



# Comprehensive School Improvement Plan

Mason County High School  
Mason County

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

## **Description of the School**

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

Mason County High School 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 2828 students in grades K-12 and an additional 157 pre-school students. 15% 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 north 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.

## **School's Purpose**

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

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. At Mason County High School we want to know every child, by name and face and help them achieve college and career readiness. Following are our belief statements:

- ☐ Each student has a special gift.
- ☐ Our greatest resources are quality staff and effective use of time.
- ☐ Achievement builds self-esteem; self-esteem promotes achievement.
- ☐ Risk taking is essential for growth.
- ☐ Change creates opportunity and the need for lifelong learning.
- ☐ All people are entitled to a safe and caring environment.
- ☐ Individuals are responsible for their actions.
- ☐ Diversity enriches life.
- ☐ Public education benefits the entire community.
- ☐ Education is the shared responsibility of all.
- ☐ Excellence justifies the investment.

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

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

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:

☐ Increase the graduation rate annually until all entering students graduate

☐ Reduce the achievement gap annually as related to ethnic, socioeconomic, and disability status in comparison to the general student population

☐ 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

☐ 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 their 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 High School Comprehensive School Improvement Plan Revised**

## **Overview**

### **Plan Name**

2013-2014 Mason County High School Comprehensive School Improvement Plan Revised

### **Plan Description**

A plan to improve student achievement and increase 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	Increase the average graduation rate from 85.5% to 98% by 2022.	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$26250
2	All Program Reviews will score Proficient in all areas.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
3	Increase teaching effectiveness, empowerment, leadership, and learning among Mason County High School Teachers.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
4	Increase the percentage of students who are college and career ready from 52.7 percent in 2013 to 70% in 2017.	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$115794
5	Achievement for all student groups in reading and math will increase so that the achievement gap (current score difference from 100%) decreases by 50% by 2017.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$1000
6	Increase the percentage of Proficient/Distinguished across all content areas so that the school classification will change from "Needs Improvement-Progressing" to "Proficient"	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$119917
7	MCHS teachers will be exposed to TPGES.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$2600
8	Employ teachers who are highly qualified in their teaching field.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

## Goal 1: Increase the average graduation rate from 85.5% to 98% by 2022.

### Measurable Objective 1:

87% of Ninth, Tenth, Eleventh and Twelfth grade students will complete a portfolio or performance to graduate from high school. in Career & Technical by 06/30/2014 as measured by Averaged Freshman Graduation Rate.

### Strategy 1:

Alternative Education Options - Students will be offered additional learning options in addition to day school.

Research Cited: Research has shown that education must meet students where they are educationally and focus on their individual interests in order to keep them engaged in school. 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 - Making Connections	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through the making connections program, counselors, principals, and teachers work together to appropriately place individual students on an education track that will make them successful. Options include close monitoring of grades, behavior, and attendance during day school, offering students the Night School Option, the Mason County Learning Academy, or a combination of all of the options. Odysseyware's online curriculum will be utilized in the alternative setting.	Academic Support Program	08/14/2012	06/30/2017	\$13250	Title I Part A	Kermit Belcher Mike Ross Dusty Schultz Jeremy Hawkins Robbie Kimble

Activity - Middle College	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be given the opportunity to gain college credit during their high school career.	Academic Support Program	08/14/2013	06/30/2020	\$1000	District Funding	Central Office (Financial Advisor) Administration Teachers

Activity - Student Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our school works closely with Nancye Fritz, the coordinator of our Student Service Center, to find ways to encourage students to stay in school and perform at a high level.	Behavioral Support Program	08/14/2013	06/30/2014	\$5000	Grant Funds	Administration Nancye Fritz Student Service Center Personnel

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Activity - Student Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MCHS is investigating researched-based instructional strategies to increase student engagement.	Academic Support Program	08/12/2013	06/02/2014	\$7000	Other	Admin Team Teacher Leaders

## Goal 2: All Program Reviews will score Proficient in all areas.

### Measurable Objective 1:

100% of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a behavior which contributes to the school scoring proficient in all program review areas, including in Writing by 06/01/2015 as measured by the Program Review Team.

### Strategy 1:

Program Review Analysis - Teachers will look at last year's student work and analyze strengths and weaknesses.

Research Cited: Research supports analyzing student work as an effective method used to adjust instruction to meet set standards. 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."

Activity - Analysis of Student Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze previous year's scores to improve the writing program review to proficiency with the goal of implementing writing strategies in every classroom.	Academic Support Program	08/14/2012	04/01/2014	\$0	No Funding Required	Arts and Humanities Department PLVS Department Writing -- All Departments

## Goal 3: Increase teaching effectiveness, empowerment, leadership, and learning among Mason County High School Teachers.

### Measurable Objective 1:

collaborate to build teacher leaders at Mason County High School. by 05/31/2015 as measured by the TELL Survey..

**Strategy 1:**

Teacher/Administrator Collaboration - The administrative team will include teachers when developing future plans for Mason County High School.

Research Cited: Research shows that organizations are more effective when all stakeholders have a say in the direction of the organization. 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 - Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
*Analyze the results of the TELL Survey and make adjustments to authentic concerns.	Behavioral Support Program	08/14/2012	06/30/2014	\$0	No Funding Required	Administrative Team Teaching Faculty

Activity - Teacher Voice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
*Utilize teacher leaders in making organizational decisions.	Behavioral Support Program	08/14/2012	06/30/2014	\$0	No Funding Required	Administration Team Teacher Leaders

**Goal 4: Increase the percentage of students who are college and career ready from 52.7 percent in 2013 to 70% in 2017.**

**Measurable Objective 1:**

57% of Twelfth grade students will demonstrate a proficiency to be career and college ready in Career & Technical by 05/30/2014 as measured by ACT, COMPASS, KYOTE, KOSSA, WORKKEYS, INDUSTRIAL CERTIFICATIONS.

**Strategy 1:**

Career Counseling - Teachers will guide students in constructing their schedules each year to ensure they are on a career path.

Research Cited: Research shows that students perform better with a mentor that helps to counsel them on their career options when schedule building. 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.

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Activity - Making Connections	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
*Teachers will be trained so that they are all educated on Career Majors and homeroom teachers will conduct career counseling with students when constructing student schedules.	Career Preparation/Orientation	01/03/2013	04/15/2014	\$0	No Funding Required	All Staff

Activity - Curriculum Assessment & Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The CTE teachers will make sure that class offerings are aligned with career majors, and also ensure that the career majors have been entered in TEDS.	Career Preparation/Orientation	12/12/2012	12/31/2013	\$0	No Funding Required	CTE Teachers

### Strategy 2:

Targeted Intervention - Staff will set up classroom structures and master schedule that supports instructional approaches based on students' skills and learning preferences.

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 - Remediation strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will identify and implement remediation strategies for students not meeting benchmarks on ACT (CERT), Compass, KYOTE, Work Keys or ASVAB. Students will use their iPad for CERT remediation for identified areas for improvement.	Academic Support Program	08/14/2012	05/30/2014	\$110794	Title I Part A	Admin Team Teachers

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Activity - Test Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide students with practice opportunities for ACT, COMPASS, KYOTE, and Work Keys assessments	Academic Support Program	08/14/2012	05/30/2014	\$5000	District Funding	Admin Team Teachers

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

### Measurable Objective 1:

demonstrate a proficiency of an increase of 10% annually for all student groups based on 2013 EOC scores with the goal of 31.2 for 2014 by 06/30/2014 as measured by 2014 accountability testing as reported in the school report card .

### Strategy 1:

RTI - Teachers will implement Response to Intervention in both core and RAP instruction. Tier 1 will take place in core instruction, and students will receive Tier 2 and Tier 3 interventions during RAP instruction.

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).

Activity - Implementation of Quality RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained to give quality instruction during core instruction and RAP/3A time (a 30 minute intervention/remediation period) that meets daily.	Academic Support Program	08/14/2012	05/30/2014	\$0	No Funding Required	Admin Team Teacher Leaders

Activity - Monitor Implementation of RTI Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will turn in written plans indicating skill(s) addressed and activity used. Admin team and teacher leaders will do walkthroughs.	Academic Support Program	08/14/2012	05/30/2014	\$0	No Funding Required	Admin Team Teacher Leaders

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will give probes/progress checks and will conduct mastery checks to monitor student growth.	Academic Support Program	08/14/2012	05/30/2014	\$0	No Funding Required	Admin Team Teacher Leaders

**Strategy 2:**

Classroom Structure - Teachers will utilize variation in classroom structure that includes whole group, explicit instruction, small group, and independent work which will provide differentiated opportunities for students with varied learning styles and multiple intelligence. It will give students the opportunity to deepen their understanding of difficult concepts by explaining their understanding and misunderstanding and communicating about their problem solving strategies.

Research Cited: 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).

Activity - Monitor Implementation of Classroom Structure	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilizing EWalk Plus, administrators will monitor the implementation of classroom structure expectations through walk through fidelity checks.	Academic Support Program	08/14/2012	05/30/2014	\$1000	Other	Admin Team Teacher Leaders

## **Goal 6: Increase the percentage of Proficient/Distinguished across all content areas so that the school classification will change from "Needs Improvement-Progressing" to "Proficient"**

**Measurable Objective 1:**

demonstrate a proficiency of the 70th percentile on the ranking of high schools by 06/28/2013 as measured by the accountability model.

**Strategy 1:**

CIITS - Teachers will be trained to use CIITS for analyzing student data and instructional planning.

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 that if we want better schools, we have to monitor the implementation of our highest priorities. School children 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 that schools that explore data and take action collaboratively provide the most fertile soil in which a culture of improvement can take root and

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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.

Activity - Technology Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize technology (iPads, ZOOM-Math App on TI-84 Calculators, eTextbooks, SMARTBoard, etc) that is congruent to standards to actively engage students in their learning.	Academic Support Program	08/14/2012	05/30/2014	\$119917	Title I Part A	Admin Team, Teachers
Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use CIITS for analysis of data to determine students' instructional needs.	Policy and Process	08/14/2012	05/30/2014	\$0	No Funding Required	Admin Teams, Department Chairs

### Strategy 2:

Increase Rigor - Teachers will be trained in increasing the rigor in the classroom.

Research Cited: 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).

Activity - Rigorous Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create assessments using questions from the EOC test bank or create questions that are EOC-like and will analyze results to determine next steps.	Academic Support Program	08/15/2012	05/30/2014	\$0	No Funding Required	Admin Team Teachers
Activity - Assignment analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the quality core template to examine assignments for rigor and relevance.	Other	08/15/2012	05/30/2014	\$0	No Funding Required	Admin Team Teachers

## Goal 7: MCHS teachers will be exposed to TPGES.

### Measurable Objective 1:

collaborate to familiarize all MCHS teachers to the new evaluation system (TPGES) by 08/01/2014 as measured by sign-in sheets for PLC/department meetings, walkthroughs, etc..

### Strategy 1:

PLC/Walkthroughs - Teachers will receive training and feedback from walkthroughs.

Activity - Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher walkthroughs are conducted based on TPGES strands. Data from these walkthroughs will be utilized to guide teacher growth in the effectiveness system and develop student and teacher professional growth goals.	Professional Learning	08/01/2013	10/31/2014	\$2600	Race to the Top	Admin Team

## Goal 8: Employ teachers who are highly qualified in their teaching field.

### Measurable Objective 1:

collaborate to review teacher applications and credentials to assure they are certified in the field for which they are applying to teach. by 06/30/2014 as measured by evaluating the number of teachers who have undergraduate degrees in the area that they are teaching..

### Strategy 1:

Hiring Process - Teacher applications will be reviewed by a group of people including administrators. On the job application, prospective teachers document the area in which they have received their degree (and from what institution). A representative of MCHS will contact EPSB to assure that a prospective teacher has an active certificate on file.

Activity - Screening Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A group of people, including administrators and SBDM members, will review job applications and conduct interviews of applicants.	Recruitment and Retention	06/30/2013	08/31/2020	\$0	District Funding	Principals and SBDM members

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Involvement	MCHS is investigating researched-based instructional strategies to increase student engagement.	Academic Support Program	08/12/2013	06/02/2014	\$7000	Admin Team Teacher Leaders
Monitor Implementation of Classroom Structure	Utilizing EWalk Plus, administrators will monitor the implementation of classroom structure expectations through walk through fidelity checks.	Academic Support Program	08/14/2012	05/30/2014	\$1000	Admin Team Teacher Leaders
<b>Total</b>					<b>\$8000</b>	

### Race to the Top

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Data	Teacher walkthroughs are conducted based on TPGES strands. Data from these walkthroughs will be utilized to guide teacher growth in the effectiveness system and develop student and teacher professional growth goals.	Professional Learning	08/01/2013	10/31/2014	\$2600	Admin Team
<b>Total</b>					<b>\$2600</b>	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Assignment analysis	Teachers will use the quality core template to examine assignments for rigor and relevance.	Other	08/15/2012	05/30/2014	\$0	Admin Team Teachers
Monitor Implementation of RTI Instruction	Teachers will turn in written plans indicating skill(s) addressed and activity used. Admin team and teacher leaders will do walkthroughs.	Academic Support Program	08/14/2012	05/30/2014	\$0	Admin Team Teacher Leaders
Teacher Voice	*Utilize teacher leaders in making organizational decisions.	Behavioral Support Program	08/14/2012	06/30/2014	\$0	Administration Team Teacher Leaders
Implementation of Quality RTI	Teachers will be trained to give quality instruction during core instruction and RAP/3A time (a 30 minute intervention/remediation period) that meets daily.	Academic Support Program	08/14/2012	05/30/2014	\$0	Admin Team Teacher Leaders

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Rigorous Assessments	Teachers will create assessments using questions from the EOC test bank or create questions that are EOC-like and will analyze results to determine next steps.	Academic Support Program	08/15/2012	05/30/2014	\$0	Admin Team Teachers
Curriculum Assessment & Alignment	The CTE teachers will make sure that class offerings are aligned with career majors, and also ensure that the career majors have been entered in TEDS.	Career Preparation/Orientation	12/12/2012	12/31/2013	\$0	CTE Teachers
Formative Assessments	Teachers will give probes/progress checks and will conduct mastery checks to monitor student growth.	Academic Support Program	08/14/2012	05/30/2014	\$0	Admin Team Teacher Leaders
Analysis of Student Work	Teachers will analyze previous year's scores to improve the writing program review to proficiency with the goal of implementing writing strategies in every classroom.	Academic Support Program	08/14/2012	04/01/2014	\$0	Arts and Humanities Department PLVS Department Writing -- All Departments
Collaboration	*Analyze the results of the TELL Survey and make adjustments to authentic concerns.	Behavioral Support Program	08/14/2012	06/30/2014	\$0	Administrative Team Teaching Faculty
Making Connections	*Teachers will be trained so that they are all educated on Career Majors and homeroom teachers will conduct career counseling with students when constructing student schedules.	Career Preparation/Orientation	01/03/2013	04/15/2014	\$0	All Staff
Data Analysis	Teachers will use CIITS for analysis of data to determine students' instructional needs.	Policy and Process	08/14/2012	05/30/2014	\$0	Admin Teams, Department Chairs
<b>Total</b>					\$0	

### Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Services	Our school works closely with Nancye Fritz, the coordinator of our Student Service Center, to find ways to encourage students to stay in school and perform at a high level.	Behavioral Support Program	08/14/2013	06/30/2014	\$5000	Administration Nancye Fritz Student Service Center Personnel
<b>Total</b>					\$5000	

### District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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## Comprehensive School Improvement Plan

Mason County High School

Screening Process	A group of people, including administrators and SBDM members, will review job applications and conduct interviews of applicants.	Recruitment and Retention	06/30/2013	08/31/2020	\$0	Principals and SBDM members
Test Practice	Provide students with practice opportunities for ACT, COMPASS, KYOTE, and Work Keys assessments	Academic Support Program	08/14/2012	05/30/2014	\$5000	Admin Team Teachers
Middle College	Students will be given the opportunity to gain college credit during their high school career.	Academic Support Program	08/14/2013	06/30/2020	\$1000	Central Office (Financial Advisor) Administration Teachers
<b>Total</b>					<b>\$6000</b>	

### Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology Integration	Teachers will utilize technology (iPads, ZOOM-Math App on TI-84 Calculators, eTextbooks, SMARTBoard, etc) that is congruent to standards to actively engage students in their learning.	Academic Support Program	08/14/2012	05/30/2014	\$119917	Admin Team, Teachers
Remediation strategies	Teachers will identify and implement remediation strategies for students not meeting benchmarks on ACT (CERT), Compass, KYOTE, Work Keys or ASVAB. Students will use their iPad for CERT remediation for identified areas for improvement.	Academic Support Program	08/14/2012	05/30/2014	\$110794	Admin Team Teachers
Making Connections	Through the making connections program, counselors, principals, and teachers work together to appropriately place individual students on an education track that will make them successful. Options include close monitoring of grades, behavior, and attendance during day school, offering students the Night School Option, the Mason County Learning Academy, or a combination of all of the options. Odysseyware's online curriculum will be utilized in the alternative setting.	Academic Support Program	08/14/2012	06/30/2017	\$13250	Kermit Belcher Mike Ross Dusty Schultz Jeremy Hawkins Robbie Kimble
<b>Total</b>					<b>\$243961</b>	

# **KDE Needs Assessment**

## **Introduction**

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

## Data Analysis

**What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?  
What does the data/information not tell you?**

What does the data tell us?

The overall high school score was 57.2 and is classified as Needs Improvement-Progressing.

Based on the data contained in the school report card related to achievement, we know that 42.7% of students scored Novice in Reading, 45.7% of students scored Proficient or higher in reading. The high school scored below the state in percent of PD students in reading (-10.1 points)

26% of all students scored Novice in math and 34.2% scored Proficient or higher in math. Our students scored below the state average in Proficient/Distinguished (-8.2%)

46.7% of all students scored Proficient/Distinguished in On-Demand writing (2 points below the state) and 38.5% scored Proficient/Distinguished in language mechanics (12.9 points below the state).

Based on the data contained in the school report card related to closing the gap, we know that 31.6% of students in the non-duplicated gap group scored PD on reading. Scores were below the state in this group (-12.9 points).

Based on the data contained in the school report card related to closing the gap, we know that 15.6% of students in the non-duplicated gap group scored PD on math. Scores were below the state in this group (-10.7 points).

The high school scored below the state gap group on writing (-0.8 points) and below the state gap group on language mechanics (-15.2 points).

Based on the data contained in the school report card related to growth, we know that 57.7% of high school students made typical or higher growth on reading and scored above the state average (+.8 points).

58.2% of students made typical or higher growth on math and scored above the state average (+0.9 points).

Based on the data contained in the school report card related to College and Career Readiness, we know that the high school CCR percentage is 60.7% with bonus which does meet the annual delivery target, but is below the state CCR average of 60.8% (-.1). The school's percentages are below state averages for College and Career Readiness in the following sub-groups: all students (-.1), females (-2.7), white students (-1), and free/reduced meal students (-1.2). The schools percentages are above the state average for the following subgroups males (+2.3), and African Americans (+.4).

Based on the data contained in the school report card related to Graduation Rate, we know that the graduation rate is 90.8% and is above the state (+4.7 points).

## Comprehensive School Improvement Plan

Mason County High School

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Based on data from ACT, we know that 44.8% of our current seniors met college benchmark in reading, (.6 points higher than state). 40.1% met college benchmark in math, (0.5 higher than state). 50.9% met college benchmark in English (2.2 points lower than state).

Based on data from PLAN, a predictor of meeting benchmarks on the ACT, we know that 65% of our current sophomores are not on track to meet the benchmark in Reading on the ACT (8.3 points lower than state). 77.4% are not on track in Math (3.2 points lower than state). 41% are not on track in English (9 points lower than state).

Based on Program Review scores, we know that our school is proficient on the Arts/Humanities Program Review and PL/VS PR, but we are just shy of proficiency in writing.

What does the data not tell us?

The data from the School Report Card does not provide any diagnostic data. It does not tell us who is not at proficiency and what skills they need to work on.

## **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?**

What were the areas of strength you noted?

From what the data tells us, we noted the following strengths:

Graduation Rate

Drop-out Rate

Increase in percentage of students who were CCR

In order to sustain these areas of strength, we are doing the following:

Graduation Rate/Drop Out Rate:

Continue following steps of the Drop-out procedure to help prevent drop-outs.

Continue to encourage students to attend night school if they feel they cannot function in a regular school setting.

Continue to place those students who have difficulty conforming to regular classrooms in the Academy.

Utilize Odysseyware (an online curriculum) to target students who have trouble in a regular school setting.

Increase in percentage of students who are CCR:

Continuously analyzing data and giving students multiple opportunities to take tests to meet benchmarks.

Increase the number of career pathways offered.

Educate teachers on CCR and act as advisors for students.

Where is there cause to celebrate?

We can also celebrate our graduation rate and the decline in our drop-out rate. Our graduation rate increased from 85.5% in 2012 to 90.8% in 2013. We can also celebrate the increase in the percentage of MCHS students who were college/career ready (41.8% in 2012 and 54.5% in 2013).

## **Opportunities for Improvement**

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

What were areas in need of improvement?

From what the data told us, we noted the following areas in need of improvement:

- ☒ Achievement
  - o Reading
  - o Math
- ☒ Growth
- ☒ Gaps
- ☒ College/Career Ready
- ☒ PL/VS and Writing Program Reviews

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

To improve in the area of achievement, we will be more intentional in using data to group students for RTI in our classrooms. We also plan to continue our 30 minute RTI period each day which will focus on improving students reading and math skills and increasing scores on EOC's, PLAN, and ACT. We will create these groups based on skill levels reflected in the data. Providing this focused RTI should also increase the percentage of students making typical or higher growth and reduce the gaps.

To improve in the area of College/Career Ready, we will continue to use our RTI time to help students improve ACT scores. MCHS will utilize CERT (College Equipped Readiness Tool), a tool for testing/remediation, to help students gain knowledge of where they are currently in terms of the ACT and use the built in remediation to help improve their scores.

To improve our Writing Program Review Scores, we will review our current practices and determine how we can strengthen our weak areas.

## Conclusion

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

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

Redefining RTI time

Looking at courses offered in Vocational/Technology to ensure that students have opportunities to earn credits toward a career major

Continue following classroom structure

Continue Teacher Data Analysis

Goal Setting

Restructure High School

## **KDE Assurances - School**

## **Introduction**

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes	As illustrated in our Needs Assessment portion of MCHS CSIP, our school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the school wide program components.	

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes	MCHS has implemented a 30 minute instructional time for intervention, remediation, and/or acceleration. Classroom teachers are using diverse instructional strategies to engage students in an effort to increase student achievement.	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	No	Eighth grade students are introduced to the high school setting through transition days, school visits, and an open house. MCHS is continuing its efforts to increase the number of career pathways to help students become career ready. We also have placed an emphasis on preparation for the ACT.	

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes	MCHS has implemented a 30 minute instructional time in which students receive intervention, remediation, and/or acceleration in the areas of math and reading. Teachers also use research based instructional strategies to provide interventions within their core classes.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	All teachers at MCHS are highly qualified in the area that they teach.	

# Comprehensive School Improvement Plan

Mason County High School

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school planned instruction by paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB.	Yes	All paraprofessionals at MCHS are trained in the area that they assist and their instruction is aligned with NCLB.	

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes	Title 1 funds were distributed by central office and were spent on programs such as iPad 1:1 implementation and Odysseyware.	

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes	As a first year Title 1 school, we are in the process of developing and implementing our parent compact and parent involvement policy. MCHS conducts open houses, bi-yearly parent-teacher conferences, home visits, and PTSO meetings to involve parents.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes	See our Title 1 School-wide portion of CSIP.	

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

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes	TELL Survey and results of state mandated testing.	

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	Yes	This is outlined in our CSIP.	

# Comprehensive School Improvement Plan

Mason County High School

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	No	We are not a targeted assistance school.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	No	We are not a targeted assistance school.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes	The school coordinates many activities with our student resource center, led by Nancye Fritz.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	Yes	Our activities are aligned with common core standards and support our regular educational program.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	No	We are not a targeted assistance school.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	No	We are not a targeted assistance school.	

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	Yes	The school spent funds allocated by the Central Office for eligible students on such programs as 1:1 iPad implementation and Odysseyware.	

# Comprehensive School Improvement Plan

Mason County High School

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	No	We are not a targeted assistance school.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance planning components into the existing school improvement planning process.	No	We are not a targeted assistance school.	

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	Yes	Our staff participates in appropriate professional development.	

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website and linked to our district website. (provide the website link below)	Yes	<a href="http://www.masoncoschools.com">http://www.masoncoschools.com</a>	

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes	Our staff participates in appropriate professional development.	

# Comprehensive School Improvement Plan

Mason County High School

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

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

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

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only	Yes		

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

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

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

# **Title I Schoolwide Diagnostic**

## **Introduction**

This diagnostic tool is aligned to requirements for Title I schoolwide programs as outlined in Section 1114 of the Elementary and Secondary Education Act. Using this tool will allow you to certify that the required schoolwide planning components are being met by either a) documenting a direct connection to needs, goals, strategies, or activities identified within your CSIP or b) inserting a narrative. Guiding questions for each component are provided to help focus on areas that may be addressed under the component headings. However, it is not necessary to answer all guiding questions when documenting the components.

**Component 1: Comprehensive Needs Assessment**

**Comprehensive Needs Assessment**

**Goal 1:**

Increase the average graduation rate from 85.5% to 98% by 2022.

**Measurable Objective 1:**

87% of All Students will complete a portfolio or performance to graduate from high school. in Career & Technical by 06/30/2014 as measured by Averaged Freshman Graduation Rate.

**Strategy1:**

Alternative Education Options - Students will be offered additional learning options in addition to day school.

Research Cited: Research has shown that education must meet students where they are educationally and focus on their individual interests in order to keep them engaged in school. 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 - Making Connections	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through the making connections program, counselors, principals, and teachers work together to appropriately place individual students on an education track that will make them successful. Options include close monitoring of grades, behavior, and attendance during day school, offering students the Night School Option, the Mason County Learning Academy, or a combination of all of the options. Odysseyware's online curriculum will be utilized in the alternative setting.	Academic Support Program	08/14/2012	06/30/2017	\$13250 - Title I Part A	Kermit Belcher Mike Ross Dusty Schultz Jeremy Hawkins Robbie Kimble

**Goal 2:**

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

**Measurable Objective 1:**

demonstrate a proficiency of an increase of 10% annually for all student groups based on 2013 EOC scores with the goal of 31.2 for 2014 by 06/30/2014 as measured by 2014 accountability testing as reported in the school report card .

# Comprehensive School Improvement Plan

Mason County High School

## Strategy1:

RTI - Teachers will implement Response to Intervention in both core and RAP instruction. Tier 1 will take place in core instruction, and students will receive Tier 2 and Tier 3 interventions during RAP instruction.

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).

Activity - Monitor Implementation of RTI Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will turn in written plans indicating skill(s) addressed and activity used. Admin team and teacher leaders will do walkthroughs.	Academic Support Program	08/14/2012	05/30/2014	\$0 - No Funding Required	Admin Team Teacher Leaders

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will give probes/progress checks and will conduct mastery checks to monitor student growth.	Academic Support Program	08/14/2012	05/30/2014	\$0 - No Funding Required	Admin Team Teacher Leaders

Activity - Implementation of Quality RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained to give quality instruction during core instruction and RAP/3A time (a 30 minute intervention/remediation period) that meets daily.	Academic Support Program	08/14/2012	05/30/2014	\$0 - No Funding Required	Admin Team Teacher Leaders

**Goal 3:**  
Increase the percentage of Proficient/Distinguished across all content areas so that the school classification will change from "Needs Improvement-Progressing" to "Proficient"

**Measurable Objective 1:**  
demonstrate a proficiency of the 70th percentile on the ranking of high schools by 06/28/2013 as measured by the accountability model.

**Strategy1:**  
Increase Rigor - Teachers will be trained in increasing the rigor in the classroom.  
Research Cited: 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

# Comprehensive School Improvement Plan

Mason County High School

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teachers construct their classrooms in ways that value student voice (Mitra, 2004).

Activity - Assignment analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the quality core template to examine assignments for rigor and relevance.	Other	08/15/2012	05/30/2014	\$0 - No Funding Required	Admin Team Teachers

Activity - Rigorous Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create assessments using questions from the EOC test bank or create questions that are EOC-like and will analyze results to determine next steps.	Academic Support Program	08/15/2012	05/30/2014	\$0 - No Funding Required	Admin Team Teachers

## Narrative:

Each high school teacher has data available for individual students pertaining to a variety of sources (CERT, ACT, PLAN, EXPLORE, Benchmark Assessments, Formative Assessments). Data is reviewed by both teachers and administrators to track continuous progress and to identify areas of strength, areas of concern, and priorities for improvement (including gap data). Data is shared with district staff. Data shows that our greatest needs are in literacy and math and that our greatest gap area is free/reduced lunch students.

## Component 2: Schoolwide Reform Strategies

### Schoolwide Reform Strategies

**Goal 1:**

Increase the average graduation rate from 85.5% to 98% by 2022.

**Measurable Objective 1:**

87% of All Students will complete a portfolio or performance to graduate from high school. in Career & Technical by 06/30/2014 as measured by Averaged Freshman Graduation Rate.

**Strategy1:**

Alternative Education Options - Students will be offered additional learning options in addition to day school.

Research Cited: Research has shown that education must meet students where they are educationally and focus on their individual interests in order to keep them engaged in school. 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 - Making Connections	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through the making connections program, counselors, principals, and teachers work together to appropriately place individual students on an education track that will make them successful. Options include close monitoring of grades, behavior, and attendance during day school, offering students the Night School Option, the Mason County Learning Academy, or a combination of all of the options. Odysseyware's online curriculum will be utilized in the alternative setting.	Academic Support Program	08/14/2012	06/30/2017	\$13250 - Title I Part A	Kermit Belcher Mike Ross Dusty Schultz Jeremy Hawkins Robbie Kimble

**Goal 2:**

Increase the percentage of students who are college and career ready from 52.7 percent in 2013 to 70% in 2017.

**Measurable Objective 1:**

57% of All Students will demonstrate a proficiency to be career and college ready in Career & Technical by 05/30/2014 as measured by ACT, COMPASS, KYOTE, KOSSA, WORKKEYS, INDUSTRIAL CERTIFICATIONS.

# Comprehensive School Improvement Plan

Mason County High School

## Strategy1:

Targeted Intervention - Staff will set up classroom structures and master schedule that supports instructional approaches based on students' skills and learning preferences.

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 - Test Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide students with practice opportunities for ACT, COMPASS, KYOTE, and Work Keys assessments	Academic Support Program	08/14/2012	05/30/2014	\$5000 - District Funding	Admin Team Teachers

Activity - Remediation strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will identify and implement remediation strategies for students not meeting benchmarks on ACT (CERT), Compass, KYOTE, Work Keys or ASVAB. Students will use their iPad for CERT remediation for identified areas for improvement.	Academic Support Program	08/14/2012	05/30/2014	\$110794 - Title I Part A	Admin Team Teachers

## Strategy2:

Career Counseling - Teachers will guide students in constructing their schedules each year to ensure they are on a career path.

Research Cited: Research shows that students perform better with a mentor that helps to counsel them on their career options when schedule building. 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

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without a significant relationship!â Student achievement is rooted in relationships and making connections with students.

Activity - Curriculum Assessment & Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The CTE teachers will make sure that class offerings are aligned with career majors, and also ensure that the career majors have been entered in TEDS.	Career Preparation/ Orientation	12/12/2012	12/31/2013	\$0 - No Funding Required	CTE Teachers

Activity - Making Connections	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
*Teachers will be trained so that they are all educated on Career Majors and homeroom teachers will conduct career counseling with students when constructing student schedules.	Career Preparation/ Orientation	01/03/2013	04/15/2014	\$0 - No Funding Required	All Staff

**Goal 3:**  
Achievement for all student groups in reading and math will increase so that the achievement gap (current score difference from 100%) decreases by 50% by 2017.

**Measurable Objective 1:**  
demonstrate a proficiency of an increase of 10% annually for all student groups based on 2013 EOC scores with the goal of 31.2 for 2014 by 06/30/2014 as measured by 2014 accountability testing as reported in the school report card .

**Strategy1:**  
Classroom Structure - Teachers will utilize variation in classroom structure that includes whole group, explicit instruction, small group, and independent work which will provide differentiated opportunities for students with varied learning styles and multiple intelligence. It will give students the opportunity to deepen their understanding of difficult concepts by explaining their understanding and misunderstanding and communicating about their problem solving strategies.  
Research Cited: 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 (Mittra, 2004).

Activity - Monitor Implementation of Classroom Structure	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilizing EWalk Plus, administrators will monitor the implementation of classroom structure expectations through walk through fidelity checks.	Academic Support Program	08/14/2012	05/30/2014	\$1000 - Other	Admin Team Teacher Leaders

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## Strategy2:

RTI - Teachers will implement Response to Intervention in both core and RAP instruction. Tier 1 will take place in core instruction, and students will receive Tier 2 and Tier 3 interventions during RAP instruction.

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).

Activity - Implementation of Quality RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained to give quality instruction during core instruction and RAP/3A time (a 30 minute intervention/remediation period) that meets daily.	Academic Support Program	08/14/2012	05/30/2014	\$0 - No Funding Required	Admin Team Teacher Leaders

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will give probes/progress checks and will conduct mastery checks to monitor student growth.	Academic Support Program	08/14/2012	05/30/2014	\$0 - No Funding Required	Admin Team Teacher Leaders

Activity - Monitor Implementation of RTI Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will turn in written plans indicating skill(s) addressed and activity used. Admin team and teacher leaders will do walkthroughs.	Academic Support Program	08/14/2012	05/30/2014	\$0 - No Funding Required	Admin Team Teacher Leaders

**Goal 4:**  
Increase the percentage of Proficient/Distinguished across all content areas so that the school classification will change from "Needs Improvement-Progressing" to "Proficient"

**Measurable Objective 1:**  
demonstrate a proficiency of the 70th percentile on the ranking of high schools by 06/28/2013 as measured by the accountability model.

**Strategy1:**  
CIITS - Teachers will be trained to use CIITS for analyzing student data and instructional planning.  
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 that if we want better schools, we have to monitor the implementation of our highest priorities. School children will continue to wait until we monitor and ensure that our priorities are being implemented.

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In addition to monitoring, professional discussions must ensue regarding the data. In the Educational Leadership article, The Collaborative Advantage, Steele and Boudett (2009) share that 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.

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize technology (iPads, ZOOM-Math App on TI-84 Calculators, eTextbooks, SMARTBoard, etc) that is congruent to standards to actively engage students in their learning.	Academic Support Program	08/14/2012	05/30/2014	\$119917 - Title I Part A	Admin Team, Teachers

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use CIITS for analysis of data to determine students' instructional needs.	Policy and Process	08/14/2012	05/30/2014	\$0 - No Funding Required	Admin Teams, Department Chairs

## Strategy2:

Increase Rigor - Teachers will be trained in increasing the rigor in the classroom.

Research Cited: 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).

Activity - Assignment analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the quality core template to examine assignments for rigor and relevance.	Other	08/15/2012	05/30/2014	\$0 - No Funding Required	Admin Team Teachers

Activity - Rigorous Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create assessments using questions from the EOC test bank or create questions that are EOC-like and will analyze results to determine next steps.	Academic Support Program	08/15/2012	05/30/2014	\$0 - No Funding Required	Admin Team Teachers

## Narrative:

All students receive 50 minutes of both core reading and math instruction. Reading and writing expectations are shared for all content area

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instruction. Struggling students receive in-class interventions as well as an additional 30 minutes of content specific remediation. Re-teaching content is a focus of our teachers to reach struggling students and our teachers work collaboratively (both horizontally and vertically) to align curriculum standards. Also students have the opportunity to complete college courses at MCTCS. Struggling students can utilize Odysseyware for credit recovery. High school has a one to one iPad for technology integration.

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### Component 3: Instruction By Highly Qualified Teachers and Paraeducators

#### Instruction By Highly Qualified Teachers and Paraeducators

**Goal 1:**

Employ teachers who are highly qualified in their teaching field.

**Measurable Objective 1:**

collaborate to review teacher applications and credentials to assure they are certified in the field for which they are applying to teach. by 06/30/2014 as measured by evaluating the number of teachers who have undergraduate degrees in the area that they are teaching..

**Strategy1:**

Hiring Process - Teacher applications will be reviewed by a group of people including administrators. On the job application, prospective teachers document the area in which they have received their degree (and from what institution). A representative of MCHS will contact EPSB to assure that a prospective teacher has an active certificate on file.

Research Cited:

Activity - Screening Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A group of people, including administrators and SBDM members, will review job applications and conduct interviews of applicants.	Recruitment and Retention	06/30/2013	08/31/2020	\$0 - District Funding	Principals and SBDM members

**Narrative:**

All Mason County Title I funded staff are certified teachers in the fields they are teaching. No para-educators are funded from Title I funds.

## Component 4: High Quality Professional Development for Principals, Teachers, and Paraprofessionals

### High Quality Professional Development for Principals, Teachers, and Paraprofessionals

**Goal 1:**

To increase teaching effectiveness, empowerment, leadership, and learning among Mason County High School Teachers.

**Measurable Objective 1:**

collaborate to build teacher leaders at Mason County High School. by 05/31/2015 as measured by the TELL Survey..

**Strategy1:**

Teacher/Administrator Collaboration - The administrative team will include teachers when developing future plans for Mason County High School.

Research Cited: Research shows that organizations more effectively when all stakeholders have a say in the direction of the organization. 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 - Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
*Analyze the results of the TELL Survey and make adjustments to authentic concerns. *Utilize teacher leaders in making organizational decisions.	Behavioral Support Program	08/14/2012	06/30/2013	\$0 - No Funding Required	Administrative Team Teaching Faculty

**Goal 2:**

Increase the percent of effective teachers from \_\_\_ % in 2015 to \_\_\_ % in 2020.

**Measurable Objective 1:**

collaborate to increase the number of principals certified for observations by 07/01/2013 as measured by number of principals proficient in observations.

**Strategy1:**

Teachscape - Training on Danielson's Teachscape online through KASA

Research Cited:

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Activity - Certification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide professional development for principals to be certified to perform observations for PGES	Professional Learning	04/01/2013	07/01/2013	\$2600 - Race to the Top	KASA

## Narrative:

Professional development opportunities will include a focus on content specific needs of our teachers and students based on the comprehensive school plan and results of the 2012-2013 TELL survey. All teachers will receive ongoing professional development relative to the literacy and mathematical needs of our students and teachers. In addition, our school has scheduled PLC days throughout the school year that focus on data analysis, planning, and collaboration.

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## Component 5: Strategies to Attract Highly Qualified Teachers

### Strategies to Attract Highly Qualified Teachers

**Goal 1:**

Non Applicable

**Measurable Objective 1:**

collaborate to Non Applicable by 06/30/2014 as measured by Non Applicable.

**Strategy1:**

non applicable - non applicable

Research Cited:

Activity - non applicable	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
non applicable	Other	08/12/2013	06/27/2014	\$0 - No Funding Required	Steve Appelman

**Narrative:**

Mason County High School utilizes a multifaceted approach to the recruitment and hiring of teachers including staff recommendation of candidates, a district screening process, and a new teacher induction program. In addition, our teachers are provided support through mentor and resource teachers, as well as the opportunity to engage in professional development and professional learning communities related to their teaching assignments.

Component 6: Parent Involvement

Parent Involvement

Goal 1:

Non Applicable

Measurable Objective 1:

collaborate to Non Applicable by 06/30/2014 as measured by Non Applicable.

Strategy1:

non applicable - non applicable

Research Cited:

Activity - non applicable	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
non applicable	Other	08/12/2013	06/27/2014	\$0 - No Funding Required	Steve Appelman

Narrative:

Mason County High School encourages parents to attend open house, parent-teacher conferences, and PTSO meetings. Each student in our school receives a home visit from his/her homeroom teacher every summer. Parents are contacted through an email distribution list and school messenger service and have access to our school website to provide information on academics, athletics, and school functions. Also, a school/parent compact, which outlines school, parent, and student responsibilities, is sent home with each student. With the restructuring of the high school, the communication plan includes an information session for parents and students.

Home visits expense reimbursement for teachers - \$8,200. (\$200. per teacher)

Parent/Student Career/College Information night - \$1,500.

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## Component 7: Transition to Kindergarten

### Transition to Kindergarten

**Goal 1:**

Non Applicable

**Measurable Objective 1:**

collaborate to Non Applicable by 06/30/2014 as measured by Non Applicable.

**Strategy1:**

non applicable - non applicable

Research Cited:

Activity - non applicable	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
non applicable	Other	08/12/2013	06/27/2014	\$0 - No Funding Required	Steve Appelman

**Narrative:**

All eighth grade students visit Mason County High School at least twice a year. During their first visit, students are led through a school tour by administrators, counselors, and current students. Students also participate in a transition day on which they follow the schedule they will have when they begin their first year of high school. On transition day, students learn where their classes are located, meet their teachers, and get a glimpse of class rules and expectations. All incoming freshmen are visited by their homeroom teacher during the summer before their freshman year. Finally, Mason County High School conducts a back-to-school open house for freshmen and their parents.

**Component 8: Measures to Include Teachers in Decision Making Regarding the Use of Academic Assessments To Inform Instruction**

**Measures to Include Teachers in Decision Making Regarding the Use of Academic Assessments To Inform Instruction**

**Goal 1:**

To increase teaching effectiveness, empowerment, leadership, and learning among Mason County High School Teachers.

**Measurable Objective 1:**

collaborate to build teacher leaders at Mason County High School. by 05/31/2015 as measured by the TELL Survey..

**Strategy1:**

Teacher/Administrator Collaboration - The administrative team will include teachers when developing future plans for Mason County High School.

Research Cited: Research shows that organizations more effectively when all stakeholders have a say in the direction of the organization. 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.

<b>Activity - Collaboration</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
*Analyze the results of the TELL Survey and make adjustments to authentic concerns. *Utilize teacher leaders in making organizational decisions.	Behavioral Support Program	08/14/2012	06/30/2013	\$0 - No Funding Required	Administrative Team Teaching Faculty

**Narrative:**

Teacher teams work together on district and school curriculum committees, core content standard deconstruction teams, and content specific teams to discuss issues related to curriculum, instruction, and assessment. Teachers are encouraged to suggest ways to address needs and concerns.

**Component 9: Activities to Ensure that Students Meet State Academic Standards**

**Activities to Ensure that Students Meet State Academic Standards**

**Goal 1:**

Increase the average freshman graduation rate from 85.5% to 98% by 2022.

**Measurable Objective 1:**

87% of All Students will complete a portfolio or performance to graduate from high school. in Career & Technical by 06/30/2013 as measured by Averaged Freshman Graduation Rate.

**Strategy1:**

Alternative Education Options - Students will be offered additional learning options in addition to day school.

Research Cited: Research has shown that education must meet students where they are educationally and focus on their individual interests in order to keep them engaged in school. 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 - Making Connections	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through the making connections program, counselors, principals, and teachers work together to appropriately place individual students on an education track that will make them successful. Options include close monitoring of grades, behavior, and attendance during day school, offering students the Night School Option, the Mason County Learning Academy, or a combination of all of the options.	Academic Support Program	08/14/2012	06/30/2017	\$10000 - District Funding	Kermit Belcher Erin Neal Terri Lippert

**Goal 2:**

Increase the percentage of students who are college and career ready from 41.8 percent in 2012 to 70% in 2017.

**Measurable Objective 1:**

50% of All Students will demonstrate a proficiency to be career and college ready in Career & Technical by 05/31/2013 as measured by ACT, COMPASS, KYOTE, KOSSA, WORKKEYS, INDUSTRIAL CERTIFICATIONS.

**Strategy1:**

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Career Counseling - Teachers will guide students in constructing their schedules each year to ensure they are on a career path.

Research Cited: Research shows that students perform better with a mentor that helps to counsel them on their career options when schedule building. 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 - Curriculum Assessment & Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The CTE teachers must make sure that class offerings are aligned with career majors, and then ensure that the career majors have been entered in TEDS.	Career Preparation/ Orientation	12/12/2012	01/04/2013	\$0 - No Funding Required	CTE Teachers

Activity - Making Connections	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
*Teachers will be trained so that they are all educated on Career Majors. *Homeroom teachers will conduct career counseling with students when constructing student schedules.	Career Preparation/ Orientation	01/03/2013	03/15/2013	\$0 - No Funding Required	All Staff

## Strategy2:

Targeted Intervention - Staff will set up classroom structures and master schedule that supports instructional approaches based on students' skills and learning preferences.

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.

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Activity - Remediation strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will identify and implement remediation strategies for students not meeting benchmarks on ACT, Compass, KYOTE, Work Keys or ASVAB	Academic Support Program	08/14/2012	05/24/2013	\$0 - No Funding Required	Admin Team Teachers

Activity - Test Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide students with practice opportunities for ACT, COMPASS, KYOTE, and Work Keys assessments	Academic Support Program	08/14/2012	05/24/2013	\$5000 - District Funding	Admin Team Teachers

**Goal 3:**  
Achievement for all student groups in reading and math will increase so that the achievement gap (current score difference from 100%) decreases by 50% by 2017.

**Measurable Objective 1:**  
demonstrate a proficiency of an increase of 10% annually for all student groups based on 2013 EOC scores with the goal of 31.2 for 2014 by 06/30/2014 as measured by 2014 accountability testing as reported in the school report card .

**Strategy1:**  
Classroom Structure - Teachers will utilize variation in classroom structure that includes whole group, explicit instruction, small group, and independent work which will provide differentiated opportunities for students with varied learning styles and multiple intelligence. It will give students the opportunity to deepen their understanding of difficult concepts by explaining their understanding and misunderstanding and communicating about their problem solving strategies.  
Research Cited: 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).

Activity - Monitor Implementation of Classroom Structure	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of classroom structure expectations through walk through fidelity checks.	Academic Support Program	08/14/2012	05/31/2013	\$0 - No Funding Required	Admin Team Teacher Leaders

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RTI - Teachers will implement Response to Intervention in both core and RAP instruction. Tier 1 will take place in core instruction, and students will receive Tier 2 and Tier 3 interventions during RAP instruction.

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).

Activity - Implementation of Quality RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained to give quality instruction during core instruction and RAP time. Teachers will also be assigned groups of students that fall into the same instructional skill band so that specific skills can be targeted.	Academic Support Program	08/14/2012	05/31/2013	\$0 - No Funding Required	Admin Team Teacher Leaders

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will give probes and progress checks and will practice state assessments to monitor student growth.	Academic Support Program	08/14/2012	05/31/2013	\$0 - No Funding Required	Admin Team Teacher Leaders

Activity - Monitor Implementation of RTI Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will turn in written plans indicating skill(s) addressed and activity used. Admin team and teacher leaders will do walkthroughs.	Academic Support Program	08/14/2012	05/31/2013	\$0 - No Funding Required	Admin Team Teacher Leaders

## Goal 4:

Increase the percentage of Proficient/Distinguished across all content areas so that the school classification will change from "Needs Improvement" to "Proficient"

## Measurable Objective 1:

demonstrate a proficiency of the 70th percentile on the ranking of high schools by 06/28/2013 as measured by the accountability model.

## Strategy1:

CIITS - Teachers will be trained to use CIITS for analyzing student data and instructional planning.

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 that if we want better schools, we have to monitor the implementation of our highest priorities. School children 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

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Advantage, Steele and Boudett (2009) share that 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.

Activity - Lesson Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use CIITS for instructional planning and creation and sharing of instructional resources.	Policy and Process	08/14/2012	05/24/2013	\$0 - No Funding Required	Admin Team, Teachers

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use CIITS for analysis of data to determine students' instructional needs.	Policy and Process	08/14/2012	05/24/2013	\$0 - No Funding Required	Admin Teams, Department Chairs

## Strategy2:

Increase Rigor - Teachers will be trained in increasing the rigor in the classroom.

Research Cited: 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).

Activity - Rigorous Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create assessments using questions from the EOC test bank or creating questions that are EOC-like.	Academic Support Program	08/15/2012	05/24/2013	\$0 - No Funding Required	Admin Team Teachers

Activity - Assignment analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the quality core template to examine assignments for rigor and relevance.	Other	08/15/2012	05/24/2013	\$0 - No Funding Required	Admin Team Teachers

## Narrative:

Mason County High School schedules additional intervention or acceleration opportunities for students based on existing data, including ACT, PLAN, and CERT (which is given to students three times throughout the school year). Students are targeted based on performance on these tests and given content specific remediation in areas in which they need improvement. This remediation takes place in the core classroom as well as in an additional 30 minute period during the school day.



**Component 10: Coordination and Integration of Programs**

**Coordination and Integration of Programs**

**Goal 1:**

Increase the average freshman graduation rate from 85.5% to 98% by 2022.

**Measurable Objective 1:**

87% of All Students will complete a portfolio or performance to graduate from high school. in Career & Technical by 06/30/2013 as measured by Averaged Freshman Graduation Rate.

**Strategy1:**

Alternative Education Options - Students will be offered additional learning options in addition to day school.

Research Cited: Research has shown that education must meet students where they are educationally and focus on their individual interests in order to keep them engaged in school. 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 - Making Connections	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through the making connections program, counselors, principals, and teachers work together to appropriately place individual students on an education track that will make them successful. Options include close monitoring of grades, behavior, and attendance during day school, offering students the Night School Option, the Mason County Learning Academy, or a combination of all of the options.	Academic Support Program	08/14/2012	06/30/2017	\$10000 - District Funding	Kermit Belcher Erin Neal Terri Lippert

**Goal 2:**

To increase teaching effectiveness, empowerment, leadership, and learning among Mason County High School Teachers.

**Measurable Objective 1:**

collaborate to build teacher leaders at Mason County High School. by 05/31/2015 as measured by the TELL Survey..

**Strategy1:**

Teacher/Administrator Collaboration - The administrative team will include teachers when developing future plans for Mason County High

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School.

Research Cited: Research shows that organizations more effectively when all stakeholders have a say in the direction of the organization. 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 - Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
*Analyze the results of the TELL Survey and make adjustments to authentic concerns. *Utilize teacher leaders in making organizational decisions.	Behavioral Support Program	08/14/2012	06/30/2013	\$0 - No Funding Required	Administrative Team Teaching Faculty

### Goal 3:

Increase the percentage of students who are college and career ready from 41.8 percent in 2012 to 70% in 2017.

### Measurable Objective 1:

50% of All Students will demonstrate a proficiency to be career and college ready in Career & Technical by 05/31/2013 as measured by ACT, COMPASS, KYOTE, KOSSA, WORKKEYS, INDUSTRIAL CERTIFICATIONS.

### Strategy1:

Targeted Intervention - Staff will set up classroom structures and master schedule that supports instructional approaches based on students' skills and learning preferences.

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.

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Activity - Remediation strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will identify and implement remediation strategies for students not meeting benchmarks on ACT, Compass, KYOTE, Work Keys or ASVAB	Academic Support Program	08/14/2012	05/24/2013	\$0 - No Funding Required	Admin Team Teachers

Activity - Test Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide students with practice opportunities for ACT, COMPASS, KYOTE, and Work Keys assessments	Academic Support Program	08/14/2012	05/24/2013	\$5000 - District Funding	Admin Team Teachers

## Strategy2:

Career Counseling - Teachers will guide students in constructing their schedules each year to ensure they are on a career path.

Research Cited: Research shows that students perform better with a mentor that helps to counsel them on their career options when schedule building. 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 - Curriculum Assessment & Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The CTE teachers must make sure that class offerings are aligned with career majors, and then ensure that the career majors have been entered in TEDS.	Career Preparation/ Orientation	12/12/2012	01/04/2013	\$0 - No Funding Required	CTE Teachers

Activity - Making Connections	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
*Teachers will be trained so that they are all educated on Career Majors. *Homeroom teachers will conduct career counseling with students when constructing student schedules.	Career Preparation/ Orientation	01/03/2013	03/15/2013	\$0 - No Funding Required	All Staff

## Goal 4:

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

## Measurable Objective 1:

demonstrate a proficiency of an increase of 10% annually for all student groups based on 2013 EOC scores with the goal of 31.2 for 2014 by

# Comprehensive School Improvement Plan

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06/30/2014 as measured by 2014 accountability testing as reported in the school report card .

## Strategy1:

RTI - Teachers will implement Response to Intervention in both core and RAP instruction. Tier 1 will take place in core instruction, and students will receive Tier 2 and Tier 3 interventions during RAP instruction.

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).

Activity - Implementation of Quality RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained to give quality instruction during core instruction and RAP time. Teachers will also be assigned groups of students that fall into the same instructional skill band so that specific skills can be targeted.	Academic Support Program	08/14/2012	05/31/2013	\$0 - No Funding Required	Admin Team Teacher Leaders

Activity - Monitor Implementation of RTI Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will turn in written plans indicating skill(s) addressed and activity used. Admin team and teacher leaders will do walkthroughs.	Academic Support Program	08/14/2012	05/31/2013	\$0 - No Funding Required	Admin Team Teacher Leaders

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will give probes and progress checks and will practice state assessments to monitor student growth.	Academic Support Program	08/14/2012	05/31/2013	\$0 - No Funding Required	Admin Team Teacher Leaders

## Strategy2:

Classroom Structure - Teachers will utilize variation in classroom structure that includes whole group, explicit instruction, small group, and independent work which will provide differentiated opportunities for students with varied learning styles and multiple intelligence. It will give students the opportunity to deepen their understanding of difficult concepts by explaining their understanding and misunderstanding and communicating about their problem solving strategies.

Research Cited: 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).

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Activity - Monitor Implementation of Classroom Structure	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of classroom structure expectations through walk through fidelity checks.	Academic Support Program	08/14/2012	05/31/2013	\$0 - No Funding Required	Admin Team Teacher Leaders

## Goal 5:

Increase the percent of effective teachers from \_\_\_ % in 2015 to \_\_\_ % in 2020.

## Measurable Objective 1:

collaborate to increase the number of principals certified for observations by 07/01/2013 as measured by number of principals proficient in observations.

## Strategy1:

Teachscape - Training on Danielson's Teachscape online through KASA

Research Cited:

Activity - Certification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide professional development for principals to be certified to perform observations for PGES	Professional Learning	04/01/2013	07/01/2013	\$2600 - Race to the Top	KASA

## Narrative:

Mason County High School receives Title 1, Rural/Low Income, and Professional Development funds. These funds support our goal to increase college and career readiness. More specifically, 1:1 iPad implementation, home visits, Odysseyware, CERT testing, and content specific leadership meetings.

# **Compliance and Accountability - High Schools**

## **Introduction**

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 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

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

**Goal 1:**

To increase teaching effectiveness, empowerment, leadership, and learning among Mason County High School Teachers.

**Measurable Objective 1:**

collaborate to build teacher leaders at Mason County High School. by 05/31/2015 as measured by the TELL Survey..

**Strategy1:**

Teacher/Administrator Collaboration - The administrative team will include teachers when developing future plans for Mason County High School.

Research Cited: Research shows that organizations more effectively when all stakeholders have a say in the direction of the organization. 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 - Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
*Analyze the results of the TELL Survey and make adjustments to authentic concerns. *Utilize teacher leaders in making organizational decisions.	Behavioral Support Program	08/14/2012	06/30/2013	\$0 - No Funding Required	Administrative Team Teaching Faculty

The school identified specific strategies to address subgroup achievement gaps.

**Goal 1:**

Increase the average freshman graduation rate from 85.5% to 98% by 2022.

**Measurable Objective 1:**

87% of All Students will complete a portfolio or performance to graduate from high school. in Career & Technical by 06/30/2014 as measured by Averaged Freshman Graduation Rate.

# Comprehensive School Improvement Plan

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## Strategy1:

Alternative Education Options - Students will be offered additional learning options in addition to day school.

Research Cited: Research has shown that education must meet students where they are educationally and focus on their individual interests in order to keep them engaged in school. 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 - Making Connections	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through the making connections program, counselors, principals, and teachers work together to appropriately place individual students on an education track that will make them successful. Options include close monitoring of grades, behavior, and attendance during day school, offering students the Night School Option, the Mason County Learning Academy, or a combination of all of the options.	Academic Support Program	08/14/2012	06/30/2017	\$10000 - District Funding	Kermit Belcher Erin Neal Terri Lippert

## Goal 2:

Increase the percentage of students who are college and career ready from 52.7 percent in 2013 to 70% in 2017.

### Measurable Objective 1:

55% of All Students will demonstrate a proficiency to be career and college ready in Career & Technical by 05/30/2014 as measured by ACT, COMPASS, KYOTE, KOSSA, WORKKEYS, INDUSTRIAL CERTIFICATIONS.

## Strategy1:

Targeted Intervention - Staff will set up classroom structures and master schedule that supports instructional approaches based on students' skills and learning preferences.

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

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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 - Test Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide students with practice opportunities for ACT, COMPASS, KYOTE, and Work Keys assessments	Academic Support Program	08/14/2012	05/24/2013	\$5000 - District Funding	Admin Team Teachers

Activity - Remediation strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will identify and implement remediation strategies for students not meeting benchmarks on ACT, Compass, KYOTE, Work Keys or ASVAB	Academic Support Program	08/14/2012	05/24/2013	\$0 - No Funding Required	Admin Team Teachers

### Goal 3:

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

### Measurable Objective 1:

demonstrate a proficiency of an increase of 10% annually for all student groups based on 2013 EOC scores with the goal of 31.2 for 2014 by 06/30/2014 as measured by 2014 accountability testing as reported in the school report card .

### Strategy1:

Classroom Structure - Teachers will utilize variation in classroom structure that includes whole group, explicit instruction, small group, and independent work which will provide differentiated opportunities for students with varied learning styles and multiple intelligence. It will give students the opportunity to deepen their understanding of difficult concepts by explaining their understanding and misunderstanding and communicating about their problem solving strategies.

Research Cited: 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).

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Activity - Monitor Implementation of Classroom Structure	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of classroom structure expectations through walk through fidelity checks.	Academic Support Program	08/14/2012	05/31/2013	\$0 - No Funding Required	Admin Team Teacher Leaders

## Strategy2:

RTI - Teachers will implement Response to Intervention in both core and RAP instruction. Tier 1 will take place in core instruction, and students will receive Tier 2 and Tier 3 interventions during RAP instruction.

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).

Activity - Monitor Implementation of RTI Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will turn in written plans indicating skill(s) addressed and activity used. Admin team and teacher leaders will do walkthroughs.	Academic Support Program	08/14/2012	05/31/2013	\$0 - No Funding Required	Admin Team Teacher Leaders

Activity - Implementation of Quality RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained to give quality instruction during core instruction and RAP time. Teachers will also be assigned groups of students that fall into the same instructional skill band so that specific skills can be targeted.	Academic Support Program	08/14/2012	05/31/2013	\$0 - No Funding Required	Admin Team Teacher Leaders

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will give probes and progress checks and will practice state assessments to monitor student growth.	Academic Support Program	08/14/2012	05/31/2013	\$0 - No Funding Required	Admin Team Teacher Leaders

## Goal 4:

Increase the percentage of Proficient/Distinguished across all content areas so that the school classification will change from "Needs Improvement" to "Proficient"

### Measurable Objective 1:

demonstrate a proficiency of the 70th percentile on the ranking of high schools by 06/28/2013 as measured by the accountability model.

### Strategy1:

Increase Rigor - Teachers will be trained in increasing the rigor in the classroom.

Research Cited: 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 SY 2013-2014

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Activity - Assignment analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the quality core template to examine assignments for rigor and relevance.	Other	08/15/2012	05/24/2013	\$0 - No Funding Required	Admin Team Teachers

Activity - Rigorous Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create assessments using questions from the EOC test bank or creating questions that are EOC-like.	Academic Support Program	08/15/2012	05/24/2013	\$0 - No Funding Required	Admin Team Teachers

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

## Goal 1:

Increase the average freshman graduation rate from 85.5% to 98% by 2022.

## Measurable Objective 1:

87% of All Students will complete a portfolio or performance to graduate from high school. in Career & Technical by 06/30/2014 as measured by Averaged Freshman Graduation Rate.

## Strategy1:

Alternative Education Options - Students will be offered additional learning options in addition to day school.

Research Cited: Research has shown that education must meet students where they are educationally and focus on their individual interests in order to keep them engaged in school. 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.

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Activity - Making Connections	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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## Goal 2:

Increase the percentage of students who are college and career ready from 52.7 percent in 2013 to 70% in 2017.

### Measurable Objective 1:

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### Strategy1:

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## Strategy2:

Career Counseling - Teachers will guide students in constructing their schedules each year to ensure they are on a career path.

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Activity - Curriculum Assessment & Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The CTE teachers must make sure that class offerings are aligned with career majors, and then ensure that the career majors have been entered in TEDS.	Career Preparation/ Orientation	12/12/2012	01/04/2013	\$0 - No Funding Required	CTE Teachers

## Goal 3:

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## Measurable Objective 1:

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## Strategy2:

Classroom Structure - Teachers will utilize variation in classroom structure that includes whole group, explicit instruction, small group, and independent work which will provide differentiated opportunities for students with varied learning styles and multiple intelligence. It will give students the opportunity to deepen their understanding of difficult concepts by explaining their understanding and misunderstanding and communicating about their problem solving strategies.

Research Cited: 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).

Activity - Monitor Implementation of Classroom Structure	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of classroom structure expectations through walk through fidelity checks.	Academic Support Program	08/14/2012	05/31/2013	\$0 - No Funding Required	Admin Team Teacher Leaders

# Comprehensive School Improvement Plan

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

## Goal 1:

All Program Reviews will score Proficient in all areas.

### Measurable Objective 1:

100% of All Students will demonstrate a proficiency in all areas of the following Program Reviews: English/Language Arts, Practical Living, and Arts and Humanities in English Language Arts by 06/01/2015 as measured by the Program Review Team.

### Strategy1:

Program Review Analysis - Teachers will look at last year's student work and analyze strengths and weaknesses.

Research Cited: Research supports analyzing student work as an effective method used to adjust instruction to meet set standards.

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."

Activity - Analysis of Student Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze previous year's scores to improve all areas of all Program Reviews to proficiency.	Academic Support Program	08/14/2012	03/15/2013	\$0 - No Funding Required	Arts and Humanities Department PLVS Department Writing -- All Departments

## Goal 2:

To increase teaching effectiveness, empowerment, leadership, and learning among Mason County High School Teachers.

### Measurable Objective 1:

collaborate to build teacher leaders at Mason County High School. by 05/31/2015 as measured by the TELL Survey..

### Strategy1:

Teacher/Administrator Collaboration - The administrative team will include teachers when developing future plans for Mason County High School.

Research Cited: Research shows that organizations more effectively when all stakeholders have a say in the direction of the organization. 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

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(and want to teach in) classroomsâ 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 - Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
*Analyze the results of the TELL Survey and make adjustments to authentic concerns. *Utilize teacher leaders in making organizational decisions.	Behavioral Support Program	08/14/2012	06/30/2013	\$0 - No Funding Required	Administrative Team Teaching Faculty

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

## Goal 1:

Increase the average freshman graduation rate from 85.5% to 98% by 2022.

## Measurable Objective 1:

87% of All Students will complete a portfolio or performance to graduate from high school. in Career & Technical by 06/30/2014 as measured by Averaged Freshman Graduation Rate.

## Strategy1:

Alternative Education Options - Students will be offered additional learning options in addition to day school.

Research Cited: Research has shown that education must meet students where they are educationally and focus on their individual interests in order to keep them engaged in school. 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 - Making Connections	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through the making connections program, counselors, principals, and teachers work together to appropriately place individual students on an education track that will make them successful. Options include close monitoring of grades, behavior, and attendance during day school, offering students the Night School Option, the Mason County Learning Academy, or a combination of all of the options.	Academic Support Program	08/14/2012	06/30/2017	\$10000 - District Funding	Kermit Belcher Erin Neal Terri Lippert

## Goal 2:

To increase teaching effectiveness, empowerment, leadership, and learning among Mason County High School Teachers.

**Measurable Objective 1:**

collaborate to build teacher leaders at Mason County High School. by 05/31/2015 as measured by the TELL Survey..

**Strategy1:**

Teacher/Administrator Collaboration - The administrative team will include teachers when developing future plans for Mason County High School.

Research Cited: Research shows that organizations more effectively when all stakeholders have a say in the direction of the organization. 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 - Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
*Analyze the results of the TELL Survey and make adjustments to authentic concerns. *Utilize teacher leaders in making organizational decisions.	Behavioral Support Program	08/14/2012	06/30/2013	\$0 - No Funding Required	Administrative Team Teaching Faculty

**Goal 3:**

Increase the percentage of students who are college and career ready from 52.7 percent in 2013 to 70% in 2017.

**Measurable Objective 1:**

55% of All Students will demonstrate a proficiency to be career and college ready in Career & Technical by 05/30/2014 as measured by ACT, COMPASS, KYOTE, KOSSA, WORKKEYS, INDUSTRIAL CERTIFICATIONS.

**Strategy1:**

Targeted Intervention - Staff will set up classroom structures and master schedule that supports instructional approaches based on students' skills and learning preferences.

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.

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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 - Remediation strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will identify and implement remediation strategies for students not meeting benchmarks on ACT, Compass, KYOTE, Work Keys or ASVAB	Academic Support Program	08/14/2012	05/24/2013	\$0 - No Funding Required	Admin Team Teachers

Activity - Test Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide students with practice opportunities for ACT, COMPASS, KYOTE, and Work Keys assessments	Academic Support Program	08/14/2012	05/24/2013	\$5000 - District Funding	Admin Team Teachers

## Strategy2:

Career Counseling - Teachers will guide students in constructing their schedules each year to ensure they are on a career path.

Research Cited: Research shows that students perform better with a mentor that helps to counsel them on their career options when schedule building. 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 - Curriculum Assessment & Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The CTE teachers must make sure that class offerings are aligned with career majors, and then ensure that the career majors have been entered in TEDS.	Career Preparation/ Orientation	12/12/2012	01/04/2013	\$0 - No Funding Required	CTE Teachers

Activity - Making Connections	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
*Teachers will be trained so that they are all educated on Career Majors. *Homeroom teachers will conduct career counseling with students when constructing student schedules.	Career Preparation/ Orientation	01/03/2013	03/15/2013	\$0 - No Funding Required	All Staff

# Comprehensive School Improvement Plan

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**Goal 4:**  
Achievement for all student groups in reading and math will increase so that the achievement gap (current score difference from 100%) decreases by 50% by 2017.

**Measurable Objective 1:**  
demonstrate a proficiency of an increase of 10% annually for all student groups based on 2013 EOC scores with the goal of 31.2 for 2014 by 06/30/2014 as measured by 2014 accountability testing as reported in the school report card .

**Strategy1:**  
RTI - Teachers will implement Response to Intervention in both core and RAP instruction. Tier 1 will take place in core instruction, and students will receive Tier 2 and Tier 3 interventions during RAP instruction.  
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).

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will give probes and progress checks and will practice state assessments to monitor student growth.	Academic Support Program	08/14/2012	05/31/2013	\$0 - No Funding Required	Admin Team Teacher Leaders

Activity - Monitor Implementation of RTI Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will turn in written plans indicating skill(s) addressed and activity used. Admin team and teacher leaders will do walkthroughs.	Academic Support Program	08/14/2012	05/31/2013	\$0 - No Funding Required	Admin Team Teacher Leaders

Activity - Implementation of Quality RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained to give quality instruction during core instruction and RAP time. Teachers will also be assigned groups of students that fall into the same instructional skill band so that specific skills can be targeted.	Academic Support Program	08/14/2012	05/31/2013	\$0 - No Funding Required	Admin Team Teacher Leaders

**Strategy2:**  
Classroom Structure - Teachers will utilize variation in classroom structure that includes whole group, explicit instruction, small group, and independent work which will provide differentiated opportunities for students with varied learning styles and multiple intelligence. It will give students the opportunity to deepen their understanding of difficult concepts by explaining their understanding and misunderstanding and communicating about their problem solving strategies.  
Research Cited: 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

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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).

Activity - Monitor Implementation of Classroom Structure	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of classroom structure expectations through walk through fidelity checks.	Academic Support Program	08/14/2012	05/31/2013	\$0 - No Funding Required	Admin Team Teacher Leaders

## Goal 5:

Increase the percentage of Proficient/Distinguished across all content areas so that the school classification will change from "Needs Improvement" to "Proficient"

## Measurable Objective 1:

demonstrate a proficiency of the 70th percentile on the ranking of high schools by 06/28/2013 as measured by the accountability model.

## Strategy1:

Increase Rigor - Teachers will be trained in increasing the rigor in the classroom.

Research Cited: 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).

Activity - Assignment analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the quality core template to examine assignments for rigor and relevance.	Other	08/15/2012	05/24/2013	\$0 - No Funding Required	Admin Team Teachers

Activity - Rigorous Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create assessments using questions from the EOC test bank or creating questions that are EOC-like.	Academic Support Program	08/15/2012	05/24/2013	\$0 - No Funding Required	Admin Team Teachers

