity Data (1)	Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration. *Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover. **The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:	I acknowledge that I have uploaded the School Equity Data.		McCHS Equity Diagnostic Tab Oct 2016

Provide a brief analysis the school data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.

McCreary Central High School's student population is composed of a small population of minority students and a majority of Caucasian students who are primarily socioeconomically challenged. Most of our teachers are experienced (more than 4 years) and are all assigned to courses within their areas of study. Teacher turn-over is low and almost half of our teachers have advanced degrees.

After the data analysis is complete, the school will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.

Barriers to our school are student population with high poverty and a total of 16% of teachers having 3 years or less teaching experience. Beginning teachers may lack necessary strategies and/or experiences in addressing learner needs associated with poverty.

Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover. ***Goals should reflect an analysis of barriers, root causes and strategies.	I acknowledge that I have uploaded the School Equity Goal Data.		McCreary Central HS Equity Tab

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Equitable access to effective educators must be reflected in the Comprehensive School Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the school in meeting the goals set in the previous section.

If there are strategies and activities within one of the five major goals of the CSIP, which adequately addresses equitable access, the school may select the appropriate goal, objective, strategies and activities.

OR

The school may create a new goal to address equitable access to effective educators. Once a new goal has been created, the school will need to include appropriate objectives, strategies and activities.

The school may choose to provide an optional narrative response to include any additional information, but this is not required.

Goal 1:

By June 2017, we will reduce the percentage of students in the non duplicated gap group scoring novice in social studies as reported by the school report card.

Measurable Objective 1:

A 5% decrease of Economically Disadvantaged students will demonstrate a behavior by decreasing the number of novice in Social Studies by 06/01/2017 as measured by U.S. History EOC.

Strategy1:

Identification of Gap Group - Students who are socially & economically deprived will be flagged through Infinite Campus for identification & progress monitoring.

Category: Management Systems

Research Cited: Response to Intervention - Progress Monitoring used to make informed instructional decisions.

Activity - Name & Claim	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
History teachers will identify socially economic deprived students to plan and monitor intervention & progress based on students identified (flagged) in Infinite Campus.	Academic Support Program	11/01/2016	06/01/2017	\$0 - No Funding Required	Novice Reduction Team, History Department

Strategy2:

Visible Learning - social studies department will implement at least 1 instructional strategy based on the visible learning for teachers to maximize the impact on learning

Category: Learning Systems

Research Cited: John Hattie's Visible Learning for Teachers

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Activity - Vocabulary Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement Kagan Structures Essential 5: such as Fan N Pick, Showdown, Rally Coach, Round Robin, Quiz Quiz Trade, Think-Pair-Share to gain better understanding of essential vocabulary	Academic Support Program	10/24/2016	06/01/2017	\$0 - No Funding Required	History Department

Activity - Enrichment Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement Kagan activities in which students master more mature ideas through critical thinking. (Examples may include: Think Time, Numbered Heads Together, Learning Centers, Journaling, Jigsaw Questioning)	Academic Support Program	11/01/2016	06/01/2017	\$0 - No Funding Required	History teachers

Goal 2:

By June 2017, MCHS will reduce the number of English student scoring novice in writing as measured by the KPREP On Demand assessment.

Measurable Objective 1:

A 1% decrease of All Students will demonstrate a behavior reducing novice percentages in Writing by 06/01/2017 as measured by KPREP On Demand.

Strategy1:

Standards Based Grading - Students are graded based on the standards that are included on each assessment in order to show mastery of the standards. Students may reassess under teacher guidance, if needed.

Category: Continuous Improvement

Research Cited: Standards Based Grading

Activity - Standards Based Grading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are graded based on the standards that are included on each assessment in order to show mastery of the standards. Students may reassess under teacher guidance, if needed.	Technology	08/17/2016	06/01/2017	\$1500 - Title I Part A	Teachers; Technology Coordinator

Strategy2:

Cooperative Learning Research Based Strategies - Students will work in interactive small groups based on student data in order to increase student growth.

Category: Learning Systems

Research Cited: KAGAN; Hattie Strategies

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Activity - KAGAN	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
KAGAN is a cooperative learning strategy that groups students for interactive lessons based on assessment data. Students are regrouped after each assessment in order to optimize learning.	Academic Support Program	08/17/2016	06/01/2017	\$500 - Title I Part A	Teachers; KAGAN Trainer;

Activity - Poetry Club	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student created and led group that hosts a bi-monthly themed Poetry Night where students can read poetry that they have written or read poetry focused on the theme.	Extra Curricular	08/17/2016	06/01/2017	\$0 - No Funding Required	Poetry Club Leader

Activity - Hattie Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will become more independent learners by using activities and strategies with effect sizes that grow them beyond one grade level. Writing teachers will use the Self-reported grades/Student Expectations and Microteaching	Academic Support Program	08/17/2016	06/01/2017	\$600 - Other	Teachers; Curriculum Instructor

Strategy3:

Professional Development - Teachers are continually working for improvement in student scores for On Demand Writing.

Category: Continuous Improvement

Research Cited: Writing Research; On Demand data

Activity - On Demand Writing Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Writing Teacher leaders participated in On Demand Writing training that focused on the KPREP On Demand writing in across all grade levels.	Professional Learning	07/21/2016	06/01/2017	\$450 - Title I Part A	English teachers; Interventionist

Activity - Professional Learning Community	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC Meetings within the department were used to outline specific strategies (3.8 format/Thesis Statement/Interactive Activities) for student growth according to student data.	Professional Learning	08/17/2016	06/01/2017	\$0 - No Funding Required	English teachers

Strategy4:

Tier II Intervention - Student's progress will be monitored throughout the year in order to ensure growth.

Category: Other - Progress Monitoring

Research Cited: MAPS testing

SY 2016-2017

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Activity - Reading Plus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete a weekly reading program that is individualized by student need and ability level.	Academic Support Program	08/17/2016	06/01/2017	\$2500 - Title I Part A	Interventionist; Reading Plus Specialist; Teachers

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ESS Plan includes weekly tutoring, Saturday sessions, and morning homework help.	Academic Support Program	08/17/2016	06/01/2017	\$20000 - Title I Part A	ESS Coordinator; Principal; ESS Teachers

Activity - MAPS testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students take the MAPS test in order to guide instruction and monitor student growth.	Other - Progress Monitoring	08/17/2016	06/01/2017	\$30000 - Other	Gear Up Academic Instructor; Technology Coordinator

Activity - Pre-ACT	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
9th-10th grade students will take the Pre-ACT in order to monitor progress toward meeting benchmarks for college readiness.	Other - Progress Monitoring	08/17/2016	06/01/2017	\$8000 - Title I Part A	Technology Coordinator; Interventionist; Guidance Counselors

Activity - Skills Nights	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Skills Nights are hosted at the school to assist students in being college ready.	Academic Support Program	08/17/2016	06/01/2017	\$3500 - Title I Part A	Teachers; Principal; Interventionist

Goal 3:

By June 2017, we will reduce the percentage of students in the non duplicated gap group scoring novice in writing as reported by the school report card.

Measurable Objective 1:

4% of Tenth and Eleventh grade Students with Disabilities students will demonstrate a behavior by decreasing the number of novice in Writing by 06/01/2017 as measured by K-PREP On Demand.

Strategy1:

Reading Plus - English teachers will implement the writing component of reading plus

Category: Continuous Improvement

Research Cited: Reading Plus Online Reading Assessment

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Activity - ReadingPlus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will connect with appropriate writing instruction through self-selected writing prompt topics through ReadingPlus at a minimum of once per week.	Academic Support Program	11/01/2016	06/01/2017	\$2500 - Title I Part A	English Teachers, Interventionist, Co & Resource teachers

Measurable Objective 2:

A 1% decrease of Economically Disadvantaged students will demonstrate a proficiency of novice reduction in Writing in Writing by 06/01/2017 as measured by On-Demand writing data.

Strategy1:

Hattie Effect Strategies - Identified, targeted students will participate in micro-teaching (Hattie Effect) centers during writing instruction during English classes

Category: Learning Systems

Research Cited: John Hattie

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Visible Learning, On-Demand Writing	Academic Support Program	08/01/2016	06/01/2017	\$500 - State Funds	English Teachers, Principal, SBDM, Professional Development Coordinator

Goal 4:

Reduce the percentage of all students scoring novice in reading as measured by the English II EOC.

Measurable Objective 1:

A 4% decrease of All Students will demonstrate a behavior of reducing novice in Reading by 06/01/2017 as measured by novice performance levels on the English II EOC.

Strategy1:

Best Practice - Students will become more independent learners by using activities and strategies with effect sizes that grow them beyond one grade level.

Category: Learning Systems

Research Cited: Hattie Strategies; Chrome Books

Activity - Professional Learning Community	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC Meetings with the Curriculum Instructor were used to identify appropriate Hattie Strategies according to student needs.	Professional Learning	08/17/2016	06/01/2017	\$0 - No Funding Required	Curriculum Instructor; Teachers

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Activity - Hattie Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The English Department will be implementing Interactive Note-Taking and Student Led Teaching which will give students more ownership in their learning.	Academic Support Program	08/17/2016	06/01/2017	\$1000 - Title I Part A	Interventionist; English Teachers

Activity - Chrome Books	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are using the Chrome books (Google Docs/Apps/Microsoft Office/Kahoot, etc.) in order to increase student learning and comprehension.	Technology	08/17/2016	06/01/2017	\$14000 - Other	Teachers; Technology Staff

Activity - Benchmark Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Benchmark Assessments are administered at the end of each nine weeks.	Other - Progress Monitoring	08/17/2016	06/01/2017	\$0 - No Funding Required	Teachers; Interventionist

Strategy2:

Standards Based Grading - Students are graded based on the standards that are included on each assessment in order to show mastery of the standards. Students may reassess under teacher guidance, if needed.

Category: Management Systems

Research Cited: Standards Based Grading research

Activity - Implementation of Standards Based Grading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers are implementing an element of standards based grading into each nine weeks grade book.	Other - Progress Monitoring	08/17/2016	06/01/2017	\$1500 - Title I Part A	Teachers; Guidance Counselor

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers participated in Professional Development with Ken Mattingly	Professional Learning	08/10/2016	06/01/2017	\$1500 - Title I Part A	Teachers; Guidance Counselors

Strategy3:

Cooperative Learning Research Based Strategy - Teachers will implement the small group cooperative learning based strategy in their classroom based on assessment data.

Category: Learning Systems

Research Cited: KAGAN research based strategy

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Activity - KAGAN	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
KAGAN is a cooperative learning strategy that groups students for interactive lessons based on assessment data. Students are regrouped after each assessment in order to optimize learning.	Academic Support Program	08/17/2016	06/01/2017	\$1000 - Title I Part A	KAGAN Trainer, Teachers

Strategy4:

Tier II Intervention - The school's intervention plan will identify and support students struggling in reading.

Category: Learning Systems

Research Cited: Rtl, ReadingPlus

Activity - Novice Reduction Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Novice Reduction team analyzes accountability scores in order to help determine best practices for reading including PD, the data retreat, and monthly meetings.	Professional Learning	08/17/2016	06/01/2017	\$2000 - Other	Principal; Novice Reduction Team

Activity - WIN Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Online program with a targeted population of students for remediation in reading and math.	Academic Support Program	08/17/2016	06/01/2017	\$10000 - Other	Teachers; Interventionist

Activity - ReadingPlus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Online remediation/extension for intervention	Academic Support Program	11/01/2016	06/01/2017	\$2500 - Title I Part A	Interventionist, English Teachers, Guidance Counselor

Activity - Pre-ACT	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
9th-10th grade students will take the Pre-ACT in order to monitor progress toward meeting benchmarks for college readiness.	Other - Progress Monitoring	12/01/2016	06/01/2017	\$8000 - Title I Part A	Guidance Counselors; Testing Team; Interventionist

Activity - Skills Nights	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Skills Nights are hosted at the school to assist students in being college ready.	Academic Support Program	08/17/2016	06/01/2017	\$3500 - Title I Part A	Teachers; Principal; Interventionist

Activity - Gear Up: MAPS testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students take the MAPS test in order to guide instruction and monitor student growth.	Other - Progress Monitoring	08/17/2016	06/01/2017	\$30000 - Other	Gear Up Academic Specialist; Technology Coordinator

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Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ESS Plan includes weekly tutoring, Saturday sessions, and morning homework help.	Academic Support Program	08/17/2016	06/01/2017	\$20000 - Title I Part A	Teachers; Principal; Interventionist

Goal 5:

By June 2017, MCHS will reduce the number of all Algebra II students scoring novice as measured by the Algebra II EOC.

Measurable Objective 1:

A 2% decrease of All Students will demonstrate a behavior reducing novice percentages in Algebra by 06/01/2017 as measured by Algebra II EOC exam.

Strategy1:

Tier II Intervention - Individualized online intervention program for students who need additional interventions in math

Category: Learning Systems

Research Cited: Catch up math

Activity - WIN Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Online program with a targeted population of students for remediation in reading and math.	Academic Support Program	08/17/2016	06/01/2017	\$10000 - Other	Teachers; Principal; Interventionist

Activity - Gear Up: MAPS testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students take the MAPS test in order to guide instruction and monitor student growth.	Other - Progress Monitoring	08/17/2016	06/01/2017	\$30000 - Other	Technology Coordinator; Gear Up Academic Specialist

Activity - Catch Up Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Catch up math is an engaging, individualized learning program for students who are struggling in math. It provides differentiated instruction for students.	Academic Support Program	11/01/2016	06/01/2017	\$600 - Title I Part A	Interventionist; Math Intervention Teachers

Activity - ESS PLAN	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ESS Plan includes weekly tutoring, Saturday sessions, and morning homework help.	Academic Support Program	08/17/2016	06/01/2017	\$20000 - Title I Part A	Teachers; Interventionist; Principal; ESS Coordinator

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Activity - Pre-ACT	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
9th-10th grade students will take the Pre-ACT in order to monitor progress toward meeting benchmarks for college readiness.	Other - Progress Monitoring	12/01/2016	06/01/2017	\$8000 - Title I Part A	Testing Team; Guidance Counselors; Interventionist

Activity - Novice Reduction Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Novice Reduction team analyzes accountability scores in order to help determine best practices for reading.	Professional Learning	08/17/2016	06/01/2017	\$2000 - Other	Novice Reduction Team; Principal

Strategy2:

Cooperative Learning Research Based Strategy - Students will be placed in small groups in class based on assessment data to complete interactive lessons. Teachers will reassess the students to change activities and groupings for optimal learning.

Category: Learning Systems

Research Cited: KAGAN

Activity - KAGAN	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
KAGAN is a cooperative learning strategy that groups students for interactive lessons based on assessment data. Students are regrouped after each assessment in order to optimize learning.	Academic Support Program	08/17/2016	06/01/2017	\$500 - Title I Part A	KAGAN Trainer; All Teachers

Strategy3:

Best Practice - Students will become more independent learners by using activities and strategies with effect sizes that grow them beyond one grade level.

Category: Learning Systems

Research Cited: Hattie Research Strategies

Activity - Chrome Books	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students use the chrome books to implement the Catch Up Math and other online math programs.	Technology	08/17/2016	06/01/2017	\$14000 - Title I Part A	Technology Staff, Classroom Teachers

Activity - Texas Instrument Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher Training for student use of Texas Instrument calculators	Professional Learning	08/17/2016	06/01/2017	\$0 - No Funding Required	Linda Roberts; Mike Sexton

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Activity - Hattie Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math Teachers will implement the Learning by Teaching, Peer to Peer Teaching, and Self-Monitoring in order to help students become more independent learners.	Academic Support Program	08/17/2016	06/01/2017	\$1000 - Title I Part A	Guidance Counselors; Math Teachers

Activity - Professional Learning Community	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC Meetings with the Curriculum Instructor were used to identify appropriate Hattie Strategies according to student needs.	Professional Learning	08/17/2016	06/01/2017	\$0 - No Funding Required	Teachers; Curriculum Instructor

Activity - Kuta-Software	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will use Kuta-Software to generate assignments and assessments to meet individual student needs.	Other - Learning System	08/17/2016	06/01/2017	\$800 - Title I Part A	Math teachers.

Activity - Benchmark Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers administer benchmark exams each nine weeks in order to monitor student progress.	Other - Progress Monitoring	08/17/2016	06/01/2017	\$0 - No Funding Required	Teachers; Guidance Counselor

Goal 6:

By June 2017, we will reduce the percentage of students in the non duplicated gap group scoring novice in reading as reported by the school report card.

Measurable Objective 1:

5% of Economically Disadvantaged and Students with Disabilities students will demonstrate a behavior by decreasing the number of novice in Reading by 06/01/2017 as measured by English 10 E.O.C, Assessment Data.

Strategy1:

Kagan - The Essential 5 structures focusing on cooperative learning groups that target multiple intelligence's, character education, language learning, & emotional intelligence.

Category: Learning Systems

Research Cited: Research-Based Kagan Structures: The Essential 5

Activity - Kagan Resource Library	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will have access to Kagan materials, including instructional strategies, structures, & sharing among staff of teacher made materials.	Other - Instructional Support	10/01/2016	06/01/2017	\$0 - No Funding Required	Kagan Trainer, Curriculum Supervisor, & Interventionist

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Activity - Professional Development - New Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kagan Training	Professional Learning	10/01/2016	06/01/2017	\$500 - Title I Part A	Trained Kagan Trainer, Professional Development Committee

Strategy2:

Reading Plus - Online silent reading program used as supplementary support for students identified below benchmark or not reaching proficiency.

Category: Learning Systems

Research Cited: Research based silent reading intervention that help students gain proficiency by improving comprehension, vocabulary, & reading rate.

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Plus Benchmark Data used to monitor student growth.	Academic Support Program	11/01/2016	06/01/2017	\$2500 - Title I Part A	English Staff, Curriculum & Interventionist Specialist.

Goal 7:

By June 2017, we will reduce the percentage of students in the non duplicated gap group scoring novice in math as reported by the school report card.

Measurable Objective 1:

A 3% decrease of Economically Disadvantaged and Students with Disabilities students will demonstrate a behavior by decreasing the number of novice in math in Mathematics by 06/01/2017 as measured by Algebra II EOC Assessment Data.

Strategy1:

Visible Learning - Instructional strategies used to maximize the impact on learning based on John Hattie Effect.

Category: Continuous Improvement

Research Cited: John Hattie researched based visible learning for teachers.

Activity - Standards Based Grading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each 9 week grading period will include a standards based learning target.	Policy and Process	08/17/2016	06/01/2017	\$1500 - Title I Part A	Math Department

Activity - Self Reported Grades	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math department will select at least 1 instructional strategy based on Hattie's visible learning research and effect size.	Academic Support Program	11/01/2016	06/01/2017	\$0 - No Funding Required	Math department

Strategy2:

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Catch-Up Math - This is a supplementary instructional support for students identified as scoring below benchmark/proficiency in the area of math.

Category: Learning Systems

Research Cited: Online researched based curriculum support for math used to improve student success & teacher effectiveness.

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continuous progress monitoring through benchmark assessment used to measure student growth.	Professional Learning Academic Support Program	08/17/2016	06/01/2017	\$600 - Title I Part A	Intervention math teacher, Intervention Specialist, Curriculum Specialist.

Measurable Objective 2:

A 3% decrease of Students with Disabilities students will demonstrate a proficiency by novice reduction in Algebra II in Mathematics by 06/01/2017 as measured by Algebra II EOC assessment data.

Strategy1:

Visible Learning - Instructional strategies used to maximize the impact on learning based on John Hattie Effect.

Category: Continuous Improvement

Research Cited: John Hattie researched based visible learning for teachers.

Activity - Standards Based Grading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each 9 week grading period will include a standards based learning target.	Policy and Process	08/17/2016	06/01/2017	\$1500 - Title I Part A	Math Department

Activity - Self Reported Grades	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math department will select at least 1 instructional strategy based on Hattie's visible learning research and effect size.	Academic Support Program	11/01/2016	06/01/2017	\$0 - No Funding Required	Math department

Goal 8:

Increase the TELL Survey reporting results for Community Support and Parent Involvement

Measurable Objective 1:

collaborate to Increase community support and parent involvement by 06/01/2017 as measured by TELL Survey results.

Strategy1:

District Parent Events - Develop events to increase stakeholder participation and awareness.

Category: Stakeholder Engagement

Research Cited: Parental Involvement and Student Achievement: A Meta-Analysis. Jeynes, William, 2005

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Activity - District Nights	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Community and Parents will be invited to participate in a Celebrate Our Students events throughout the year (each semester)	Community Engagement Parent Involvement	10/31/2016	04/03/2017	\$800 - State Funds	Principal, Teachers, SBDM

Phase I - The Missing Piece

Introduction

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

Stakeholders

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

Tami Starrett, English Dept. Chair

Carolyn Dixon, Special Education Teacher

Shawn Monhollen, Math Teacher

Charlotte Barnett, CTE Coordinator

Stacey Musgrove, Title I Contact

Amelia Stephens, District SPED Liaison

Christy Boyatt, Parent

Tracey Morgan, Parent

Relationship Building

Overall Rating: 3.14

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Proficient

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

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

	Statement or Question	Response	Rating
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Proficient

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	District and school staffs encourage continuous and meaningful communication with all parents about their student's academic goals and progress.	Distinguished

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Proficient

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

Communications

Overall Rating: 3.29

	Statement or Question	Response	Rating
3.1	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	Multiple two-way communications in the home language are used to communicate academic goals, class work, and homework, and grades. (See Proficient Examples)	Distinguished

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

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School and district staffs use several strategies to involve community leaders to assist in parent education on issues directly related to student achievement.	Distinguished

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

	Statement or Question	Response	Rating
3.5	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, opportunities for student-led conferences).	Proficient

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	At least 50% of parents respond to annual school and/or district stakeholder surveys.	Proficient

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

Decision Making

Overall Rating: 2.57

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	School staff offers professional learning community opportunities, workshops, and accessible written information to equip parents for service on SBDM council and committees.	Proficient

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

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	Proficient

	Statement or Question	Response	Rating
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	Proficient

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council encourages parents to serve only on SBDM committees that deal with parent involvement and/or school climate.	Apprentice

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

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	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and in committee work.	Proficient

Advocacy

Overall Rating: 2.5

	Statement or Question	Response	Rating
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the students' academic goals and learning needs.	Proficient

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

	Statement or Question	Response	Rating
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report that they are invited to attend meetings to discuss Individual Education Plans, Individual Learning Plans, 504 plans and/or intervention strategies.	Apprentice

	Statement or Question	Response	Rating
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School council has a policy and a process to resolve issues or complaints and outcomes are sometimes tracked and reported to the council.	Apprentice

	Statement or Question	Response	Rating
5.5	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff ensures that parents and community members are well informed about how to become an educational advocate or how to access an educational advocate when needed.	Proficient

	Statement or Question	Response	Rating
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that the parent has the option to use a trained advocate to assist them in speaking for their child's needs.	Proficient

Learning Opportunities

Overall Rating: 2.83

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

	Statement or Question	Response	Rating
6.2	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	All stakeholders are engaged in conversation and written communication about the academic progress of all students in school and district.	Distinguished

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

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

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

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

Community Partnerships

Overall Rating: 3.17

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

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

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

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Proficient

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

	Statement or Question	Response	Rating
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	District staff and school leadership ensures all stakeholders are aware of community based learning opportunities that are linked to student-specific needs.	Distinguished

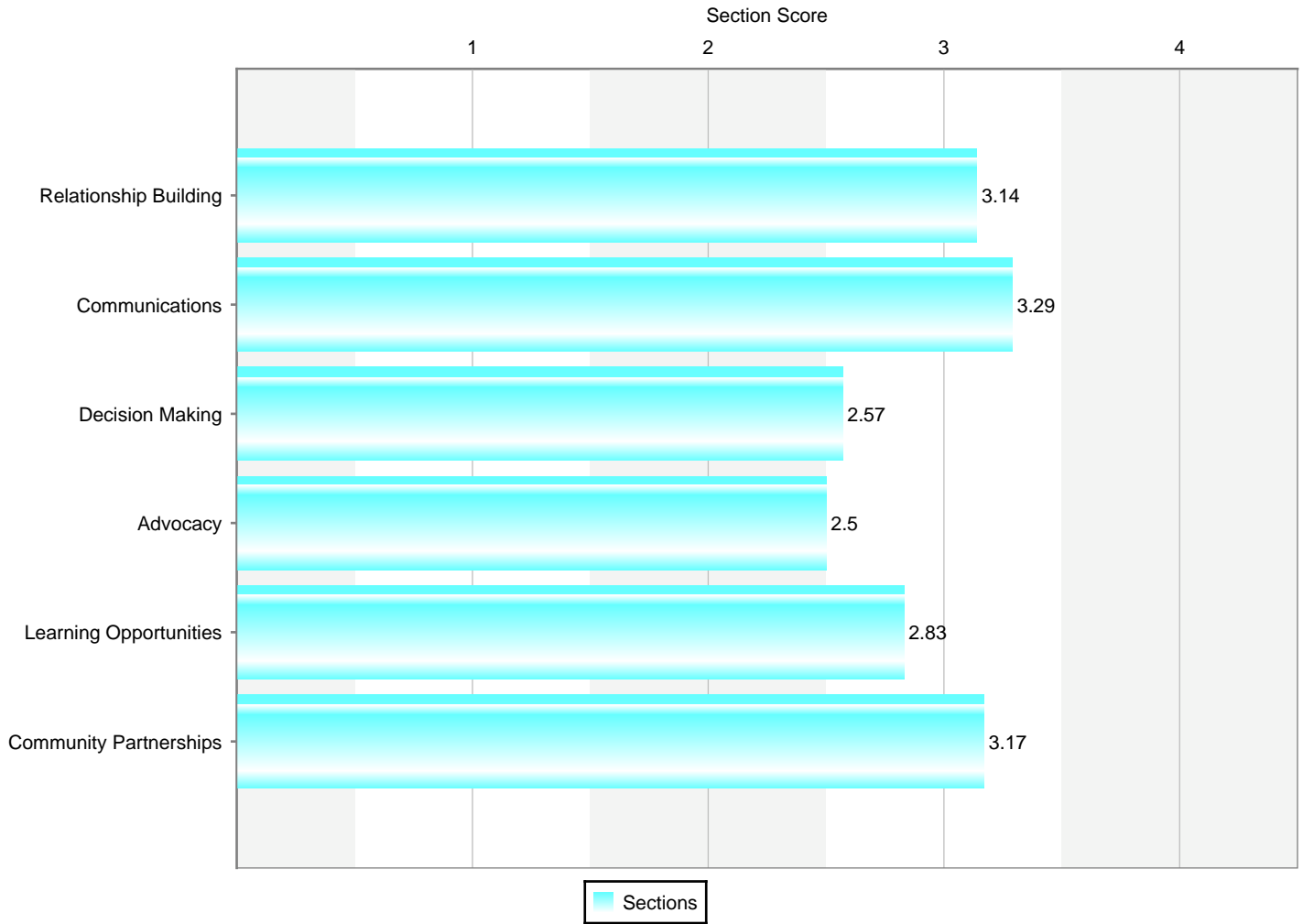
Reflection

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

Our school needs to implement more stakeholder policies to ensure all groups are included in planning, implementation, and data-driven feedback. While we do an excellent job with communicating with parents, students, and community, our relationship needs to be strengthened to expand opportunities for our students.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

Stakeholders were identified based on instructional, curricular, and administrative responsibilities and experience with student data and school-wide initiatives. All teachers were involved with data disaggregation and goal development based on the 2015-2016 K-PREP data during our "Study Your Scores" workshop in October 2016. Content area teams then developed goals and activities in order to address the findings of student needs. SBDM members conducted a review of student data and the improvement plan. Administrative staff met to review results & goals and were assigned roles based on their position and oversight of programs i.e. reading, math, RtI, SPED, guidance, and CTE.

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

Teachers, parent, administration, and central office staff participated in the review of data and development of the improvement plan. Central office staff provided professional learning support through the district data retreat. Teachers developed goals based on K-PREP data, current benchmark data, and assessment sub-scores. KASC provided professional development to guide teachers through the review of KPREP data during the Study Your Scores workshop in October 2016. SBDM Council reviewed/approved goals as proposed by the CSIP.

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

The final plan is communicated to all stakeholders through distribution on the school's website, the parent communication plan, and linked to social media. Updates are provided on a 30 day basis for progress notes. Council reviews the plan three times per year.

Phase I - Needs Assessment

Introduction

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

Data Analysis

What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?

What does the data/information not tell you?

We are studying the novice reduction trends for our NDG. The data tells us that our novice reduction plans for last year was functional. The data does not tell us how components of the plan individually supported the overall reduction (ie incentives, attendance or instruction)

Areas of Strengths

What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?

Novice Reduction, CCR, Gap, and graduation rate.

We will continue our NR plan, build on standards-based grading to sustain.

We are DISTINGUISHED!

Opportunities for Improvement

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

Biology (students with disabilities) Restructuring collaboration classes, Labs

Reading (overall proficiency) Standards-based grading, ReadingPlus

Graduation Rate (Females) PtG report and SOS student monitoring

Conclusion

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

Our immediate plans are to implement Pre-ACT testing, continue the NR plan, development of 30-60-90 day plans, and behavior/academic intervention plans.

McCreary Central High School CSIP 2016 2017

Overview

Plan Name

McCreary Central High School CSIP 2016 2017

Plan Description

This is the comprehensive improvement plan for our school.

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	Reduce the percentage of all students scoring novice in reading as measured by the English II EOC.	Objectives: 1 Strategies: 4 Activities: 14	Academic	\$95000
2	By June 2017, MCHS will reduce the number of all Algebra II students scoring novice as measured by the Algebra II EOC.	Objectives: 1 Strategies: 3 Activities: 13	Academic	\$86900
3	By June 2017, we will reduce the percentage of students in the non duplicated gap group scoring novice in reading as reported by the school report card.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$3000
4	By June 2017, we will reduce the percentage of students in the non duplicated gap group scoring novice in math as reported by the school report card.	Objectives: 2 Strategies: 2 Activities: 3	Academic	\$2100
5	By June 2017, we will reduce the percentage of students in the non duplicated gap group scoring novice in social studies as reported by the school report card.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$0
6	By June 2017, MCHS will reduce the number of US History EOC students scoring novice as measured by the US History EOC.	Objectives: 1 Strategies: 3 Activities: 9	Academic	\$5100
7	By June 2017, we will reduce the percentage of students in the non duplicated gap group scoring novice in science as reported by the school report card.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$0
8	By June 2017, MCHS will reduce the number of Biology EOC students scoring novice as measured by the Biology EOC.	Objectives: 1 Strategies: 3 Activities: 4	Academic	\$6000
9	By June 2017, MCHS will reduce the number of English student scoring novice in writing as measured by the KPREP On Demand assessment.	Objectives: 1 Strategies: 4 Activities: 11	Academic	\$67050
10	By June 2017, the percentage of all students scoring proficient & distinguished in Reading will increase as reported by the school report card.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$1500
11	By June 2017, we will reduce the percentage of students in the non duplicated gap group scoring novice in writing as reported by the school report card.	Objectives: 2 Strategies: 2 Activities: 2	Academic	\$3000

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12	Increase the TELL Survey reporting results for Community Support and Parent Involvement	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$800
13	Increase teacher retention	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$500
14	McCreary Central High School will increase it's CCR percentage.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$8000
15	By June 2017, we will increase the percentage of all students scoring proficient & distinguished in math as reported by the school report card.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$3000
16	By October 1, 2017, McCreary Central High School will increase it's average Freshman graduation rate.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$5500
17	Recruit highly qualified teachers	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
18	By June 2017, we will increase the percentage of all students scoring proficient or distinguished in combined reading & math as reported by the school report card.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

Goal 1: Reduce the percentage of all students scoring novice in reading as measured by the English II EOC.

Measurable Objective 1:

A 4% decrease of All Students will demonstrate a behavior of reducing novice in Reading by 06/01/2017 as measured by novice performance levels on the English II EOC.

Strategy 1:

Tier II Intervention - The school's intervention plan will identify and support students struggling in reading.

Category: Learning Systems

Research Cited: Rtl, ReadingPlus

Activity - ReadingPlus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Online remediation/extension for intervention	Academic Support Program	11/01/2016	06/01/2017	\$2500	Title I Part A	Interventionist , English Teachers, Guidance Counselor

Activity - Gear Up: MAPS testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students take the MAPS test in order to guide instruction and monitor student growth.	Other - Progress Monitoring	08/17/2016	06/01/2017	\$30000	Other	Gear Up Academic Specialist; Technology Coordinator

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Activity - Pre-ACT	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
9th-10th grade students will take the Pre-ACT in order to monitor progress toward meeting benchmarks for college readiness.	Other - Progress Monitoring	12/01/2016	06/01/2017	\$8000	Title I Part A	Guidance Counselors; Testing Team; Interventionist

Activity - WIN Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Online program with a targeted population of students for remediation in reading and math.	Academic Support Program	08/17/2016	06/01/2017	\$10000	Other	Teachers; Interventionist

Activity - ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ESS Plan includes weekly tutoring, Saturday sessions, and morning homework help.	Academic Support Program	08/17/2016	06/01/2017	\$20000	Title I Part A	Teachers; Principal; Interventionist

Activity - Skills Nights	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Skills Nights are hosted at the school to assist students in being college ready.	Academic Support Program	08/17/2016	06/01/2017	\$3500	Title I Part A	Teachers; Principal; Interventionist

Activity - Novice Reduction Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The Novice Reduction team analyzes accountability scores in order to help determine best practices for reading including PD, the data retreat, and monthly meetings.	Professional Learning	08/17/2016	06/01/2017	\$2000	Other	Principal; Novice Reduction Team
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Strategy 2:

Cooperative Learning Research Based Strategy - Teachers will implement the small group cooperative learning based strategy in their classroom based on assessment data.

Category: Learning Systems

Research Cited: KAGAN research based strategy

Activity - KAGAN	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
KAGAN is a cooperative learning strategy that groups students for interactive lessons based on assessment data. Students are regrouped after each assessment in order to optimize learning.	Academic Support Program	08/17/2016	06/01/2017	\$1000	Title I Part A	KAGAN Trainer, Teachers

Strategy 3:

Best Practice - Students will become more independent learners by using activities and strategies with effect sizes that grow them beyond one grade level.

Category: Learning Systems

Research Cited: Hattie Strategies; Chrome Books

Activity - Hattie Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The English Department will be implementing Interactive Note-Taking and Student Led Teaching which will give students more ownership in their learning.	Academic Support Program	08/17/2016	06/01/2017	\$1000	Title I Part A	Interventionist ; English Teachers

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Activity - Chrome Books	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are using the Chrome books (Google Docs/Apps/Microsoft Office/Kahoot, etc.) in order to increase student learning and comprehension.	Technology	08/17/2016	06/01/2017	\$14000	Other	Teachers; Technology Staff

Activity - Professional Learning Community	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC Meetings with the Curriculum Instructor were used to identify appropriate Hattie Strategies according to student needs.	Professional Learning	08/17/2016	06/01/2017	\$0	No Funding Required	Curriculum Instructor; Teachers

Activity - Benchmark Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Benchmark Assessments are administered at the end of each nine weeks.	Other - Progress Monitoring	08/17/2016	06/01/2017	\$0	No Funding Required	Teachers; Interventionist

Strategy 4:

Standards Based Grading - Students are graded based on the standards that are included on each assessment in order to show mastery of the standards. Students may reassess under teacher guidance, if needed.

Category: Management Systems

Research Cited: Standards Based Grading research

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers participated in Professional Development with Ken Mattingly	Professional Learning	08/10/2016	06/01/2017	\$1500	Title I Part A	Teachers; Guidance Counselors

Activity - Implementation of Standards Based Grading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers are implementing an element of standards based grading into each nine weeks grade book.	Other - Progress Monitoring	08/17/2016	06/01/2017	\$1500	Title I Part A	Teachers; Guidance Counselor

Goal 2: By June 2017, MCHS will reduce the number of all Algebra II students scoring novice as measured by the Algebra II EOC.

Measurable Objective 1:

A 2% decrease of All Students will demonstrate a behavior reducing novice percentages in Algebra by 06/01/2017 as measured by Algebra II EOC exam.

Strategy 1:

Cooperative Learning Research Based Strategy - Students will be placed in small groups in class based on assessment data to complete interactive lessons. Teachers will reassess the students to change activities and groupings for optimal learning.

Category: Learning Systems

Research Cited: KAGAN

Activity - KAGAN	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
KAGAN is a cooperative learning strategy that groups students for interactive lessons based on assessment data. Students are regrouped after each assessment in order to optimize learning.	Academic Support Program	08/17/2016	06/01/2017	\$500	Title I Part A	KAGAN Trainer; All Teachers

Strategy 2:

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Tier II Intervention - Individualized online intervention program for students who need additional interventions in math

Category: Learning Systems

Research Cited: Catch up math

Activity - Catch Up Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Catch up math is an engaging, individualized learning program for students who are struggling in math. It provides differentiated instruction for students.	Academic Support Program	11/01/2016	06/01/2017	\$600	Title I Part A	Interventionist ; Math Intervention Teachers

Activity - Gear Up: MAPS testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students take the MAPS test in order to guide instruction and monitor student growth.	Other - Progress Monitoring	08/17/2016	06/01/2017	\$30000	Other	Technology Coordinator; Gear Up Academic Specialist

Activity - Pre-ACT	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
9th-10th grade students will take the Pre-ACT in order to monitor progress toward meeting benchmarks for college readiness.	Other - Progress Monitoring	12/01/2016	06/01/2017	\$8000	Title I Part A	Testing Team; Guidance Counselors; Interventionist

Activity - ESS PLAN	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ESS Plan includes weekly tutoring, Saturday sessions, and morning homework help.	Academic Support Program	08/17/2016	06/01/2017	\$20000	Title I Part A	Teachers; Interventionist ; Principal; ESS Coordinator
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Activity - WIN Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Online program with a targeted population of students for remediation in reading and math.	Academic Support Program	08/17/2016	06/01/2017	\$10000	Other	Teachers; Principal; Interventionist

Activity - Novice Reduction Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Novice Reduction team analyzes accountability scores in order to help determine best practices for reading.	Professional Learning	08/17/2016	06/01/2017	\$2000	Other	Novice Reduction Team; Principal

Strategy 3:

Best Practice - Students will become more independent learners by using activities and strategies with effect sizes that grow them beyond one grade level.

Category: Learning Systems

Research Cited: Hattie Research Strategies

Activity - Hattie Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math Teachers will implement the Learning by Teaching, Peer to Peer Teaching, and Self-Monitoring in order to help students become more independent learners.	Academic Support Program	08/17/2016	06/01/2017	\$1000	Title I Part A	Guidance Counselors; Math Teachers

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Activity - Chrome Books	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students use the chrome books to implement the Catch Up Math and other online math programs.	Technology	08/17/2016	06/01/2017	\$14000	Title I Part A	Technology Staff, Classroom Teachers

Activity - Kuta-Software	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will use Kuta-Software to generate assignments and assessments to meet individual student needs.	Other - Learning System	08/17/2016	06/01/2017	\$800	Title I Part A	Math teachers.

Activity - Professional Learning Community	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC Meetings with the Curriculum Instructor were used to identify appropriate Hattie Strategies according to student needs.	Professional Learning	08/17/2016	06/01/2017	\$0	No Funding Required	Teachers; Curriculum Instructor

Activity - Texas Instrument Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher Training for student use of Texas Instrument calculators	Professional Learning	08/17/2016	06/01/2017	\$0	No Funding Required	Linda Roberts; Mike Sexton

Activity - Benchmark Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers administer benchmark exams each nine weeks in order to monitor student progress.	Other - Progress Monitoring	08/17/2016	06/01/2017	\$0	No Funding Required	Teachers; Guidance Counselor
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Goal 3: By June 2017, we will reduce the percentage of students in the non duplicated gap group scoring novice in reading as reported by the school report card.

Measurable Objective 1:

5% of Economically Disadvantaged and Students with Disabilities students will demonstrate a behavior by decreasing the number of novice in Reading by 06/01/2017 as measured by English 10 E.O.C, Assessment Data.

Strategy 1:

Kagan - The Essential 5 structures focusing on cooperative learning groups that target multiple intelligence's, character education, language learning, & emotional intelligence.

Category: Learning Systems

Research Cited: Research-Based Kagan Structures: The Essential 5

Activity - Professional Development - New Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kagan Training	Professional Learning	10/01/2016	06/01/2017	\$500	Title I Part A	Trained Kagan Trainer, Professional Development Committee

Activity - Kagan Resource Library	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will have access to Kagan materials, including instructional strategies, structures, & sharing among staff of teacher made materials.	Other - Instructional Support	10/01/2016	06/01/2017	\$0	No Funding Required	Kagan Trainer, Curriculum Supervisor, & Interventionist
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Strategy 2:

Reading Plus - Online silent reading program used as supplementary support for students identified below benchmark or not reaching proficiency.

Category: Learning Systems

Research Cited: Research based silent reading intervention that help students gain proficiency by improving comprehension, vocabulary, & reading rate.

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Plus Benchmark Data used to monitor student growth.	Academic Support Program	11/01/2016	06/01/2017	\$2500	Title I Part A	English Staff, Curriculum & Interventionist Specialist.

Goal 4: By June 2017, we will reduce the percentage of students in the non duplicated gap group scoring novice in math as reported by the school report card.

Measurable Objective 1:

A 3% decrease of Economically Disadvantaged and Students with Disabilities students will demonstrate a behavior by decreasing the number of novice in math in Mathematics by 06/01/2017 as measured by Algebra II EOC Assessment Data.

Strategy 1:

Catch-Up Math - This is a supplementary instructional support for students identified as scoring below benchmark/proficiency in the area of math.

Category: Learning Systems

SY 2016-2017

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Research Cited: Online researched based curriculum support for math used to improve student success & teacher effectiveness.

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continuous progress monitoring through benchmark assessment used to measure student growth.	Professional Learning, Academic Support Program	08/17/2016	06/01/2017	\$600	Title I Part A	Intervention math teacher, Intervention Specialist, Curriculum Specialist.

(shared) Strategy 2:

Visible Learning - Instructional strategies used to maximize the impact on learning based on John Hattie Effect.

Category: Continuous Improvement

Research Cited: John Hattie researched based visible learning for teachers.

Activity - Self Reported Grades	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math department will select at least 1 instructional strategy based on Hattie's visible learning research and effect size.	Academic Support Program	11/01/2016	06/01/2017	\$0	No Funding Required	Math department

Activity - Standards Based Grading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each 9 week grading period will include a standards based learning target.	Policy and Process	08/17/2016	06/01/2017	\$1500	Title I Part A	Math Department

Measurable Objective 2:

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A 3% decrease of Students with Disabilities students will demonstrate a proficiency by novice reduction in Algebra II in Mathematics by 06/01/2017 as measured by Algebra II EOC assessment data.

(shared) Strategy 1:

Visible Learning - Instructional strategies used to maximize the impact on learning based on John Hattie Effect.

Category: Continuous Improvement

Research Cited: John Hattie researched based visible learning for teachers.

Activity - Self Reported Grades	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math department will select at least 1 instructional strategy based on Hattie's visible learning research and effect size.	Academic Support Program	11/01/2016	06/01/2017	\$0	No Funding Required	Math department

Activity - Standards Based Grading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each 9 week grading period will include a standards based learning target.	Policy and Process	08/17/2016	06/01/2017	\$1500	Title I Part A	Math Department

Goal 5: By June 2017, we will reduce the percentage of students in the non duplicated gap group scoring novice in social studies as reported by the school report card.

Measurable Objective 1:

A 5% decrease of Economically Disadvantaged students will demonstrate a behavior by decreasing the number of novice in Social Studies by 06/01/2017 as measured by U.S. History EOC.

Strategy 1:

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Visible Learning - social studies department will implement at least 1 instructional strategy based on the visible learning for teachers to maximize the impact on learning

Category: Learning Systems

Research Cited: John Hattie's Visible Learning for Teachers

Activity - Vocabulary Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement Kagan Structures Essential 5: such as Fan N Pick, Showdown, Rally Coach, Round Robin, Quiz Quiz Trade, Think-Pair-Share to gain better understanding of essential vocabulary	Academic Support Program	10/24/2016	06/01/2017	\$0	No Funding Required	History Department

Activity - Enrichment Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement Kagan activities in which students master more mature ideas through critical thinking. (Examples may include: Think Time, Numbered Heads Together, Learning Centers, Journaling, Jigsaw Questioning)	Academic Support Program	11/01/2016	06/01/2017	\$0	No Funding Required	History teachers

Strategy 2:

Identification of Gap Group - Students who are socially & economically deprived will be flagged through Infinite Campus for identification & progress monitoring.

Category: Management Systems

Research Cited: Response to Intervention - Progress Monitoring used to make informed instructional decisions.

Activity - Name & Claim	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
History teachers will identify socially economic deprived students to plan and monitor intervention & progress based on students identified (flagged) in Infinite Campus.	Academic Support Program	11/01/2016	06/01/2017	\$0	No Funding Required	Novice Reduction Team, History Department

Goal 6: By June 2017, MCHS will reduce the number of US History EOC students scoring novice as measured by the US History EOC.

Measurable Objective 1:

A 4% decrease of All Students will demonstrate a behavior reducing novice percentages in Social Studies by 06/01/2017 as measured by US History EOC.

Strategy 1:

Instructional Strategies - Teachers will use research based strategies in order to help reduce novice percentages.

Category: Learning Systems

Research Cited: DBQ, Hattie, Regrouping, Seminar

Activity - Document Based Questioning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student's use source documents to support content in US History.	Academic Support Program	08/17/2016	06/01/2017	\$1700	Title I Part A	Teachers; PD Coordinator

Activity - Seminar	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students receive large group instruction with breakout activities for individualized learning.	Direct Instruction	08/17/2016	06/01/2017	\$0	No Funding Required	Teachers; Curriculum Coordinator

Activity - Hattie Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will become more independent learners by using activities and strategies with effect sizes that grow them beyond one grade level. (Visible Learning/Gallery Walks/QFT)	Academic Support Program	08/17/2016	06/01/2017	\$500	Title I Part A	Teachers; Curriculum Instructor
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Activity - KAGAN	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
KAGAN is a cooperative learning strategy that groups students for interactive lessons based on assessment data. Students are regrouped after each assessment in order to optimize learning.	Academic Support Program	08/17/2016	06/01/2017	\$500	Title I Part A	Teachers; KAGAN Trainer

Activity - Upfront Magazines	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students read current events and complete reading and writing activities that help to support the content.	Academic Support Program	08/17/2016	06/01/2017	\$700	State Funds	Teachers

Strategy 2:

Best Practices - Benchmark data will be used to monitor student progress.

Category: Continuous Improvement

Research Cited: Benchmark data

Activity - Benchmark data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Benchmark data will be used to monitor student progress.	Other - Progress Monitoring	08/17/2016	06/01/2017	\$0	No Funding Required	Teachers; Interventionist

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Activity - Raider Crusaders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Raider Crusaders club focuses on the content in history in order to support what is being taught throughout the year.	Extra Curricular	08/17/2016	06/01/2017	\$0	No Funding Required	Raider Crusader teacher leaders

Strategy 3:

Standards Based Grading - Students are graded based on the standards that are included on each assessment in order to show mastery of the standards. Students may reassess under teacher guidance, if needed.

Category: Continuous Improvement

Research Cited: Standards based assessment

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers participated in Professional Development with Ken Mattingly	Professional Learning	08/17/2016	06/01/2017	\$1700	Title I Part A	Principal; Teachers; Professional Development coordinator

Activity - Standards Based Grading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers are implementing an element of standards based grading into each nine weeks grade book.	Other - Progress Monitoring	08/17/2016	06/01/2017	\$0	No Funding Required	Teachers; Guidance Counselor

Goal 7: By June 2017, we will reduce the percentage of students in the non duplicated gap group scoring novice in science as reported by the school report card.

Measurable Objective 1:

A 5% decrease of Students with Disabilities students will demonstrate a behavior by decreasing the number in Science by 06/01/2017 as measured by Biology EOC assessment data.

Strategy 1:

Visible Learning - science department will implement at least 1 instructional strategy from John Hattie's visible learning research to maximize impact on learning

Category: Learning Systems

Research Cited: John Hattie/Visible Learning for Teachers Maximizing Impact on Learning

Activity - Interactive Labs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science instruction will include interactive learning opportunities based on Hattie effect as part of regular instruction	Academic Support Program	11/01/2016	06/01/2017	\$0	No Funding Required	Science department

Strategy 2:

Restructuring Course of Study - science teachers will restructure classes &/or offer flexibility in student assignment to implement creativity related to achievement with more hands on activities & less passive methods such as videos or conceptual assignments

Category: Management Systems

Research Cited: John Hattie's Visible learning for Teachers

Activity - Individualized Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instruction based on student interest & past learning experiences that allows for flexibility in teaching methods and motivational strategies to meet the needs of all learners.	Academic Support Program	11/01/2016	06/01/2017	\$0	No Funding Required	Science teachers, SPED teachers

Goal 8: By June 2017, MCHS will reduce the number of Biology EOC students scoring novice as measured by the Biology EOC.

Measurable Objective 1:

A 3% decrease of All Students will demonstrate a behavior reducing novice percentages in Science by 06/01/2017 as measured by Biology EOC.

Strategy 1:

Labs - Students will participate in lab activities for application and analysis of instructional content in Biology

Category: Learning Systems

Research Cited: Hattie Effect, hands-on learning

Activity - Labs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in lab-based activities to support content instruction, apply investigative technique for inquiry, and analysis of data.	Direct Instruction	11/01/2016	06/01/2017	\$4500	Title I Part A	Science teachers, principal, curriculum coordinator

Strategy 2:

Teacher Retention - The school will develop a TPGES support plan for new teachers and teacher leadership.

Category: Teacher PGES

Research Cited: TGPES, Davidson

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Activity - Teacher Placement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School will place a HQ teacher in Biology to support student achievement on the Biology I EOC.	Recruitment and Retention	11/01/2016	12/30/2016	\$0	No Funding Required	Principal

Strategy 3:

Standards-Based Grading - Students will self-monitor progress towards meeting standards in Biology I using SBG.

Category: Continuous Improvement

Research Cited: Formative Assessment and Standards Based Grading, Marzano, R. 2011

Activity - Standards-Based Grading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement a component of standards-based grading on each 9 weeks grade in Biology I	Academic Support Program	10/27/2016	06/01/2017	\$0	No Funding Required	Biology Teachers, Principal, Guidance Counselor

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ken Mattingly, Professional Development for SBG	Professional Learning	08/05/2016	09/01/2016	\$1500	Title I Part A	Teachers, Principal, Consultant

Goal 9: By June 2017, MCHS will reduce the number of English student scoring novice in writing as measured by the KPREP On Demand assessment.

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Measurable Objective 1:

A 1% decrease of All Students will demonstrate a behavior reducing novice percentages in Writing by 06/01/2017 as measured by KPREP On Demand.

Strategy 1:

Tier II Intervention - Student's progress will be monitored throughout the year in order to ensure growth.

Category: Other - Progress Monitoring

Research Cited: MAPS testing

Activity - MAPS testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students take the MAPS test in order to guide instruction and monitor student growth.	Other - Progress Monitoring	08/17/2016	06/01/2017	\$30000	Other	Gear Up Academic Instructor; Technology Coordinator

Activity - Reading Plus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete a weekly reading program that is individualized by student need and ability level.	Academic Support Program	08/17/2016	06/01/2017	\$2500	Title I Part A	Interventionist ; Reading Plus Specialist; Teachers

Activity - Pre-ACT	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
9th-10th grade students will take the Pre-ACT in order to monitor progress toward meeting benchmarks for college readiness.	Other - Progress Monitoring	08/17/2016	06/01/2017	\$8000	Title I Part A	Technology Coordinator; Interventionist ; Guidance Counselors

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Activity - ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ESS Plan includes weekly tutoring, Saturday sessions, and morning homework help.	Academic Support Program	08/17/2016	06/01/2017	\$20000	Title I Part A	ESS Coordinator; Principal; ESS Teachers

Activity - Skills Nights	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Skills Nights are hosted at the school to assist students in being college ready.	Academic Support Program	08/17/2016	06/01/2017	\$3500	Title I Part A	Teachers; Principal; Interventionist

Strategy 2:

Professional Development - Teachers are continually working for improvement in student scores for On Demand Writing.

Category: Continuous Improvement

Research Cited: Writing Research; On Demand data

Activity - On Demand Writing Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Writing Teacher leaders participated in On Demand Writing training that focused on the KPREP On Demand writing in across all grade levels.	Professional Learning	07/21/2016	06/01/2017	\$450	Title I Part A	English teachers; Interventionist

Activity - Professional Learning Community	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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PLC Meetings within the department were used to outline specific strategies (3.8 format/Thesis Statement/Interactive Activities) for student growth according to student data.	Professional Learning	08/17/2016	06/01/2017	\$0	No Funding Required	English teachers
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Strategy 3:

Cooperative Learning Research Based Strategies - Students will work in interactive small groups based on student data in order to increase student growth.

Category: Learning Systems

Research Cited: KAGAN; Hattie Strategies

Activity - KAGAN	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
KAGAN is a cooperative learning strategy that groups students for interactive lessons based on assessment data. Students are regrouped after each assessment in order to optimize learning.	Academic Support Program	08/17/2016	06/01/2017	\$500	Title I Part A	Teachers; KAGAN Trainer;

Activity - Hattie Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will become more independent learners by using activities and strategies with effect sizes that grow them beyond one grade level. Writing teachers will use the Self-reported grades/Student Expectations and Microteaching	Academic Support Program	08/17/2016	06/01/2017	\$600	Other	Teachers; Curriculum Instructor

Activity - Poetry Club	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Student created and led group that hosts a bi-monthly themed Poetry Night where students can read poetry that they have written or read poetry focused on the theme.	Extra Curricular	08/17/2016	06/01/2017	\$0	No Funding Required	Poetry Club Leader
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Strategy 4:

Standards Based Grading - Students are graded based on the standards that are included on each assessment in order to show mastery of the standards. Students may reassess under teacher guidance, if needed.

Category: Continuous Improvement

Research Cited: Standards Based Grading

Activity - Standards Based Grading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are graded based on the standards that are included on each assessment in order to show mastery of the standards. Students may reassess under teacher guidance, if needed.	Technology	08/17/2016	06/01/2017	\$1500	Title I Part A	Teachers; Technology Coordinator

Goal 10: By June 2017, the percentage of all students scoring proficient & distinguished in Reading will increase as reported by the school report card.

Measurable Objective 1:

5% of All Students will demonstrate a proficiency by scoring proficient or distinguished in Reading by 06/01/2017 as measured by English 10 EOC assessment data .

Strategy 1:

Cooperative Learning - Teachers will use Kagan Structures to provide opportunity for student lead learning & instruction.

Category: Learning Systems

Research Cited: John Hattie & Spencer Kagan Research Based Cooperative Strategies

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Activity - Kagan Structures	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Cooperative group learning through Kagan Structures for student led learning	Academic Support Program	11/01/2016	06/01/2017	\$0	No Funding Required	English Department

Strategy 2:

Standard Based Grading - English teachers will implement at least 1 standard based grading opportunity each 9 week grading period

Category: Learning Systems

Research Cited: Standard Based Grading Research

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers participate in Professional Development for standards based grading	Professional Learning	08/17/2016	06/01/2017	\$1500	Title I Part A	Professional Development Committee, English teachers

Goal 11: By June 2017, we will reduce the percentage of students in the non duplicated gap group scoring novice in writing as reported by the school report card.

Measurable Objective 1:

4% of Tenth and Eleventh grade Students with Disabilities students will demonstrate a behavior by decreasing the number of novice in Writing by 06/01/2017 as measured by K-PREP On Demand.

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Strategy 1:

Reading Plus - English teachers will implement the writing component of reading plus

Category: Continuous Improvement

Research Cited: Reading Plus Online Reading Assessment

Activity - ReadingPlus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will connect with appropriate writing instruction through self-selected writing prompt topics through ReadingPlus at a minimum of once per week.	Academic Support Program	11/01/2016	06/01/2017	\$2500	Title I Part A	English Teachers, Interventionist, Co & Resource teachers

Measurable Objective 2:

A 1% decrease of Economically Disadvantaged students will demonstrate a proficiency of novice reduction in Writing in Writing by 06/01/2017 as measured by On-Demand writing data.

Strategy 1:

Hattie Effect Strategies - Identified, targeted students will participate in micro-teaching (Hattie Effect) centers during writing instruction during English classes

Category: Learning Systems

Research Cited: John Hattie

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Visible Learning, On-Demand Writing	Academic Support Program	08/01/2016	06/01/2017	\$500	State Funds	English Teachers, Principal, SBDM, Professional Development Coordinator

Goal 12: Increase the TELL Survey reporting results for Community Support and Parent Involvement

Measurable Objective 1:

collaborate to increase community support and parent involvement by 06/01/2017 as measured by TELL Survey results.

Strategy 1:

District Parent Events - Develop events to increase stakeholder participation and awareness.

Category: Stakeholder Engagement

Research Cited: Parental Involvement and Student Achievement: A Meta-Analysis. Jeynes, William, 2005

Activity - District Nights	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Community and Parents will be invited to participate in a Celebrate Our Students events throughout the year (each semester)	Parent Involvement, Community Engagement	10/31/2016	04/03/2017	\$800	State Funds	Principal, Teachers, SBDM

Goal 13: Increase teacher retention

Measurable Objective 1:

collaborate to increase teacher retention by providing support to non-tenured teachers. by 06/01/2017 as measured by SRC.

Strategy 1:

Mentoring - By providing mentoring relationships, new teachers will have access to resources and experienced teachers.

Category: Teacher PGES

Research Cited: Harry Wong

Activity - Mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New teachers will be paired with an experienced teacher to provide additional support and access to materials.	Recruitment and Retention	08/17/2016	06/01/2017	\$500	Other	Principal, Curriculum Coordinator

Goal 14: McCreary Central High School will increase it's CCR percentage.

Measurable Objective 1:

A 97% increase of Twelfth grade students will improve graduation rate by 4.1% to the target of 96.5% by June 2017. in Career & Technical by 10/02/2017 as measured by 4-year Cohort Graduation Rate calculation..

Strategy 1:

Career Pathways - Students will have the opportunity to complete industry certifications through multiple career pathways.

Category: Career Readiness Pathways

Research Cited: OPRE, 2010.

Activity - Expansion of Career Pathways	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Include additional career pathway - welding through dual credit KCTCS partnership	Career Preparation/Orientation	01/02/2017	08/01/2017	\$8000	Career and Technical Education Funds	Principal, CTE Coordinator, KCTCS
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Goal 15: By June 2017, we will increase the percentage of all students scoring proficient & distinguished in math as reported by the school report card.

Measurable Objective 1:

3% of All Students will demonstrate a proficiency by increasing the number of proficiency & distinguished in Mathematics by 06/01/2017 as measured by Algebra II EOC Assessment Data.

Strategy 1:

Readiness Workshop - Opportunity will be provided for student to attend Readiness Workshops for enrichment related activities.

Category: Learning Systems

Research Cited: Standards Based Grading

Activity - Creativity Programs on Achievement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in enrichment learning opportunities using cooperative and hands on learning experiences.	Academic Support Program	11/01/2016	06/01/2017	\$3000	Title I Part A	Math Teachers, E.S.S Coordinator, Principal.

Strategy 2:

Visible Learning - Math Department will implement instructional strategies suggested by John Hattie's Visible learning for Teachers to maximize impact on learning.

Category: Professional Learning & Support

Research Cited: Hattie Effect Research Based Impact on Learning

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Activity - Self Reported Grades	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will estimate their own performance in learning through self monitoring, benchmark assessments, & standards based grading.	Academic Support Program	11/01/2016	06/01/2017	\$0	No Funding Required	Math Teachers, Curriculum Specialist,

Goal 16: By October 1, 2017, McCreary Central High School will increase it's average Freshman graduation rate.

Measurable Objective 1:

improve graduation rate by 4.1% to our targeted rate of 96.5% by 10/02/2017 as measured by school report card.

Strategy 1:

Persistence to Graduation - Our school will review the PtG report and identify students at risk of not graduating and provide additional support and monitoring.

Category: Persistence to Graduation

Research Cited: NASFAA, 2010.

Activity - PtG Report Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Rtl interventionist and Guidance Counselor will review the PtG report to identify at risk-students for mentoring activities.	Academic Support Program	11/01/2016	06/01/2017	\$3000	Title I Part A	Rtl Interventionist , Guidance Counselor

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Activity - Boomerang	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Gear-Up Boomerang Link Crew program will assign mentors to incoming freshmen to support successful transitioning.	Other - Mentoring/Transitioning	07/01/2016	06/01/2017	\$2500	Other	Link Crew Teacher, Academic Specialist, Guidance Counselor

Goal 17: Recruit highly qualified teachers

Measurable Objective 1:

collaborate to recruit highly qualified, certified teachers by 06/01/2017 as measured by SRC.

Strategy 1:

Post Secondary Partnerships - Our school will develop partnering relationships with post-secondary institutions.

Category: Stakeholder Engagement

Research Cited: CCR studies

Activity - Student Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our school will provide opportunities for placement of student teachers.	Recruitment and Retention	08/18/2016	06/01/2017	\$0	No Funding Required	Principal, teachers

Goal 18: By June 2017, we will increase the percentage of all students scoring proficient or distinguished in combined reading & math as reported by the school report card.

Measurable Objective 1:

4% of All Students will demonstrate a proficiency by increasing the number of students scoring proficiency & distinguished in Reading by 06/01/2017 as measured by School Report Card.

Strategy 1:

Standards Based Grading - All teacher will implement at least 1 standards based grading measure each 9 week grading period

Category: Management Systems

Research Cited: Standard Based Grading

Activity - Visible Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will implement instructional strategies suggested by John Hattie's Visible Learning for Teachers to maximize impact on learning	Professional Learning	11/01/2016	06/01/2017	\$0	No Funding Required	Teachers, Curriculum Specialist

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Kagan Resource Library	Teachers will have access to Kagan materials, including instructional strategies, structures, & sharing among staff of teacher made materials.	Other - Instructional Support	10/01/2016	06/01/2017	\$0	Kagan Trainer, Curriculum Supervisor, & Interventionist
Standards Based Grading	Teachers are implementing an element of standards based grading into each nine weeks grade book.	Other - Progress Monitoring	08/17/2016	06/01/2017	\$0	Teachers; Guidance Counselor
Benchmark data	Benchmark data will be used to monitor student progress.	Other - Progress Monitoring	08/17/2016	06/01/2017	\$0	Teachers; Interventionist
Self Reported Grades	Students will estimate their own performance in learning through self monitoring, benchmark assessments, & standards based grading.	Academic Support Program	11/01/2016	06/01/2017	\$0	Math Teachers, Curriculum Specialist,
Interactive Labs	Science instruction will include interactive learning opportunities based on Hattie effect as part of regular instruction	Academic Support Program	11/01/2016	06/01/2017	\$0	Science department
Teacher Placement	School will place a HQ teacher in Biology to support student achievement on the Biology I EOC.	Recruitment and Retention	11/01/2016	12/30/2016	\$0	Principal
Standards-Based Grading	Teachers will implement a component of standards-based grading on each 9 weeks grade in Biology I	Academic Support Program	10/27/2016	06/01/2017	\$0	Biology Teachers, Principal, Guidance Counselor
Seminar	Students receive large group instruction with breakout activities for individualized learning.	Direct Instruction	08/17/2016	06/01/2017	\$0	Teachers; Curriculum Coordinator
Student Teachers	Our school will provide opportunities for placement of student teachers.	Recruitment and Retention	08/18/2016	06/01/2017	\$0	Principal, teachers
Professional Learning Community	PLC Meetings with the Curriculum Instructor were used to identify appropriate Hattie Strategies according to student needs.	Professional Learning	08/17/2016	06/01/2017	\$0	Teachers; Curriculum Instructor
Visible Learning	All teachers will implement instructional strategies suggested by John Hattie's Visible Learning for Teachers to maximize impact on learning	Professional Learning	11/01/2016	06/01/2017	\$0	Teachers, Curriculum Specialist

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Benchmark Assessments	Benchmark Assessments are administered at the end of each nine weeks.	Other - Progress Monitoring	08/17/2016	06/01/2017	\$0	Teachers; Interventionist
Individualized Instruction	Instruction based on student interest & past learning experiences that allows for flexibility in teaching methods and motivational strategies to meet the needs of all learners.	Academic Support Program	11/01/2016	06/01/2017	\$0	Science teachers, SPED teachers
Name & Claim	History teachers will identify socially economic deprived students to plan and monitor intervention & progress based on students identified (flagged) in Infinite Campus.	Academic Support Program	11/01/2016	06/01/2017	\$0	Novice Reduction Team, History Department
Raider Crusaders	Raider Crusaders club focuses on the content in history in order to support what is being taught throughout the year.	Extra Curricular	08/17/2016	06/01/2017	\$0	Raider Crusader teacher leaders
Vocabulary Programs	Implement Kagan Structures Essential 5: such as Fan N Pick, Showdown, Rally Coach, Round Robin, Quiz Quiz Trade, Think-Pair-Share to gain better understanding of essential vocabulary	Academic Support Program	10/24/2016	06/01/2017	\$0	History Department
Texas Instrument Training	Teacher Training for student use of Texas Instrument calculators	Professional Learning	08/17/2016	06/01/2017	\$0	Linda Roberts; Mike Sexton
Enrichment Activities	Implement Kagan activities in which students master more mature ideas through critical thinking. (Examples may include: Think Time, Numbered Heads Together, Learning Centers, Journaling, Jigsaw Questioning)	Academic Support Program	11/01/2016	06/01/2017	\$0	History teachers
Self Reported Grades	Math department will select at least 1 instructional strategy based on Hattie's visible learning research and effect size.	Academic Support Program	11/01/2016	06/01/2017	\$0	Math department
Professional Learning Community	PLC Meetings with the Curriculum Instructor were used to identify appropriate Hattie Strategies according to student needs.	Professional Learning	08/17/2016	06/01/2017	\$0	Curriculum Instructor; Teachers
Kagan Structures	Cooperative group learning through Kagan Structures for student led learning	Academic Support Program	11/01/2016	06/01/2017	\$0	English Department
Professional Learning Community	PLC Meetings within the department were used to outline specific strategies (3.8 format/Thesis Statement/Interactive Activities) for student growth according to student data.	Professional Learning	08/17/2016	06/01/2017	\$0	English teachers
Poetry Club	Student created and led group that hosts a bi-monthly themed Poetry Night where students can read poetry that they have written or read poetry focused on the theme.	Extra Curricular	08/17/2016	06/01/2017	\$0	Poetry Club Leader
Benchmark Assessement	Teachers administer benchmark exams each nine weeks in order to monitor student progress.	Other - Progress Monitoring	08/17/2016	06/01/2017	\$0	Teachers; Guidance Counselor
Total					\$0	

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Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Boomerang	The Gear-Up Boomerang Link Crew program will assign mentors to incoming freshmen to support successful transitioning.	Other - Mentoring/Transitioning	07/01/2016	06/01/2017	\$2500	Link Crew Teacher, Academic Specialist, Guidance Counselor
Novice Reduction Team	The Novice Reduction team analyzes accountability scores in order to help determine best practices for reading.	Professional Learning	08/17/2016	06/01/2017	\$2000	Novice Reduction Team; Principal
WIN Learning	Online program with a targeted population of students for remediation in reading and math.	Academic Support Program	08/17/2016	06/01/2017	\$10000	Teachers; Principal; Interventionist
Mentoring	New teachers will be paired with an experienced teacher to provide additional support and access to materials.	Recruitment and Retention	08/17/2016	06/01/2017	\$500	Principal, Curriculum Coordinator
MAPS testing	Students take the MAPS test in order to guide instruction and monitor student growth.	Other - Progress Monitoring	08/17/2016	06/01/2017	\$30000	Gear Up Academic Instructor; Technology Coordinator
Gear Up: MAPS testing	Students take the MAPS test in order to guide instruction and monitor student growth.	Other - Progress Monitoring	08/17/2016	06/01/2017	\$30000	Gear Up Academic Specialist; Technology Coordinator
Novice Reduction Team	The Novice Reduction team analyzes accountability scores in order to help determine best practices for reading including PD, the data retreat, and monthly meetings.	Professional Learning	08/17/2016	06/01/2017	\$2000	Principal; Novice Reduction Team
WIN Learning	Online program with a targeted population of students for remediation in reading and math.	Academic Support Program	08/17/2016	06/01/2017	\$10000	Teachers; Interventionist
Chrome Books	Students are using the Chrome books (Google Docs/Apps/Microsoft Office/Kahoot, etc.) in order to increase student learning and comprehension.	Technology	08/17/2016	06/01/2017	\$14000	Teachers; Technology Staff
Gear Up: MAPS testing	Students take the MAPS test in order to guide instruction and monitor student growth.	Other - Progress Monitoring	08/17/2016	06/01/2017	\$30000	Technology Coordinator; Gear Up Academic Specialist

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Hattie Strategies	Students will become more independent learners by using activities and strategies with effect sizes that grow them beyond one grade level. Writing teachers will use the Self-reported grades/Student Expectations and Microteaching	Academic Support Program	08/17/2016	06/01/2017	\$600	Teachers; Curriculum Instructor
Total					\$131600	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Visible Learning, On-Demand Writing	Academic Support Program	08/01/2016	06/01/2017	\$500	English Teachers, Principal, SBDM, Professional Development Coordinator
Upfront Magazines	Students read current events and complete reading and writing activities that help to support the content.	Academic Support Program	08/17/2016	06/01/2017	\$700	Teachers
District Nights	Community and Parents will be invited to participate in a Celebrate Our Students events throughout the year (each semester)	Parent Involvement, Community Engagement	10/31/2016	04/03/2017	\$800	Principal, Teachers, SBDM
Total					\$2000	

Career and Technical Education Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Expansion of Career Pathways	Include additional career pathway - welding through dual credit KCTCS partnership	Career Preparation/Orientation	01/02/2017	08/01/2017	\$8000	Principal, CTE Coordinator, KCTCS
Total					\$8000	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Skills Nights	Skills Nights are hosted at the school to assist students in being college ready.	Academic Support Program	08/17/2016	06/01/2017	\$3500	Teachers; Principal; Interventionist

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Professional Development	Teachers participated in Professional Development with Ken Mattingly	Professional Learning	08/17/2016	06/01/2017	\$1700	Principal; Teachers; Professional Development coordinator
PtG Report Monitoring	The Rtl interventionist and Guidance Counselor will review the PtG report to identify at risk-students for mentoring activities.	Academic Support Program	11/01/2016	06/01/2017	\$3000	Rtl Interventionist, Guidance Counselor
Standards Based Grading	Students are graded based on the standards that are included on each assessment in order to show mastery of the standards. Students may reassess under teacher guidance, if needed.	Technology	08/17/2016	06/01/2017	\$1500	Teachers; Technology Coordinator
Labs	Students will participate in lab-based activities to support content instruction, apply investigative technique for inquiry, and analysis of data.	Direct Instruction	11/01/2016	06/01/2017	\$4500	Science teachers, principal, curriculum coordinator
Reading Plus	Students will complete a weekly reading program that is individualized by student need and ability level.	Academic Support Program	08/17/2016	06/01/2017	\$2500	Interventionist ; Reading Plus Specialist; Teachers
KAGAN	KAGAN is a cooperative learning strategy that groups students for interactive lessons based on assessment data. Students are regrouped after each assessment in order to optimize learning.	Academic Support Program	08/17/2016	06/01/2017	\$1000	KAGAN Trainer, Teachers
KAGAN	KAGAN is a cooperative learning strategy that groups students for interactive lessons based on assessment data. Students are regrouped after each assessment in order to optimize learning.	Academic Support Program	08/17/2016	06/01/2017	\$500	Teachers; KAGAN Trainer;
ESS	ESS Plan includes weekly tutoring, Saturday sessions, and morning homework help.	Academic Support Program	08/17/2016	06/01/2017	\$20000	Teachers; Principal; Interventionist
Pre-ACT	9th-10th grade students will take the Pre-ACT in order to monitor progress toward meeting benchmarks for college readiness.	Other - Progress Monitoring	08/17/2016	06/01/2017	\$8000	Technology Coodinator; Interventionist ; Guidance Counselors
ESS PLAN	ESS Plan includes weekly tutoring, Saturday sessions, and morning homework help.	Academic Support Program	08/17/2016	06/01/2017	\$20000	Teachers; Interventionist ; Principal; ESS Coordinator

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Hattie Strategies	The English Department will be implementing Interactive Note-Taking and Student Led Teaching which will give students more ownership in their learning.	Academic Support Program	08/17/2016	06/01/2017	\$1000	Interventionist ; English Teachers
KAGAN	KAGAN is a cooperative learning strategy that groups students for interactive lessons based on assessment data. Students are regrouped after each assessment in order to optimize learning.	Academic Support Program	08/17/2016	06/01/2017	\$500	KAGAN Trainer; All Teachers
Professional Development	Teachers participated in Professional Development with Ken Mattingly	Professional Learning	08/10/2016	06/01/2017	\$1500	Teachers; Guidance Counselors
Creativity Programs on Achievement	Students will participate in enrichment learning opportunities using cooperative and hands on learning experiences.	Academic Support Program	11/01/2016	06/01/2017	\$3000	Math Teachers, E.S.S Coordinator, Principal.
Pre-ACT	9th-10th grade students will take the Pre-ACT in order to monitor progress toward meeting benchmarks for college readiness.	Other - Progress Monitoring	12/01/2016	06/01/2017	\$8000	Guidance Counselors; Testing Team; Interventionist
Hattie Strategies	Math Teachers will implement the Learning by Teaching, Peer to Peer Teaching, and Self-Monitoring in order to help students become more independent learners.	Academic Support Program	08/17/2016	06/01/2017	\$1000	Guidance Counselors; Math Teachers
KAGAN	KAGAN is a cooperative learning strategy that groups students for interactive lessons based on assessment data. Students are regrouped after each assessment in order to optimize learning.	Academic Support Program	08/17/2016	06/01/2017	\$500	Teachers; KAGAN Trainer
Hattie Strategies	Students will become more independent learners by using activities and strategies with effect sizes that grow them beyond one grade level. (Visible Learning/Gallery Walks/QFT)	Academic Support Program	08/17/2016	06/01/2017	\$500	Teachers; Curriculum Instructor
Standards Based Grading	Each 9 week grading period will include a standards based learning target.	Policy and Process	08/17/2016	06/01/2017	\$1500	Math Department
Professional Development - New Teachers	Kagan Training	Professional Learning	10/01/2016	06/01/2017	\$500	Trained Kagan Trainer, Professional Development Committee
Implementation of Standards Based Grading	Teachers are implementing an element of standards based grading into each nine weeks grade book.	Other - Progress Monitoring	08/17/2016	06/01/2017	\$1500	Teachers; Guidance Counselor

Comprehensive School Improvement Plan

McCreary Central High School

Chrome Books	Students use the chrome books to implement the Catch Up Math and other online math programs.	Technology	08/17/2016	06/01/2017	\$14000	Technology Staff, Classroom Teachers
On Demand Writing Training	Writing Teacher leaders participated in On Demand Writing training that focused on the KPREP On Demand writing in across all grade levels.	Professional Learning	07/21/2016	06/01/2017	\$450	English teachers; Interventionist
Catch Up Math	Catch up math is an engaging, individualized learning program for students who are struggling in math. It provides differentiated instruction for students.	Academic Support Program	11/01/2016	06/01/2017	\$600	Interventionist ; Math Intervention Teachers
Professional Development	Ken Mattingly, Professional Development for SBG	Professional Learning	08/05/2016	09/01/2016	\$1500	Teachers, Principal, Consultant
ReadingPllus	Online remediation/extension for intervention	Academic Support Program	11/01/2016	06/01/2017	\$2500	Interventionist , English Teachers, Guidance Counselor
Pre-ACT	9th-10th grade students will take the Pre-ACT in order to monitor progress toward meeting benchmarks for college readiness.	Other - Progress Monitoring	12/01/2016	06/01/2017	\$8000	Testing Team; Guidance Counselors; Interventionist
ReadingPlus	Students will connect with appropriate writing instruction through self-selected writing prompt topics through ReadingPlus at a minimum of once per week.	Academic Support Program	11/01/2016	06/01/2017	\$2500	English Teachers, Interventionist , Co & Resource teachers
Document Based Questioning	Student's use source documents to support content in US History.	Academic Support Program	08/17/2016	06/01/2017	\$1700	Teachers; PD Coordinator
ESS	ESS Plan includes weekly tutoring, Saturday sessions, and morning homework help.	Academic Support Program	08/17/2016	06/01/2017	\$20000	ESS Coodinator; Principal; ESS Teachers
Professional Development	Teachers participate in Professional Development for standards based grading	Professional Learning	08/17/2016	06/01/2017	\$1500	Professional Development Committee, English teachers
Kuta-Software	Teacher will use Kuta-Software to generate assignments and assessments to meet individual student needs.	Other - Learning System	08/17/2016	06/01/2017	\$800	Math teachers.

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Skills Nights	Skills Nights are hosted at the school to assist students in being college ready.	Academic Support Program	08/17/2016	06/01/2017	\$3500	Teachers; Principal; Interventionist
Progress Monitoring	Reading Plus Benchmark Data used to monitor student growth.	Academic Support Program	11/01/2016	06/01/2017	\$2500	English Staff, Curriculum & Interventionist Specialist.
Progress Monitoring	Continuous progress monitoring through benchmark assessment used to measure student growth.	Professional Learning, Academic Support Program	08/17/2016	06/01/2017	\$600	Intervention math teacher, Intervention Specialist, Curriculum Specialist.
Total					\$145850	

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes	Comprehensive Needs Assessment completed during Novice Reduction Data Retreat Study Your Scores Workshop with Lynne Keen	

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes	Kagan Structures Hattie Effects learning Literacy Plan Intervention Courses Dual Enrollment	

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

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes	Our school implements KAGAN, Kansas, and Hattie Effect strategies for students struggling to achieve mastery of standards. We also provide remedial support through ReadingPlus, Lexia, WIN Learning, APEX, and Catch-up Math.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	All teachers are certified to teach in their fields and are considered HQ.	

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes	Title I funds are budgeted to support appropriate, approved school-wide initiatives, improvement goals, and instructional support for students considered to be at-risk (academically and socioeconomically.)	

Comprehensive School Improvement Plan

McCreary Central High School

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes	Parent nights Freshman orientation FASFA Nights Special Community Events Raider nation Immigration	

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

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

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes	The CSIP committee conducted the evaluation which was reviewed by the SBDM committee.	

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

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes	Our school continues to implement researched-based strategies (Hattie Effect, KAGAN, Kansas and Standards-based grading. We also use ReadingPlus, Lexia, and Catch-up Math for interventions.	

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

Comprehensive School Improvement Plan

McCreary Central High School

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

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes	Our school integrates funding from the following: -SEEK -ESS -Carl Perkins -Gear Up -LAVEC -Voc Rehab -KHEAA -Title I	

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

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

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	Yes	Financial records are kept at both the central office and the school.	

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

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	N/A	Non-targeted assistance	

Comprehensive School Improvement Plan

McCreary Central High School

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	Yes	Google Standards-based Grading Hattie KAGAN Kansas Visible Learning DBQ	

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes	CSIP Committee conducted a review and SBDM approved it.	

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

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

Label	Assurance	Response	Comment	Attachment
Professional Development	The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes	Academic achievement data was reviewed by teachers during the Study Your Scores workshop by KASC in October. Teachers also review individual student achievement data and their progress towards meeting CCR through KOSSA, ACT, Work Keys, and Industry Certification testing.	

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

Comprehensive School Improvement Plan

McCreary Central High School

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

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

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

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

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes	The school met cap size requirements without use of allocated Title I funds.	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes	The school's staffing plan met cap size requirements without use of Title II funds.	

Phase II - KDE Compliance and Accountability - Schools

Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Planning and Accountability Requirements

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

Goal 1:

Increase the TELL Survey reporting results for Community Support and Parent Involvement

Measurable Objective 1:

collaborate to Increase community support and parent involvement by 06/01/2017 as measured by TELL Survey results.

Strategy1:

District Parent Events - Develop events to increase stakeholder participation and awareness.

Category: Stakeholder Engagement

Research Cited: Parental Involvement and Student Achievement: A Meta-Analysis. Jeynes, William, 2005

Activity - District Nights	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Community and Parents will be invited to participate in a Celebrate Our Students events throughout the year (each semester)	Community Engagement Parent Involvement	10/31/2016	04/03/2017	\$800 - State Funds	Principal, Teachers, SBDM

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

Goal 1:

By June 2017, we will increase the percentage of all students scoring proficient or distinguished in combined reading & math as reported by the school report card.

Measurable Objective 1:

4% of All Students will demonstrate a proficiency by increasing the number of students scoring proficiency & distinguished in Reading by 06/01/2017 as measured by School Report Card.

Strategy1:

Standards Based Grading - All teacher will implement at least 1 standards based grading measure each 9 week grading period

Category: Management Systems

Research Cited: Standard Based Grading

Comprehensive School Improvement Plan

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Activity - Visible Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will implement instructional strategies suggested by John Hattie's Visible Learning for Teachers to maximize impact on learning	Professional Learning	11/01/2016	06/01/2017	\$0 - No Funding Required	Teachers, Curriculum Specialist

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

N/A (this question does not apply)

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

By June 2017, we will reduce the percentage of students in the non duplicated gap group scoring novice in writing as reported by the school report card.

Measurable Objective 1:

4% of Tenth and Eleventh grade Students with Disabilities students will demonstrate a behavior by decreasing the number of novice in Writing by 06/01/2017 as measured by K-PREP On Demand.

Strategy1:

Reading Plus - English teachers will implement the writing component of reading plus

Category: Continuous Improvement

Research Cited: Reading Plus Online Reading Assessment

Activity - ReadingPlus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will connect with appropriate writing instruction through self-selected writing prompt topics through ReadingPlus at a minimum of once per week.	Academic Support Program	11/01/2016	06/01/2017	\$2500 - Title I Part A	English Teachers, Interventionist, Co & Resource teachers

Comprehensive School Improvement Plan

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Measurable Objective 2:

A 1% decrease of Economically Disadvantaged students will demonstrate a proficiency of novice reduction in Writing in Writing by 06/01/2017 as measured by On-Demand writing data.

Strategy1:

Hattie Effect Strategies - Identified, targeted students will participate in micro-teaching (Hattie Effect) centers during writing instruction during English classes

Category: Learning Systems

Research Cited: John Hattie

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Visible Learning, On-Demand Writing	Academic Support Program	08/01/2016	06/01/2017	\$500 - State Funds	English Teachers, Principal, SBDM, Professional Development Coordinator

Goal 2:

By June 2017, we will reduce the percentage of students in the non duplicated gap group scoring novice in reading as reported by the school report card.

Measurable Objective 1:

5% of Economically Disadvantaged and Students with Disabilities students will demonstrate a behavior by decreasing the number of novice in Reading by 06/01/2017 as measured by English 10 E.O.C, Assessment Data.

Strategy1:

Reading Plus - Online silent reading program used as supplementary support for students identified below benchmark or not reaching proficiency.

Category: Learning Systems

Research Cited: Research based silent reading intervention that help students gain proficiency by improving comprehension, vocabulary, & reading rate.

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Plus Benchmark Data used to monitor student growth.	Academic Support Program	11/01/2016	06/01/2017	\$2500 - Title I Part A	English Staff, Curriculum & Interventionist Specialist.

Strategy2:

Kagan - The Essential 5 structures focusing on cooperative learning groups that target multiple intelligence's, character education, language learning, & emotional intelligence.

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Category: Learning Systems

Research Cited: Research-Based Kagan Structures: The Essential 5

Activity - Kagan Resource Library	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will have access to Kagan materials, including instructional strategies, structures, & sharing among staff of teacher made materials.	Other - Instructional Support	10/01/2016	06/01/2017	\$0 - No Funding Required	Kagan Trainer, Curriculum Supervisor, & Interventionist

Activity - Professional Development - New Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kagan Training	Professional Learning	10/01/2016	06/01/2017	\$500 - Title I Part A	Trained Kagan Trainer, Professional Development Committee

Goal 3:

By June 2017, we will reduce the percentage of students in the non duplicated gap group scoring novice in math as reported by the school report card.

Measurable Objective 1:

A 3% decrease of Students with Disabilities students will demonstrate a proficiency by novice reduction in Algebra II in Mathematics by 06/01/2017 as measured by Algebra II EOC assessment data.

Strategy1:

Visible Learning - Instructional strategies used to maximize the impact on learning based on John Hattie Effect.

Category: Continuous Improvement

Research Cited: John Hattie researched based visible learning for teachers.

Activity - Self Reported Grades	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math department will select at least 1 instructional strategy based on Hattie's visible learning research and effect size.	Academic Support Program	11/01/2016	06/01/2017	\$0 - No Funding Required	Math department

Activity - Standards Based Grading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each 9 week grading period will include a standards based learning target.	Policy and Process	08/17/2016	06/01/2017	\$1500 - Title I Part A	Math Department

Measurable Objective 2:

A 3% decrease of Economically Disadvantaged and Students with Disabilities students will demonstrate a behavior by decreasing the number of novice in math in Mathematics by 06/01/2017 as measured by Algebra II EOC Assessment Data.

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Strategy1:

Catch-Up Math - This is a supplementary instructional support for students identified as scoring below benchmark/proficiency in the area of math.

Category: Learning Systems

Research Cited: Online researched based curriculum support for math used to improve student success & teacher effectiveness.

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continuous progress monitoring through benchmark assessment used to measure student growth.	Professional Learning Academic Support Program	08/17/2016	06/01/2017	\$600 - Title I Part A	Intervention math teacher, Intervention Specialist, Curriculum Specialist.

Strategy2:

Visible Learning - Instructional strategies used to maximize the impact on learning based on John Hattie Effect.

Category: Continuous Improvement

Research Cited: John Hattie researched based visible learning for teachers.

Activity - Self Reported Grades	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math department will select at least 1 instructional strategy based on Hattie's visible learning research and effect size.	Academic Support Program	11/01/2016	06/01/2017	\$0 - No Funding Required	Math department

Activity - Standards Based Grading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each 9 week grading period will include a standards based learning target.	Policy and Process	08/17/2016	06/01/2017	\$1500 - Title I Part A	Math Department

Goal 4:

By June 2017, we will reduce the percentage of students in the non duplicated gap group scoring novice in science as reported by the school report card.

Measurable Objective 1:

A 5% decrease of Students with Disabilities students will demonstrate a behavior by decreasing the number in Science by 06/01/2017 as measured by Biology EOC assessment data.

Strategy1:

Visible Learning - science department will implement at least 1 instructional strategy from John Hattie's visible learning research to maximize impact on learning

Category: Learning Systems

Research Cited: John Hattie/Visible Learning for Teachers Maximizing Impact on Learning

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Activity - Interactive Labs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science instruction will include interactive learning opportunities based on Hattie effect as part of regular instruction	Academic Support Program	11/01/2016	06/01/2017	\$0 - No Funding Required	Science department

Strategy2:

Restructuring Course of Study - science teachers will restructure classes &/or offer flexibility in student assignment to implement creativity related to achievement with more hands on activities & less passive methods such as videos or conceptual assignments

Category: Management Systems

Research Cited: John Hattie's Visible learning for Teachers

Activity - Individualized Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instruction based on student interest & past learning experiences that allows for flexibility in teaching methods and motivational strategies to meet the needs of all learners.	Academic Support Program	11/01/2016	06/01/2017	\$0 - No Funding Required	Science teachers, SPED teachers

Goal 5:

By June 2017, we will reduce the percentage of students in the non duplicated gap group scoring novice in social studies as reported by the school report card.

Measurable Objective 1:

A 5% decrease of Economically Disadvantaged students will demonstrate a behavior by decreasing the number of novice in Social Studies by 06/01/2017 as measured by U.S. History EOC.

Strategy1:

Visible Learning - social studies department will implement at least 1 instructional strategy based on the visible learning for teachers to maximize the impact on learning

Category: Learning Systems

Research Cited: John Hattie's Visible Learning for Teachers

Activity - Enrichment Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement Kagan activities in which students master more mature ideas through critical thinking. (Examples may include: Think Time, Numbered Heads Together, Learning Centers, Journaling, Jigsaw Questioning)	Academic Support Program	11/01/2016	06/01/2017	\$0 - No Funding Required	History teachers

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Activity - Vocabulary Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement Kagan Structures Essential 5: such as Fan N Pick, Showdown, Rally Coach, Round Robin, Quiz Quiz Trade, Think-Pair-Share to gain better understanding of essential vocabulary	Academic Support Program	10/24/2016	06/01/2017	\$0 - No Funding Required	History Department

Strategy2:

Identification of Gap Group - Students who are socially & economically deprived will be flagged through Infinite Campus for identification & progress monitoring.

Category: Management Systems

Research Cited: Response to Intervention - Progress Monitoring used to make informed instructional decisions.

Activity - Name & Claim	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
History teachers will identify socially economic deprived students to plan and monitor intervention & progress based on students identified (flagged) in Infinite Campus.	Academic Support Program	11/01/2016	06/01/2017	\$0 - No Funding Required	Novice Reduction Team, History Department

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

Goal 1:

By October 1, 2017, McCreary Central High School will increase it's average Freshman graduation rate.

Measurable Objective 1:

improve graduation rate by 4.1% to our targeted rate of 96.5% by 10/02/2017 as measured by school report card.

Strategy1:

Persistence to Graduation - Our school will review the PtG report and identify students at risk of not graduating and provide additional support and monitoring.

Category: Persistence to Graduation

Research Cited: NASFAA, 2010.

Activity - Boomerang	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Gear-Up Boomerang Link Crew program will assign mentors to incoming freshmen to support successful transitioning.	Other - Mentoring/Transitioning	07/01/2016	06/01/2017	\$2500 - Other	Link Crew Teacher, Academic Specialist, Guidance Counselor

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Activity - PtG Report Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Rtl interventionist and Guidance Counselor will review the PtG report to identify at risk-students for mentoring activities.	Academic Support Program	11/01/2016	06/01/2017	\$3000 - Title I Part A	Rtl Interventionist, Guidance Counselor

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

Goal 1:

McCreary Central High School will increase it's CCR percentage.

Measurable Objective 1:

A 97% increase of Twelfth grade students will improve graduation rate by 4.1% to the target of 96.5% by June 2017. in Career & Technical by 10/02/2017 as measured by 4-year Cohort Graduation Rate calculation..

Strategy1:

Career Pathways - Students will have the opportunity to complete industry certifications through multiple career pathways.

Category: Career Readiness Pathways

Research Cited: OPRE, 2010.

Activity - Expansion of Career Pathways	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Include additional career pathway - welding through dual credit KCTCS partnership	Career Preparation/ Orientation	01/02/2017	08/01/2017	\$8000 - Career and Technical Education Funds	Principal, CTE Coordinator, KCTCS

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

Goal 1:

By June 2017, we will reduce the percentage of students in the non duplicated gap group scoring novice in writing as reported by the school report card.

Measurable Objective 1:

4% of Tenth and Eleventh grade Students with Disabilities students will demonstrate a behavior by decreasing the number of novice in Writing by 06/01/2017 as measured by K-PREP On Demand.

Strategy1:

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Reading Plus - English teachers will implement the writing component of reading plus

Category: Continuous Improvement

Research Cited: Reading Plus Online Reading Assessment

Activity - ReadingPlus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will connect with appropriate writing instruction through self-selected writing prompt topics through ReadingPlus at a minimum of once per week.	Academic Support Program	11/01/2016	06/01/2017	\$2500 - Title I Part A	English Teachers, Interventionist, Co & Resource teachers

Measurable Objective 2:

A 1% decrease of Economically Disadvantaged students will demonstrate a proficiency of novice reduction in Writing in Writing by 06/01/2017 as measured by On-Demand writing data.

Strategy1:

Hattie Effect Strategies - Identified, targeted students will participate in micro-teaching (Hattie Effect) centers during writing instruction during English classes

Category: Learning Systems

Research Cited: John Hattie

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Visible Learning, On-Demand Writing	Academic Support Program	08/01/2016	06/01/2017	\$500 - State Funds	English Teachers, Principal, SBDM, Professional Development Coordinator

Goal 2:

McCreary Central High School will increase it's CCR percentage.

Measurable Objective 1:

A 97% increase of Twelfth grade students will improve graduation rate by 4.1% to the target of 96.5% by June 2017. in Career & Technical by 10/02/2017 as measured by 4-year Cohort Graduation Rate calculation..

Strategy1:

Career Pathways - Students will have the opportunity to complete industry certifications through multiple career pathways.

Category: Career Readiness Pathways

Research Cited: OPRE, 2010.

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Activity - Expansion of Career Pathways	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Include additional career pathway - welding through dual credit KCTCS partnership	Career Preparation/ Orientation	01/02/2017	08/01/2017	\$8000 - Career and Technical Education Funds	Principal, CTE Coordinator, KCTCS

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

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

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

McCreary Central is located on the Cumberland Plateau of the Appalachian Mountains in rural Southeastern Kentucky. Located near the historic city of Stearns and surrounded by the Big South Fork National River and Recreational Area, we are the only traditional high school serving 9th-12th grade students.

Our student demographic population consists of 92% being Caucasian. Approximately 83% of our students participate in Free or Reduced Lunch Programs. Our non-duplicated gap group consists of Students with Disabilities and Free or Reduced Lunch.

McCreary Central High School's staff consists of 50 certified teachers, 1 guidance counselor, 1 assistant principals, 1 Rtl resource teacher, 1 behavior interventionist, 1 School Resource Officer and 2 college coaches. The average teaching experience of MCHS teachers is 17+ years. The certified staff is equitably staffed at 50% females and 50% males. Less than 1% of certified staff are minority. Additional services include: a Youth Service Center, and a locally operated Career & Technical Center. The school provides computer labs, digital devices, and 1 Distance Learning lab for digital learning opportunities.

Students are assigned to content classes based on college readiness results from EPAS assessments. Our 3-tiered instructional delivery design take instruction to the students' readiness level and accelerates content accordingly. Student EPAS data is monitored each year through both state required assessments and in-house placement testing each Spring. Placement changes are made based on student need each 9 weeks grading period.

Our school has academic partnerships with Eastern Kentucky University, University of the Cumberland, Somerset Community College, and the TN Area VoTech School, and the KCTCS CTE system. CTE courses are housed on-site with comprehensive completer programs in the following areas: Health Service, Automotive Technology, Agriculture, Marketing, Construction Technology, Engineering, and Tourism in addition to a student-lead Army JROTC program.

The school hosts several community events such as Relay for Life, Appalachian Outreach, Chamber of Commerce, Gear-Up and FAFSA parent events, and Post-secondary representative visits. Challenges to community and parent involvement include geographic isolation from urban humanities opportunities for our students. Also, the impact of being the only traditional high school serving a predominantly rural county presents travel barriers to our families.

School's Purpose

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

McCreary Central High School's Mission Statement: "Our mission at McCreary Central High School is to offer all students a challenging education in a safe and supportive environment that ensures a successful transition to the post-secondary or work environments."

Student achievement is monitored each week to ensure appropriate support and placements are in place for each student. Our ESS program serves students through afterschool tutoring, Saturday Sessions, and online credit recovery and test prep programs. Students also have access to online resources for additional instructional support.

McCreary Central High School is a student-focused school. Students have access to both CTE and college, dual credit classes, and dual enrollment opportunities. In addition to our instructional and data monitoring, students meet frequently with guidance counselors and college coaches to discuss post-secondary plans.

Our partnership with Eastern Kentucky University and The University of the Cumberlands provide curricular and professional development resources for college transitional courses in English and math. These courses are designed to supplement and support college readiness needs. All teachers at McCreary Central High School are Highly Qualified in areas requiring HQ certification.

Notable Achievements and Areas of Improvement

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

Our math scores continue to increase consistently. Our dual credit offerings have doubled and access to KCTCS dual credits have also expanded. We are very proud to be classified as a Distinguished KPREP school and are striving to continue novice reduction trends, improve our graduation rate, and our successful transition to adult life.

Additional Information

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

Our school recently underwent a safety audit by KCSS in which positive commendations were reflected in our report. Our writing program review was classified as distinguished last year.