



Marshall County Schools
2023 - 2024

Focused Improvement Strategies

Kentucky Key Core Work Processes:

KCWP 1:
Design and Deploy Standards -
What students should know and be able to do.

KCWP 2:
Design and Deliver Instruction -
How students will learn the instruction.

Status – Change Elementary

Reading & Math
Medium – Maintained
Science, Social Studies, Writing
Medium – Increased
Climate and Safety
High - Maintained

Middle

Reading & Math
Medium – Increased Significantly
Science, Social Studies, Writing
Medium – Increased Significantly
Climate and Safety
High - Increased

High

Reading & Math
Low – Maintained
Science, Social Studies, Writing
Low – Increased
Climate and Safety
Medium - Increased
Postsecondary Readiness
Medium – Maintained
Graduation Rate
Low - Increased

Activities

PLC training days to identify essential standards, develop learning targets, and review curriculum

Plan for and implement active student engagement strategies

Intentional collaboration time for teachers to work through the PLC process on a frequent basis

Training staff and incorporating culturally responsive practices within classrooms

Student conferencing and mentoring

Continuous District Improvement Plan (CDIP)		
Goal 1: Proficiency in Math and Reading		
Elementary	Middle	High
<p>By the 2025-2026 school year, increase the percentage of proficiency in Reading and Math from 40% to 67.5%:</p> <ul style="list-style-type: none"> Objective 1: Increase the percentage of proficiency in Reading to 55% by the 2024-2025 school year. Objective 2: Increase the percentage of proficiency in Math to 48% by the 2024-2025 school year. 	<p>By the 2025-2026 school year, increase the percentage of proficiency in Reading and Math from 44% to 57.5%:</p> <ul style="list-style-type: none"> Objective 3: Increase the percentage of proficiency in Reading to 50% by the 2024-2025 school year. Objective 4: Increase the percentage of proficiency in Math to 50% by the 2024-2025 school year. 	<p>By the 2025-2026 school year, increase the percentage of proficiency in Reading and Math from 30% to 55%:</p> <ul style="list-style-type: none"> Objective 5: Increase the percentage of proficiency in Reading to 50% by the 2024-2025 school year. Objective 6: Increase the percentage of proficiency in Math to 40% by the 2024-2025 school year.
Goal 2: Separate Academic Indicator Social Studies, Writing, and Science		
Elementary	Middle	High
<p>By the 2025-2026 school year, increase the percentage of proficiency in Science to 55%, in Social Studies to 65%, and in Writing to 70%:</p> <ul style="list-style-type: none"> Objective 1: Increase rates of proficiency to 40% in Science, 50% in Social Studies, and 60% in Writing by the 2024-2025 school year. 	<p>By the 2025-2026 school year, increase the percentage of proficiency in Science to 50%, in Social Studies to 65%, and in Writing to 65%:</p> <ul style="list-style-type: none"> Objective 2: Increase rates of proficiency to 35% in Science, 45% in Social Studies, and 50% in Writing by the 2024-2025 school year. 	<p>By the 2025-2026 school year, increase the percentage of proficiency in Science to 40%, in Social Studies to 50%, and in Writing to 50%:</p> <ul style="list-style-type: none"> Objective 3: Increase rates of proficiency to 20% in Science, 35% in Social Studies, and 30% in Writing by the 2024-2025 school year.
Goal 3: Achievement Gap		
<p>By the end of the 2024-2025 school year:</p> <ul style="list-style-type: none"> Objective 1: Increase the percentage of students reaching proficiency from 19% to 30% in Reading and Math, in the subgroup of elementary students who have Individualized Education Plans, by the 2024-2025 school year. Objective 2: Increase the percentage of students reaching proficiency from 22.5% to 32.5% in Reading and Math, in the subgroup of middle school students who have Individualized Education Plans, by the 2024-2025 school year. Objective 3: Increase the percentage of students reaching proficiency from 15% to 35% in Reading and Math, in the subgroup of high school students who have Individualized Education Plans, by the 2024-2025 school year. 		
Goal 4: English Learner Progress		
<p>By the end of the 2025-2026 school year, each student will improve their composite scores by at least one level as measured by the ACCESS test:</p> <ul style="list-style-type: none"> Objective 1: Students will increase their scores by .5 level in at least two domains (listening, reading, speaking and/or writing) by the end of the 2024-2025 school year as measured by the ACCESS test. 		
Goal 5: Quality of School Climate and Safety		
Elementary	Middle	High
<p>By the end of the 2025-2026 school year, increase the Climate and Safety overall indicator score to 85 resulting in a "Very High" rating:</p> <ul style="list-style-type: none"> Objective 1: Increase the combined climate and safety indicator to 80 resulting in a "High" rating by the 2024-2025 school year. 	<p>By the end of the 2025-2026 school year, increase the Climate and Safety overall indicator score to 75 resulting in a "Very High" rating:</p> <ul style="list-style-type: none"> Objective 2: Increase the combined climate and safety indicator to 73 resulting in a "High" rating by the 2024-2025 school year. 	<p>By the end of the 2025-2026 school year, increase the Climate and Safety overall indicator score to 68 resulting in a "High" rating:</p> <ul style="list-style-type: none"> Objective 3: Increase the combined climate and safety indicator to 64 resulting in a "High" rating by the 2024-2025 school year.
Goal 6: Postsecondary Readiness		
<p>By the end of the 2025-2026 school year, increase the postsecondary readiness rate from 77.3% to 100% as measured by the Kentucky Accountability System:</p> <ul style="list-style-type: none"> Objective 1: 85% of high school seniors will be postsecondary ready by the 2024-2025 school year. Objective 2: 75% of high school seniors will be academic ready by the 2024-2025 school year. 		
Goal 7: Graduation Rate		
<p>By the end of the 2025-2026 school year, increase the 4-year adjusted graduation rate from 91.2% to 98%:</p> <ul style="list-style-type: none"> Objective 1: Increase the 4-year adjusted graduate rate to 95% by the 2024-2025 school year as measured by the Kentucky accountability system. 		
Targeted Support and Improvement		
Subgroup – Students identified as having Individualized Education Plans		
<p>Response: In our district, Marshall County High School has again been identified as TSI due to the performance of the subgroup of students with disabilities. MCHS leadership is currently working to establish a culture of collaboration between staff members using evidence-based practices regarding Professional Learning Communities (PLCs).</p> <p>Supports: District leadership has provided opportunities and financially supported professional development experiences to establish the PLC process within MCHS. The hiring of a new principal and an assistant principal has provided a change in administration with goals to produce a collaborative culture. District leadership has allocated the school two interventionists to assist struggling students.</p> <p>Accountability: We are monitoring the time these schools have prioritized in providing collaborative workspace between regular and special educators.</p> <p>Expectation: Increased opportunities for collaborative worktime for regular and special educators to align and assign essential standards for all students in reading and math content areas during this initial implementation phase.</p> <p>Effect: A culture of continuous improvement and collaboration within the school that allows all regular and special educators, to determine the most effective strategies for presenting grade-level, essential standards to students with disabilities including, but not limited to, a co-taught learning environment where students receive grade level instruction from the regular education teacher with modifications and supports from the special educator in the regular classroom setting.</p>		

