



The Prichard Committee

Building a Groundswell for a Big Bold Future

MAY 2025



McCracken County will be a community that collaborates to support all students as they pursue their dreams and achieve their goals.

McCracken County

McCracken County High School Community School Action Plan

For help, see: [Action Plan and Budget Rubric](#)

1. Population, Desired Results, and Indicators

All students of MCHS

- are physically, mentally, socially and emotionally healthy.
- are equipped to transition and succeed in their chosen pathway.
- live and learn in stable and supportive environments.
- experience robust partnerships between school, family and community.
- succeed academically and elementary students enter Kindergarten ready to learn.

Attendance, Behavior, and Course/Academic Performance are the headline indicators that will be monitored to see if we are achieving the desired results above.

2. What is the story behind the curve?

- Top 1-3 **Bright Spots** and Why (Based on Community, Family, and School Input):
 - Ranked 17th in the state based on KSA
 - Overall Performance Rating is Blue
 - 2025 data shows that we have a 92% graduation rate.
 - Post-secondary readiness is at 82%
 - The college-going rate is 70%
 - 64% of 10th graders are prof/dist in READING compared to 46% at the state level.
 - 51% of 10th graders are prof/dist in MATH compared to 36% at the state level.
 - 50% of 11th graders are prof/dist in SCIENCE compared to 38% at the state level.
 - No longer a TSI in the special education category.
 - The dropout rate is declining from the previous year. 1.1 from 2.1%.

- Top 1-3 **Areas of Concern** and Why (Based on Community, Family, and School Input):

Area of Concern 1: Student Connection, Mental Health, and Family Engagement

- **Rising Counseling Needs:** Four Rivers data shows counseling sessions spiked 44% from 2020-2021 to 2021-2022 and another 30% the following year, with anxiety, depression, ADHD, and family stress leading the charge. Fewer emergency evaluations and more clinical availability likely played a role, but let's be honest — the needs are growing, not shrinking.
- **Trusted Adult Gap:** Only 80% of students report having a trusted adult at school. That leaves 1 in 5 kids *without* a go-to person when life gets heavy — not exactly the safety net we want to brag about. Plus, only 59% are involved in any clubs or activities, meaning too many students are disconnected and floating through the school experience without strong anchors.
- **Family Engagement Deficit:** Parent and staff surveys tell a tough truth: we're viewed as a "Come-if-We-Call" school, not a true partner with families. We fall short of Kentucky's family-friendly school criteria, and it shows in limited family collaboration and trust. We must make an intentional pivot: treat families as *true* partners, embed evidence-based engagement practices, and push for recognition at the state level — because real, lasting change starts with them at the table, not just in the audience.

Area of Concern 2: Post-Secondary Success and Economic Mobility

- **Graduation ≠ Success:** While a whopping 92% of students graduate (helping Kentucky boast the 4th highest grad rate nationally — hats off to that), the confetti stops there. Our students struggle once they cross the stage: Kentucky ranks 46th nationally for household median income. Translation? Diplomas are happening, but economic self-sufficiency is not.
- **College Completion and Readiness Gaps:** 70% of MCHS graduates head to college — solid start. But only 42% actually finish, which is a hard gut-check. Meanwhile, Post-Secondary Readiness dipped to 82%, sliding three points in just one year. Without a sharper focus on real-world preparation — not just graduation optics — we risk leaving our kids underprepared for life after high school and stuck in the economic mud.

Area of Concern #1:

Student Connection, Mental Health, and Family Engagement

List New (N) or Existing (E) Strategy and the Objective	Full-Service Community School Pillar(s) and FRYSC Component(s)	Timeline of Implementation	Who is taking the lead and partnering? Who is responsible for organizing, collecting data, etc...?	How much did we do? (List the metric that will be used)	How well did we do it? (List the metric that will be used)	Is anyone better off? (List the metric that will be used—This one should connect to an area of concern.)
<p>JAG (Jobs for America’s Graduates)</p> <p>The Problem Across the nation, thousands of young people face tremendous barriers to thriving in school and in life. On average, JAG students face 11 obstacles ranging from poverty to past trauma.</p> <p>The Solution JAG is the national program that’s solving these challenges – and the only all-inclusive program of its kind. Our Specialists teach elective classes for credit in high schools, middle schools and out-of-school school programs. We provide vital</p>	<p>Integrated Student Supports.</p>	<p>2025-2026 School year</p> <p>45-50 students</p>	<p>Miranda Hunt is the lead teacher. Dylan Sonnek is her direct supervisor. She will also have a regional coach. See SAP for community partners.</p>	<p># of students who participated in expanded and enriched learning opportunities during the regular school day that were connected through the JAG program.</p> <p>JAG SUMMER JOB-EMPLOYMENT</p>	<p>% of JAG students NOT failing a class per semester.</p>	<p># of students who have placements after graduation in post-secondary institutions (colleges, trade schools) or the workforce before graduation.</p>

job skills, hands-on experience, and a year of follow-up to support the transition from graduation to employment, military service, and/or post-secondary education.						
Youth Thrive Mentor/Small Group Program- addresses the need for students to have a caring adult, especially those who are considered at-risk, using the Protective Factors framework. Will collaborate with middle schools to create a list of students. Will also send a parent request form. Add Seniors.	Integrated Student Supports	2025-2026 School Year Reach >40 students Students identified through low GRAD scores.	United Way, Angie Woods, and Bre Sykes, Freshman Staff	# of meetings.	% of targeted students improved behavior and attendance.	% of students who had improved GRAD scores.
Family Friendly Certification You can't be a Community School without being Family Friendly. Interdependence or symbiotic relationship.	Active Family Engagement	Team is in place and will continue to work on certification with hopes of applying in 2026.	Marc Mavigliano Andrea Heisner Rebekkah Suttynon Bre Sykes Jennifer Shidel Brittany Ford Nancy Reel-parent Maebeth Harbison-parent LaMira Askew-parent	# of the times we meet to discuss certification progress and process.	# of strategies-changes -ideas that took place from the meetings, improving family, school, and community relationships.	Percentage of families who report feeling welcomed, informed, and involved based on survey results.
Platinum Club	Integrated Student Supports	Currently in place	Mark Joyner Angie Poat	Number of mentorship sessions held	Student feedback surveys: 90% of	Student feedback surveys: 90% of seniors

<p>Mark Joyner launched a mentorship club at McCracken County High School to inspire leadership, connection, and purpose among students. Each month, 20 seniors gather to learn from guest speakers across diverse industries and, after Christmas, each senior selects a junior to mentor based on leadership potential. The long-term vision is to build a network of 200 alumni across careers who will guide future generations and eventually lead the program. At its core, the initiative reignites the power of real, intentional mentorship in a world that often favors convenience over connection.</p>					<p>seniors reported feeling better prepared to mentor after attending speaker sessions (based on end-of-semester survey results).</p>	<p>reported feeling better prepared to mentor after attending speaker sessions (based on end-of-semester survey results).</p>
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Area of Concern #2:

Post-Secondary Success and Economic Mobility

List New (N) or Existing (E) Strategy and the Objective (link to external document if needed)	Full-Service Community School Pillar and FRYSC Component	Timeline of Implementation	Who is taking the lead and partnering? Who is responsible for organizing, collecting data, etc...?	How much did we do? (List the metric that will be used) more meaningful than just kids attending....	How well did we do it? (List the metric that will be used)	Is anyone better off? (List the metric that will be used–This one should connect to an area of concern.)
<p>Ford Next Generation Learning (Ford NGL)model</p> <p>A community-driven framework that transforms high schools through career-themed academies and strong partnerships between educators, employers, and community leaders. It focuses on preparing students for both college and careers by integrating real-world learning experiences and developing essential 21st-century skills. The model emphasizes shared leadership, student voice, and community engagement to ensure long-term, systemic change.</p> <p>Why? MCHS has used the house model since its start thirteen</p>	<p>Collaborative Leadership and Practices</p>	<p>We just completed the first of five phases. We will start phase two this summer, hoping to have a full Ford NGL school by 2027.</p>	<p>Josh Hunt Jonathan Smith Dylan Sonnek Jon Reid Lisa Stephenson Marc Mavigliano Convening Org. Sandra Wilson</p>	<p>Number of career-themed academy events, projects, or partnerships implemented in a school year (e.g., guest speakers, job shadows, internships, community-led projects). ENTIRE SCHOOL</p>	<p>Percentage of students participating in at least one real-world learning experience (e.g., work-based learning, project-based learning with community input, or mentorship) by the end of the year. ENTIRE SCHOOL</p>	<p>Increase in the percentage of students reporting they feel prepared for college and/or career on annual post-academy student surveys. (Aug. and May)-survey 10 students or create focus groups.</p> <p>Brag Corner- QR code for seniors and finding out their plans....</p>

<p>years ago, and it has failed not only our students, but families and the community. We have not done our part to help grow on our own.</p>						
<p>Community Career Wall</p> <p>This graphic art piece shows students and community members all the possible careers our students and families have once they graduate from MCHS. It also has two QR codes from both students and community members to share their interest in a career or ask for partnership. This ties directly into the Ford NGL model and creating intentional partnerships.</p> 	<p>Collaborative Leadership and Practices</p>	<p>Currently hanging in the front hall of the school.</p>	<p>Jonathan Smith Dylan Sonnek Lisa Stephenson Marc Mavigliano</p>	<p>Number of QR code responses submitted by students and community members (career interests or partnership offers) within the first semester of launch.</p>	<p>Percentage of QR code submissions that are complete and actionable, such as valid contact info or clear partnership interest (e.g., at least 75% usable responses).</p>	<p>Number of new student opportunities (e.g., job shadows, internships, guest speakers) created as a direct result of connections made through the Career Wall by the end of the school year.</p>