



# Comprehensive District Improvement Plan

## Mason County

2nd and Limestone Streets  
Maysville, KY 41056

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## **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 2014. 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.

# **Executive Summary**

## **Introduction**

Every school system has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school system makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school system 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 system, and the kinds of programs and services that a school system implements to support student learning. <br><br> The purpose of the Executive Summary (ES) is to provide a school system with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the community will have a more complete picture of how the school system perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school system to reflect on how it provides teaching and learning on a day to day basis.

## **Description of the School System**

**Describe the school system'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 system serves?**

Mason County is located in north central Kentucky. It is, geographically, a part of the Outer Bluegrass Region of the state. As of the 2010 census there were 17,490 residents. The county is dominated by farmland with small community centers throughout the county. The county was named for George Mason, a Virginia delegate to the U.S. Constitutional Convention, and was formed in 1789 from what was once part of Bourbon County. Maysville, population 9011 in the 2010 census, is the county seat and located on the Ohio River. Daniel Boone and Simon Kenton were influential in the founding of Maysville which is the cultural and business center of the county. Agriculture, light manufacturing and service industries make up the base of the economy.

The Mason County School System is comprised of four schools, one at each instructional level, serving 2767 students in grades K-12 and an additional 117 pre-school students. 16% of our student population is minorities with the largest ethnic group being African-Americans. Mason County Schools employs 446 staff. Three of the schools: Straub Elementary, Mason County Middle and Mason County High Schools, are located on the main campus on U.S. 68 approximately 2 miles south of downtown Maysville near the intersection with the AA Highway, a main traffic corridor in Northern Kentucky. The fourth school, Mason County Intermediate School, is located on a secondary campus in the Washington Community.

## **System's Purpose**

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

The purpose of Mason County Schools is to provide the opportunity, resources, facilities, and instruction for all students to graduate from the Mason County School District with the skills to be self-sufficient in the workplace and in their community. In order to be self-sufficient one must be literate in reading, mathematics, and communication skills and must be critical thinkers. These areas are the basis for all other instruction. A variety of academic courses are provided including numerous Advanced Placement and Career-Technical classes. Courses in art, music and world languages give students the opportunity to expand their scope of knowledge. Our mission is: The Mason County School System, in partnership with the home and community, will educate and assist all students in learning to their maximum potential. We want to know every child, by name and face, to college and career ready.

## **Notable Achievements and Areas of Improvement**

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

Teacher and administrators from the system have, in recent years, made presentations to state and national educational organizations. The district was also recognized by the Bluegrass Foundation as one of four "Diamond in the Rough" school districts for giving taxpayers above-average bang for their education bucks despite above-average poverty rates.

In 2012 Mason County High School became an "iPad one to one school" with the distribution of over 800 iPads to all high school students. The rollout was attended by numerous local dignitaries, businessmen, and public servants and was covered by Lexington and Northern Kentucky media. The rollout was rated one of the top 100 in the world for 2012 by Fortune magazine.

While consistently scoring in the upper 50% of districts on annual accountability testing there are still too many students who have not reached proficiency or are not performing at their maximum abilities. It is the goal of Mason County Schools that all students will reach academic proficiency and graduate college and/or career ready. Specifically, the Mason County School District will address four areas for improvement:

- o Increase the graduation rate annually until all entering students graduate
- o Reduce the achievement gap annually as related to ethnic, socioeconomic, and disability status in comparison to the general student population
- o Increase the number of students who are college and/or career ready annually until all students are able to successfully transition to post-secondary training or to the workforce
- o Reduce the percent of students scoring Novice and increase the percent of students scoring Proficient or higher annually until all students are academically successful as measured by accountability testing.

## **Additional Information**

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

The Mason County School District is known across the state for its choral, orchestral, and art programs. The Mason County Concert Choir has performed a number of times in prestigious venues both in the U.S. and in Europe. Our sports program has produced two state basketball championships and two highly visible and valued ambassadors for the school system in Chris Lofton and Darius Miller.

# **2013-2014 Mason County Comprehensive District Improvement Plan 3rd Revision**

## **Overview**

### **Plan Name**

2013-2014 Mason County Comprehensive District Improvement Plan 3rd Revision

### **Plan Description**

A plan to improve student achievement and teacher effectiveness

## 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	Teachers will be equitably distributed throughout the classes in the four schools in the district.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$1000
2	The College /Career Ready percentage will increase to 64% by 2015.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$20570
3	The cohort graduation rate will increase to 94% in 2016 and 98% by 2022.	Objectives: 2 Strategies: 3 Activities: 7	Organizational	\$42000
4	The average combined reading and math K-PREP scores for the intermediate and middle schools will increase from 44.7% and 47.7% to 72.4% and 73.9%, respectively, and will increase at the high school from 74.4 to 87.2 in 2017.	Objectives: 1 Strategies: 1 Activities: 6	Organizational	\$94019
5	Achievement for all student groups in reading and math in all district schools will increase so that the achievement gap (current score difference from 100%) decreases by 50% by 2017.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$206410
6	The district will assist schools in providing professional development for the training and retention of teacher leaders.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$32000
7	Next Generation Professionals	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$12000

# Goal 1: Teachers will be equitably distributed throughout the classes in the four schools in the district.

## Measurable Objective 1:

collaborate to assign teachers to schools and classes based on school needs and the availability of certified and qualified candidates by 07/31/2014 as measured by recruiting and hiring the most qualified teacher candidates available. All hires will be certified, highly qualified and equitably assigned to schools and classes based on need..

## Strategy 1:

Teacher Recruitment - Members of the Mason County School System's staff will attend job placement fairs at the various teacher colleges in the state, distribute information about the system and collect the names and contact information of possible teacher candidates. Openings will be posted on the state website ensuring that experienced as well as new graduates have equitable access to information regarding openings.

Research Cited: According to Katy Haycock, executive director of Education Trust, the most important variable associated with student achievement is the teacher. Additionally, research suggests that schools must work to ensure that the most qualified and effective teachers are assigned to (and want to teach in) classrooms with the most struggling students (Barr & Parrett, 2003, pg. 83). Supporting the academic growth of all students is paramount on the selection and placement of teachers and an integral consideration in the educational decision making process. Mason count has a systematic process related to the recruitment, selection, placement, and retention of school personnel.

Activity - Recruitment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Central office and/or school staff members will attend job fairs at teacher training institutions, distribute information about the district, and collect names and contact information of possible candidtaes.  Schools: All Schools	Recruitment and Retention	01/06/2014	07/31/2014	\$1000	General Fund	Central office staff, Assistant Superintendent for Instruction

Activity - Selection and Placement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Possible hires will be identified from a file of current applications. Candidates will be selected based on certification and qualification. Candidates representative of the district student population with regard to ethnicity and economic status will be a priority. Interviews will be two stage, beginning with a district screening committee and a second interview by school representatives on site.  Schools: All Schools	Recruitment and Retention	01/06/2014	07/31/2014	\$0	General Fund	Central office staff, school principals, council members and teachers

## Goal 2: The College /Career Ready percentage will increase to 64% by 2015.

### Measurable Objective 1:

demonstrate a proficiency that certifies that 56.8% of senior students are college or career ready by 06/30/2014 as measured by ACT scores, CPE benchmarks, and performance on career certification assessments.

### Strategy 1:

Intervention - Identified students will attend a daily 30 minute intervention that provides them instruction to increase their performance on any of the college qualification assessments: ACT, KYOTE, or COMPASS.

Research Cited: One of the most powerful strategies to improve student achievement is through the use of mastery learning. Tom Guskey’s work credits many of the ideas in mastery learning to the work of Benjamin Bloom. Mastery learning embraces the idea of additional time for learning. Key components in mastery learning include pre-assessments, high quality initial instruction and the use of formative assessments with descriptive feedback during corrective instruction to support the learning process of students. (Guskey, 2010, pg. 52-57). A second contemporary educator supporting the work of schools and their approach to improving student achievement is Carol Dweck and her ideas related to a growth mindset, in lieu of a fixed mindset. Basically, this concept embraces the idea that all students have the capacity to improve and get better, an idea which was supported by research where teachers who viewed students with a growth mindset observed improvement in student achievement among low-performing students (Dweck, 2010). In addition, the Kentucky General Assembly passed Senate Bill 1 which requires all schools to provide time for additional instruction when students fail to meet standards.

The National High School Center (2012) has created a college and career readiness organizer which addresses a multifaceted approach for ensuring schools are addressing pathways for contemporary secondary students to be more prepared. This career preparation activity addresses the threads of core content, pathways content, aligning supports, structures and resources, as well as the thread of attainment and authentication. Additionally, this activity follows the recommendations from Achieve and from the Education Trust (2008) two independent organizations that focus on policy and research related to student learning. Reorganization of classes at the high school parallels two of the five recommendations in the report, “Making College and Career Readiness the Mission for High Schools.” The first recommendation for schools is to set a clear goal by aligning high school standards (and courses) with the demands of college and career readiness. The second is assuring that students enroll in a course of study related to these standards.

Activity - Rtl Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students receive direct instruction that will assist them in attaining the CPE benchmarks for college readiness based on the results of EPAS analysis. This will continue until the student attains the required score to be college ready.  Schools: Mason County High School	Direct Instruction	08/12/2013	06/30/2014	\$0	No Funding Required	Mason County High School administrators , counselors and teachers

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Activity - Career Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The high school will be restructured to offer more pathways for students to attain career certification. District and school administrators, teachers and students will participate in school/district visits to observe and evaluate additional options that could be implemented at the high school.  Schools: Mason County High School	Career Preparation/Orientation	07/01/2013	06/27/2014	\$7320	Other	Mason County High School administrators, counselors and CTE staff

Activity - Credit Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students will complete Odysseyware courses for credit recovery  Schools: Mason County High School	Academic Support Program	08/12/2013	06/30/2014	\$13250	Title I Part A	Mason County High School administrators, counselors, and teachers

### Strategy 2:

Persistence to graduation - The Persistence to Graduation Tool will generate a list of students based on risk factors to dropping out. Teachers who have made connections with these students will be asked, on a volunteer basis, to intervene on the students behalf.

Research Cited: KDE Persistence to Graduation Tool

Activity - Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers volunteers will be asked to review the list of at risk students and intervene on behalf of one or more students with whom they have developed a connection over the student's history in our school district. Intervention may vary from discussion to tutoring to attendance at school functions in which the student participates, etc.  Schools: Mason County High School, Mason County Middle School	Academic Support Program	08/12/2013	06/30/2014	\$0	No Funding Required	IC staff, counselors, teachers willing to volunteer

## Goal 3: The cohort graduation rate will increase to 94% in 2016 and 98% by 2022.

### Measurable Objective 1:

collaborate to increase the cohort graduation rate by 0.8% per year by 06/30/2014 as measured by the percent of students graduating that meets the Cohort Graduation Rate..

### Strategy 1:

School Culture - High school students will remain with the same sponsor throughout their high school career. Additionally these sponsors will develop relationships with the students that promotes school attendance, acceptable behavior, and academic success.

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Research Cited: A plethora of research conveys the importance of relationships in schools. Robert Marzano (2007) asserts relationships may be the most important aspect in the entirety of teaching. He challenges educators by posing the question, "What are we going to do to establish and maintain relationships with students?" Additionally, researchers and educators such as Tony Wagner et al (2006), Michael Fullan, Ruby Payne, Robert Barr and William Parrett (2003) convey the need to systematically address the cultivation of relationships in schools. Dr. James Comer captures these ideas and others in professional literature in his belief that "No significant learning occurs without a significant relationship!" Student achievement is rooted in relationships and making connections with students.

Activity - Connections	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers at the primary and intermediate schools will make home visits to all students prior to the start of the school year to learn about the student's home life and generate parental support.  Schools: Mason County Intermediate School, Charles Straub Elementary School	Academic Support Program	07/01/2013	10/04/2013	\$20000	Title I Part A	All certified staff

Activity - Connections	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Homeroom teachers at the middle and high schools will make home visits to students to develop a relationship with both student and parent. Middle school teachers work with students through out the year to develop their ILP. High school teachers meet with their homeroom students during an extended homeroom weekly to discuss and encourage progress toward graduation and college/career readiness.  Schools: Mason County High School, Mason County Middle School	Academic Support Program	07/01/2013	10/03/2014	\$20000	Other	All certified staff

### Strategy 2:

Persistence to Graduation - The Persistence to Graduation Tool will be used to generate a student list based on attendance, grades, socio-economic status, and behavior. This list will be examined and teachers who have built a connection with the student will be asked to intervene on the student's behalf.

Research Cited: A plethora of research conveys the importance of relationships in schools. Robert Marzano (2007) asserts relationships may be the most important aspect in the entirety of teaching. He challenges educators by posing the question, "What are we going to do to establish and maintain relationships with students?" Additionally, researchers and educators such as Tony Wagner et al (2006), Michael Fullan, Ruby Payne, Robert Barr and William Parrett (2003) convey the need to systematically address the cultivation of relationships in schools. Dr. James Comer captures these ideas and others in professional literature in his belief that "No significant learning occurs without a significant relationship!" Student achievement is rooted in relationships and making connections with students.

Activity - Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teacher volunteers will be asked to review the list of at risk students and intervene on behalf of one or more students with whom they have developed a connection over the student's history in our school district. Intervention may vary from discussion to tutoring to attendance at school functions in which the student participates, etc.  Schools: Mason County Intermediate School, Mason County High School, Mason County Middle School	Other	02/04/2013	05/31/2013	\$0	No Funding Required	IC staff, counselors, teacher volunteers
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Activity - Student Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A survey will be administered to determine if and to what extent a student is involved in co- and extra-curricular activities at the high school for the purpose of encouraging students to become more involved in the school and to develop or add activities in which students will want to participate.  Schools: Mason County High School	Extra Curricular	01/06/2014	06/30/2014	\$0	No Funding Required	High School Administrator s, Counselors, and Staff

Activity - Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Representatives from the Family Resource Youth Service Center will assist through home visits and the supply of resources.  Schools: All Schools	Academic Support Program	07/01/2013	06/30/2014	\$500	FRYSC	FRYSC staff

### Measurable Objective 2:

collaborate to increase the graduation rate for students with disabilities by 18.43% by 06/30/2014 as measured by the students with disabilities graduation rate formula..

### Strategy 1:

School Culture and Student Monitoring - Middle school and high school special education students will be systematically monitored through similar components of a research-based program such as, Check and Connect to maintain our percentage of zero dropouts.

Research Cited: KDE Persistence to Graduation Tool

A plethora of research conveys the importance of relationships in schools. Robert Marzano (2007) asserts relationships may be the most important aspect in the entirety of teaching. He challenges educators by posing the question, "What are we going to do to establish and maintain relationships with students?" Additionally, researchers and educators such as Tony Wagner et al (2006) , Michael Fullan, Ruby Payne, Robert Barr and William Parrett (2003) convey the need to systematically address the cultivation of relationships in schools. Dr. James Comer captures these ideas and others in professional literature in his belief that "No significant learning occurs without a significant relationship!" Student achievement is rooted in relationships and making connections with students.

Activity - Connections	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Special education teachers at the middle school and high school will systematically monitor warning signs of withdrawal (attendance, academic performance, transfer students, and behavior) during each 9 weeks in collaboration with the counselors and homeroom teachers.  Schools: Mason County High School, Mason County Middle School	Academic Support Program	08/14/2013	06/30/2014	\$1500	IDEA	Counselors, homeroom teachers, and special education teachers
<b>Activity - Connections</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Special education teachers will consult with their identified students in order to remove barriers, provide a preventative intervention or alternate means of education, such as night school, academy classes, combination of academy classes as well as general education classes/resource classes, work studies, and/or homebound services  Schools: Mason County High School, Mason County Middle School	Academic Support Program	08/14/2013	06/30/2014	\$0	No Funding Required	Counselors, special education teachers

**Goal 4: The average combined reading and math K-PREP scores for the intermediate and middle schools will increase from 44.7% and 47.7% to 72.4% and 73.9%, respectively, and will increase at the high school from 74.4 to 87.2 in 2017.**

### Measurable Objective 1:

demonstrate a proficiency increase in the average combined proficient reading and math K-PREP scores for the intermediate and middle schools from 44.7% and 47.7% to 50.2% and 52.9%, respectively, and from 40.0 to 79.5 by 05/30/2014 as measured by the results of K-PREP and EOC assessments and reported in the school report card.

### Strategy 1:

Class Structure - All schools will implement and maintain a universal instructional delivery structure that includes bell work, student friendly targets referenced throughout the lesson, large group, small group, individual work, multiple opportunities for increased student voice, daily writing opportunities, and a purposeful closing.

Research Cited: Activities: CCSS Emphasis

Successful lessons follow a basic structure including the use and communication of student friendly learning targets. Marzano (2007) reports that when students know what they are suppose to be learning, student achievement increases from 16 to 41 percentile points (avg. of 21 percentile points). Students who can identify what they are learning significantly outscore those who do not. The use of learning targets (1) offers more concrete guidance for students; (2) leads to greater student independence; (3) insures more effective instructional planning and more meaningful learning ; and (4) enables students to monitor own progress and keep on track with lesson. In addition, Black and Williams (1998) and Stiggins share the connection between assessment and learning targets stating that a balanced assessment system, which includes formative assessment, begins with offering students a clear picture of learning targets.

Best practices

Classrooms will use practices such as cooperative learning, note taking,

comparing and contrasting ideas, as well as engaging in talking and writing in classrooms. These ideas are supported through the work of Robert Marzano, Harvey Silver, Stephanie Harvey, Chris Tovani, Linda Dorn, and multiple professionals within the field of education. Making thinking visible is a goal and the use of these and other best practices promote student engagement and learning. Students learn better when they are engaged partners throughout the educational process and learning is more effective when students are involved with their peers. (Beaudoin 2005; Olsen 2004; Dorman & Adams 2004; Cook-Sather 2003; House 2000; Kordalewski 1999; Newmann 1994; Wehmeyer & Sands 1998; Holdsworth 1996; Kohn 1993; Johnson 1991). Multiple studies convey students improve academically when teachers “construct their classrooms in ways that value student voice” (Mitra, 2004).

### Tier I

Small group instruction based on data enables the teacher to target instruction to the needs of the students. Matthew Burns (2010) provides an overview of research related to the Response to Intervention Model and the use of small groups for additional reading and writing instruction. The Institute for Education Science convened a panel to provide guidance relate to the importance of strong core instruction followed by small group instruction enabling students to receive supplemental instruction. This panel found “strong evidence for the effectiveness of providing small group instruction to support “core instruction” (Gersten et al, 2009).

### Student Involvement

Irvin, Meltzer and Duke (2007) describe the interrelationship that exists between student motivation, engagement, and achievement. They cite an extensive review of the literature related to adolescent literacy in which three practices were identified as promising related to student involvement in the classroom. These included: “making connections to students' lives, thereby connecting background knowledge and life experiences to the texts to be read and produced; “creating safe and responsive classrooms where students are acknowledged, have voice, and are given choices in learning tasks, reading assignments, and topics of inquiry that then strengthen their literacy skills; and “having students interact with text and with each other about text in ways that stimulate questioning, predicting, visualizing, summarizing, and clarifying, preferably in the process of completing authentic tasks (tasks with a personal purpose or for a larger audience than the teacher)

The concepts identified by Irvin, Meltzer and Duke (2007) are supported in other professional literature and each acknowledges the importance of student voice through classroom discussions and writing as a pathway to student involvement and engagement (Kidwell, 2010; Brookfield & Preskill 2004). This type of involvement leads to active learning. Dixie Spiegel (2005) in the book, *Classroom Discussion* cites research that shares our thinking becomes more explicit and clearer through discussions.

### Progress Checks with Feedback

According to the National Center for Student Progress (Barr, 2012), schools and teachers can monitor and should monitor for a variety of reasons including checking on how students are progressing, as well as monitoring the curriculum. The center also cites the work of Black and Williams who maintain that frequent evaluations where students chart their progress has a positive impact on how students see themselves as learners. The Purdue School of Education maintains that “frequent and systematic monitoring of students' progress helps students, parents, teachers, administrators, and policy makers identify strengths and weaknesses in learning and instruction. This information often leads to improved student performance” (Purdue School of Education, 2013). Fullan (2000) echoes the practices of effective teachers and schools stating, *Research on successful schools* indicates that one hallmark of those schools is that teachers use assessment to focus on student learning (Fullan, 2000).

### Professional Development in Mathematics

Research by the Bill and Melinda Gates Foundation (2010) underscores the role Formative Assessment Lessons (FALs) in observing and learning how students are

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connecting with mathematics content and with problem solving. These collaborative tasks were developed at a university in England and assist teachers in gauging student learning and their levels of understanding.

Dr. Nicki Newton (2013) and others advocate the use of guided math groups to provide differentiated instruction based on students' needs and interests. During a guided math lesson, the teacher (1) presents a brief mini-lesson based on a concept, strategy, or skill highlighted in the data gathered about the students; (2) presents a focus for the meeting; (3) outlines learning expectations; (4) models or demonstrates the math concept, strategy, or skill; (5) gives the children the opportunity to discuss and practice the math; (6) monitors the children as they practice, taking notes and asking probing questions; (7) brings the group back together for a debrief, reemphasizing the major teaching point, making any necessary clarification, and soliciting further questions or comments; and (8) finally discusses next steps, such as practice in the math centers and homework (pg. 70).

Another important aspect of mathematics professional development is to understand the role of writing. Sutton and Krueger (2002) articulate research and best practices and maintain that "reading, writing and mathematics should be inseparable" because they help support thinking processes and aid student communication in the math classroom. "Drake and Amspaugh (1994) observe that teachers who add writing to their class often find it easier to recognize and diagnose the nature of students' conceptual problems. In addition, the National Council of Teachers of Mathematics (NCTM) states that, "the very act of communicating clarifies thinking and forces students to engage in doing mathematics" (p. 214) (Edington and Dick, nd).

Activity - CCSS Emphasis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will plan and deliver bell work, group and individual work, and writing opportunities based on student friendly learning targets derived from the CCSS. Learning targets will be emphasized and referenced in each phase of the lesson.  Schools: All Schools	Direct Instruction	08/12/2013	05/30/2014	\$0	No Funding Required	Teachers and school level administrators

Activity - Student Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will plan and provide opportunities for students to participate in large group and small group classroom situations and time for individual application of the lesson. Students will have the responsibility and freedom to fully participate in the lesson through the application of knowledge, responding to and posing higher order questions, and a daily writing requirement.  Schools: All Schools	Direct Instruction	08/12/2013	05/30/2014	\$0	No Funding Required	Teachers and school administrators

Activity - Progress Checks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School based personnel will organize and administer Benchmark assessment (CERT and/or MAP), proficiency checks, common formative assessments, and other authentic activities to determine student growth toward proficiency. School personnel will analyze these assessments using the Assessment Clearinghouse protocol, provide timely and instructive feedback, and determine strengths and areas for improvement. Teachers will utilize this data to modify instruction and provide appropriate Tier 2 interventions.	Other	08/12/2013	05/30/2014	\$29325	Title I Part A	Teachers and school administrators
Schools: All Schools						

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided professional development and establish expectations for continuing to implement "best practices" in instructional strategies including; cooperative learning, compare/contrast, note making, student voice, and daily writing/journals. Additional professional development that support effective programming in literacy, math and science will be provided.	Professional Learning	08/12/2013	05/30/2014	\$31658	Title I Part A	District and school administrators and teachers
Schools: All Schools						

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district math specialist, math teacher leaders and administrators will research and select a mathematics program that is congruent to the common core standards. The team will visit high performing schools to discuss and observe the school's mathematical program.	Professional Learning	08/12/2013	05/30/2014	\$3711	Other	Supervisor, math teacher leaders, principals
Schools: Mason County Intermediate School, Charles Straub Elementary School, Mason County Middle School						

Activity - Tier I Rtl in CCSS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use a variety of data sources including CERT and MAP to identify individuals/groups of students with the same instructional needs to provide small group instruction in the core class time.	Other	08/12/2013	06/06/2014	\$29325	Title I Part A	classroom teachers, principals, math specialist
Schools: Mason County Intermediate School, Charles Straub Elementary School, Mason County Middle School						

**Goal 5: Achievement for all student groups in reading and math in all district schools will increase so that the achievement gap (current score difference from 100%) decreases by 50% by 2017.**

**Measurable Objective 1:**

demonstrate a proficiency increase of 10% annually for all student groups based on 2013 K-PREP scores with the goal of 48.6 for 2014 by 06/30/2014 as measured by KY required assessments and reported in the School Report Card.

**Strategy 1:**

Achievement Monitoring - District and school level analysis of MAP and CERT data with collaborative discussions will be held after the three times during the year the MAP and CERT assessments are given. A district wide initiative to refocus the process of generating extended response answers will be developed and/or modified.

Research Cited: Research and common sense suggest educators need to monitor student data to engage in productive decision making and to further school improvement efforts. Schools are more likely to make effective decisions based on the data they monitor. Monitoring consists of three components: collecting information on a regular basis, analyzing and evaluating that information and taking action to improve student performance (Richards, 1988) Mike Schmoker in the book, Focus Elevating the Essentials to Radically Improve Student Learning, asserts, "If we want better schools, we have to monitor the implementation of our highest priorities. Schoolchildren will continue to wait until we monitor and ensure that our priorities are being implemented."

In addition to monitoring, professional discussions must ensue regarding the data. In the Educational Leadership article, "The Collaborative Advantage", Steele and Boudett (2009) share the following: "Schools that explore data and take action collaboratively provide the most fertile soil in which a culture of improvement can take root and flourish." These ideas are echoed in a multitude of research including the work of Schmoker and the need to focus on results. School improvement is predicated on leaders working with teachers to look at data, to conduct focused data analysis and to look for implications for instructional improvement.

Extended responses require a different approach and thinking than typical on multiple choice assessments. According to Cole (2002), "when a child's reading is assessed through his or her writing, it adds a whole new dimension to testing. We have moved students from recall to restate to respond and reflect" (pg. 2). In an article by Seger and Frasier, "Engaging the students in authentic responses to interesting and provocative text is the first step in leading them toward proficiency on state test." Showing students how to talk and write about their thinking requires explicit modeling and, then, a chance to try it out with support and feedback from both the teacher and their peers. Answering extended response, especially open response requires three skills: (1) reading comprehension skills, (2) writing skills, and (3) organizational skills. Students can improve on these responses by learning a routine.

Activity - Performance Data Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Performance of individual students on MAP, CERT, CIITS and other data sources will be analyzed and trends identified to enable schools to make decisions regarding the effectiveness of instructional programs from core instruction through intervention efforts.  Schools: All Schools	Other	09/02/2013	04/30/2014	\$29325	Title I Part A	Central office and school administrative teams

Activity - District Level Discussions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive District Improvement Plan

Mason County

District and school level personnel will meet and discuss trends resulting from the benchmark assessments, MAP and CERT, that will include an analysis of growth, comparison of MAP and CERT to other sources, role of the student in goal setting and monitoring of his/her progress, next steps, and presentations by individual schools to the board on progress toward improvement goals.  Schools: All Schools	Other	09/09/2013	05/30/2014	\$0	No Funding Required	School and district administrative teams, teacher leaders
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Activity - Improving Writing Skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Schools will restructure their writing program to include daily authentic writing in each content area, an emphasis on content vocabulary, and improvement of on-demand and extended response writing. Timely and specific feedback, use of the general scoring guide released by KDE, student self-reflection, rewriting to a proficient (3 or 4) level, and effective use of power verbs will be critical aspects of the writing program.  Schools: All Schools	Direct Instruction	08/12/2013	06/30/2014	\$0	No Funding Required	Principals, classroom teachers

### Strategy 2:

Technology Integration - Students and teachers will use a variety of technology to extend their educational and instructional skills.

Research Cited: Ireland, G., & Woolerton, M., (2010). The Impact of the iPad and iPhone on Education.

Johnson, L., & Adams, S., (2011). Challenge based learning: The report from the implementation project. Austin, Texas: The New Media Consortium.

Apple Education (2008). Apple Classrooms of Tomorrow-Today â Learning in the 21st Century (ACOT2).

Activity - Using Smart Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and teachers at all schools will extend their knowledge and efficient use of a variety of technology for research, assessment, note taking, content writing, virtual projects, film making, etc. to create a more authentic and stimulating classroom setting that increases student involvement.  Schools: All Schools	Technology	08/12/2013	06/30/2014	\$177085	Title I Part A	District Technology Coordinator, teachers, school administrators

**Goal 6: The district will assist schools in providing professional development for the training and retention of teacher leaders.**

# Comprehensive District Improvement Plan

Mason County

## Measurable Objective 1:

collaborate to provide teachers the opportunity to assume a leadership position in the school by 06/27/2014 as measured by training verification and the utilization of skills acquired to assist in the planning and implementation of budgets, professional development plans, and common core integration..

## Strategy 1:

Professional Development - Provide opportunities both within the district and from outside agencies such as CIITS, KDE Teacher Cadres, KEDC, KVEC, PD 360, state and national conferences and others to observe and develop leadership skills.

Research Cited: According to the National Comprehensive Center for Teacher Quality (2007) "Teachers are leaders when they function in professional communities to affect student learning; contribute to school improvement; inspire excellence in practice; and empower stakeholders to participate in educational improvement" (Childs-Bowen, Moller, & Scrivner, 2000, p. 28). Teacher leaders can also be catalysts for change, visionaries who are "never content with the status quo but rather always looking for a better way" (Larner, 2004, p. 32). The development of teacher leaders not only has a positive impact related to school improvement efforts, but also impacts the teacher leader in positive ways. Harrison and Killion (2007) in an article on ten roles for teacher leaders share the work of Blase and Blase (2006). They found that consultation with peers enhanced teachers' self-efficacy (teachers' belief in their own abilities and capacity to successfully solve teaching and learning problems) as they reflected on practice and grew together, and it also encouraged a bias for action (improvement through collaboration) on the part of teachers. Kentucky has also embraced the importance of teacher leaders as districts work to address Characteristics of Highly Effective Teaching (CHETL).

Activity - Application of Leadership Skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher leaders will be trained and skills acquired to plan and present professional development on NGSS, and state developed social studies standards.  Schools: All Schools	Professional Learning	07/01/2013	06/30/2014	\$12000	Other, Title I Part A	central office and school administration

Activity - Utilization of Math Teacher Leaders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building math teacher leaders will collaborate with district math specialist and administrators to select a math program for K-8th grade.  Schools: Mason County Intermediate School, Charles Straub Elementary School, Mason County Middle School	Professional Learning	08/12/2013	05/30/2014	\$0	No Funding Required	Math specialist, math teacher leaders, principals

## Strategy 2:

Ron Clark Training - Teachers will be selected from teacher applicants, after interviews and classroom observations, to attend the Ron Clark Academy in Atlanta, Georgia for training in his instructional methods. These teachers will then implement these strategies and methods in their classrooms and assist other teachers in redesigning their instructional strategies and practices.

Activity - Ron Clark Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive District Improvement Plan

Mason County

Selected teachers will be sent to the Ron Clark Academy for training in strategies, implement these strategies upon their return to their classroom, and assist other teachers in implementing change in their classrooms.  Schools: All Schools	Direct Instruction	08/12/2013	05/30/2014	\$20000	Title I Part A	superintendent, supervisor, selected teachers
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## Goal 7: Next Generation Professionals

### Measurable Objective 1:

demonstrate a proficiency of 100% of principals in the application of Teachscape in the TPGES by 04/15/2014 as measured by the number of principals passing the appropriate assessments in Teachscape.

### Strategy 1:

Effective Instructional Leadership Training - The district will register all principals and assistant principals for the Teachscape training online through KASA.

Activity - Principal Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals and assistant principals will work through the Teachscape training and pass the appropriate assessments that qualify them as certified evaluators and adhere to the PGES calendar of activities to implement PGES in their buildings. They will also follow the district plan for implementation.  Schools: All Schools	Professional Learning	04/15/2013	04/15/2014	\$8000	Race to the Top	District Evaluation Coordinator, Supervisor, Superintendent

Activity - e-Walk	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will use e-Walk Plus to design and implement PGES templates to monitor teacher performance levels and provide feedback to teachers.  Schools: All Schools	Professional Learning	10/07/2013	05/30/2014	\$4000	Other	Principals, Assistant principals, Central Office Certified Staff

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### FRYSC

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Intervention	Representatives from the Family Resource Youth Service Center will assist through home visits and the supply of resources.	Academic Support Program	07/01/2013	06/30/2014	\$500	FRYSC staff
<b>Total</b>					\$500	

### IDEA

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Connections	Special education teachers at the middle school and high school will systematically monitor warning signs of withdrawal (attendance, academic performance, transfer students, and behavior) during each 9 weeks in collaboration with the counselors and homeroom teachers.	Academic Support Program	08/14/2013	06/30/2014	\$1500	Counselors, homeroom teachers, and special education teachers
<b>Total</b>					\$1500	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Utilization of Math Teacher Leaders	Building math teacher leaders will collaborate with district math specialist and administrators to select a math program for K-8th grade.	Professional Learning	08/12/2013	05/30/2014	\$0	Math specialist, math teacher leaders, principals
Intervention	Teacher volunteers will be asked to review the list of at risk students and intervene on behalf of one or more students with whom they have developed a connection over the student's history in our school district. Intervention may vary from discussion to tutoring to attendance at school functions in which the student participates, etc.	Other	02/04/2013	05/31/2013	\$0	IC staff, counselors, teacher volunteers

# Comprehensive District Improvement Plan

Mason County

Student Involvement	A survey will be administered to determine if and to what extent a student is involved in co- and extra-curricular activities at the high school for the purpose of encouraging students to become more involved in the school and to develop or add activities in which students will want to participate.	Extra Curricular	01/06/2014	06/30/2014	\$0	High School Administrators, Counselors, and Staff
CCSS Emphasis	Teachers will plan and deliver bell work, group and individual work, and writing opportunities based on student friendly learning targets derived from the CCSS. Learning targets will be emphasized and referenced in each phase of the lesson.	Direct Instruction	08/12/2013	05/30/2014	\$0	Teachers and school level administrators
Connections	Special education teachers will consult with their identified students in order to remove barriers, provide a preventative intervention or alternate means of education, such as night school, academy classes, combination of academy classes as well as general education classes/resource classes, work studies, and/or homebound services	Academic Support Program	08/14/2013	06/30/2014	\$0	Counselors, special education teachers
Student Involvement	Teachers will plan and provide opportunities for students to participate in large group and small group classroom situations and time for individual application of the lesson. Students will have the responsibility and freedom to fully participate in the lesson through the application of knowledge, responding to and posing higher order questions, and a daily writing requirement.	Direct Instruction	08/12/2013	05/30/2014	\$0	Teachers and school administrators
Intervention	Teachers volunteers will be asked to review the list of at risk students and intervene on behalf of one or more students with whom they have developed a connection over the student's history in our school district. Intervention may vary from discussion to tutoring to attendance at school functions in which the student participates, etc.	Academic Support Program	08/12/2013	06/30/2014	\$0	IC staff, counselors, teachers willing to volunteer
Rtl Time	Students receive direct instruction that will assist them in attaining the CPE benchmarks for college readiness based on the results of EPAS analysis. This will continue until the student attains the required score to be college ready.	Direct Instruction	08/12/2013	06/30/2014	\$0	Mason County High School administrators, counselors and teachers
Improving Writing Skills	Schools will restructure their writing program to include daily authentic writing in each content area, an emphasis on content vocabulary, and improvement of on-demand and extended response writing. Timely and specific feedback, use of the general scoring guide released by KDE, student self-reflection, rewriting to a proficient (3 or 4) level, and effective use of power verbs will be critical aspects of the writing program.	Direct Instruction	08/12/2013	06/30/2014	\$0	Principals, classroom teachers

## Comprehensive District Improvement Plan

Mason County

District Level Discussions	District and school level personnel will meet and discuss trends resulting from the benchmark assessments, MAP and CERT, that will include an analysis of growth, comparison of MAP and CERT to other sources, role of the student in goal setting and monitoring of his/her progress, next steps, and presentations by individual schools to the board on progress toward improvement goals.	Other	09/09/2013	05/30/2014	\$0	School and district administrative teams, teacher leaders
<b>Total</b>					\$0	

### Race to the Top

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Principal Training	Principals and assistant principals will work through the Teachscape training and pass the appropriate assessments that qualify them as certified evaluators and adhere to the PGES calendar of activities to implement PGES in their buildings. They will also follow the district plan for implementation.	Professional Learning	04/15/2013	04/15/2014	\$8000	District Evaluation Coordinator, Supervisor, Superintendent
<b>Total</b>					\$8000	

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	The district math specialist, math teacher leaders and administrators will research and select a mathematics program that is congruent to the common core standards. The team will visit high performing schools to discuss and observe the school's mathematical program.	Professional Learning	08/12/2013	05/30/2014	\$3711	Supervisor, math teacher leaders, principals
Career Preparation	The high school will be restructured to offer more pathways for students to attain career certification. District and school administrators, teachers and students will participate in school/district visits to observe and evaluate additional options that could be implemented at the high school.	Career Preparation/Orientation	07/01/2013	06/27/2014	\$7320	Mason County High School administrators, counselors and CTE staff
Application of Leadership Skills	Teacher leaders will be trained and skills acquired to plan and present professional development on NGSS, and state developed social studies standards.	Professional Learning	07/01/2013	06/30/2014	\$7000	central office and school administration
Connections	Homeroom teachers at the middle and high schools will make home visits to students to develop a relationship with both student and parent. Middle school teachers work with students through out the year to develop their ILP. High school teachers meet with their homeroom students during an extended homeroom weekly to discuss and encourage progress toward graduation and college/career readiness.	Academic Support Program	07/01/2013	10/03/2014	\$20000	All certified staff

# Comprehensive District Improvement Plan

Mason County

e-Walk	Administrators will use e-Walk Plus to design and implement PGES templates to monitor teacher performance levels and provide feedback to teachers.	Professional Learning	10/07/2013	05/30/2014	\$4000	Principals, Assistant principals, Central Office Certified Staff
<b>Total</b>					<b>\$42031</b>	

## Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Credit Recovery	Identified students will complete Odysseyware courses for credit recovery	Academic Support Program	08/12/2013	06/30/2014	\$13250	Mason County High School administrators, counselors, and teachers
Tier I Rtl in CCSS	Teachers will use a variety of data sources including CERT and MAP to identify individuals/groups of students with the same instructional needs to provide small group instruction in the core class time.	Other	08/12/2013	06/06/2014	\$29325	classroom teachers, principals, math specialist
Progress Checks	School based personnel will organize and administer Benchmark assessment (CERT and/or MAP), proficiency checks, common formative assessments, and other authentic activities to determine student growth toward proficiency. School personnel will analyze these assessments using the Assessment Clearinghouse protocol, provide timely and instructive feedback, and determine strengths and areas for improvement. Teachers will utilize this data to modify instruction and provide appropriate Tier 2 interventions.	Other	08/12/2013	05/30/2014	\$29325	Teachers and school administrators
Connections	Teachers at the primary and intermediate schools will make home visits to all students prior to the start of the school year to learn about the student's home life and generate parental support.	Academic Support Program	07/01/2013	10/04/2013	\$20000	All certified staff
Ron Clark Strategies	Selected teachers will be sent to the Ron Clark Academy for training in strategies, implement these strategies upon their return to their classroom, and assist other teachers in implementing change in their classrooms.	Direct Instruction	08/12/2013	05/30/2014	\$20000	superintendent, supervisor, selected teachers
Application of Leadership Skills	Teacher leaders will be trained and skills acquired to plan and present professional development on NGSS, and state developed social studies standards.	Professional Learning	07/01/2013	06/30/2014	\$5000	central office and school administration
Performance Data Monitoring	Performance of individual students on MAP, CERT, CIITS and other data sources will be analyzed and trends identified to enable schools to make decisions regarding the effectiveness of instructional programs from core instruction through intervention efforts.	Other	09/02/2013	04/30/2014	\$29325	Central office and school administrative teams

## Comprehensive District Improvement Plan

Mason County

Professional Development	Teachers will be provided professional development and establish expectations for continuing to implement "best practices" in instructional strategies including; cooperative learning, compare/contrast, note making, student voice, and daily writing/journals. Additional professional development that support effective programming in literacy, math and science will be provided.	Professional Learning	08/12/2013	05/30/2014	\$31658	District and school administrators and teachers
Using Smart Technology	Students and teachers at all schools will extend their knowledge and efficient use of a variety of technology for research, assessment, note taking, content writing, virtual projects, film making, etc. to create a more authentic and stimulating classroom setting that increases student involvement.	Technology	08/12/2013	06/30/2014	\$177085	District Technology Coordinator, teachers, school administrators
<b>Total</b>					<b>\$354968</b>	

### General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Selection and Placement	Possible hires will be identified from a file of current applications. Candidates will be selected based on certification and qualification. Candidates representative of the district student population with regard to ethnicity and economic status will be a priority. Interviews will be two stage, beginning with a district screening committee and a second interview by school representatives on site.	Recruitment and Retention	01/06/2014	07/31/2014	\$0	Central office staff, school principals, council members and teachers
Recruitment	Central office and/or school staff members will attend job fairs at teacher training institutions, distribute information about the district, and collect names and contact information of possible candidates.	Recruitment and Retention	01/06/2014	07/31/2014	\$1000	Central office staff, Assistant Superintendent for Instruction
<b>Total</b>					<b>\$1000</b>	

## Activity Summary by School

Below is a breakdown of activity by school.

### All Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Recruitment	Central office and/or school staff members will attend job fairs at teacher training institutions, distribute information about the district, and collect names and contact information of possible candidates.	Recruitment and Retention	01/06/2014	07/31/2014	\$1000	Central office staff, Assistant Superintendent for Instruction
Selection and Placement	Possible hires will be identified from a file of current applications. Candidates will be selected based on certification and qualification. Candidates representative of the district student population with regard to ethnicity and economic status will be a priority. Interviews will be two stage, beginning with a district screening committee and a second interview by school representatives on site.	Recruitment and Retention	01/06/2014	07/31/2014	\$0	Central office staff, school principals, council members and teachers
Performance Data Monitoring	Performance of individual students on MAP, CERT, CIITS and other data sources will be analyzed and trends identified to enable schools to make decisions regarding the effectiveness of instructional programs from core instruction through intervention efforts.	Other	09/02/2013	04/30/2014	\$29325	Central office and school administrative teams
District Level Discussions	District and school level personnel will meet and discuss trends resulting from the benchmark assessments, MAP and CERT, that will include an analysis of growth, comparison of MAP and CERT to other sources, role of the student in goal setting and monitoring of his/her progress, next steps, and presentations by individual schools to the board on progress toward improvement goals.	Other	09/09/2013	05/30/2014	\$0	School and district administrative teams, teacher leaders
Improving Writing Skills	Schools will restructure their writing program to include daily authentic writing in each content area, an emphasis on content vocabulary, and improvement of on-demand and extended response writing. Timely and specific feedback, use of the general scoring guide released by KDE, student self-reflection, rewriting to a proficient (3 or 4) level, and effective use of power verbs will be critical aspects of the writing program.	Direct Instruction	08/12/2013	06/30/2014	\$0	Principals, classroom teachers
CCSS Emphasis	Teachers will plan and deliver bell work, group and individual work, and writing opportunities based on student friendly learning targets derived from the CCSS. Learning targets will be emphasized and referenced in each phase of the lesson.	Direct Instruction	08/12/2013	05/30/2014	\$0	Teachers and school level administrators

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Student Involvement	Teachers will plan and provide opportunities for students to participate in large group and small group classroom situations and time for individual application of the lesson. Students will have the responsibility and freedom to fully participate in the lesson through the application of knowledge, responding to and posing higher order questions, and a daily writing requirement.	Direct Instruction	08/12/2013	05/30/2014	\$0	Teachers and school administrators
Progress Checks	School based personnel will organize and administer Benchmark assessment (CERT and/or MAP), proficiency checks, common formative assessments, and other authentic activities to determine student growth toward proficiency. School personnel will analyze these assessments using the Assessment Clearinghouse protocol, provide timely and instructive feedback, and determine strengths and areas for improvement. Teachers will utilize this data to modify instruction and provide appropriate Tier 2 interventions.	Other	08/12/2013	05/30/2014	\$29325	Teachers and school administrators
Professional Development	Teachers will be provided professional development and establish expectations for continuing to implement "best practices" in instructional strategies including; cooperative learning, compare/contrast, note making, student voice, and daily writing/journals. Additional professional development that support effective programming in literacy, math and science will be provided.	Professional Learning	08/12/2013	05/30/2014	\$31658	District and school administrators and teachers
Application of Leadership Skills	Teacher leaders will be trained and skills acquired to plan and present professional development on NGSS, and state developed social studies standards.	Professional Learning	07/01/2013	06/30/2014	\$12000	central office and school administration
Using Smart Technology	Students and teachers at all schools will extend their knowledge and efficient use of a variety of technology for research, assessment, note taking, content writing, virtual projects, film making, etc. to create a more authentic and stimulating classroom setting that increases student involvement.	Technology	08/12/2013	06/30/2014	\$177085	District Technology Coordinator, teachers, school administrators
Principal Training	Principals and assistant principals will work through the Teachscape training and pass the appropriate assessments that qualify them as certified evaluators and adhere to the PGES calendar of activities to implement PGES in their buildings. They will also follow the district plan for implementation.	Professional Learning	04/15/2013	04/15/2014	\$8000	District Evaluation Coordinator, Supervisor, Superintendent
Ron Clark Strategies	Selected teachers will be sent to the Ron Clark Academy for training in strategies, implement these strategies upon their return to their classroom, and assist other teachers in implementing change in their classrooms.	Direct Instruction	08/12/2013	05/30/2014	\$20000	superintendent, supervisor, selected teachers
Intervention	Representatives from the Family Resource Youth Service Center will assist through home visits and the supply of resources.	Academic Support Program	07/01/2013	06/30/2014	\$500	FRYSC staff

# Comprehensive District Improvement Plan

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e-Walk	Administrators will use e-Walk Plus to design and implement PGES templates to monitor teacher performance levels and provide feedback to teachers.	Professional Learning	10/07/2013	05/30/2014	\$4000	Principals, Assistant principals, Central Office Certified Staff
<b>Total</b>					<b>\$312893</b>	

## Mason County Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Connections	Homeroom teachers at the middle and high schools will make home visits to students to develop a relationship with both student and parent. Middle school teachers work with students through out the year to develop their ILP. High school teachers meet with their homeroom students during an extended homeroom weekly to discuss and encourage progress toward graduation and college/career readiness.	Academic Support Program	07/01/2013	10/03/2014	\$20000	All certified staff
Utilization of Math Teacher Leaders	Building math teacher leaders will collaborate with district math specialist and administrators to select a math program for K-8th grade.	Professional Learning	08/12/2013	05/30/2014	\$0	Math specialist, math teacher leaders, principals
Professional Development	The district math specialist, math teacher leaders and administrators will research and select a mathematics program that is congruent to the common core standards. The team will visit high performing schools to discuss and observe the school's mathematical program.	Professional Learning	08/12/2013	05/30/2014	\$3711	Supervisor, math teacher leaders, principals
Tier I Rtl in CCSS	Teachers will use a variety of data sources including CERT and MAP to identify individuals/groups of students with the same instructional needs to provide small group instruction in the core class time.	Other	08/12/2013	06/06/2014	\$29325	classroom teachers, principals, math specialist
Intervention	Teachers volunteers will be asked to review the list of at risk students and intervene on behalf of one or more students with whom they have developed a connection over the student's history in our school district. Intervention may vary from discussion to tutoring to attendance at school functions in which the student participates, etc.	Academic Support Program	08/12/2013	06/30/2014	\$0	IC staff, counselors, teachers willing to volunteer
Intervention	Teacher volunteers will be asked to review the list of at risk students and intervene on behalf of one or more students with whom they have developed a connection over the student's history in our school district. Intervention may vary from discussion to tutoring to attendance at school functions in which the student participates, etc.	Other	02/04/2013	05/31/2013	\$0	IC staff, counselors, teacher volunteers

## Comprehensive District Improvement Plan

Mason County

Connections	Special education teachers at the middle school and high school will systematically monitor warning signs of withdrawal (attendance, academic performance, transfer students, and behavior) during each 9 weeks in collaboration with the counselors and homeroom teachers.	Academic Support Program	08/14/2013	06/30/2014	\$1500	Counselors, homeroom teachers, and special education teachers
Connections	Special education teachers will consult with their identified students in order to remove barriers, provide a preventative intervention or alternate means of education, such as night school, academy classes, combination of academy classes as well as general education classes/resource classes, work studies, and/or homebound services	Academic Support Program	08/14/2013	06/30/2014	\$0	Counselors, special education teachers
<b>Total</b>					<b>\$54536</b>	

### Mason County Intermediate School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Connections	Teachers at the primary and intermediate schools will make home visits to all students prior to the start of the school year to learn about the student's home life and generate parental support.	Academic Support Program	07/01/2013	10/04/2013	\$20000	All certified staff
Utilization of Math Teacher Leaders	Building math teacher leaders will collaborate with district math specialist and administrators to select a math program for K-8th grade.	Professional Learning	08/12/2013	05/30/2014	\$0	Math specialist, math teacher leaders, principals
Professional Development	The district math specialist, math teacher leaders and administrators will research and select a mathematics program that is congruent to the common core standards. The team will visit high performing schools to discuss and observe the school's mathematical program.	Professional Learning	08/12/2013	05/30/2014	\$3711	Supervisor, math teacher leaders, principals
Tier I Rtl in CCSS	Teachers will use a variety of data sources including CERT and MAP to identify individuals/groups of students with the same instructional needs to provide small group instruction in the core class time.	Other	08/12/2013	06/06/2014	\$29325	classroom teachers, principals, math specialist
Intervention	Teacher volunteers will be asked to review the list of at risk students and intervene on behalf of one or more students with whom they have developed a connection over the student's history in our school district. Intervention may vary from discussion to tutoring to attendance at school functions in which the student participates, etc.	Other	02/04/2013	05/31/2013	\$0	IC staff, counselors, teacher volunteers
<b>Total</b>					<b>\$53036</b>	

### Mason County High School

# Comprehensive District Improvement Plan

Mason County

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Rtl Time	Students receive direct instruction that will assist them in attaining the CPE benchmarks for college readiness based on the results of EPAS analysis. This will continue until the student attains the required score to be college ready.	Direct Instruction	08/12/2013	06/30/2014	\$0	Mason County High School administrators , counselors and teachers
Career Preparation	The high school will be restructured to offer more pathways for students to attain career certification. District and school administrators, teachers and students will participate in school/district visits to observe and evaluate additional options that could be implemented at the high school.	Career Preparation/Orientation	07/01/2013	06/27/2014	\$7320	Mason County High School administrators , counselors and CTE staff
Connections	Homeroom teachers at the middle and high schools will make home visits to students to develop a relationship with both student and parent. Middle school teachers work with students through out the year to develop their ILP. High school teachers meet with their homeroom students during an extended homeroom weekly to discuss and encourage progress toward graduation and college/career readiness.	Academic Support Program	07/01/2013	10/03/2014	\$20000	All certified staff
Intervention	Teachers volunteers will be asked to review the list of at risk students and intervene on behalf of one or more students with whom they have developed a connection over the student's history in our school district. Intervention may vary from discussion to tutoring to attendance at school functions in which the student participates, etc.	Academic Support Program	08/12/2013	06/30/2014	\$0	IC staff, counselors, teachers willing to volunteer
Intervention	Teacher volunteers will be asked to review the list of at risk students and intervene on behalf of one or more students with whom they have developed a connection over the student's history in our school district. Intervention may vary from discussion to tutoring to attendance at school functions in which the student participates, etc.	Other	02/04/2013	05/31/2013	\$0	IC staff, counselors, teacher volunteers
Connections	Special education teachers at the middle school and high school will systematically monitor warning signs of withdrawal (attendance, academic performance, transfer students, and behavior) during each 9 weeks in collaboration with the counselors and homeroom teachers.	Academic Support Program	08/14/2013	06/30/2014	\$1500	Counselors, homeroom teachers, and special education teachers
Connections	Special education teachers will consult with their identified students in order to remove barriers, provide a preventative intervention or alternate means of education, such as night school, academy classes, combination of academy classes as well as general education classes/resource classes, work studies, and/or homebound services	Academic Support Program	08/14/2013	06/30/2014	\$0	Counselors, special education teachers

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Credit Recovery	Identified students will complete Odysseyware courses for credit recovery	Academic Support Program	08/12/2013	06/30/2014	\$13250	Mason County High School administrators, counselors, and teachers
Student Involvement	A survey will be administered to determine if and to what extent a student is involved in co- and extra-curricular activities at the high school for the purpose of encouraging students to become more involved in the school and to develop or add activities in which students will want to participate.	Extra Curricular	01/06/2014	06/30/2014	\$0	High School Administrators, Counselors, and Staff
<b>Total</b>					<b>\$42070</b>	

### Charles Straub Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Connections	Teachers at the primary and intermediate schools will make home visits to all students prior to the start of the school year to learn about the student's home life and generate parental support.	Academic Support Program	07/01/2013	10/04/2013	\$20000	All certified staff
Utilization of Math Teacher Leaders	Building math teacher leaders will collaborate with district math specialist and administrators to select a math program for K-8th grade.	Professional Learning	08/12/2013	05/30/2014	\$0	Math specialist, math teacher leaders, principals
Professional Development	The district math specialist, math teacher leaders and administrators will research and select a mathematics program that is congruent to the common core standards. The team will visit high performing schools to discuss and observe the school's mathematical program.	Professional Learning	08/12/2013	05/30/2014	\$3711	Supervisor, math teacher leaders, principals
Tier I Rtl in CCSS	Teachers will use a variety of data sources including CERT and MAP to identify individuals/groups of students with the same instructional needs to provide small group instruction in the core class time.	Other	08/12/2013	06/06/2014	\$29325	classroom teachers, principals, math specialist
<b>Total</b>					<b>\$53036</b>	

# **KDE Needs Assessment**

## **Introduction**

The purpose of the School District (system) 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?**

The overall district score was 55.9 or the 55<sup>th</sup>ile and is classified as Needs Improvement.

Based on the data contained in the school report card related to achievement we know that 24.3 to 42.7% of all students scored Novice in reading, 43.7 to 55.8% of all students scored Proficient or higher in reading, students at all levels scored below the state in percent of PD students in reading: elementary (-3.7 points), middle school (-0.7 points) and high school (-9.5 points).

12.4% to 26% percent of all students scored Novice in math. Students at the elementary (+2.6 points), middle (+6.0 points) scored above the state in percent of PD students in math and high school students (-1.5) scored below the state.

Students at the elementary (-11.6 points) and high school (-2.0 points) levels scored below the state in percent of PD in on-demand writing, students at the middle school (+1.5 points) scored above the state in percent of PD in on-demand writing, and students at the elementary (-3.7 points), middle school (-3.0 points), and high school (-12.2 points) levels scored below the state in percent of PD in language mechanics.

Based on the data related to closing the gap we know that 31.6 percent (High School) to 38.7 percent (Middle School) of students in the non-duplicated gap group scored PD in reading, the elementary (-2.9 points), middle school (-0.8 points), and high school (-11.1 points) scored below the state gap group in reading.

24.8 percent (high school), 52.0 percent (middle school), and 31.9 percent (elementary) of students in the non-duplicated gap group Scored PD in math. The middle school (+4.6 points) scored above the state gap group in math. The elementary (-17.2 points) and high school(-13.9 points) scored below the state average.

The middle school (+4.1 points) scored above the state gap group in on-demand writing. The elementary (-13.6 points) and high school (-0.8 points) scored below the state gap group. On language mechanics all levels scored below the state average: elementary (-3.0), middle (-1.3) and high (-15.2).

Based on the data contained in the school report card related to growth we know that 57.9 percent of elementary students made typical or higher growth in reading and math but were below the state average (-6.3 points), 59.8 percent of Middle School students made typical or higher growth in reading but were below the state average (-0.6 points), 59.6 percent of High School students made typical or higher growth in reading and scored above the state average (+0.6 points).

65.8 percent of Elementary students made typical or higher growth in math and scored above the state average (+5.4 points), 62.0 percent of Middle School students made typical or higher growth on math and scored above the state average (+2.4 points), 54.8 percent of High School students made typical or higher growth in math but scored below the state average (-5.1 points).

Based on the data contained in the school report card related to College and Career Readiness we know that the Middle school CCR percentage is 51.5 and is above the state average (+7.4 points) of 44.1.

The high school CCR percentage of 60.7, with the bonus, met the annual delivery target of 49.6 and is above the state CCR average without  
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## Comprehensive District Improvement Plan

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bonus (+2.4 points) and below the state with bonus (-0.1 points). The total (with bonus) high school percentages are above state averages in the following sub-groups: males (+2.3), African Americans (+0.4) and Gap Group (+0.9). The high school CCR percentages are below state averages in the following sub-groups: Females (-2.7), white students (-1.0) and free/reduced meal students (-1.2).

Based on the data contained in the school report card related to Graduation Rate we know that the District graduation rate is 90.8 and is above the state average (+4.7 points). The district delivery target for 2014 is 91.6 based on the new cohort data.

Based on Program Review scores we know that 2 (Straub Elementary and MCHS) of 4 schools are proficient on the Arts/Humanities PR, 1 (MCIS) of 4 schools is proficient on the PL/VS PR, and 1 (Straub Elementary) is proficient on the Writing PR.

Based on the TELL Survey we know that teachers from all schools want more involvement in planning and more influence on decision making. Teachers believe that professional development is not differentiated effectively and does not deepen content knowledge. However, as a group, teachers believe that Mason County is a good place to work and learn (86.3 percent for the district compared to 85.2 from the state).

## **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?**

An area of strength that we can build is a strong increase in our College/Career Ready percentage. A second area of strength is the Graduation Rate. Our rate is significantly higher than the state average and above our delivery target.

While our scores across all schools and for the district were in the "Needs Improvement" range those scores are near the cut point for Proficiency and there were no Focus schools.

Almost all of our Program Reviews were proficient with the exception of Writing at the high school and intermediate levels.

## **Opportunities for Improvement**

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

While there is a need for improvement in all components of the accountability system the priority needs for all schools in the district are to reduce the percent of Novice and increase the percent of Proficient and Distinguished. Increasing the percent of students at Proficient + will improve student performance in the Achievement, Gap and Growth components and aid in increasing the percent of College/Career Ready students and the Graduation Rate. Interventions at all levels on the Pyramid of Interventions will address those students with the greatest academic need. The continued utilization of the classroom framework for instruction across all grades will provide students with greater student voice, more classroom involvement, opportunities to develop leadership skills, and the ability to think critically. We will develop and implement tools to increase students' ability to answer extended response questions and to address on-demand prompts.

Another priority is to restructure the high school to provide multiple opportunities for career and college pathways that will increase the percentage of college/career ready students. Focusing on Next Generation Learner priorities to possibly incorporate a variety of offerings to meet individual learning needs and interests.

Results from a guided self study pertaining to the elementary schools will be utilized to develop strategies for improving reading, math and writing instruction.

Increasing the rigor will be addressed through continued implementation of the Common Core Standards, development of student friendly targets, development of congruent lessons, common formative assessments, and the adoption of a K-8 mathematics program that is congruent to the common core standards for the purpose of vertical alignment of the curriculum.

Program review, guided self study and K-PREP results indicate a need to improve authentic writing in all content areas as well as preparation for on-demand and extended responses for K-PREP.

The new PGES initiative requires extensive training for administrators and certified staff to develop an understanding of the domains and components. Administrators will utilize a walk-through instrument to gather data pertaining to the performance levels to determine the growth needs of staff.

## **Oversight and Monitoring**

### **Describe your processes and interventions for monitoring continuous improvement.**

Meetings with individual school data analysis teams will be held after the results of each MAP and CERT assessment are received. Utilizing CIITS, common formative and summative assessments and mastery checks will also be reviewed. Based on results, intervention strategies and activities will be addressed as to their effectiveness and amended as necessary.

Failure lists will be generated throughout the school year for all grade levels as well as credits earned for the high school to ensure that students are progressing to graduation on time.

Results of the ACT, COMPASS, KYOTE, ASVAB, KOSSA, and Work Keys will be reviewed to determine which students are progressing toward or have earned College/Career Ready status.

Walk-through data (e-Walk Plus) will be analyzed to determine the effectiveness of instruction and identify trends for each building and the district to determine areas for improvement.

## **Conclusion**

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

Continued improvement and utilization of the system wide framework for instruction is critical to the improvement of instruction and achievement in the classroom. Greater student voice in the instructional process will increase student involvement in the class, develop student leadership skills, and encourage students to think critically.

Those students who are in greatest need will continue to be addressed through the Pyramid of Interventions. Increasing the rigor must continue through the implementation of the new Common Core Standards.

Common formative assessments, FALs, mastery checks and benchmark assessments will be utilized to determine student progress. Students will set individual goals for their academic achievement and schools will use the Next-Generation Learners Accountability Calculator to set school goals for improvement.

Students will be provided with opportunities and strategies for authentic writing in all content areas as well as extended response and on-demand writing.

High School restructuring to increase the number of College/Career Paths along with ACT prep time will enable the school to increase the number of College/Career Ready students who graduate.

The district will continue to support and assist schools to increase the number and skill level of teacher leaders.

# Compliance and Accountability - Districts

## **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 2014. 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

**Our district ensure that teachers are equitably distributed throughout the district to ensure that all students are college and career ready. Equitable Distribution: poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers.**

**Goal 1:**

Teachers will be equitably distributed throughout the classes in the four schools in the district.

**Measurable Objective 1:**

collaborate to assign teachers to schools and classes based on school needs and the availability of certified and qualified candidates by 07/31/2014 as measured by recruiting and hiring the most qualified teacher candidates available. All hires will be certified, highly qualified and equitably assigned to schools and classes based on need..

**Strategy1:**

Teacher Recruitment - Members of the Mason County School System's staff will attend job placement fairs at the various teacher colleges in the state, distribute information about the system and collect the names and contact information of possible teacher candidates. Openings will be posted on the state website ensuring that experienced as well as new graduates have equitable access to information regarding openings.

Research Cited: According to Katy Haycock, executive director of Education Trust, the most important variable associated with student achievement is the teacher. Additionally, research suggests that schools must work to ensure that the most qualified and effective teachers are assigned to (and want to teach in) classrooms with the most struggling students (Barr & Parrett, 2003, pg. 83). Supporting the academic growth of all students is paramount on the selection and placement of teachers and an integral consideration in the educational decision making process. Mason count has a systematic process related to the recruitment, selection, placement, and retention of school personnel.

Activity - Recruitment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Central office and/or school staff members will attend job fairs at teacher training institutions, distribute information about the district, and collect names and contact information of possible candidtaes.	Recruitment and Retention	01/06/2014	07/31/2014	\$1000 - General Fund	Central office staff, Assistant Superintendent for Instruction

# Comprehensive District Improvement Plan

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Activity - Selection and Placement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Possible hires will be identified from a file of current applications. Candidates will be selected based on certification and qualification. Candidates representative of the district student population with regard to ethnicity and economic status will be a priority. Interviews will be two stage, beginning with a district screening committee and a second interview by school representatives on site.	Recruitment and Retention	01/06/2014	07/31/2014	\$0 - General Fund	Central office staff, school principals, council members and teachers

**Our district has identified specific strategies to address areas for improvement identified in the TELL KY Survey results.**

### Goal 1:

The district will assist schools in providing professional development for the training and retention of teacher leaders.

### Measurable Objective 1:

collaborate to provide teachers the opportunity to assume a leadership position in the school by 06/27/2014 as measured by training verification and the utilization of skills acquired to assist in the planning and implementation of budgets, professional development plans, and common core integration..

### Strategy1:

Professional Development - Provide opportunities both within the district and from outside agencies such as CIITS, KDE Teacher Cadres, KEDC, KVEC, PD 360, state and national conferences and others to observe and develop leadership skills.

Research Cited: According to the National Comprehensive Center for Teacher Quality (2007) "Teachers are leaders when they function in professional communities to affect student learning; contribute to school improvement; inspire excellence in practice; and empower stakeholders to participate in educational improvement" (Childs-Bowen, Moller, & Scrivner, 2000, p. 28). Teacher leaders can also be catalysts for change, visionaries who are "never content with the status quo but rather always looking for a better way" (Larner, 2004, p. 32). The development of teacher leaders not only has a positive impact related to school improvement efforts, but also impacts the teacher leader in positive ways. Harrison and Killion (2007) in an article on ten roles for teacher leaders share the work of Blase and Blase (2006). They found that consultation with peers enhanced teachers' self-efficacy (teachers' belief in their own abilities and capacity to successfully solve teaching and learning problems) as they reflected on practice and grew together, and it also encouraged a bias for action (improvement through collaboration) on the part of teachers. Kentucky has also embraced the importance of teacher leaders as districts work to address Characteristics of Highly Effective Teaching (CHETL).

Activity - Application of Leadership Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher leaders will be trained and skills acquired to plan and present professional development on NGSS, and state developed social studies standards.	Professional Learning	07/01/2013	06/30/2014	\$7000 - Other \$5000 - Title I Part A	central office and school administration

# Comprehensive District Improvement Plan

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Activity - Utilization of Math Teacher Leaders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Building math teacher leaders will collaborate with district math specialist and administrators to select a math program for K-8th grade.	Professional Learning	08/12/2013	05/30/2014	\$0 - No Funding Required	Math specialist, math teacher leaders, principals

## **KDE Assurances - District**

## **Introduction**

KDE Assurances for Districts

**District Assurances**

Label	Assurance	Response	Comment	Attachment
1.	All schools in our district have planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of data and information.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	The current school year Comprehensive District Improvement Plan (CDIP) and all our schools Comprehensive School Improvement Plans (CSIPs) are available for stakeholders to examine on the district website.	Yes		

Label	Assurance	Response	Comment	Attachment
3.	All teachers in our district including those providing services to private school students are highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
4.	All paraeducators in our district including those providing services to private school students are highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	All schools in our district notify parents when their children are taught for four or more consecutive weeks by teachers who are not highly qualified. If no, list the schools below.	Yes		

Label	Assurance	Response	Comment	Attachment
6.	Our district 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		

Label	Assurance	Response	Comment	Attachment
7.	Our district has planned strategies to recruit and retain highly qualified teachers.	Yes		

# Comprehensive District Improvement Plan

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Label	Assurance	Response	Comment	Attachment
8.	Our district will allocate and spend federal program funds only on programs and activities for identified eligible students and will maintain appropriate financial records in this regard.	Yes		

Label	Assurance	Response	Comment	Attachment
9.	Our district ensure that program funds are targeted to schools that have the lowest proportion of highly qualified teachers, have the largest average class size, or are identified as focus or priority schools.	Yes		

Label	Assurance	Response	Comment	Attachment
10.	Our district ensures that all class-size reduction teachers are utilized to reduce class size below the state requirements. Paraprofessionals are utilized to meet the state requirements before hiring any additional teachers serving in that capacity.	Yes		

Label	Assurance	Response	Comment	Attachment
11.	Our district ensure class-size reduction needs are determined by analysis of data compiled through such processes as achievement test results, needs assessments, and class size data reviews.	Yes		

Label	Assurance	Response	Comment	Attachment
12.	Our district ensure that all personnel compensated from federal program funds are performing assignments aligned to the program purpose according to the program plan and appropriate documentation is maintained.	Yes		

Label	Assurance	Response	Comment	Attachment
13.	Our district ensures that private schools have been consulted with regard to available federal funds for use with eligible students and/or teachers according to federal program requirements.	Yes		

Label	Assurance	Response	Comment	Attachment
14.	Our district ensures that services provided to private schools with federal funds are delivered according to specific federal program requirements and appropriate documentation is maintained.	Yes		

# Comprehensive District Improvement Plan

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Label	Assurance	Response	Comment	Attachment
15.	Procedures have been established for the identification and tracking of purchases made with federal funds, including the retrieval and/or disposal of materials when no longer needed.	Yes		

Label	Assurance	Response	Comment	Attachment
16.	Our district ensures that all federal program complaint procedures have been communicated to all stakeholders and are properly implemented when applicable.	Yes		

Label	Assurance	Response	Comment	Attachment
17.	Our district maintains proper time and effort documentation for all personnel paid with federal funds according to specific federal program requirements.	Yes		

Label	Assurance	Response	Comment	Attachment
18.	Our district ensures proper maintenance of records according to federal program guidelines.	Yes		

Label	Assurance	Response	Comment	Attachment
19.	Our district has followed the proper procedures for the acquisition of equipment and materials with federal funds.	Yes		

Label	Assurance	Response	Comment	Attachment
20.	Our district ensures that all federal programs are evaluated annually for program effectiveness and compliance.	Yes		

Label	Assurance	Response	Comment	Attachment
21.	Our district ensures that only eligible schools are served by Title I, Part A.	Yes		

Label	Assurance	Response	Comment	Attachment
22.	Our district ensures that low-income data for all schools is taken on the same day.	Yes		

Label	Assurance	Response	Comment	Attachment
23.	Our district ensures that district and school allocations on the Title I Ranking Report correspond with the MUNIS budget.	Yes		

# Comprehensive District Improvement Plan

Mason County

Label	Assurance	Response	Comment	Attachment
24.	Our district ensures that there is documentation to support the child count for local institutions for neglected children that was submitted to KDE.	Yes		

Label	Assurance	Response	Comment	Attachment
25.	Our district ensures that setaside funds for neglected institutions in the district are expended on identified student needs.	No	No neglected institutions are located within the district.	

Label	Assurance	Response	Comment	Attachment
26.	Our district ensures that neglected student needs were identified through consultation with staff at all neglected institutions in the district.	No	There are no neglected institutions within the district.	

Label	Assurance	Response	Comment	Attachment
27.	Our district ensures that Title I funds are reserved and expended to meet the needs of homeless children and youth in non-Title I schools.	Yes		

Label	Assurance	Response	Comment	Attachment
28.	Our district ensures that if it receives more than \$500,000 in Title I, Part A funding, 1% of the total district allocation has been reserved for parent involvement activities and that 95% of the reserved funds has been allocated to eligible schools including eligible private schools.	Yes		

Label	Assurance	Response	Comment	Attachment
29.	Our district ensures that parents are involved in deciding ways in which parent involvement funds are used.	Yes		

Label	Assurance	Response	Comment	Attachment
30.	Our district ensures that there is an annual meeting to inform parents of program requirements, including the right of parents to be involved in planning, review and improvement of parent programs.	Yes		

# Comprehensive District Improvement Plan

Mason County

Label	Assurance	Response	Comment	Attachment
31.	Our district ensures that all parents of students in Title I schools have been notified that they may request information regarding the professional qualifications of their child's teachers.	Yes		

Label	Assurance	Response	Comment	Attachment
32.	Our district ensures that it communicates with school councils/school staff on an ongoing basis including information on program requirements, analysis of data and review of the schoolwide program (SWP) or targeted assistance (TAS) program plan to ensure compliance and effectiveness.	Yes		

Label	Assurance	Response	Comment	Attachment
33.	Our district ensures that private schools (within and outside the district) serving students from participating public school attendance areas have been contacted to offer equitable services.	Yes		

Label	Assurance	Response	Comment	Attachment
34.	Our district ensures that written affirmation signed by an official from each of the participating private schools that consultation occurred during the design, implementation, and assessment of the Title I activities in the private schools is maintained.	Yes		

Label	Assurance	Response	Comment	Attachment
35.	For any staff member that does not meet the highly qualified teacher status, the district develops an individual plan to assist them with becoming highly qualified.	No	All staff are highly qualified.	

Label	Assurance	Response	Comment	Attachment
36.	Our district ensures that district and school allocations on the Title II Teacher Quality Program Budget correspond with the MUNIS budget.	No	Title II funds were transferred to Title I funds.	

# **Superintendent Evaluation Assurance**

## **Introduction**

The purpose of the Kentucky Superintendent Evaluation Diagnostic is to ensure critical conversations between superintendents and local boards of education are regularly occurring for continuous improvement in each district in Kentucky. Appropriate evidence would include uploaded minutes of the board of education where financial management, facilities and, student performance have been discussed.

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### Superintendent Evaluation Assurance

Label	Assurance	Response	Comment	Attachment
	The district certifies that the Superintendent Evaluation has been completed and submitted in ASSIST and that all supporting artifacts and evidence have been uploaded to support said responses to show alignment with the Kentucky Board of Education goals for student achievement, operational efficiency and the communication and collaboration of district leadership.	Yes		

# **School Safety Assurance**

## **Introduction**

In response to recent tragic events in our nation's schools, during the 2013 legislative session the Kentucky General Assembly took action, through the passage of Senate Bill 8/House Bill 354, to assure that our schools are safer places for students and staff to work and learn. Among other things, SB8/HB354 required changes to emergency plan requirements, the development of school safety practices, and additional severe weather, lockdown and earthquake drills. The bill also required local school district superintendents to verify to the Kentucky Department of Education that all schools in the district are in compliance with these requirements. This diagnostic is the means by which this reporting is accomplished.

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**School Safety Assurance**

Label	Assurance	Response	Comment	Attachment
	The district certifies that the it has submitted the required School Safety diagnostic in ASSIST to verify that it is in compliance with SB/HB354 to assure schools are safer places for students and staff and that school safety practices are being developed and are in place.	Yes		

# **Compulsory Attendance Age (Senate Bill 97) Assurance**

## **Introduction**

Senate Bill 97 authorizes local school boards to pass a district-wide policy extending the compulsory school age requirement from age 16 to age 18 for all students residing in the district. When fifty-five percent of the school districts in the state adopt such a policy, all remaining school districts are required to do so, effective with the school year that occurs four (4) years after the 55% threshold is met. The 55% threshold of 96 districts was met in July of this year, activating the requirement for all remaining school districts to enact a policy within the statutory time frame.

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**Compulsory Attendance Age (Senate Bill 97)**

Label	Assurance	Response	Comment	Attachment
	The Board certifies that the Raising the Compulsory Attendance Age diagnostic has been completed and submitted in ASSIST and that all supporting artifacts have been uploaded to support said responses to show alignment with Senate Bill 97.	Yes		