Comprehensive School Improvement

Plan

Mason County Intermediate 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.

 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 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.
Mason County Intermediate School (MCIS), serving grades 3 - 5, has a student population of approximately 600 children. 15% of our student population is minorities with the largest ethnic group being African-Americans. MCIS has 71 staff members.

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. 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.

¢ Every child by face and name to college and career readiness.

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.

Teacher and administrators from the system have, in recent years, made presentations to state and national educational organizations and have received a number of awards including the 2010 Magna Award Grand Prize from the National School Board Association and the National School Board Journal that honors school board best practices and innovative programs for the school system's Home Visit Initiative. The district was also recognized by the Bluegrass Foundation as one of four "Diamond in the Rough" school districts for giving taxpayers above-average bang for their education bucks despite above-average poverty rates.

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 Intermediate School will address three areas for improvement:

¢ 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.

MCIS strives to provide an enriching extracurricular program that includes the following: Academic Team, Art Club, Choir, Guitar Classes, Beginning and Advanced Orchestra, Science Club, Social Studies Club, Intramural Kickball, Intramural Basketball, as well as other activities coordinated with community partners such as Knights football, 4H, Boy Scouts, and Girl Scouts.

2013-14 MCIS School Improvement Plan Revised 3

Overview

Plan Name

2013-14 MCIS School Improvement Plan Revised 3

Plan Description

To increase student achievement and teacher effectiveness.

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Mason County Intermediate School will score at proficient or distinguished on all four program reviews.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	$0
2	All students at Mason County Intermediate School will become proficient writers.	Objectives: 2 Strategies: 2 Activities: 2	Academic	$2000
3	All students with disabilities at Mason County Intermediate School will become proficient writers.	Objectives: 1 Strategies: 1 Activities: 1	Academic	$500
4	All students at Mason County Intermediate School will become proficient readers.	Objectives: 1 Strategies: 1 Activities: 2	Academic	$18802
5	All students at Mason County Intermediate School will become proficient in Social Studies.	Objectives: 1 Strategies: 1 Activities: 2	Academic	$1000
6	All African American students at MCIS will be proficient in writing.	Objectives: 1 Strategies: 1 Activities: 1	Academic	$500
7	Parents/Guardians and community members will support teachers, contributing to their success with students.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$7000
8	In this school, we take steps to solve problems.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
9	All math teachers will receive professional development in the new math program.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$5000
10	Not applicable	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0

Goal 1: Mason County Intermediate School will score at proficient or distinguished on all four program reviews.

Measurable Objective 1:

collaborate to increase our overall scores by 08/16/2013 as measured by the Arts & Humanities and Writing Program Reviews.

Strategy 1:

Program Review Data Analysis - Through analysis of 2012 Program Review, MCIS will identify areas for improvement and develop plans to address areas.

Research Cited: According to Nancy Love and the book, Using Data/Getting Results, these are the steps for good data analysis:

1. BUILDING A FOUNDATION

Begin by establishing a clear purpose for the teams, norms, making a commitment to develop cultural proficiency, clarity about mission and values all of those fundamentals for launching data teams.

2. IDENTIFYING A STUDENT LEARNING

PROBLEM/GOAL

Then the teams use multiple data sources to identifyÂÂ and be very clear about ÂÂ a student learning problem and a focus for improvement.

3. VERIFYING CAUSES

ÂÂLook before you leap!ÂÂ This is a process where you take the time to gather a little more data or research about what might be causing the problem before leaping to a solution.

4. GENERATING MULTIPLE SOLUTIONS

AND COMMITTING TO ONE OR TWO

It is so important that the teams make a commitment and take collective action.

5. MONITORING

This is such a critical part of the process. Did we do what we said we were going to do? What difference did it make for student learning and achievement?

Activity - Data Analysis of Program Reviews	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using the committees that have been established for each program review, the results will be analyzed to identify areas for improvement. Once these areas are identified, the committees will develop plans to improve these areas.	Policy and Process	01/03/2013	06/01/2013	$0	No Funding Required	All Certified Staff Members

Activity - Monitor Implementation of Plans for Identified Improvement Areas	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After the committees have developed plans, they will meet monthly to gather data to monitor the implementation of those plans.	Other	02/01/2013	06/01/2013	$0	No Funding Required	All Certified Staff

Goal 2: All students at Mason County Intermediate School will become proficient writers.

Measurable Objective 1:

45% of All Students will demonstrate a proficiency in writing on demand pieces and on language mechanics in Writing by 04/30/2014 as measured by mastery checks and MAP testing.

(shared) Strategy 1:

Content Vocabulary - Teachers will:

- Teach words and their extended meanings systematically.

- Provide multiple opportunities to practice using key vocabulary and engage oral language.

- Ensure that word knowledge is an ongoing part of the instructional day.

- Read and listen to texts.

Research Cited: Good vocabulary instruction helps children gain ownership of words, instead of just learning them well enough to pass a test. Good vocabulary

instruction provides multiple exposures through rich and varied activities to meaningful information about the word. (Stahl & Kapinus, 2001, p.14)

Activity - Content Vocabulary	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training in content vocabulary instructional strategies.	Professional Learning	12/09/2013	05/30/2014	$1000	Title I Part A	All certified staff

Strategy 2:

Writing Training - Teachers will receive training in writing. Training will be implemented in the classrooms so that writing instruction and expectations will be consistent throughout building.

Research Cited: Recent reviews of research have gathered what we know about effective practices to teach writing. Writing Next (Graham & Perin, 2007), and a companion anal-ysis, What We Know, What We Still Need to Know (Graham & Perin, 2007), examine the research on writing instruction in grades 4-12, with attention given to those whose writing skills need improvement. Writ-ing to Read (Graham & Hebert, 2010) analyzes the research on how writing instruction and practice can improve reading skills.

Activity - Writing Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training in various aspect of writing, including writing on-demand, writer's workshop, extended response, short answer, etc.	Professional Learning	01/27/2014	06/27/2014	$1000	Title I Part A	All certified staff

Measurable Objective 2:

41% of Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in writing on demand pieces and on language mechanics in Writing by 04/30/2014 as measured by mastery checks and MAP assessments.

(shared) Strategy 1:

Content Vocabulary - Teachers will:

- Teach words and their extended meanings systematically.

- Provide multiple opportunities to practice using key vocabulary and engage oral language.

- Ensure that word knowledge is an ongoing part of the instructional day.

- Read and listen to texts.

Research Cited: Good vocabulary instruction helps children gain ownership of words, instead of just learning them well enough to pass a test. Good vocabulary instruction provides multiple exposures through rich and varied activities to meaningful information about the word. (Stahl & Kapinus, 2001, p.14)

Activity - Content Vocabulary	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training in content vocabulary instructional strategies.	Professional Learning	12/09/2013	05/30/2014	$1000	Title I Part A	All certified staff

Goal 3: All students with disabilities at Mason County Intermediate School will become proficient writers.

Measurable Objective 1:

47% of Students with Disabilities students will demonstrate a proficiency in on demand writing and language mechanics in Writing by 04/30/2014 as measured by mastery checks and MAP assessments.

Strategy 1:

Enrichment - Enrichment classes for students with disabilities and African American students will provide background knowledge to struggling students, boost self-esteem and build character, and expose students to inquiry-based learning experiences to address different learning styles.

Research Cited: Enrichment programming supports school-wide priorities, building cohesion between core academics and other subjects to enhance learning and outcomes. (National Center on Time & Learning, 2011)

Activity - Enrichment for Gap Group Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Change FIT time to address the learning styles of the gap groups.	Academic Support Program	02/01/2014	05/31/2014	$500	General Fund	Certified Staff

Goal 4: All students at Mason County Intermediate School will become proficient readers.

Measurable Objective 1:

57% of All Students will demonstrate a proficiency in reading in English Language Arts by 04/30/2014 as measured by mastery checks and the MAP assessment.

Strategy 1:

Reading Fundamentals - Students will be held to the expectation that they will be able to read and comprehend grade level texts. By exposing students to more grade

level texts and passages during whole group instruction, literature circles, and independent reading, they will build reading stamina and comprehension.

Research Cited: Children whose early language experiences do not include academic English—including complex

syntax, a diverse vocabulary, and narrative skills—face a cultural mismatch when they enter

kindergarten and in ensuing grades (Devillers; Craig; Labov; Casden 2001; Boggs; Au; Heath).

This situation can only be ameliorated if early educators emphasize oral proficiency in academic

English and thereby prepare children for the transition to reading unfamiliar text with high levels

of comprehension. (Raudenbush Proposal 2010)

Activity - Increase Instructional Level Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize technology, unit assessments, graphic organizers, basals, and other resources to expose students to a variety of grade level texts to increase comprehension and stamina.	Direct Instruction	12/09/2013	05/30/2014	$17802	Title I Part A	All certified staff

Activity - School Visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A group of teachers representing all grade levels will make school visits to highly successful schools implementing possible math programs for adoption and that have high scores in writing on-demand.	Other	01/06/2014	05/30/2014	$1000	Title I Part A	One teacher per grade level.

Goal 5: All students at Mason County Intermediate School will become proficient in Social Studies.

Measurable Objective 1:

74% of Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency on writing extended responses and short answers in Social Studies by 04/30/2014 as measured by mastery checks and classroom common assessments.

Strategy 1:

Content Vocabulary - Teachers will: - Teach words and their extended meanings systematically. - Provide multiple opportunities to practice using key vocabulary and

engage oral language. - Ensure that word knowledge is an ongoing part of the instructional day. - Read and listen to texts.

Research Cited: Good vocabulary instruction helps children gain ownership of words, instead of just learning them well enough to pass a test. Good vocabulary instruction provides multiple exposures through rich and varied activities to meaningful information about the word. (Stahl & Kapinus, 2001, p.14)

Activity - Teacher Training on Content Vocabulary	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be exposed to a variety of vocabulary instructional strategies in content meetings, faculty meetings, PLC's.	Professional Learning	12/05/2013	01/31/2014	$0	No Funding Required	all certified staff

Activity - Regional Social Studies Cadre	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
One teacher will participate in the regional Social Studies cadre. This teacher will bring back instructional strategies to share with staff during content meetings.	Professional Learning	01/06/2014	05/30/2014	$1000	Other	All certifies staff members teaching social studies.

Goal 6: All African American students at MCIS will be proficient in writing.

Measurable Objective 1:

43% of Black or African-American students will demonstrate a proficiency   in on demand writing and language mechanics in Writing by 04/30/2014 as measured by mastery checks and MAP assessments.

Strategy 1:

Enrichment - Enrichment classes for students with disabilities and African American students will provide background knowledge to struggling students, boost self-esteem and build character, and expose students to inquiry-based learning experiences to address different learning styles.

Research Cited: Enrichment programming supports school-wide priorities, building cohesion between core academics and other subjects to enhance learning and outcomes. (National Center on Time & Learning, 2011)

Activity - Enrichment for Gap Group Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Change FIT time to address the learning styles of the gap groups.	Academic Support Program	02/01/2014	05/30/2014	$500	General Fund	Certified staff

Goal 7: Parents/Guardians and community members will support teachers, contributing to their success with students.

Measurable Objective 1:

collaborate to decrease the number of teachers answering "Disagree" or "Strongly Disagree" on the 2015 TELL survey by 10% on the indicators 4.1F and 4.1G Parents/guardians and community members support teachers, contributing to their success with students. by 06/05/2015 as measured by 2015 TELL Survey.

Strategy 1:

Parent and Community Involvement - By gaining insight from teachers on the 2013 TELL survey responses and including other stakeholders, we will be able to brainstorm ways to increase parent involvement and support in our schools.

Research Cited: Joyce Epstein of Johns Hopkins University has developed a framework for defining six different types of parent involvement. This framework assists educators in developing school and family partnership programs. "There are many reasons for developing school, family, and community partnerships," she writes. "The main reason to create such partnerships is to help all youngsters succeed in school and in later life." Epstein's framework defines the six types of involvement and lists sample practices or activities to describe the involvement more fully. Her work also describes the challenges inherent in fostering each type of parent involvement as well as the expected results of implementing them for students, parents, and teachers.

Activity - Parent Involvement Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MCIS teachers participating in the Mason County Leadership Academy and parent involvement committee will use the individual item prompt analysis for items 4.1F & 4.1G to reflect upon TELL survey responses. After reflection, group will brainstorm ways to increase parent involvement and community support in our school.	Parent Involvement	01/06/2014	05/30/2014	$7000	Title I Part A, Title I Part A	Parent Involvement Committee, MCLA teacher participants from MCIS, administration

Goal 8: In this school, we take steps to solve problems.

Measurable Objective 1:

collaborate to decrease the number of teachers answering "Disagree" or "Strongly Disagree" on the 2015 TELL survey by 10% on the indicators 6.1E, 6.1F, and 7.1C, regarding school problem solving.   by 05/30/2015 as measured by 2015 TELL Survey.

Strategy 1:

Problem Solving - By reflecting on teacher responses from the 2013 TELL survey and gaining inout from all stakeholders, a problem solving process will be formed at MCIS.

Research Cited: Early interest in the creative process examined the natural approaches taken by highly creative people in applying their personal creativity when solving problems (e.g., Crawford, 1937; Spearman, 1931; Wallas, 1926). The effort to make creative processes more visible, explicit, and deliberate was a formidable challenge for researchers for many years.

Activity - Problem Solving Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Problem solving committee members will use the individual item prompts for items 6.1E, 6.1F, and 7.1C, to analyze the responses from teachers and develop a problem solving process for staff at MCIS.	Policy and Process	01/06/2014	05/30/2015	$0	No Funding Required	Problem solving committee

Goal 9: All math teachers will receive professional development in the new math program.

Measurable Objective 1:

demonstrate a proficiency in the new math program through professional development and implementation by 07/31/2015 as measured by administrative walkthroughs, assessment analysis, and curriculum maps.

Strategy 1:

Math Program Professional Development - Teachers will receive training in the new math program which is aligned to the common core standards. Program will be

implemented in the classroom.

Research Cited: The Common Core State Standards (CCSS) were developed by the Council of Chief State

School Officers and the National Governors Association Center for Best Practices (NGA

Center). Work began in the summer of 2009 with the goal of creating common minimum

education standards to be used across all states to help ensure consistent and high

expectations regardless of zip code. On June 2, 2010, the CCSS were officially released and

the state adoption phase began. The CCSS are meant to be the common core—they serve as

the baseline from which states fill out their own frameworks.

There are two main parts to the CCSS: the Standards for Mathematical Practice, which

outline how students should approach mathematics, and the Standards for Mathematical

Content, which are what students should learn.

Activity - Math Program Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training in the newly adopted math program.	Professional Learning	06/01/2014	07/31/2014	$5000	Title I Part A	All math teachers

Goal 10: Not applicable

Measurable Objective 1:

demonstrate a behavior not applicable by 06/30/2014 as measured by not applicable.

Strategy 1:

Not Applicable - Not applicable

Research Cited: Not applicable

Activity - Not Applicable	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Not Applicable	Other	12/21/2013	06/30/2014	$0	No Funding Required	Not Applicable

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Analysis of Program Reviews	Using the committees that have been established for each program review, the results will be analyzed to identify areas for improvement. Once these areas are identified, the committees will develop plans to improve these areas.	Policy and Process	01/03/2013	06/01/2013	$0	All Certified Staff Members
Teacher Training on Content Vocabulary	Teachers will be exposed to a variety of vocabulary instructional strategies in content meetings, faculty meetings, PLC's.	Professional Learning	12/05/2013	01/31/2014	$0	all certified staff
Problem Solving Committee	Problem solving committee members will use the individual item prompts for items 6.1E, 6.1F, and 7.1C, to analyze the responses from teachers and develop a problem solving process for staff at MCIS.	Policy and Process	01/06/2014	05/30/2015	$0	Problem solving committee
Not Applicable	Not Applicable	Other	12/21/2013	06/30/2014	$0	Not Applicable
Monitor Implementation of Plans for Identified Improvement Areas	After the committees have developed plans, they will meet monthly to gather data to monitor the implementation of those plans.	Other	02/01/2013	06/01/2013	$0	All Certified Staff
				Total	$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Regional Social Studies Cadre	One teacher will participate in the regional Social Studies cadre. This teacher will bring back instructional strategies to share with staff during content meetings.	Professional Learning	01/06/2014	05/30/2014	$1000	All certifies staff members teaching social studies.
				Total	$1000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Enrichment for Gap Group Students	Change FIT time to address the learning styles of the gap groups.	Academic Support Program	02/01/2014	05/31/2014	$500	Certified Staff

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Enrichment for Gap Group Students	Change FIT time to address the learning styles of the gap groups.	Academic Support Program	02/01/2014	05/30/2014	$500	Certified staff
				Total	$1000	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
School Visits	A group of teachers representing all grade levels will make school visits to highly successful schools implementing possible math programs for adoption and that have high scores in writing on-demand.	Other	01/06/2014	05/30/2014	$1000	One teacher per grade level.
Math Program Professional Development	Teachers will receive training in the newly adopted math program.	Professional Learning	06/01/2014	07/31/2014	$5000	All math teachers
Increase Instructional Level Reading	Utilize technology, unit assessments, graphic organizers, basals, and other resources to expose students to a variety of grade level texts to increase comprehension and stamina.	Direct Instruction	12/09/2013	05/30/2014	$17802	All certified staff
Writing Training	Teachers will receive training in various aspect of writing, including writing on-demand, writer's workshop, extended response, short answer, etc.	Professional Learning	01/27/2014	06/27/2014	$1000	All certified staff
Content Vocabulary	Teachers will receive training in content vocabulary instructional strategies.	Professional Learning	12/09/2013	05/30/2014	$1000	All certified staff
Parent Involvement Committee	MCIS teachers participating in the Mason County Leadership Academy and parent involvement committee will use the individual item prompt analysis for items 4.1F & 4.1G to reflect upon TELL survey responses. After reflection, group will brainstorm ways to increase parent involvement and community support in our school.	Parent Involvement	01/06/2014	05/30/2014	$5000	Parent Involvement Committee, MCLA teacher participants from MCIS, administration
Parent Involvement Committee	MCIS teachers participating in the Mason County Leadership Academy and parent involvement committee will use the individual item prompt analysis for items 4.1F & 4.1G to reflect upon TELL survey responses. After reflection, group will brainstorm ways to increase parent involvement and community support in our school.	Parent Involvement	01/06/2014	05/30/2014	$2000	Parent Involvement Committee, MCLA teacher participants from MCIS, administration
				Total	$32802	

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?

After reviewing our performance on the 2013 KPREP test, we were left with many questions. According to the 2013 KPREP results:

- MCIS did not meet its AMO.

- MCIS is at the 33 percentile of all elementary schools in the state.

- MCIS decreased from 59.7 overall points to 53.2.

- MCIS decrease in overall rankings of KY elementary schools from 309 to 525.

- MCIS decreased in achievement points on all academic areas except mathematics, with only a 1.5 increase there.

- MCIS decreased in gap points in all academic areas except mathematics, with only a 3.5 increase there.

- MCIS increased in reading growth points by one. In math, MCIS decreased by 2.9.

- MCIS dropped in significantly in achievement points in writing (10.5), science (7.3), and social studies (23.3).

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?

One reason to celebrate is because our teachers are using a variety of data sources to determine the individual needs of students. The teachers are administering an individualized Fountas & Pinnell benchmark assessment to determine the instructional reading levels of students. FASTT Math is used to increase fluency in mathematics for all students. All content classes employ guided groups to address student needs. This enables teachers to target specific areas for growth for each individual student. The variety of data sources and the individualized assessments allows the teacher to plan and implement instruction that ensures continuous growth for all students.

Opportunities for Improvement

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

Areas in need of improvement are many. One major emphasis will be on writing. When comparing KPREP multiple choice scores on the NRT and scores where writing was included, we saw significant decreases in the number of student scoring proficient or distinguished. Less than 18 percent of our students scored proficient in the writing on-demand portion of the test. We will address this through writing training for our teachers, addressing content vocabulary instructional strategies, and using our flexible instruction time to give better writing feedback to students.

Because of the major drop in scores on Social Studies, we will monitor performance of students on classroom assessments to get 74% of our gap group to proficiency. We will also incorporate more content vocabulary strategies into the classroom.

Tell survey data identified two areas for growth: Parent involvement and staff problem solving.

Program review will focus on writing and primary to get to proficiency.

Our gap focus will be on African American and Students with Disabilities.

Conclusion

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

Our next steps include continuing to progress monitor all students. The expectation is that writing will occur daily in all classrooms. Reading, thinking, and writing will occur in all classrooms and will be monitored through walk-throughs and student products. Teachers are incorporating more independent reading using a variety of genres. We are also purchasing more non-fiction texts on a variety of levels for our Reading Resource Room.   We are investigating ways to change the RTI efforts so that students are receiving additional targeted instruction beyond core.

We will use our flexible instruction time in a variety of ways. We will offer enrichment classes to boost self esteem and mentor our gap groups. We will give specific feedback to students on writing on demand, extended response, and short answer questions.

We will communicate the delivery targets to all stakeholders. We will post our goals, communicate them to students and parents, use them when we disaggregate data and hold date meetings with teachers.

We will have professional learning in writing, content vocabulary, etc.

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	Using the KASC Studying Your Scores materials, KPREP data was examined to identify priority areas for growth in the areas of Achievement and Gap. Staff analyzed the TELL survey and program review data to identify areas for growth.	CSIP Data for Priority Areas

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		

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	No	MCIS is an intermediate school serving grades three through five. Preschool transitions would be planned at our feeder school, Straub Elementary.	

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		

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes		

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		

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Mason County Intermediate School

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		

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		

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

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

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		

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		

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 a school wide Title I program so all students receive assistance.	

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 a school wide Title I program so all students receive assistance.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	Yes		

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 a school wide Title I program so all students receive assistance.	

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.	Yes		

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		

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 a school wide Title I program so all students receive assistance.	

Comprehensive School Improvement Plan

Mason County Intermediate 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 a school wide Title I program so all students receive assistance.	

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		

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		

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		

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		

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		

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.	No	Title I funds were used to add staff to meet cap size requirements.	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	No	Title II funds were used to add staff to meet cap size requirements.	

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:

All students at Mason County Intermediate School will become proficient writers.

Measurable Objective 1:

41% of All Students will demonstrate a proficiency in writing on demand pieces and on language mechanics in Writing by 04/30/2014 as measured by mastery checks and MAP assessments.

Strategy1:

Content Vocabulary - Teachers will:

- Teach words and their extended meanings systematically.

- Provide multiple opportunities to practice using key vocabulary and engage oral language.

- Ensure that word knowledge is an ongoing part of the instructional day.

- Read and listen to texts.

Research Cited: Good vocabulary instruction helps children gain ownership of words, instead of just learning them well enough to pass a test. Good vocabulary instruction provides multiple exposures through rich and varied activities to meaningful information about the word. (Stahl & Kapinus, 2001, p.14)

Activity - Content Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training in content vocabulary instructional strategies.	Professional Learning	12/09/2013	05/30/2014	$1000 - Title I Part A	All certified staff

Measurable Objective 2:

45% of All Students will demonstrate a proficiency in writing on demand pieces and on language mechanics in Writing by 04/30/2014 as measured by mastery checks and MAP testing.

Strategy1:

Writing Training - Teachers will receive training in writing. Training will be implemented in the classrooms so that writing instruction and expectations will be consistent throughout building.

Research Cited: Recent reviews of research have gathered what we know about effective practices to teach writing. Writing Next (Graham & Perin, 2007), and a companion anal-ysis, What We Know, What We Still Need to Know (Graham & Perin, 2007), examine the research on writing instruction in grades 4-12, with attention given to those whose writing skills need improvement. Writ-ing to Read (Graham & Hebert, 2010) analyzes the research on how writing instruction and practice can improve reading skills.

Activity - Writing Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training in various aspect of writing, including writing on-demand, writer's workshop, extended response, short answer, etc.	Professional Learning	01/27/2014	06/27/2014	$1000 - Title I Part A	All certified staff

Strategy2:

Content Vocabulary - Teachers will:

- Teach words and their extended meanings systematically.

- Provide multiple opportunities to practice using key vocabulary and engage oral language.

- Ensure that word knowledge is an ongoing part of the instructional day.

- Read and listen to texts.

Research Cited: Good vocabulary instruction helps children gain ownership of words, instead of just learning them well enough to pass a

test. Good vocabulary instruction provides multiple exposures through rich and varied activities to meaningful information about the word.

(Stahl & Kapinus, 2001, p.14)

Activity - Content Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training in content vocabulary instructional strategies.	Professional Learning	12/09/2013	05/30/2014	$1000 - Title I Part A	All certified staff

Goal 2:

All students at Mason County Intermediate School will become proficient readers.

Measurable Objective 1:

57% of All Students will demonstrate a proficiency in reading in English Language Arts by 04/30/2014 as measured by mastery checks and

the MAP assessment.

Strategy1:

Reading Fundamentals - Students will be held to the expectation that they will be able to read and comprehend grade level texts. By

exposing students to more grade level texts and passages during whole group instruction, literature circles, and independent reading, they

will build reading stamina and comprehension.

Research Cited: Children whose early language experiences do not include academic English—including complex

syntax, a diverse vocabulary, and narrative skills—face a cultural mismatch when they enter

kindergarten and in ensuing grades (Devillers; Craig; Labov; Casden 2001; Boggs; Au; Heath).

This situation can only be ameliorated if early educators emphasize oral proficiency in academic

English and thereby prepare children for the transition to reading unfamiliar text with high levels

of comprehension. (Raudenbush Proposal 2010)

Activity - Increase Instructional Level Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize technology, unit assessments, graphic organizers, basals, and other resources to expose students to a variety of grade level texts to increase comprehension and stamina.	Direct Instruction	12/09/2013	05/30/2014	$17802 - Title I Part A	All certified staff

Narrative:

Data sources that were used to plan the school wide program included K-PREP, MAP, TELL Survey, Program Review, and common classroom assessments.

The data identified needs to focus on writing in the content area, on-demand writing, incorporating parent and community involvement, increasing scores on the writing program review, and significant growth needed in Social Studies.

Achievement gaps identified include African American and Students with Disabilities.

Component 2: Schoolwide Reform Strategies

Schoolwide Reform Strategies

Goal 1:

All students at Mason County Intermediate School will become proficient writers.

Measurable Objective 1:

41% of All Students will demonstrate a proficiency in writing on demand pieces and on language mechanics in Writing by 04/30/2014 as measured by mastery checks and MAP assessments.

Strategy1:

Content Vocabulary - Teachers will:

- Teach words and their extended meanings systematically.

- Provide multiple opportunities to practice using key vocabulary and engage oral language.

- Ensure that word knowledge is an ongoing part of the instructional day.

- Read and listen to texts.

Research Cited: Good vocabulary instruction helps children gain ownership of words, instead of just learning them well enough to pass a test. Good vocabulary instruction provides multiple exposures through rich and varied activities to meaningful information about the word. (Stahl & Kapinus, 2001, p.14)

Activity - Content Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training in content vocabulary instructional strategies.	Professional Learning	12/09/2013	05/30/2014	$1000 - Title I Part A	All certified staff

Measurable Objective 2:

45% of All Students will demonstrate a proficiency in writing on demand pieces and on language mechanics in Writing by 04/30/2014 as measured by mastery checks and MAP testing.

Strategy1:

Writing Training - Teachers will receive training in writing. Training will be implemented in the classrooms so that writing instruction and expectations will be consistent throughout building.

Research Cited: Recent reviews of research have gathered what we know about effective practices to teach writing. Writing Next (Graham & Perin, 2007), and a companion anal-ysis, What We Know, What We Still Need to Know (Graham & Perin, 2007), examine the research on writing instruction in grades 4-12, with attention given to those whose writing skills need improvement. Writ-ing to Read (Graham & Hebert, 2010) analyzes the research on how writing instruction and practice can improve reading skills.

Activity - Writing Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training in various aspect of writing, including writing on-demand, writer's workshop, extended response, short answer, etc.	Professional Learning	01/27/2014	06/27/2014	$1000 - Title I Part A	All certified staff

Strategy2:

Content Vocabulary - Teachers will:

- Teach words and their extended meanings systematically.

- Provide multiple opportunities to practice using key vocabulary and engage oral language.

- Ensure that word knowledge is an ongoing part of the instructional day.

- Read and listen to texts.

Research Cited: Good vocabulary instruction helps children gain ownership of words, instead of just learning them well enough to pass a

test. Good vocabulary instruction provides multiple exposures through rich and varied activities to meaningful information about the word.

(Stahl & Kapinus, 2001, p.14)

Activity - Content Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training in content vocabulary instructional strategies.	Professional Learning	12/09/2013	05/30/2014	$1000 - Title I Part A	All certified staff

Goal 2:

All students at Mason County Intermediate School will become proficient readers.

Measurable Objective 1:

57% of All Students will demonstrate a proficiency in reading in English Language Arts by 04/30/2014 as measured by mastery checks and

the MAP assessment.

Strategy1:

Reading Fundamentals - Students will be held to the expectation that they will be able to read and comprehend grade level texts. By

exposing students to more grade level texts and passages during whole group instruction, literature circles, and independent reading, they

will build reading stamina and comprehension.

Research Cited: Children whose early language experiences do not include academic English—including complex

syntax, a diverse vocabulary, and narrative skills—face a cultural mismatch when they enter

kindergarten and in ensuing grades (Devillers; Craig; Labov; Casden 2001; Boggs; Au; Heath).

This situation can only be ameliorated if early educators emphasize oral proficiency in academic

English and thereby prepare children for the transition to reading unfamiliar text with high levels

of comprehension. (Raudenbush Proposal 2010)

Activity - Increase Instructional Level Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize technology, unit assessments, graphic organizers, basals, and other resources to expose students to a variety of grade level texts to increase comprehension and stamina.	Direct Instruction	12/09/2013	05/30/2014	$17802 - Title I Part A	All certified staff

Narrative:

Teachers use a variety of technology, SMART Board, I-Pads, computers, etc ($17,802) to provided research based strategies in the classroom.

Component 3: Instruction By Highly Qualified Teachers and Paraeducators

Instruction By Highly Qualified Teachers and Paraeducators

Goal 1:

All students at Mason County Intermediate School will become proficient writers.

Measurable Objective 1:

45% of All Students will demonstrate a proficiency in writing on demand pieces and on language mechanics in Writing by 04/30/2014 as measured by mastery checks and MAP testing.

Strategy1:

Content Vocabulary - Teachers will:

- Teach words and their extended meanings systematically.

- Provide multiple opportunities to practice using key vocabulary and engage oral language.

- Ensure that word knowledge is an ongoing part of the instructional day.

- Read and listen to texts.

Research Cited: Good vocabulary instruction helps children gain ownership of words, instead of just learning them well enough to pass a test. Good vocabulary instruction provides multiple exposures through rich and varied activities to meaningful information about the word. (Stahl & Kapinus, 2001, p.14)

Activity - Content Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training in content vocabulary instructional strategies.	Professional Learning	12/09/2013	05/30/2014	$1000 - Title I Part A	All certified staff

Strategy2:

Writing Training - Teachers will receive training in writing. Training will be implemented in the classrooms so that writing instruction and expectations will be consistent throughout building.

Research Cited: Recent reviews of research have gathered what we know about effective practices to teach writing. Writing Next (Graham & Perin, 2007), and a companion anal-ysis, What We Know, What We Still Need to Know (Graham & Perin, 2007), examine the research on writing instruction in grades 4-12, with attention given to those whose writing skills need improvement. Writ-ing to Read (Graham & Hebert, 2010) analyzes the research on how writing instruction and practice can improve reading skills.

Activity - Writing Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training in various aspect of writing, including writing on-demand, writer's workshop, extended response, short answer, etc.	Professional Learning	01/27/2014	06/27/2014	$1000 - Title I Part A	All certified staff

Measurable Objective 2:

41% of All Students will demonstrate a proficiency in writing on demand pieces and on language mechanics in Writing by 04/30/2014 as measured by mastery checks and MAP assessments.

Strategy1:

Content Vocabulary - Teachers will:

- Teach words and their extended meanings systematically.

- Provide multiple opportunities to practice using key vocabulary and engage oral language.

- Ensure that word knowledge is an ongoing part of the instructional day.

- Read and listen to texts.

Research Cited: Good vocabulary instruction helps children gain ownership of words, instead of just learning them well enough to pass a test. Good vocabulary instruction provides multiple exposures through rich and varied activities to meaningful information about the word. (Stahl & Kapinus, 2001, p.14)

Activity - Content Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training in content vocabulary instructional strategies.	Professional Learning	12/09/2013	05/30/2014	$1000 - Title I Part A	All certified staff

Goal 2:

All students at Mason County Intermediate School will become proficient readers.

Measurable Objective 1:

57% of All Students will demonstrate a proficiency in reading in English Language Arts by 04/30/2014 as measured by mastery checks and the MAP assessment.

Strategy1:

Reading Fundamentals - Students will be held to the expectation that they will be able to read and comprehend grade level texts. By exposing students to more grade level texts and passages during whole group instruction, literature circles, and independent reading, they will build reading stamina and comprehension.

Research Cited: Children whose early language experiences do not include academic English—including complex

syntax, a diverse vocabulary, and narrative skills—face a cultural mismatch when they enter

kindergarten and in ensuing grades (Devillers; Craig; Labov; Casden 2001; Boggs; Au; Heath).

This situation can only be ameliorated if early educators emphasize oral proficiency in academic

English and thereby prepare children for the transition to reading unfamiliar text with high levels

of comprehension. (Raudenbush Proposal 2010)

Activity - Increase Instructional Level Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize technology, unit assessments, graphic organizers, basals, and other resources to expose students to a variety of grade level texts to increase comprehension and stamina.	Direct Instruction	12/09/2013	05/30/2014	$17802 - Title I Part A	All certified staff

Narrative:

All staff are highly qualified according to the Lead Report.

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

High Quality Professional Development for Principals, Teachers, and Paraprofessionals

Goal 1:

All students at Mason County Intermediate School will become proficient writers.

Measurable Objective 1:

41% of All Students will demonstrate a proficiency in writing on demand pieces and on language mechanics in Writing by 04/30/2014 as measured by mastery checks and MAP assessments.

Strategy1:

Content Vocabulary - Teachers will:

- Teach words and their extended meanings systematically.

- Provide multiple opportunities to practice using key vocabulary and engage oral language.

- Ensure that word knowledge is an ongoing part of the instructional day.

- Read and listen to texts.

Research Cited: Good vocabulary instruction helps children gain ownership of words, instead of just learning them well enough to pass a test. Good vocabulary instruction provides multiple exposures through rich and varied activities to meaningful information about the word. (Stahl & Kapinus, 2001, p.14)

Activity - Content Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training in content vocabulary instructional strategies.	Professional Learning	12/09/2013	05/30/2014	$1000 - Title I Part A	All certified staff

Measurable Objective 2:

45% of All Students will demonstrate a proficiency in writing on demand pieces and on language mechanics in Writing by 04/30/2014 as measured by mastery checks and MAP testing.

Strategy1:

Content Vocabulary - Teachers will:

- Teach words and their extended meanings systematically.

- Provide multiple opportunities to practice using key vocabulary and engage oral language.

- Ensure that word knowledge is an ongoing part of the instructional day.

- Read and listen to texts.

Research Cited: Good vocabulary instruction helps children gain ownership of words, instead of just learning them well enough to pass a

test. Good vocabulary instruction provides multiple exposures through rich and varied activities to meaningful information about the word. (Stahl & Kapinus, 2001, p.14)

Activity - Content Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training in content vocabulary instructional strategies.	Professional Learning	12/09/2013	05/30/2014	$1000 - Title I Part A	All certified staff

Strategy2:

Writing Training - Teachers will receive training in writing. Training will be implemented in the classrooms so that writing instruction and expectations will be consistent throughout building.

Research Cited: Recent reviews of research have gathered what we know about effective practices to teach writing. Writing Next (Graham & Perin, 2007), and a companion anal-ysis, What We Know, What We Still Need to Know (Graham & Perin, 2007), examine the research on writing instruction in grades 4-12, with attention given to those whose writing skills need improvement. Writ-ing to Read (Graham & Hebert, 2010) analyzes the research on how writing instruction and practice can improve reading skills.

Activity - Writing Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training in various aspect of writing, including writing on-demand, writer's workshop, extended response, short answer, etc.	Professional Learning	01/27/2014	06/27/2014	$1000 - Title I Part A	All certified staff

Goal 2:

All students at Mason County Intermediate School will become proficient in Social Studies.

Measurable Objective 1:

74% of All Students will demonstrate a proficiency on writing extended responses and short answers in Social Studies by 04/30/2014 as measured by mastery checks and classroom common assessments.

Strategy1:

Content Vocabulary - Teachers will: - Teach words and their extended meanings systematically. - Provide multiple opportunities to practice using key vocabulary and engage oral language. - Ensure that word knowledge is an ongoing part of the instructional day. - Read and listen to texts.

Research Cited: Good vocabulary instruction helps children gain ownership of words, instead of just learning them well enough to pass a test. Good vocabulary instruction provides multiple exposures through rich and varied activities to meaningful information about the word. (Stahl & Kapinus, 2001, p.14)

Activity - Teacher Training on Content Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be exposed to a variety of vocabulary instructional strategies in content meetings, faculty meetings, PLC's.	Professional Learning	12/05/2013	01/31/2014	$0 - No Funding Required	all certified staff

Goal 3:

All math teachers will receive professional development in the new math program.

Measurable Objective 1:

demonstrate a proficiency in the new math program through professional development and implementation by 07/31/2015 as measured by administrative walkthroughs, assessment analysis, and curriculum maps.

Strategy1:

Math Program Professional Development - Teachers will receive training in the new math program which is aligned to the common core standards. Program will be implemented in the classroom.

Research Cited: The Common Core State Standards (CCSS) were developed by the Council of Chief State

School Officers and the National Governors Association Center for Best Practices (NGA

Center). Work began in the summer of 2009 with the goal of creating common minimum

education standards to be used across all states to help ensure consistent and high

expectations regardless of zip code. On June 2, 2010, the CCSS were officially released and

the state adoption phase began. The CCSS are meant to be the common core—they serve as

the baseline from which states fill out their own frameworks.

There are two main parts to the CCSS: the Standards for Mathematical Practice, which

outline how students should approach mathematics, and the Standards for Mathematical

Content, which are what students should learn.

Activity - Math Program Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training in the newly adopted math program.	Professional Learning	06/01/2014	07/31/2014	$5000 - Title I Part A	All math teachers

Component 5: Strategies to Attract Highly Qualified Teachers

Strategies to Attract Highly Qualified Teachers

Goal 1:

All students at Mason County Intermediate School will become proficient writers.

Measurable Objective 1:

45% of All Students will demonstrate a proficiency in writing on demand pieces and on language mechanics in Writing by 04/30/2014 as measured by mastery checks and MAP testing.

Strategy1:

Content Vocabulary - Teachers will:

- Teach words and their extended meanings systematically.

- Provide multiple opportunities to practice using key vocabulary and engage oral language.

- Ensure that word knowledge is an ongoing part of the instructional day.

- Read and listen to texts.

Research Cited: Good vocabulary instruction helps children gain ownership of words, instead of just learning them well enough to pass a test. Good vocabulary instruction provides multiple exposures through rich and varied activities to meaningful information about the word. (Stahl & Kapinus, 2001, p.14)

Activity - Content Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training in content vocabulary instructional strategies.	Professional Learning	12/09/2013	05/30/2014	$1000 - Title I Part A	All certified staff

Strategy2:

Writing Training - Teachers will receive training in writing. Training will be implemented in the classrooms so that writing instruction and expectations will be consistent throughout building.

Research Cited: Recent reviews of research have gathered what we know about effective practices to teach writing. Writing Next (Graham & Perin, 2007), and a companion anal-ysis, What We Know, What We Still Need to Know (Graham & Perin, 2007), examine the research on writing instruction in grades 4-12, with attention given to those whose writing skills need improvement. Writ-ing to Read (Graham & Hebert, 2010) analyzes the research on how writing instruction and practice can improve reading skills.

Activity - Writing Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training in various aspect of writing, including writing on-demand, writer's workshop, extended response, short answer, etc.	Professional Learning	01/27/2014	06/27/2014	$1000 - Title I Part A	All certified staff

Measurable Objective 2:

41% of All Students will demonstrate a proficiency in writing on demand pieces and on language mechanics in Writing by 04/30/2014 as measured by mastery checks and MAP assessments.

Strategy1:

Content Vocabulary - Teachers will:

- Teach words and their extended meanings systematically.

- Provide multiple opportunities to practice using key vocabulary and engage oral language.

- Ensure that word knowledge is an ongoing part of the instructional day.

- Read and listen to texts.

Research Cited: Good vocabulary instruction helps children gain ownership of words, instead of just learning them well enough to pass a test. Good vocabulary instruction provides multiple exposures through rich and varied activities to meaningful information about the word. (Stahl & Kapinus, 2001, p.14)

Activity - Content Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training in content vocabulary instructional strategies.	Professional Learning	12/09/2013	05/30/2014	$1000 - Title I Part A	All certified staff

Goal 2:

Parents/Guardians and community members will support teachers, contributing to their success with students.

Measurable Objective 1:

collaborate to decrease the number of teachers answering "Disagree" or "Strongly Disagree" on the 2015 TELL survey by 10% on the indicators 4.1F and 4.1G Parents/guardians and community members support teachers, contributing to their success with students. by 06/05/2015 as measured by 2015 TELL Survey.

Strategy1:

Parent and Community Involvement - By gaining insight from teachers on the 2013 TELL survey responses and including other stakeholders, we will be able to brainstorm ways to increase parent involvement and support in our schools.

Research Cited: Joyce Epstein of Johns Hopkins University has developed a framework for defining six different types of parent involvement. This framework assists educators in developing school and family partnership programs. "There are many reasons for developing school, family, and community partnerships," she writes. "The main reason to create such partnerships is to help all youngsters succeed in school and in later life." Epstein's framework defines the six types of involvement and lists sample practices or activities to describe the involvement more fully. Her work also describes the challenges inherent in fostering each type of parent involvement as well as the expected results of implementing them for students, parents, and teachers.

Activity - Parent Involvement Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MCIS teachers participating in the Mason County Leadership Academy and parent involvement committee will use the individual item prompt analysis for items 4.1F & 4.1G to reflect upon TELL survey responses. After reflection, group will brainstorm ways to increase parent involvement and community support in our school.	Parent Involvement	01/06/2014	05/30/2014	$5000 - Title I Part A $2000 - Title I Part A	Parent Involvement Committee, MCLA teacher participants from MCIS, administration

Goal 3:

In this school, we take steps to solve problems.

Measurable Objective 1:

collaborate to decrease the number of teachers answering "Disagree" or "Strongly Disagree" on the 2015 TELL survey by 10% on the indicators 6.1E, 6.1F, and 7.1C, regarding school problem solving.   by 05/30/2015 as measured by 2015 TELL Survey.

Strategy1:

Problem Solving - By reflecting on teacher responses from the 2013 TELL survey and gaining inout from all stakeholders, a problem solving process will be formed at MCIS.

Research Cited: Early interest in the creative process examined the natural approaches taken by highly creative people in applying their personal creativity when solving problems (e.g., Crawford, 1937; Spearman, 1931; Wallas, 1926). The effort to make creative processes more visible, explicit, and deliberate was a formidable challenge for researchers for many years.

Activity - Problem Solving Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Problem solving committee members will use the individual item prompts for items 6.1E, 6.1F, and 7.1C, to analyze the responses from teachers and develop a problem solving process for staff at MCIS.	Policy and Process	01/06/2014	05/30/2015	$0 - No Funding Required	Problem solving committee

Goal 4:

All math teachers will receive professional development in the new math program.

Measurable Objective 1:

demonstrate a proficiency in the new math program through professional development and implementation by 07/31/2015 as measured by administrative walkthroughs, assessment analysis, and curriculum maps.

Strategy1:

Math Program Professional Development - Teachers will receive training in the new math program which is aligned to the common core standards. Program will be implemented in the classroom.

Research Cited: The Common Core State Standards (CCSS) were developed by the Council of Chief State

School Officers and the National Governors Association Center for Best Practices (NGA

Center). Work began in the summer of 2009 with the goal of creating common minimum

education standards to be used across all states to help ensure consistent and high

expectations regardless of zip code. On June 2, 2010, the CCSS were officially released and

the state adoption phase began. The CCSS are meant to be the common core—they serve as

the baseline from which states fill out their own frameworks.

There are two main parts to the CCSS: the Standards for Mathematical Practice, which

outline how students should approach mathematics, and the Standards for Mathematical

Content, which are what students should learn.

Activity - Math Program Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training in the newly adopted math program.	Professional Learning	06/01/2014	07/31/2014	$5000 - Title I Part A	All math teachers

Component 6: Parent Involvement

Parent Involvement

Goal 1:

Parents/Guardians and community members will support teachers, contributing to their success with students.

Measurable Objective 1:

collaborate to decrease the number of teachers answering "Disagree" or "Strongly Disagree" on the 2015 TELL survey by 10% on the indicators 4.1F and 4.1G Parents/guardians and community members support teachers, contributing to their success with students. by 06/05/2015 as measured by 2015 TELL Survey.

Strategy1:

Parent and Community Involvement - By gaining insight from teachers on the 2013 TELL survey responses and including other stakeholders, we will be able to brainstorm ways to increase parent involvement and support in our schools.

Research Cited: Joyce Epstein of Johns Hopkins University has developed a framework for defining six different types of parent involvement. This framework assists educators in developing school and family partnership programs. "There are many reasons for developing school, family, and community partnerships," she writes. "The main reason to create such partnerships is to help all youngsters succeed in school and in later life." Epstein's framework defines the six types of involvement and lists sample practices or activities to describe the involvement more fully. Her work also describes the challenges inherent in fostering each type of parent involvement as well as the expected results of implementing them for students, parents, and teachers.

Activity - Parent Involvement Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MCIS teachers participating in the Mason County Leadership Academy and parent involvement committee will use the individual item prompt analysis for items 4.1F & 4.1G to reflect upon TELL survey responses. After reflection, group will brainstorm ways to increase parent involvement and community support in our school.	Parent Involvement	01/06/2014	05/30/2014	$2000 - Title I Part A $5000 - Title I Part A	Parent Involvement Committee, MCLA teacher participants from MCIS, administration

Narrative:

All students receive a home visit from their teacher prior to the start of the new school year. Teachers receive a travel reimbursement of $200 per teacher for a total of $8,000. Also we have Open Houses, PTSO, Parent-Teacher Conferences, Literacy and Math Family Nights, etc. for parents to participate.

Component 7: Transition to Kindergarten

Transition to Kindergarten

Goal 1:

All students at Mason County Intermediate School will become proficient readers.

Measurable Objective 1:

57% of All Students will demonstrate a proficiency in reading in English Language Arts by 04/30/2014 as measured by mastery checks and the MAP assessment.

Strategy1:

Reading Fundamentals - Students will be held to the expectation that they will be able to read and comprehend grade level texts. By exposing students to more grade level texts and passages during whole group instruction, literature circles, and independent reading, they will build reading stamina and comprehension.

Research Cited: Children whose early language experiences do not include academic English—including complex

syntax, a diverse vocabulary, and narrative skills—face a cultural mismatch when they enter

kindergarten and in ensuing grades (Devillers; Craig; Labov; Casden 2001; Boggs; Au; Heath).

This situation can only be ameliorated if early educators emphasize oral proficiency in academic

English and thereby prepare children for the transition to reading unfamiliar text with high levels

of comprehension. (Raudenbush Proposal 2010)

Activity - Increase Instructional Level Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize technology, unit assessments, graphic organizers, basals, and other resources to expose students to a variety of grade level texts to increase comprehension and stamina.	Direct Instruction	12/09/2013	05/30/2014	$17802 - Title I Part A	All certified staff

Narrative:

We have transition day for the entire district. Fifth grade students transition to sixth grade and second grade to third grade.

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:

In this school, we take steps to solve problems.

Measurable Objective 1:

collaborate to decrease the number of teachers answering "Disagree" or "Strongly Disagree" on the 2015 TELL survey by 10% on the indicators 6.1E, 6.1F, and 7.1C, regarding school problem solving.   by 05/30/2015 as measured by 2015 TELL Survey.

Strategy1:

Problem Solving - By reflecting on teacher responses from the 2013 TELL survey and gaining inout from all stakeholders, a problem solving process will be formed at MCIS.

Research Cited: Early interest in the creative process examined the natural approaches taken by highly creative people in applying their personal creativity when solving problems (e.g., Crawford, 1937; Spearman, 1931; Wallas, 1926). The effort to make creative processes more visible, explicit, and deliberate was a formidable challenge for researchers for many years.

Activity - Problem Solving Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Problem solving committee members will use the individual item prompts for items 6.1E, 6.1F, and 7.1C, to analyze the responses from teachers and develop a problem solving process for staff at MCIS.	Policy and Process	01/06/2014	05/30/2015	$0 - No Funding Required	Problem solving committee

Narrative:

Our teachers analyze several data sources to inform instruction. We analyze MAP data ($9,912.50); FASTT Math ($350); F & P's; K-PREP,etc.

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

Activities to Ensure that Students Meet State Academic Standards

Goal 1:

All students with disabilities at Mason County Intermediate School will become proficient writers.

Measurable Objective 1:

47% of All Students will demonstrate a proficiency in on demand writing and language mechanics in Writing by 04/30/2014 as measured by mastery checks and MAP assessments.

Strategy1:

Enrichment - Enrichment classes for students with disabilities and African American students will provide background knowledge to struggling students, boost self-esteem and build character, and expose students to inquiry-based learning experiences to address different learning styles.

Research Cited: Enrichment programming supports school-wide priorities, building cohesion between core academics and other subjects to enhance learning and outcomes. (National Center on Time & Learning, 2011)

Activity - Enrichment for Gap Group Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Change FIT time to address the learning styles of the gap groups.	Academic Support Program	02/01/2014	05/31/2014	$500 - General Fund	Certified Staff

Goal 2:

All African American students at MCIS will be proficient in writing.

Measurable Objective 1:

43% of All Students will demonstrate a proficiency   in on demand writing and language mechanics in Writing by 04/30/2014 as measured by mastery checks and MAP assessments.

Strategy1:

Enrichment - Enrichment classes for students with disabilities and African American students will provide background knowledge to struggling students, boost self-esteem and build character, and expose students to inquiry-based learning experiences to address different learning styles.

Research Cited: Enrichment programming supports school-wide priorities, building cohesion between core academics and other subjects to enhance learning and outcomes. (National Center on Time & Learning, 2011)

Activity - Enrichment for Gap Group Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Change FIT time to address the learning styles of the gap groups.	Academic Support Program	02/01/2014	05/30/2014	$500 - General Fund	Certified staff

Goal 3:

All students at Mason County Intermediate School will become proficient in Social Studies.

Measurable Objective 1:

74% of All Students will demonstrate a proficiency on writing extended responses and short answers in Social Studies by 04/30/2014 as measured by mastery checks and classroom common assessments.

Strategy1:

Content Vocabulary - Teachers will: - Teach words and their extended meanings systematically. - Provide multiple opportunities to practice using key vocabulary and engage oral language. - Ensure that word knowledge is an ongoing part of the instructional day. - Read and listen to texts.

Research Cited: Good vocabulary instruction helps children gain ownership of words, instead of just learning them well enough to pass a test. Good vocabulary instruction provides multiple exposures through rich and varied activities to meaningful information about the word. (Stahl & Kapinus, 2001, p.14)

Activity - Teacher Training on Content Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be exposed to a variety of vocabulary instructional strategies in content meetings, faculty meetings, PLC's.	Professional Learning	12/05/2013	01/31/2014	$0 - No Funding Required	all certified staff

Narrative:

We offer a variety of RtI instructional resources to ensure that students meet state academic standards. Teachers analyze data and select students to be placed in intervention classes or programs such as, LLI for reading($25,326.90); FIT classes for reading and math; FASTT Math ($350); and small group instruction in math and reading classes.

Component 10: Coordination and Integration of Programs

Coordination and Integration of Programs

Goal 1:

All students at Mason County Intermediate School will become proficient writers.

Measurable Objective 1:

45% of All Students will demonstrate a proficiency in writing on demand pieces and on language mechanics in Writing by 04/30/2014 as measured by mastery checks and MAP testing.

Strategy1:

Writing Training - Teachers will receive training in writing. Training will be implemented in the classrooms so that writing instruction and expectations will be consistent throughout building.

Research Cited: Recent reviews of research have gathered what we know about effective practices to teach writing. Writing Next (Graham & Perin, 2007), and a companion anal-ysis, What We Know, What We Still Need to Know (Graham & Perin, 2007), examine the research on writing instruction in grades 4-12, with attention given to those whose writing skills need improvement. Writ-ing to Read (Graham & Hebert, 2010) analyzes the research on how writing instruction and practice can improve reading skills.

Activity - Writing Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training in various aspect of writing, including writing on-demand, writer's workshop, extended response, short answer, etc.	Professional Learning	01/27/2014	06/27/2014	$1000 - Title I Part A	All certified staff

Strategy2:

Content Vocabulary - Teachers will:

- Teach words and their extended meanings systematically.

- Provide multiple opportunities to practice using key vocabulary and engage oral language.

- Ensure that word knowledge is an ongoing part of the instructional day.

- Read and listen to texts.

Research Cited: Good vocabulary instruction helps children gain ownership of words, instead of just learning them well enough to pass a test. Good vocabulary instruction provides multiple exposures through rich and varied activities to meaningful information about the word. (Stahl & Kapinus, 2001, p.14)

Activity - Content Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training in content vocabulary instructional strategies.	Professional Learning	12/09/2013	05/30/2014	$1000 - Title I Part A	All certified staff

Measurable Objective 2:

41% of All Students will demonstrate a proficiency in writing on demand pieces and on language mechanics in Writing by 04/30/2014 as measured by mastery checks and MAP assessments.

Strategy1:

Content Vocabulary - Teachers will:

- Teach words and their extended meanings systematically.

- Provide multiple opportunities to practice using key vocabulary and engage oral language.

- Ensure that word knowledge is an ongoing part of the instructional day.

- Read and listen to texts.

Research Cited: Good vocabulary instruction helps children gain ownership of words, instead of just learning them well enough to pass a test. Good vocabulary instruction provides multiple exposures through rich and varied activities to meaningful information about the word. (Stahl & Kapinus, 2001, p.14)

Activity - Content Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training in content vocabulary instructional strategies.	Professional Learning	12/09/2013	05/30/2014	$1000 - Title I Part A	All certified staff

Goal 2:

All African American students at MCIS will be proficient in writing.

Measurable Objective 1:

43% of All Students will demonstrate a proficiency   in on demand writing and language mechanics in Writing by 04/30/2014 as measured by mastery checks and MAP assessments.

Strategy1:

Enrichment - Enrichment classes for students with disabilities and African American students will provide background knowledge to struggling students, boost self-esteem and build character, and expose students to inquiry-based learning experiences to address different learning styles.

Research Cited: Enrichment programming supports school-wide priorities, building cohesion between core academics and other subjects to enhance learning and outcomes. (National Center on Time & Learning, 2011)

Activity - Enrichment for Gap Group Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Change FIT time to address the learning styles of the gap groups.	Academic Support Program	02/01/2014	05/30/2014	$500 - General Fund	Certified staff

Goal 3:

All students with disabilities at Mason County Intermediate School will become proficient writers.

Measurable Objective 1:

47% of All Students will demonstrate a proficiency in on demand writing and language mechanics in Writing by 04/30/2014 as measured by mastery checks and MAP assessments.

Strategy1:

Enrichment - Enrichment classes for students with disabilities and African American students will provide background knowledge to struggling students, boost self-esteem and build character, and expose students to inquiry-based learning experiences to address different learning styles.

Research Cited: Enrichment programming supports school-wide priorities, building cohesion between core academics and other subjects to enhance learning and outcomes. (National Center on Time & Learning, 2011)

Activity - Enrichment for Gap Group Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Change FIT time to address the learning styles of the gap groups.	Academic Support Program	02/01/2014	05/31/2014	$500 - General Fund	Certified Staff

Goal 4:

Parents/Guardians and community members will support teachers, contributing to their success with students.

Measurable Objective 1:

collaborate to decrease the number of teachers answering "Disagree" or "Strongly Disagree" on the 2015 TELL survey by 10% on the indicators 4.1F and 4.1G Parents/guardians and community members support teachers, contributing to their success with students. by 06/05/2015 as measured by 2015 TELL Survey.

Strategy1:

Parent and Community Involvement - By gaining insight from teachers on the 2013 TELL survey responses and including other stakeholders, we will be able to brainstorm ways to increase parent involvement and support in our schools.

Research Cited: Joyce Epstein of Johns Hopkins University has developed a framework for defining six different types of parent involvement. This framework assists educators in developing school and family partnership programs. "There are many reasons for developing school, family, and community partnerships," she writes. "The main reason to create such partnerships is to help all youngsters succeed in school and in later life." Epstein's framework defines the six types of involvement and lists sample practices or activities to describe the involvement more fully. Her work also describes the challenges inherent in fostering each type of parent involvement as well as the expected results of implementing them for students, parents, and teachers.

Activity - Parent Involvement Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MCIS teachers participating in the Mason County Leadership Academy and parent involvement committee will use the individual item prompt analysis for items 4.1F & 4.1G to reflect upon TELL survey responses. After reflection, group will brainstorm ways to increase parent involvement and community support in our school.	Parent Involvement	01/06/2014	05/30/2014	$2000 - Title I Part A $5000 - Title I Part A	Parent Involvement Committee, MCLA teacher participants from MCIS, administration

Goal 5:

All math teachers will receive professional development in the new math program.

Measurable Objective 1:

demonstrate a proficiency in the new math program through professional development and implementation by 07/31/2015 as measured by administrative walkthroughs, assessment analysis, and curriculum maps.

Strategy1:

Math Program Professional Development - Teachers will receive training in the new math program which is aligned to the common core standards. Program will be implemented in the classroom.

Research Cited: The Common Core State Standards (CCSS) were developed by the Council of Chief State

School Officers and the National Governors Association Center for Best Practices (NGA

Center). Work began in the summer of 2009 with the goal of creating common minimum

education standards to be used across all states to help ensure consistent and high

expectations regardless of zip code. On June 2, 2010, the CCSS were officially released and

the state adoption phase began. The CCSS are meant to be the common core—they serve as

the baseline from which states fill out their own frameworks.

There are two main parts to the CCSS: the Standards for Mathematical Practice, which

outline how students should approach mathematics, and the Standards for Mathematical

Content, which are what students should learn.

Activity - Math Program Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training in the newly adopted math program.	Professional Learning	06/01/2014	07/31/2014	$5000 - Title I Part A	All math teachers

Compliance and Accountability - Elementary 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:

Parents/Guardians and community members will support teachers, contributing to their success with students.

Measurable Objective 1:

collaborate to decrease the number of teachers answering "Disagree" or "Strongly Disagree" on the 2015 TELL survey by 10% on the indicators 4.1F and 4.1G Parents/guardians and community members support teachers, contributing to their success with students. by 06/05/2015 as measured by 2015 TELL Survey.

Strategy1:

Parent and Community Involvement - By gaining insight from teachers on the 2013 TELL survey responses and including other stakeholders, we will be able to brainstorm ways to increase parent involvement and support in our schools.

Research Cited: Joyce Epstein of Johns Hopkins University has developed a framework for defining six different types of parent involvement. This framework assists educators in developing school and family partnership programs. "There are many reasons for developing school, family, and community partnerships," she writes. "The main reason to create such partnerships is to help all youngsters succeed in school and in later life." Epstein's framework defines the six types of involvement and lists sample practices or activities to describe the involvement more fully. Her work also describes the challenges inherent in fostering each type of parent involvement as well as the expected results of implementing them for students, parents, and teachers.

Activity - Parent Involvement Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MCIS teachers participating in the Mason County Leadership Academy and parent involvement committee will use the individual item prompt analysis for items 4.1F & 4.1G to reflect upon TELL survey responses. After reflection, group will brainstorm ways to increase parent involvement and community support in our school.	Parent Involvement	01/06/2014	05/30/2014	$2000 - Title I Part A $3000 - Title I Schoolwide	Parent Involvement Committee, MCLA teacher participants from MCIS, administration

Goal 2:

In this school, we take steps to solve problems.

Measurable Objective 1:

collaborate to decrease the number of teachers answering "Disagree" or "Strongly Disagree" on the 2015 TELL survey by 10% on the indicators 6.1E, 6.1F, and 7.1C, regarding school problem solving.   by 05/30/2015 as measured by 2015 TELL Survey.

Strategy1:

Problem Solving - By reflecting on teacher responses from the 2013 TELL survey and gaining inout from all stakeholders, a problem solving process will be formed at MCIS.

Research Cited: Early interest in the creative process examined the natural approaches taken by highly creative people in applying their personal creativity when solving problems (e.g., Crawford, 1937; Spearman, 1931; Wallas, 1926). The effort to make creative processes more visible, explicit, and deliberate was a formidable challenge for researchers for many years.

Activity - Problem Solving Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Problem solving committee members will use the individual item prompts for items 6.1E, 6.1F, and 7.1C, to analyze the responses from teachers and develop a problem solving process for staff at MCIS.	Policy and Process	01/06/2014	05/30/2015	$0 - No Funding Required	Problem solving committee

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

Goal 1:

All students at Mason County Intermediate School will become proficient writers.

Measurable Objective 1:

45% of All Students will demonstrate a proficiency in writing on demand pieces and on language mechanics in Writing by 04/30/2014 as measured by mastery checks and MAP testing.

Strategy1:

Content Vocabulary - Teachers will:

- Teach words and their extended meanings systematically.

- Provide multiple opportunities to practice using key vocabulary and engage oral language.

- Ensure that word knowledge is an ongoing part of the instructional day.

- Read and listen to texts.

Research Cited: Good vocabulary instruction helps children gain ownership of words, instead of just learning them well enough to pass a test. Good vocabulary instruction provides multiple exposures through rich and varied activities to meaningful information about the word. (Stahl & Kapinus, 2001, p.14)

Activity - Content Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training in content vocabulary instructional strategies.	Professional Learning	12/09/2013	05/30/2014	$0 - No Funding Required	All certified staff

Strategy2:

Writing Training - Teachers will receive training in writing. Training will be implemented in the classrooms so that writing instruction and

expectations will be consistent throughout building.

Research Cited: Recent reviews of research have gathered what we know about effective practices to teach writing. Writing Next (Graham & Perin, 2007), and a companion anal-ysis, What We Know, What We Still Need to Know (Graham & Perin, 2007), examine the research on writing instruction in grades 4-12, with attention given to those whose writing skills need improvement. Writ-ing to Read (Graham & Hebert, 2010) analyzes the research on how writing instruction and practice can improve reading skills.

Activity - Writing Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training in various aspect of writing, including writing on-demand, writer's workshop,	Professional Learning	01/27/2014	06/27/2014	$1000 - Title I Schoolwide	All certified staff

Measurable Objective 2:

41% of All Students will demonstrate a proficiency in writing on demand pieces and on language mechanics in Writing by 04/30/2014 as measured by mastery checks and MAP assessments.

Strategy1:

Content Vocabulary - Teachers will:

- Teach words and their extended meanings systematically.

- Provide multiple opportunities to practice using key vocabulary and engage oral language.

- Ensure that word knowledge is an ongoing part of the instructional day.

- Read and listen to texts.

Research Cited: Good vocabulary instruction helps children gain ownership of words, instead of just learning them well enough to pass a test. Good vocabulary instruction provides multiple exposures through rich and varied activities to meaningful information about the word. (Stahl & Kapinus, 2001, p.14)

Activity - Content Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training in content vocabulary instructional strategies.	Professional Learning	12/09/2013	05/30/2014	$0 - No Funding Required	All certified staff

Goal 2:

All students at Mason County Intermediate School will become proficient readers.

Measurable Objective 1:

57% of All Students will demonstrate a proficiency in reading in English Language Arts by 04/30/2014 as measured by mastery checks and the MAP assessment.

Strategy1:

Reading Fundamentals - Students will be held to the expectation that they will be able to read and comprehend grade level texts. By exposing students to more grade level texts and passages during whole group instruction, literature circles, and independent reading, they

will build reading stamina and comprehension.

Research Cited: Children whose early language experiences do not include academic English—including complex

syntax, a diverse vocabulary, and narrative skills—face a cultural mismatch when they enter

kindergarten and in ensuing grades (Devillers; Craig; Labov; Casden 2001; Boggs; Au; Heath).

This situation can only be ameliorated if early educators emphasize oral proficiency in academic

English and thereby prepare children for the transition to reading unfamiliar text with high levels

of comprehension. (Raudenbush Proposal 2010)

Activity - Increase Instructional Level Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize technology, unit assessments, graphic organizers, basals, and other resources to expose students to a variety of grade level texts to increase comprehension and stamina.	Direct Instruction	12/09/2013	05/30/2014	$0 - No Funding Required	All certified staff

All children were screened for kindergarten readiness.

Goal 1:

All students at Mason County Intermediate School will become proficient readers.

Measurable Objective 1:

57% of All Students will demonstrate a proficiency in reading in English Language Arts by 04/30/2014 as measured by mastery checks and

the MAP assessment.

Strategy1:

Reading Fundamentals - Students will be held to the expectation that they will be able to read and comprehend grade level texts. By

exposing students to more grade level texts and passages during whole group instruction, literature circles, and independent reading, they

will build reading stamina and comprehension.

Research Cited: Children whose early language experiences do not include academic English—including complex

syntax, a diverse vocabulary, and narrative skills—face a cultural mismatch when they enter

kindergarten and in ensuing grades (Devillers; Craig; Labov; Casden 2001; Boggs; Au; Heath).

This situation can only be ameliorated if early educators emphasize oral proficiency in academic

English and thereby prepare children for the transition to reading unfamiliar text with high levels

of comprehension. (Raudenbush Proposal 2010)

Activity - Increase Instructional Level Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize technology, unit assessments, graphic organizers, basals, and other resources to expose students to a variety of grade level texts to increase comprehension and stamina.	Direct Instruction	12/09/2013	05/30/2014	$0 - No Funding Required	All certified staff

Narrative:

This is not applicable to MCIS because we are an intermediate school.

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

Goal 1:

All students at Mason County Intermediate School will become proficient readers.

Measurable Objective 1:

57% of All Students will demonstrate a proficiency in reading in English Language Arts by 04/30/2014 as measured by mastery checks and the MAP assessment.

Strategy1:

Reading Fundamentals - Students will be held to the expectation that they will be able to read and comprehend grade level texts. By exposing students to more grade level texts and passages during whole group instruction, literature circles, and independent reading, they will build reading stamina and comprehension.

Research Cited: Children whose early language experiences do not include academic English—including complex

syntax, a diverse vocabulary, and narrative skills—face a cultural mismatch when they enter

kindergarten and in ensuing grades (Devillers; Craig; Labov; Casden 2001; Boggs; Au; Heath).

This situation can only be ameliorated if early educators emphasize oral proficiency in academic

English and thereby prepare children for the transition to reading unfamiliar text with high levels

of comprehension. (Raudenbush Proposal 2010)

Activity - Increase Instructional Level Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize technology, unit assessments, graphic organizers, basals, and other resources to expose students to a variety of grade level texts to increase comprehension and stamina.	Direct Instruction	12/09/2013	05/30/2014	$0 - No Funding Required	All certified staff

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

Goal 1:

All students at Mason County Intermediate School will become proficient writers.

Measurable Objective 1:

41% of All Students will demonstrate a proficiency in writing on demand pieces and on language mechanics in Writing by 04/30/2014 as measured by mastery checks and MAP assessments.

Strategy1:

Content Vocabulary - Teachers will:

- Teach words and their extended meanings systematically.

- Provide multiple opportunities to practice using key vocabulary and engage oral language.

- Ensure that word knowledge is an ongoing part of the instructional day.

- Read and listen to texts.

Research Cited: Good vocabulary instruction helps children gain ownership of words, instead of just learning them well enough to pass a test. Good vocabulary instruction provides multiple exposures through rich and varied activities to meaningful information about the word. (Stahl & Kapinus, 2001, p.14)

Activity - Content Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training in content vocabulary instructional strategies.	Professional Learning	12/09/2013	05/30/2014	$0 - No Funding Required	All certified staff

Measurable Objective 2:

45% of All Students will demonstrate a proficiency in writing on demand pieces and on language mechanics in Writing by 04/30/2014 as measured by mastery checks and MAP testing.

Strategy1:

Writing Training - Teachers will receive training in writing. Training will be implemented in the classrooms so that writing instruction and expectations will be consistent throughout building.

Research Cited: Recent reviews of research have gathered what we know about effective practices to teach writing. Writing Next (Graham & Perin, 2007), and a companion anal-ysis, What We Know, What We Still Need to Know (Graham & Perin, 2007), examine the research on writing instruction in grades 4-12, with attention given to those whose writing skills need improvement. Writ-ing to Read (Graham & Hebert, 2010) analyzes the research on how writing instruction and practice can improve reading skills.

Activity - Writing Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training in various aspect of writing, including writing on-demand, writer's workshop,	Professional Learning	01/27/2014	06/27/2014	$1000 - Title I Schoolwide	All certified staff

Strategy2:

Content Vocabulary - Teachers will:

- Teach words and their extended meanings systematically.

- Provide multiple opportunities to practice using key vocabulary and engage oral language.

- Ensure that word knowledge is an ongoing part of the instructional day.

- Read and listen to texts.

Research Cited: Good vocabulary instruction helps children gain ownership of words, instead of just learning them well enough to pass a test. Good vocabulary instruction provides multiple exposures through rich and varied activities to meaningful information about the word. (Stahl & Kapinus, 2001, p.14)

Activity - Content Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training in content vocabulary instructional strategies.	Professional Learning	12/09/2013	05/30/2014	$0 - No Funding Required	All certified staff

Goal 2:

All students at Mason County Intermediate School will become proficient readers.

Measurable Objective 1:

57% of All Students will demonstrate a proficiency in reading in English Language Arts by 04/30/2014 as measured by mastery checks and the MAP assessment.

Strategy1:

Reading Fundamentals - Students will be held to the expectation that they will be able to read and comprehend grade level texts. By exposing students to more grade level texts and passages during whole group instruction, literature circles, and independent reading, they will build reading stamina and comprehension.

Research Cited: Children whose early language experiences do not include academic English—including complex

syntax, a diverse vocabulary, and narrative skills—face a cultural mismatch when they enter

kindergarten and in ensuing grades (Devillers; Craig; Labov; Casden 2001; Boggs; Au; Heath).

This situation can only be ameliorated if early educators emphasize oral proficiency in academic

English and thereby prepare children for the transition to reading unfamiliar text with high levels

of comprehension. (Raudenbush Proposal 2010)

Activity - Increase Instructional Level Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize technology, unit assessments, graphic organizers, basals, and other resources to expose students to a variety of grade level texts to increase comprehension and stamina.	Direct Instruction	12/09/2013	05/30/2014	$0 - No Funding Required	All certified staff

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

All students with disabilities at Mason County Intermediate School will become proficient writers.

Measurable Objective 1:

47% of All Students will demonstrate a proficiency in on demand writing and language mechanics in Writing by 04/30/2014 as measured by mastery checks and MAP assessments.

Strategy1:

Enrichment - Enrichment classes for students with disabilities and African American students will provide background knowledge to struggling students, boost self-esteem and build character, and expose students to inquiry-based learning experiences to address different learning styles.

Research Cited: Enrichment programming supports school-wide priorities, building cohesion between core academics and other subjects to enhance learning and outcomes. (National Center on Time & Learning, 2011)

Activity - Enrichment for Gap Group Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Change FIT time to address the learning styles of the gap groups.	Academic Support Program	02/01/2014	05/31/2014	$500 - General Fund	Certified Staff

Goal 2:

All students at Mason County Intermediate School will become proficient in Social Studies.

Measurable Objective 1:

74% of All Students will demonstrate a proficiency on writing extended responses and short answers in Social Studies by 04/30/2014 as measured by mastery checks and classroom common assessments.

Strategy1:

Content Vocabulary - Teachers will: - Teach words and their extended meanings systematically. - Provide multiple opportunities to practice using key vocabulary and engage oral language. - Ensure that word knowledge is an ongoing part of the instructional day. - Read and listen to texts.

Research Cited: Good vocabulary instruction helps children gain ownership of words, instead of just learning them well enough to pass a test. Good vocabulary instruction provides multiple exposures through rich and varied activities to meaningful information about the word. (Stahl & Kapinus, 2001, p.14)

Activity - Teacher Training on Content Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be exposed to a variety of vocabulary instructional strategies in content meetings, faculty meetings, PLC's.	Professional Learning	12/05/2013	01/31/2014	$0 - No Funding Required	all certified staff

Goal 3:

All African American students at MCIS will be proficient in writing.

Measurable Objective 1:

43% of All Students will demonstrate a proficiency   in on demand writing and language mechanics in Writing by 04/30/2014 as measured by mastery checks and MAP assessments.

Strategy1:

Enrichment - Enrichment classes for students with disabilities and African American students will provide background knowledge to struggling students, boost self-esteem and build character, and expose students to inquiry-based learning experiences to address different learning styles.

Research Cited: Enrichment programming supports school-wide priorities, building cohesion between core academics and other subjects to enhance learning and outcomes. (National Center on Time & Learning, 2011)

Activity - Enrichment for Gap Group Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Change FIT time to address the learning styles of the gap groups.	Academic Support Program	02/01/2014	05/30/2014	$500 - General Fund	Certified staff

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

Goal 1:

Mason County Intermediate School will score at proficient or distinguished on all four program reviews.

Measurable Objective 1:

collaborate to increase our overall scores by 08/16/2013 as measured by the Arts & Humanities and Writing Program Reviews.

Strategy1:

Program Review Data Analysis - Through analysis of 2012 Program Review, MCIS will identify areas for improvement and develop plans to address areas.

Research Cited: According to Nancy Love and the book, Using Data/Getting Results, these are the steps for good data analysis:

 1. BUILDING A FOUNDATION

Begin by establishing a clear purpose for the teams, norms, making a commitment to develop cultural proficiency, clarity about mission and values all of those fundamentals for launching data teams.

2. IDENTIFYING A STUDENT LEARNING

PROBLEM/GOAL

Then the teams use multiple data sources to identifyÂÂ and be very clear about ÂÂ a student learning problem and a focus for improvement.

3. VERIFYING CAUSES

ÂÂLook before you leap!ÂÂ This is a process where you take the time to gather a little more data or research about what might be causing the problem before leaping to a solution.

4. GENERATING MULTIPLE SOLUTIONS

AND COMMITTING TO ONE OR TWO

It is so important that the teams make a commitment and take collective action.

5. MONITORING

This is such a critical part of the process. Did we do what we said we were going to do? What difference did it make for student learning and achievement?

Activity - Monitor Implementation of Plans for Identified Improvement Areas	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After the committees have developed plans, they will meet monthly to gather data to monitor the implementation of those plans.	Other	02/01/2013	06/01/2013	$0 - No Funding Required	All Certified Staff

Activity - Data Analysis of Program Reviews	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using the committees that have been established for each program review, the results will be analyzed to identify areas for improvement. Once these areas are identified, the committees will develop plans to improve these areas.	Policy and Process	01/03/2013	06/01/2013	$0 - No Funding Required	All Certified Staff Members