



KDE Comprehensive School Improvement Plan

Mason County Intermediate School

Mason County

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TABLE OF CONTENTS

Introduction 1

Executive Summary

Introduction 3

Description of the School 4

School's Purpose 5

Notable Achievements and Areas of Improvement 6

Additional Information 7

Achievement 2015-2016

Overview 9

Goals Summary 10

Goal 1: All students at Mason County Intermediate School will become proficient readers..... 11

Goal 2: All students at Mason County Intermediate School will be proficient and/or distinguished in the area of science.. 11

Goal 3: All students at Mason County Intermediate School will be proficient or distinguished in Mathematics..... 12

Activity Summary by Funding Source 13

Novice Reduction 2015-2016

Overview 15

Goals Summary 16

Goal 1: All students at Mason County Intermediate School will be proficient and/or distinguished in the areas of reading and mathematics..... 17

Activity Summary by Funding Source 19

Gap 2015-2016

Overview	21
Goals Summary	22
Goal 1: All students at Mason County Intermediate School will be proficient and/or distinguished in the areas of reading and mathematics.....	23
Activity Summary by Funding Source	25

TELL Survey 2015-2016

Overview	27
Goals Summary	28
Goal 1: There is an atmosphere of trust and mutual respect in this school.	29
Goal 2: Teachers have an appropriate level of influence on decision making in this school.....	30
Activity Summary by Funding Source	32

Program Review 2015-2016

Overview	35
Goals Summary	36
Goal 1: Mason County Intermediate School will score at proficient or distinguished on all four program reviews.....	37
Activity Summary by Funding Source	38

KDE Needs Assessment

Introduction	40
Data Analysis	41
Areas of Strengths	42

Opportunities for Improvement..... 43

Conclusion..... 45

KDE Compliance and Accountability - Schools

Introduction..... 47

Planning and Accountability Requirements..... 48

KDE Assurances - School

Introduction..... 59

Assurances..... 60

The Missing Piece

Introduction..... 66

Stakeholders..... 67

Relationship Building..... 68

Communications..... 69

Decision Making..... 71

Advocacy..... 73

Learning Opportunities..... 74

Community Partnerships..... 75

Reflection..... 76

Report Summary..... 77

Improvement Plan Stakeholder Involvement

Introduction 79

Improvement Planning Process 80

School Safety Report

Introduction 82

School Safety Requirements 83

Equitable Access Diagnostic

Introduction 86

Needs Assessment 87

Equitable Access Strategies 88

Questions 90

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 2015. 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 Intermediate School (MCIS) is located in Mason County, tucked away in a sweeping arm of the Ohio River, is rich in heritage and historical land-markings. Our intimate association of such famous pioneers as Simon Kenton, Daniel Boone, Robert Patterson, Thomas Williams and William Wood is appealing to many of our visitors.

Mason County was formed by an Act of the Kentucky Legislature from Bourbon County in May, 1788. Named for George Mason, the Virginian who wrote the constitution for his state of which we were once a part, and who authored the Bill of Rights for the Nation, we have a proud heritage and prospectful future to anticipate.

The county seat of Mason County is Maysville. Maysville is bursting with economic opportunities. The city hosts a vibrant economy with infrastructures including wastewater management, electrical service, natural gas development, while also offering manufacturers the opportunity to locate any of the four industrial parks.

Mason County Intermediate School opened in January of 2006. MCIS serves students in 3rd, 4th, and 5th grades. The student population consists of 687 students. Our minority population is 18%. Our socioeconomic status is 64% free/reduced lunch.

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.

Our school mission statement is "MCIS, where you can see the awesome and be the awesome!" At MCIS, we believe we are doing awesome things in the classroom that help the students to be more awesome. For us, the word awesome has many meanings. Students can always "up their awesomeness" in the areas of achievement, attendance, and behavior.

For achievement, we are implementing many programs. These programs include ReadyGen for reading, EnVisions for math, and Project Lead The Way (PLTW) for science.

This year, we have adopted ReadyGen as our new reading series. ReadyGEN is a K-6 integrated literacy program that accelerates learning for all by presenting modeled reading experience with authentic text. Students engage in practice, build motivation, and improve their reading stamina.

We are in year 2 of our implementation of EnVisions. EnVisions empowers every teacher and learner. Organized to promote focus, coherence, and rigor, EnVisions fully supports the Common Core State Standards. It helps engage students, personalize learning, and make data-driven decisions.

Our 2nd full year of PLTW is also underway. Project Lead The Way is the nation's leading provider of science, technology, engineering, and math (STEM) programs. Through world-class K-12 curriculum, high-quality teacher professional development, and outstanding partnerships, PLTW is helping students develop the skills needed to succeed in the global economy.

MCIS has consistently had the highest attendance of all the school in Mason County. We continue to strive to improve our attendance percentage. Our school goal for attendance is 96.3%. We partner with local businesses, our PTO, and Family Resource Center to provide attendance incentives for our students including milkshakes, trophies, iPads, bicycles, etc.

For behavior, we received a grant and are currently implementing The Leader In Me (TLIM). Our students are learning the 7 Habits of Highly Effective People. We are using the language of The 7 Habits of Happy Kids. All classrooms have established leadership roles. We have weekly leadership assemblies led by students. During each of these assemblies, students are recognized for positive behaviors. School-wide leadership roles are being developed and implemented.

Classrooms are also piloting Classroom Dojo. This technology based behavior management tool tracks positive and negative behaviors and even communicates immediately with parents.

Finally, for behavior and attendance, we will implement Club Day beginning in February of 2016. Club Day will offer a variety of clubs based on student interests. Offering these clubs will motivate students in the areas of attendance and behavior.

At MCIS, you can see the awesome and be the awesome!

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.

According to our state's KPREP testing categories, MCIS is classified as Needs Improvement - Progressing. We have made gains each of the last two years. Our school has had many students recognized in statewide contests:

2014 - 2015 AARP Grandparent Essay School/District Winner - Austin Tully

2014 - 2015 Martin Luther King Jr Art Contest 1st place state winner - Reagan Jordan

2014 - 2015 Martin Luther King Jr Art Contest 3rd place state winner - Magnolia Fan

2014 - 2015 Mason County Jim Claypool Soil Conservation Art Contest School Winners: Emma Stone 1st, Caiden Doyle 2nd, Owen Stice 3rd - Emma Stone District Winner

2015 - 2016 The Kentucky Sons of the American Revolution District Winners - Cooper Rolph 1st and Carson Pugh 2nd

2015 - 2016 Mason County Jim Claypool Soil Conservation Art Contest School Winners : Addison Grosser 1st, Lindsey Dotson 2nd, Cray Fite 3rd

Our academic team has won district and regional titles. We have had one student win the region on written tests.

Additional Information

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

At MCIS we have 11 third grade classrooms, 8 4th grade classrooms, and 8 fifth grade classrooms. Our special education department consists of 6 LBD teachers, 1 FMD teacher, 1 speech teacher, and a part-time visually impaired teacher and occupational therapist. The related arts department includes one art teacher, one music teacher, a computer/world language teacher, and a library media specialist. Our school classified staff consists of 5 classified assistants, and 1.5 secretaries. The administrative team is comprised of a principal, assistant principal, and a student services specialist. Other staff includes a full-time nurse, 3.5 custodians, 6 cooks, and a part-time cafeteria monitor.

Achievement 2015-2016

Overview

Plan Name

Achievement 2015-2016

Plan Description

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	All students at Mason County Intermediate School will become proficient readers.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$32613
2	All students at Mason County Intermediate School will be proficient and/or distinguished in the area of science.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$44871
3	All students at Mason County Intermediate School will be proficient or distinguished in Mathematics.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$7333

Goal 1: All students at Mason County Intermediate School will become proficient readers.

Measurable Objective 1:

63% of All Students will demonstrate a proficiency in reading in English Language Arts by 05/31/2016 as measured by classroom assessments, mastery checks, KPREP, and the MAP assessment.

Strategy 1:

Reading Instruction - By aligning curriculum to the common core standards and assessing students at high levels, student achievement will increase.

Category: Continuous Improvement

Activity - Reading Textbook Adoption	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation of a researched-based 3-5 integrated literacy program that accelerates learning for all by presenting modeled reading experience with authentic text. Students engage in practice, build motivation, and improve their reading stamina.	Direct Instruction	11/01/2015	12/30/2016	\$32613	Title I Part A	All ELA teachers

Goal 2: All students at Mason County Intermediate School will be proficient and/or distinguished in the area of science.

Measurable Objective 1:

78% of All Students will demonstrate a proficiency in the Next Generation Science Standards in Science by 05/31/2016 as measured by Project Lead The Way assessments/projects and mastery checks.

Strategy 1:

Implementation of the Next Generation Science Standards - Teachers will be trained in the next generation science standards (NGSS) and implement project-based learning such as, Lego Robotics and Project Lead The Way in all science classrooms. Students will use technology, including MacBooks and iPads, to complete projects, make presentations, do research, etc.

Category: Learning Systems

Activity - Implementation of the Next Generation Science Standards through Project-Based Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use project-based learning, such as PLTW and STEMScopes, as the vehicle for implementing the Next Generation Science Standards. Students will use technology, including iPads and MacBooks, to complete projects, design presentations, conduct research, analyze data, etc.	Direct Instruction	08/13/2015	05/31/2016	\$44871	Title I Part A	All Science Teachers

Goal 3: All students at Mason County Intermediate School will be proficient or distinguished in Mathematics.

Measurable Objective 1:

61% of All Students will demonstrate a proficiency , in Mathematics by 05/31/2016 as measured by classroom assessments, mastery checks, the MAP assessment, and KPREP.

Strategy 1:

Mathematics Instruction - Through implementing a new math program aligned to the common core standards and focusing on math fluency, student achievement will increase.

Category: Learning Systems

Activity - Mathematics Instructional Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During the summer of 2014, teachers received professional development for the new math program, enVisions. After one year of implementation, teachers will reflect on the implementation of the new program. They will revise curriculum maps, assessments, and instruction to align the curriculum and to streamline instruction. Teachers will reinforce math skills in small groups using resources such as Versatiles and Skills Navigator.	Direct Instruction	08/01/2015	08/15/2016	\$6990	Title I Part A	All math teachers

Activity - Math Fluency	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use FASTT Math in their classrooms to increase student math fluency. Students will be assigned based on greatest need and should have multiple opportunities to wok on math fluency each week.	Technology	08/13/2014	05/30/2015	\$343	Title I Part A	All math teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Fluency	Teachers will use FASTT Math in their classrooms to increase student math fluency. Students will be assigned based on greatest need and should have multiple opportunities to work on math fluency each week.	Technology	08/13/2014	05/30/2015	\$343	All math teachers
Mathematics Instructional Resources	During the summer of 2014, teachers received professional development for the new math program, enVisions. After one year of implementation, teachers will reflect on the implementation of the new program. They will revise curriculum maps, assessments, and instruction to align the curriculum and to streamline instruction. Teachers will reinforce math skills in small groups using resources such as Versatiles and Skills Navigator.	Direct Instruction	08/01/2015	08/15/2016	\$6990	All math teachers
Implementation of the Next Generation Science Standards through Project-Based Learning	Teachers will use project-based learning, such as PLTW and STEMScopes, as the vehicle for implementing the Next Generation Science Standards. Students will use technology, including iPads and MacBooks, to complete projects, design presentations, conduct research, analyze data, etc.	Direct Instruction	08/13/2015	05/31/2016	\$44871	All Science Teachers
Reading Textbook Adoption	Implementation of a researched-based 3-5 integrated literacy program that accelerates learning for all by presenting modeled reading experience with authentic text. Students engage in practice, build motivation, and improve their reading stamina.	Direct Instruction	11/01/2015	12/30/2016	\$32613	All ELA teachers
Total					\$84817	

Novice Reduction 2015-2016

Overview

Plan Name

Novice Reduction 2015-2016

Plan Description

A plan to reduce the number of students scoring novice as measured by the KPREP assessment.

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	All students at Mason County Intermediate School will be proficient and/or distinguished in the areas of reading and mathematics.	Objectives: 2 Strategies: 1 Activities: 1	Academic	\$2820

Goal 1: All students at Mason County Intermediate School will be proficient and/or distinguished in the areas of reading and mathematics.

Measurable Objective 1:

60% of Third, Fourth and Fifth grade students will demonstrate a behavior of performing at proficient or above in English Language Arts by 05/31/2016 as measured by 2016 KPREP and Spring 2016 MAP reading test.

(shared) Strategy 1:

Flexible Instruction Time - Students not making adequate progress in the regular classroom in Tier 1 are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. Intensity varies across group size, frequency and duration of intervention, and level of training of the professionals providing instruction or intervention. These services and interventions are provided in small-group settings in addition to instruction in the general curriculum. In the early grades (kindergarten through 3rd grade), interventions are usually in the areas of reading and math. A longer period of time may be required for this tier, but it should generally not exceed a grading period. Students who continue to show too little progress at this level of intervention are then considered for more intensive interventions as part of Tier 3.

Category: Learning Systems

Activity - Flexible Instruction Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each grade level will identify major areas of student need in the areas of reading and math. Students will be divided up and placed with teachers based on these identified needs to receive focused instruction at the student's level. Teachers will use Skills Navigator initially with gap students to identify the skills students are ready to learn, check evidence of skill mastery, monitor student progress toward mastery, and provide instructional resources to meet students' specific needs—on, above, or below grade level.	Direct Instruction	01/04/2016	05/31/2016	\$2820	Title I Part A	All certified staff

Measurable Objective 2:

55% of Third, Fourth and Fifth grade students will demonstrate a behavior of performing at proficient or above in Mathematics by 05/31/2014 as measured by 2016 KPREP and Spring 2016 MAP mathematics test.

(shared) Strategy 1:

Flexible Instruction Time - Students not making adequate progress in the regular classroom in Tier 1 are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. Intensity varies across group size, frequency and duration of intervention, and level of training of the professionals providing instruction or intervention. These services and interventions are provided in small-group settings in addition to instruction in the general curriculum. In the early grades (kindergarten through 3rd grade), interventions are usually in the areas of reading and math. A longer period of time may be required for this tier, but it should generally not exceed a grading period. Students who continue to show too little progress at this level of intervention are then considered for more intensive interventions as part of Tier 3.

Category: Learning Systems

KDE Comprehensive School Improvement Plan

Mason County Intermediate School

Activity - Flexible Instruction Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each grade level will identify major areas of student need in the areas of reading and math. Students will be divided up and placed with teachers based on these identified needs to receive focused instruction at the student's level. Teachers will use Skills Navigator initially with gap students to identify the skills students are ready to learn, check evidence of skill mastery, monitor student progress toward mastery, and provide instructional resources to meet students' specific needs—on, above, or below grade level.	Direct Instruction	01/04/2016	05/31/2016	\$2820	Title I Part A	All certified staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Flexible Instruction Time	Each grade level will identify major areas of student need in the areas of reading and math. Students will be divided up and placed with teachers based on these identified needs to receive focused instruction at the student's level. Teachers will use Skills Navigator initially with gap students to identify the skills students are ready to learn, check evidence of skill mastery, monitor student progress toward mastery, and provide instructional resources to meet students' specific needs—on, above, or below grade level.	Direct Instruction	01/04/2016	05/31/2016	\$2820	All certified staff
Total					\$2820	

Gap 2015-2016

Overview

Plan Name

Gap 2015-2016

Plan Description

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	All students at Mason County Intermediate School will be proficient and/or distinguished in the areas of reading and mathematics.	Objectives: 2 Strategies: 1 Activities: 1	Academic	\$2820

Goal 1: All students at Mason County Intermediate School will be proficient and/or distinguished in the areas of reading and mathematics.

Measurable Objective 1:

60% of Third, Fourth and Fifth grade students will demonstrate a behavior of performing at proficient or above in English Language Arts by 05/31/2016 as measured by 2016 KPREP and Spring 2016 MAP reading test.

(shared) Strategy 1:

Flexible Instruction Time - Students not making adequate progress in the regular classroom in Tier 1 are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. Intensity varies across group size, frequency and duration of intervention, and level of training of the professionals providing instruction or intervention. These services and interventions are provided in small-group settings in addition to instruction in the general curriculum. In the early grades (kindergarten through 3rd grade), interventions are usually in the areas of reading and math. A longer period of time may be required for this tier, but it should generally not exceed a grading period. Students who continue to show too little progress at this level of intervention are then considered for more intensive interventions as part of Tier 3.

Category: Learning Systems

Activity - Flexible Instruction Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each grade level will identify major areas of student need in the areas of reading and math. Students will be divided up and placed with teachers based on these identified needs to receive focused instruction at the student's level. Teachers will use Skills Navigator initially with gap students to identify the skills students are ready to learn, check evidence of skill mastery, monitor student progress toward mastery, and provide instructional resources to meet students' specific needs—on, above, or below grade level.	Direct Instruction	01/04/2016	05/31/2016	\$2820	Title I Part A	All certified staff

Measurable Objective 2:

55% of Third, Fourth and Fifth grade students will demonstrate a behavior of performing at proficient or above in Mathematics by 05/31/2014 as measured by 2016 KPREP and Spring 2016 MAP mathematics test.

(shared) Strategy 1:

Flexible Instruction Time - Students not making adequate progress in the regular classroom in Tier 1 are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. Intensity varies across group size, frequency and duration of intervention, and level of training of the professionals providing instruction or intervention. These services and interventions are provided in small-group settings in addition to instruction in the general curriculum. In the early grades (kindergarten through 3rd grade), interventions are usually in the areas of reading and math. A longer period of time may be required for this tier, but it should generally not exceed a grading period. Students who continue to show too little progress at this level of intervention are then considered for more intensive interventions as part of Tier 3.

Category: Learning Systems

KDE Comprehensive School Improvement Plan

Mason County Intermediate School

Activity - Flexible Instruction Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each grade level will identify major areas of student need in the areas of reading and math. Students will be divided up and placed with teachers based on these identified needs to receive focused instruction at the student's level. Teachers will use Skills Navigator initially with gap students to identify the skills students are ready to learn, check evidence of skill mastery, monitor student progress toward mastery, and provide instructional resources to meet students' specific needs—on, above, or below grade level.	Direct Instruction	01/04/2016	05/31/2016	\$2820	Title I Part A	All certified staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Flexible Instruction Time	Each grade level will identify major areas of student need in the areas of reading and math. Students will be divided up and placed with teachers based on these identified needs to receive focused instruction at the student's level. Teachers will use Skills Navigator initially with gap students to identify the skills students are ready to learn, check evidence of skill mastery, monitor student progress toward mastery, and provide instructional resources to meet students' specific needs—on, above, or below grade level.	Direct Instruction	01/04/2016	05/31/2016	\$2820	All certified staff
Total					\$2820	

TELL Survey 2015-2016

Overview

Plan Name

TELL Survey 2015-2016

Plan Description

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	There is an atmosphere of trust and mutual respect in this school.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$9400
2	Teachers have an appropriate level of influence on decision making in this school.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0

Goal 1: There is an atmosphere of trust and mutual respect in this school.

Measurable Objective 1:

demonstrate a behavior of trust and mutual respect. Through implementation of The Leader In Me, school culture and leadership will improve. by 03/31/2016 as measured by increasing the percent of responses on the TELL survey from 25% to 80% of respondents who strongly agreed or agreed that there is an atmosphere of trust and mutual respect in this school (School Leadership Q7.1b).

Strategy 1:

The Leader In Me - The overriding objective is to engage all staff and secure commitment to developing their own unique leadership model.

Set the "big picture" and secure buy-in.

Discover a new paradigm of leadership.

Understand a transformational leadership model that enables greatness.

Explore how other schools, both domestically and globally, are integrating the 7 Habits and other leadership and quality tools to achieve greatness.

Articulate pieces of the school's vision for greatness and the impact you can have.

The 7 Habits form the roots from which a unique leadership model can grow.

Staff learns to apply and internalize The 7 Habits of Highly Effective People®.

One of the greatest steps in transforming the school culture.

Gives everyone a common language that becomes the core of the culture.

Category: Other - Leadership and Culture

Research Cited: Westgate Research, Inc. conducted a study with 260 Leader in Me School principals regarding the impact of The Leader in Me in their schools. 99 percent of principals reported that The Leader in Me had a "very positive" or "positive" impact in their school and 87 percent said they were "extremely likely" to recommend The Leader in Me to another school principal.

Activity - ESTABLISHING A CULTURE OF LEADERSHIP - Vision	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Set the "big picture" and secure buy-in. Discover a new paradigm of leadership. Understand a transformational leadership model that enables greatness. Explore how other schools, both domestically and globally, are integrating the 7 Habits and other leadership and quality tools to achieve greatness.	Professional Learning	07/20/2015	07/20/2015	\$4000	General Fund	All Staff

Activity - ESTABLISHING A CULTURE OF LEADERSHIP - 7 Habits Signature Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff learns to apply and internalize The 7 Habits of Highly Effective People®. One of the greatest steps in transforming the school culture. Gives everyone a common language that becomes the core of the culture.	Professional Learning	07/21/2015	08/03/2015	\$4500	General Fund	All Staff

KDE Comprehensive School Improvement Plan

Mason County Intermediate School

Activity - Lighthouse Team Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Approximately six staff members. Responsible for ensuring smooth implementation of The Leader in Me. Lighthouse Team drafts a three-year schoolwide implementation plan. Align the work of the team on the nine Lighthouse criteria that evidence a great leadership culture. Includes mentoring teachers, organizing school activities, decorating common areas, overseeing morning announcements, sending newsletters to parents, and training new staff.	Professional Learning	08/04/2015	08/04/2015	\$500	General Fund	Identified Lighthouse Team Members

Strategy 2:

School Culture - By focusing on school culture, we will create an environment of respect and rapport. A positive environment will have a positive impact on student achievement.

Category: Other - Culture

Activity - Teacher Recognition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Consistently implement staff recognition program. Work with local restaurants to get donations for a monthly drawing. During weekly faculty meetings, recognize staff for excellence using "Royal Tickets".	Recruitment and Retention	09/01/2015	05/31/2016	\$400	General Fund	Administration

Goal 2: Teachers have an appropriate level of influence on decision making in this school.

Measurable Objective 1:

collaborate to decrease the percentage of teachers answering "disagree and strongly disagree" on the TELL survey from 64% to 20% by 05/31/2016 as measured by interim TELL survey.

Strategy 1:

Stakeholder Engagement Structures - By developing and implementing structures to increase stakeholder engagement, teachers will have a more appropriate level of influence on the school.

Category: Stakeholder Engagement

Activity - Committees	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue the use of committees to solve issues, such as budget, scheduling, instructional practices, etc., to involve teachers in the decision making process. Committees will share out in whole group during Wednesday faculty meetings as needed.	Policy and Process	09/01/2015	09/30/2016	\$0	No Funding Required	All certified staff.

KDE Comprehensive School Improvement Plan

Mason County Intermediate School

Activity - Action Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will serve on action teams to plan school-wide events. Possible events include: Veterans Day, Grandparents Day, Lighting of the Christmas Tree, School Play, School Environment, etc.	Policy and Process	09/01/2015	05/31/2016	\$0	No Funding Required	All certified staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Recognition	Consistently implement staff recognition program. Work with local restaurants to get donations for a monthly drawing. During weekly faculty meetings, recognize staff for excellence using "Royal Tickets".	Recruitment and Retention	09/01/2015	05/31/2016	\$400	Administration
Lighthouse Team Training	Approximately six staff members. Responsible for ensuring smooth implementation of The Leader in Me. Lighthouse Team drafts a three-year schoolwide implementation plan. Align the work of the team on the nine Lighthouse criteria that evidence a great leadership culture. Includes mentoring teachers, organizing school activities, decorating common areas, overseeing morning announcements, sending newsletters to parents, and training new staff.	Professional Learning	08/04/2015	08/04/2015	\$500	Identified Lighthouse Team Members
ESTABLISHING A CULTURE OF LEADERSHIP - Vision	Set the "big picture" and secure buy-in. Discover a new paradigm of leadership. Understand a transformational leadership model that enables greatness. Explore how other schools, both domestically and globally, are integrating the 7 Habits and other leadership and quality tools to achieve greatness.	Professional Learning	07/20/2015	07/20/2015	\$4000	All Staff
ESTABLISHING A CULTURE OF LEADERSHIP - 7 Habits Signature Training	Staff learns to apply and internalize The 7 Habits of Highly Effective People®. One of the greatest steps in transforming the school culture. Gives everyone a common language that becomes the core of the culture.	Professional Learning	07/21/2015	08/03/2015	\$4500	All Staff
Total					\$9400	

No Funding Required

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

Mason County Intermediate School

Committees	Continue the use of committees to solve issues, such as budget, scheduling, instructional practices, etc., to involve teachers in the decision making process. Committees will share out in whole group during Wednesday faculty meetings as needed.	Policy and Process	09/01/2015	09/30/2016	\$0	All certified staff.
Action Teams	Staff will serve on action teams to plan school-wide events. Possible events include: Veterans Day, Grandparents Day, Lighting of the Christmas Tree, School Play, School Environment, etc.	Policy and Process	09/01/2015	05/31/2016	\$0	All certified staff
Total					\$0	

Program Review 2015-2016

Overview

Plan Name

Program Review 2015-2016

Plan Description

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

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 05/31/2016 as measured by the Practical Living/Career Studies and World Language/Global Competencies Program Reviews.

Strategy 1:

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

Category: Learning Systems

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	08/12/2015	05/31/2016	\$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	08/12/2015	05/31/2016	\$0	No Funding Required	All Certified Staff

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	08/12/2015	05/31/2016	\$0	All Certified Staff Members
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	08/12/2015	05/31/2016	\$0	All Certified Staff
Total					\$0	

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?**

The MCIS CSIP committee was trying to answer multiple questions through analysis of the data provided. These questions include: In what academic area(s) does our school need the most improvement?

What are the underlying causes for scores in these areas and how can they be addressed?

How can we support our gap populations to increase the percentage of students scoring proficient and distinguished?

According to workplace data (TELL Survey, ValEd), what areas to be addressed to increase school culture/efficiency? What areas of program review need to be the focus? What improvements can the school make in these areas?

What steps can the school take to address all of these areas?

The data shows us that:

The school ranks 428 out of 712 schools in the state.

The school increased its overall score to 65.

The school increased its percentile score from 55 to 60.

The school surpassed its AMO goal for 2015 of 64 by scoring a 65.

We are classified as a Need Improvement/Progressing School.

We are 2.2 points from being classified as a proficient school and 7.8 points from being classified as a distinguished school.

Overall Gap Weighted Score is 10.9, significantly below the weighted scores for Achievement (20.3) and Growth (23.3).

In mathematics, our overall percent proficient/distinguished was 45.9.

- 3rd grade %P/D was 39.4%

- 4th grade %P/D was 45.2%

- 5th grade %P/D was 53.7%

24.7% of students scored proficient/distinguished in writing on-demand

7% of students scored novice in writing on-demand in 2014-15 as compared to 23.2% of students scored novice in writing on-demand in 2013-14.

29.6% of gap students scored proficient/distinguished in writing on-demand in 2014-15 as compared to 17.3% of gap students scored proficient/distinguished in writing on-demand 2013-14.

50% of students scored proficient/distinguished in social studies

35.2% of gap students scored proficient/distinguished in social studies

Students with disabilities decreased proficient/distinguished by 32.7% in social studies

Students with disabilities decreased novice by 34.2% in social studies as compared to the previous year.

17.2% of students scored novice in reading, this is a 5.8% decrease in the number of students scoring novice from the previous year.

23.8% of gap students scored novice in reading, this is a 6% decrease in the number of students scoring novice from the previous year.

All program reviews were proficient.

The data does not tell us the "WHY?". Why did we score significantly higher in 5th grade math as compared to our 3rd grade math? Why do our gap students score significantly lower than our overall population? Why do we have such a large percentage of minority students scoring apprentice in social studies?

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?

Areas of strength include:

2015 AMO goal was exceeded.

The overall school score was a 65.

We increased our percentile from 55 to 60.

Decreased novice for all gap groups in Reading.

Increased the % of students scoring proficient/distinguished by 2% in Reading, from 50% to 52.0%. Increased the % of gap students scoring proficient/distinguished by 4.1% in Reading, from 38.6% to 43.3%.

We are continuing to implement the EnVisions math program this year. The math program is aligned to the common core and includes more rigorous assessments with a focus on problem solving. We have also arranged the schedule to start a 90-minute advanced placement class for select 5th grade students (based on MAP scores) using the DIGITS program. Moving to a 90 minute block for 5th grade has made it possible to use our 30-minute time to offer an advanced math program to select students (based on MAP scores) for 4th grade and 3rd grade students.

For Reading and Writing, we have adopted the ReadyGen reading program. ReadyGEN is a K-6 integrated literacy program that accelerates learning for all by presenting modeled reading experience with authentic text. Students engage in practice, build motivation, and improve their reading stamina.

Opportunities for Improvement

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

Areas for improvement include:

Gap scores (10.9) are significantly lower than Achievement (20.3) and Growth (23.3).

Mathematics - As a school we increased our percentage of students scoring novice on the KPREP test from 15.4% to 17.8%. We also increased the percentage of students scoring apprentice on the KPREP test from 32% to 35.5%. This leads to a 6% decrease in the percentage of students scoring proficient/distinguished, from 52.6% to 46.6%. There was a -3.8 difference in performance from the previous year in math. Our gap group decreased the number of students scoring proficient/distinguished in math by 6.5%, from 41% to 34.5%. Our White, Hispanic, and F/R Lunch students decreased last year. Our students with disabilities are scoring the farthest from 100.

Social Studies - While our overall percentage of students scoring novice decreased for both All Students and Gap Group, our African American group increased in novice.

TELL Survey - 66% of teachers disagree or strongly disagree that school administrators consistently enforce rules for student conduct. 57% of teachers disagree or strongly disagree that the faculty has an effective process for making group decisions to solve problems. 46% of teachers disagree or strongly disagree that in this school we take steps to solve problems. 64% of teachers disagree or strongly disagree that teachers have an appropriate level of influence on decision making in this school. 75% of teachers disagree or strongly disagree that there is an atmosphere of trust and mutual respect in this school. 72% of teachers disagree or strongly disagree that teachers feel comfortable raising issues or concerns that are important to them.

Our committee has brainstormed activities to address each of these areas.

To address gap scores, we will utilize Skills Navigator. Skills Navigator is a new K-8 classroom assessment system for math, reading comprehension, vocabulary and language usage that helps teachers accomplish four key tasks: identify the skills students are ready to learn, check evidence of skill learning, student progress toward mastery, and provide instructional resources to meet students' specific needs. We will also change the structure of our Flexible Instruction Time (FIT). Beginning in January, grade levels will sort students based on identified need. During our FIT, students will travel to teachers to work on these identified skills or to receive enrichment. Groups will rotate periodically to make sure all students are able to receive intervention, reinforcement, or enrichment in identified areas.

To address our mathematics concerns, we will continue to implement the EnVisions math program with fidelity. We will target our most advanced 5th grade math students with an extended enrichment class using the Digits program. 4th grade advanced math students will be targeted during FIT time using Digits. FASTT Math will be utilized to address math fluency for all students in grades 3-5. Marilyn Burns Do The Math and Skills Navigator will be used for students needing interventions.

In social studies, we will implement project-based and service learning to address critical thinking skills. We will plan field trips for each grade level to take advantage of our area's rich history and to make social studies more meaningful for our students. We will also form a student government.

Our TELL Survey concerns will be addressed through a variety of ways. First and foremost, we have received a grant to implement The Leader In Me (TLIM). TLIM has guided us to establish schoolwide expectations. Through this process, we developed our new mission statement as a faculty. Teacher leaders are taking the lead in action teams and committees. Secondly, committees have been responsible for establishing the school schedule, determining structure, setting the budget, adopting instructional materials, etc. Thirdly, we have created a suggestion box for teachers to anonymously make suggestions. Suggestions are shared out at weekly faculty meetings. Teacher recognition also takes place at these meetings. Teacher and student advisory councils have been utilized. Lastly, Discipline is being handled in a timely manner with results being communicated to teachers.

Conclusion

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

Next steps in addressing areas of concern will be to meet with teachers to work out the expectations, develop rosters, and identify areas of focus for FIT. Also, we will continue the implementation of TLIM with the creation of school-wide leadership roles and Student Lighthouse Team. We will use an online survey tool to take an interim assessment to see if our school culture activities are making an impact. We need to monitor the implementation of the EnVisions math program to ensure fidelity through teacher reflections and walkthroughs.

KDE Compliance and Accountability - 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 2015. 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 TELLKY Survey results.

Goal 1:

There is an atmosphere of trust and mutual respect in this school.

Measurable Objective 1:

demonstrate a behavior of trust and mutual respect. Through implementation of The Leader In Me, school culture and leadership will improve. by 03/31/2016 as measured by increasing the percent of responses on the TELL survey from 25% to 80% of respondents who strongly agreed or agreed that there is an atmosphere of trust and mutual respect in this school (School Leadership Q7.1b).

Strategy1:

School Culture - By focusing on school culture, we will create an environment of respect and rapport. A positive environment will have a positive impact on student achievement.

Category: Other - Culture

Research Cited:

Activity - Teacher Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Consistently implement staff recognition program. Work with local restaurants to get donations for a monthly drawing. During weekly faculty meetings, recognize staff for excellence using "Royal Tickets".	Recruitment and Retention	09/01/2015	05/31/2016	\$400 - General Fund	Administration

Strategy2:

The Leader In Me - The overriding objective is to engage all staff and secure commitment to developing their own unique leadership model.

Set the "big picture" and secure buy-in.

Discover a new paradigm of leadership.

Understand a transformational leadership model that enables greatness.

Explore how other schools, both domestically and globally, are integrating the 7 Habits and other leadership and quality tools to achieve greatness.

Articulate pieces of the school's vision for greatness and the impact you can have.

The 7 Habits form the roots from which a unique leadership model can grow.

Staff learns to apply and internalize The 7 Habits of Highly Effective People®.

One of the greatest steps in transforming the school culture.

Gives everyone a common language that becomes the core of the culture.

Category: Other - Leadership and Culture

Research Cited: Westgate Research, Inc. conducted a study with 260 Leader in Me School principals regarding the impact of The Leader in

KDE Comprehensive School Improvement Plan

Mason County Intermediate School

Me in their schools. 99 percent of principals reported that The Leader in Me had a “very positive” or “positive” impact in their school and 87 percent said they were “extremely likely” to recommend The Leader in Me to another school principal.

Activity - Lighthouse Team Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Approximately six staff members. Responsible for ensuring smooth implementation of The Leader in Me. Lighthouse Team drafts a three-year schoolwide implementation plan. Align the work of the team on the nine Lighthouse criteria that evidence a great leadership culture. Includes mentoring teachers, organizing school activities, decorating common areas, overseeing morning announcements, sending newsletters to parents, and training new staff.	Professional Learning	08/04/2015	08/04/2015	\$500 - General Fund	Identified Lighthouse Team Members

Activity - ESTABLISHING A CULTURE OF LEADERSHIP - 7 Habits Signature Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff learns to apply and internalize The 7 Habits of Highly Effective People®. One of the greatest steps in transforming the school culture. Gives everyone a common language that becomes the core of the culture.	Professional Learning	07/21/2015	08/03/2015	\$4500 - General Fund	All Staff

Activity - ESTABLISHING A CULTURE OF LEADERSHIP - Vision	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Set the "big picture" and secure buy-in. Discover a new paradigm of leadership. Understand a transformational leadership model that enables greatness. Explore how other schools, both domestically and globally, are integrating the 7 Habits and other leadership and quality tools to achieve greatness.	Professional Learning	07/20/2015	07/20/2015	\$4000 - General Fund	All Staff

Goal 2:

Teachers have an appropriate level of influence on decision making in this school.

Measurable Objective 1:

collaborate to decrease the percentage of teachers answering “disagree and strongly disagree” on the TELL survey from 64% to 20% by 05/31/2016 as measured by interim TELL survey.

Strategy1:

Stakeholder Engagement Structures - By developing and implementing structures to increase stakeholder engagement, teachers will have a more appropriate level of influence on the school.

Category: Stakeholder Engagement

Research Cited:

KDE Comprehensive School Improvement Plan

Mason County Intermediate School

Activity - Action Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will serve on action teams to plan school-wide events. Possible events include: Veterans Day, Grandparents Day, Lighting of the Christmas Tree, School Play, School Environment, etc.	Policy and Process	09/01/2015	05/31/2016	\$0 - No Funding Required	All certified staff

Activity - Committees	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue the use of committees to solve issues, such as budget, scheduling, instructional practices, etc., to involve teachers in the decision making process. Committees will share out in whole group during Wednesday faculty meetings as needed.	Policy and Process	09/01/2015	09/30/2016	\$0 - No Funding Required	All certified staff.

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 be proficient and/or distinguished in the areas of reading and mathematics.

Measurable Objective 1:

55% of Third, Fourth and Fifth grade students will demonstrate a behavior of performing at proficient or above in Mathematics by 05/31/2014 as measured by 2016 KPREP and Spring 2016 MAP mathematics test.

Strategy1:

Flexible Instruction Time - Students not making adequate progress in the regular classroom in Tier 1 are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. Intensity varies across group size, frequency and duration of intervention, and level of training of the professionals providing instruction or intervention. These services and interventions are provided in small-group settings in addition to instruction in the general curriculum. In the early grades (kindergarten through 3rd grade), interventions are usually in the areas of reading and math. A longer period of time may be required for this tier, but it should generally not exceed a grading period. Students who continue to show too little progress at this level of intervention are then considered for more intensive interventions as part of Tier 3.

Category: Learning Systems

Research Cited:

KDE Comprehensive School Improvement Plan

Mason County Intermediate School

Activity - Flexible Instruction Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each grade level will identify major areas of student need in the areas of reading and math. Students will be divided up and placed with teachers based on these identified needs to receive focused instruction at the student's level. Teachers will use technology resources initially with gap students to identify the skills students are ready to learn, check evidence of skill mastery, monitor student progress toward mastery, offer immediate feedback, and provide instructional resources to meet students' specific needs—on, above, or below grade level.	Direct Instruction	01/04/2016	05/31/2016	\$4570 - Title I Part A	All certified staff

Measurable Objective 2:

60% of Third, Fourth and Fifth grade students will demonstrate a behavior of performing at proficient or above in English Language Arts by 05/31/2016 as measured by 2016 KPREP and Spring 2016 MAP reading test.

Strategy1:

Flexible Instruction Time - Students not making adequate progress in the regular classroom in Tier 1 are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. Intensity varies across group size, frequency and duration of intervention, and level of training of the professionals providing instruction or intervention. These services and interventions are provided in small-group settings in addition to instruction in the general curriculum. In the early grades (kindergarten through 3rd grade), interventions are usually in the areas of reading and math. A longer period of time may be required for this tier, but it should generally not exceed a grading period. Students who continue to show too little progress at this level of intervention are then considered for more intensive interventions as part of Tier 3.

Category: Learning Systems

Research Cited:

Activity - Flexible Instruction Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each grade level will identify major areas of student need in the areas of reading and math. Students will be divided up and placed with teachers based on these identified needs to receive focused instruction at the student's level. Teachers will use technology resources initially with gap students to identify the skills students are ready to learn, check evidence of skill mastery, monitor student progress toward mastery, offer immediate feedback, and provide instructional resources to meet students' specific needs—on, above, or below grade level.	Direct Instruction	01/04/2016	05/31/2016	\$4570 - Title I Part A	All certified staff

Goal 2:

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

Measurable Objective 1:

63% of All Students will demonstrate a proficiency in reading in English Language Arts by 05/31/2016 as measured by classroom assessments, mastery checks, KPREP, and the MAP assessment.

KDE Comprehensive School Improvement Plan

Mason County Intermediate School

Strategy1:

Reading Instruction - By aligning curriculum to the common core standards and assessing students at high levels, student achievement will increase.

Category: Continuous Improvement

Research Cited:

Activity - Reading Textbook Adoption	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation of a researched-based 3-5 integrated literacy program that accelerates learning for all by presenting modeled reading experience with authentic text. Students engage in practice, build motivation, and improve their reading stamina. Students will use technology, including tablets and computers to complete projects, design presentations, conduct research, and analyze data, etc.)	Direct Instruction	11/01/2015	12/30/2016	\$40788 - Title I Part A	All ELA teachers

Goal 3:

All students at Mason County Intermediate School will be proficient or distinguished in Mathematics.

Measurable Objective 1:

61% of All Students will demonstrate a proficiency , in Mathematics by 05/31/2016 as measured by classroom assessments, mastery checks, the MAP assessment, and KPREP.

Strategy1:

Mathematics Instruction - Through implementing a new math program aligned to the common core standards and focusing on math fluency, student achievement will increase.

Category: Learning Systems

Research Cited:

Activity - Mathematics Instructional Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the summer of 2014, teachers received professional development for the new math program, enVisions. After one year of implementation, teachers will reflect on the implementation of the new program. They will revise curriculum maps, assessments, and instruction to align the curriculum and to streamline instruction. Teachers will reinforce math skills in small groups using resources such as Versatiles and Skills Navigator. Students will use technology, including tablets and computers to complete projects, design presentations, conduct research, and analyze data, etc.	Direct Instruction	08/01/2015	08/15/2016	\$30595 - Title I Part A	All math teachers

KDE Comprehensive School Improvement Plan

Mason County Intermediate School

Activity - Math Fluency	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use FASTT Math in their classrooms to increase student math fluency. Students will be assigned based on greatest need and should have multiple opportunities to work on math fluency each week.	Technology	08/13/2014	05/30/2015	\$350 - General Fund	All math teachers

All children were screened for kindergarten readiness. If yes, name the assessment.

N/A (this question does not apply)

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

N/A (this question does not apply)

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 readers.

Measurable Objective 1:

63% of All Students will demonstrate a proficiency in reading in English Language Arts by 05/31/2016 as measured by classroom assessments, mastery checks, KPREP, and the MAP assessment.

Strategy1:

Reading Instruction - By aligning curriculum to the common core standards and assessing students at high levels, student achievement will increase.

Category: Continuous Improvement

Research Cited:

Activity - Reading Textbook Adoption	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation of a researched-based 3-5 integrated literacy program that accelerates learning for all by presenting modeled reading experience with authentic text. Students engage in practice, build motivation, and improve their reading stamina. Students will use technology, including tablets and computers to complete projects, design presentations, conduct research, and analyze data, etc.)	Direct Instruction	11/01/2015	12/30/2016	\$40788 - Title I Part A	All ELA teachers

KDE Comprehensive School Improvement Plan

Mason County Intermediate School

Goal 2:

All students at Mason County Intermediate School will be proficient or distinguished in Mathematics.

Measurable Objective 1:

61% of All Students will demonstrate a proficiency , in Mathematics by 05/31/2016 as measured by classroom assessments, mastery checks, the MAP assessment, and KPREP.

Strategy1:

Mathematics Instruction - Through implementing a new math program aligned to the common core standards and focusing on math fluency, student achievement will increase.

Category: Learning Systems

Research Cited:

Activity - Mathematics Instructional Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the summer of 2014, teachers received professional development for the new math program, enVisions. After one year of implementation, teachers will reflect on the implementation of the new program. They will revise curriculum maps, assessments, and instruction to align the curriculum and to streamline instruction. Teachers will reinforce math skills in small groups using resources such as Versatiles and Skills Navigator. Students will use technology, including tablets and computers to complete projects, design presentations, conduct research, and analyze data, etc.	Direct Instruction	08/01/2015	08/15/2016	\$30595 - Title I Part A	All math teachers

Activity - Math Fluency	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use FASTT Math in their classrooms to increase student math fluency. Students will be assigned based on greatest need and should have multiple opportunities to work on math fluency each week.	Technology	08/13/2014	05/30/2015	\$350 - General Fund	All math teachers

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

All students at Mason County Intermediate School will be proficient and/or distinguished in the areas of reading and mathematics.

Measurable Objective 1:

60% of Third, Fourth and Fifth grade students will demonstrate a behavior of performing at proficient or above in English Language Arts by SY 2015-2016

05/31/2016 as measured by 2016 KPREP and Spring 2016 MAP reading test.

Strategy1:

Flexible Instruction Time - Students not making adequate progress in the regular classroom in Tier 1 are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. Intensity varies across group size, frequency and duration of intervention, and level of training of the professionals providing instruction or intervention. These services and interventions are provided in small-group settings in addition to instruction in the general curriculum. In the early grades (kindergarten through 3rd grade), interventions are usually in the areas of reading and math. A longer period of time may be required for this tier, but it should generally not exceed a grading period. Students who continue to show too little progress at this level of intervention are then considered for more intensive interventions as part of Tier 3.

Category: Learning Systems

Research Cited:

Activity - Flexible Instruction Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each grade level will identify major areas of student need in the areas of reading and math. Students will be divided up and placed with teachers based on these identified needs to receive focused instruction at the student's level. Teachers will use technology resources initially with gap students to identify the skills students are ready to learn, check evidence of skill mastery, monitor student progress toward mastery, offer immediate feedback, and provide instructional resources to meet students' specific needs—on, above, or below grade level.	Direct Instruction	01/04/2016	05/31/2016	\$4570 - Title I Part A	All certified staff

Measurable Objective 2:

55% of Third, Fourth and Fifth grade students will demonstrate a behavior of performing at proficient or above in Mathematics by 05/31/2014 as measured by 2016 KPREP and Spring 2016 MAP mathematics test.

Strategy1:

Flexible Instruction Time - Students not making adequate progress in the regular classroom in Tier 1 are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. Intensity varies across group size, frequency and duration of intervention, and level of training of the professionals providing instruction or intervention. These services and interventions are provided in small-group settings in addition to instruction in the general curriculum. In the early grades (kindergarten through 3rd grade), interventions are usually in the areas of reading and math. A longer period of time may be required for this tier, but it should generally not exceed a grading period. Students who continue to show too little progress at this level of intervention are then considered for more intensive interventions as part of Tier 3.

Category: Learning Systems

Research Cited:

KDE Comprehensive School Improvement Plan

Mason County Intermediate School

Activity - Flexible Instruction Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each grade level will identify major areas of student need in the areas of reading and math. Students will be divided up and placed with teachers based on these identified needs to receive focused instruction at the student's level. Teachers will use technology resources initially with gap students to identify the skills students are ready to learn, check evidence of skill mastery, monitor student progress toward mastery, offer immediate feedback, and provide instructional resources to meet students' specific needs—on, above, or below grade level.	Direct Instruction	01/04/2016	05/31/2016	\$4570 - Title I Part A	All certified staff

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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 05/31/2016 as measured by the Practical Living/Career Studies and World Language/Global Competencies Program Reviews.

Strategy1:

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

Category: Learning Systems

Research Cited:

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	08/12/2015	05/31/2016	\$0 - No Funding Required	All Certified Staff

KDE Comprehensive School Improvement Plan

Mason County Intermediate School

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	08/12/2015	05/31/2016	\$0 - No Funding Required	All Certified Staff Members

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		

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.	N/A		

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
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		

KDE Comprehensive School Improvement Plan

Mason County Intermediate School

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.	No	We are school-wide Title I.	

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	No	We are school-wide Title I.	

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 school.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	No	We are a school-wide Title I school.	

KDE Comprehensive School Improvement Plan

Mason County Intermediate School

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
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 school.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	No	We are school-wide Title I.	

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.	N/A	We are school-wide Title I.	

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 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 school.	

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	N/A	We are school-wide Title I.	

KDE Comprehensive School Improvement Plan

Mason County Intermediate School

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 (provide the website link below).	Yes	http://www.masoncoschools.com/userfiles/24/my%20files/2014-15%20mcis%20csip.pdf?id=539633	

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	We send a letter home at the beginning of the school year.	

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, specialists 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.	No	We are a school-wide Title I school.	

KDE Comprehensive School Improvement Plan

Mason County Intermediate School

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for para-educators 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.	No	We are a school-wide Title I school.	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	No	We used Title I funds for class size reduction.	

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

The Missing Piece

Introduction

This report provides a comprehensive response to the six objectives of The Missing Piece set for the by the Commissioner's Parent Advisory Council (CPAC). This diagnostic uses performance measurement and progress, as well as relationship building, resources and support to build capacity within schools and districts measure parent involvement and the desired outcome being made. Use the links below to navigate the diagnostic content and respond to the questions.

Stakeholders

What stakeholders (name and title) did you engage for the purpose of completing the Missing Piece diagnostic?

Through using an online survey tool, MCIS engaged a variety of stakeholders, including parents, community members, teachers, and other staff. The survey was sent to all parent emails and the link posted to social media to gain input from stakeholders.

Relationship Building

Overall Rating: 2.86

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Proficient

	Statement or Question	Response	Rating
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods).	Proficient

	Statement or Question	Response	Rating
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Proficient

	Statement or Question	Response	Rating
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Proficient

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	School staff involves parents in personal communication about their students' progress at least once a month.	Proficient

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Teachers informally collect some student needs data and some parents are contacted to discuss those needs.	Apprentice

	Statement or Question	Response	Rating
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	All parents are asked for feedback on school's efforts to welcome and engage parents, and the feedback is used to improve school's efforts.	Proficient

Communications

Overall Rating: 3.14

	Statement or Question	Response	Rating
3.1	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, using classroom contracts, student assignment books, homework websites, and online grade books.)	Proficient

	Statement or Question	Response	Rating
3.2	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	School staff offers varied ways to that parent can see share information with teachers about their children's learning needs. (For example, phone and email contact, offering parent conferences, and making home visits).	Proficient

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement.	Proficient

	Statement or Question	Response	Rating
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Proficient

	Statement or Question	Response	Rating
3.5	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	A conference is held twice a year for all students and includes parent or advocate, student and teachers. School council develops ways to address data that is collected.	Distinguished

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	At least 50% of parents respond to annual school and/or district stakeholder surveys.	Proficient

KDE Comprehensive School Improvement Plan

Mason County Intermediate School

	Statement or Question	Response	Rating
3.7	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Proficient

Decision Making

Overall Rating: 2.43

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	Parents elected to serve on school council and some other parents who serve on SBDM committees are invited to attend training offered by school or district.	Apprentice

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	Proficient

	Statement or Question	Response	Rating
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	Proficient

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

	Statement or Question	Response	Rating
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are sometimes encouraged to take part in discussions about school improvement.	Apprentice

KDE Comprehensive School Improvement Plan

Mason County Intermediate School

	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff provides opportunities for outgoing parent council members to meet with new parent council members to share knowledge of serving on the council.	Apprentice

Advocacy

Overall Rating: 2.33

	Statement or Question	Response	Rating
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	There is evidence that school staff know which students have a parent or another adult who can speak up for them regarding their academic goals and learning needs.	Apprentice

	Statement or Question	Response	Rating
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Some parents are involved in informal conversation with school staff to address their child's individual learning needs.	Apprentice

	Statement or Question	Response	Rating
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Proficient

	Statement or Question	Response	Rating
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School council has a policy and a process to resolve issues or complaints and outcomes are sometimes tracked and reported to the council.	Apprentice

	Statement or Question	Response	Rating
5.5	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff ensures that parents and community members are well informed about how to become an educational advocate or how to access an educational advocate when needed.	Proficient

	Statement or Question	Response	Rating
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	Novice level students are identified by school staff to receive targeted strategies for academic improvement. Parents are informed of the strategies but do not receive training on how to use those strategies or how progress will be measured.	Apprentice

Learning Opportunities

Overall Rating: 2.33

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such as the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	School provides open house and family nights for some parents to learn about: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities for parents to participate on councils and SBDM committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning.	Apprentice

	Statement or Question	Response	Rating
6.2	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	School staff makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school.	Proficient

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	Proficient

	Statement or Question	Response	Rating
6.4	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	School staff offers targeted parent workshops and meetings to help parents develop skills to support their child's learning.	Apprentice

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School council has a classroom observation policy that allows parents access to most classrooms by appointment only.	Apprentice

	Statement or Question	Response	Rating
6.6	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff relies on the parent organizations to provide learning opportunities for parent leadership.	Apprentice

Community Partnerships

Overall Rating: 2.67

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership periodically meets with some business leaders to discuss information on student achievement.	Apprentice

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Proficient

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Proficient

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Proficient

	Statement or Question	Response	Rating
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	Parents make active use of school and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title 1 coordinators connect family with community resources and follow up).	Proficient

	Statement or Question	Response	Rating
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff maintains a resource directory on some agencies, programs and services that will provide services for students.	Apprentice

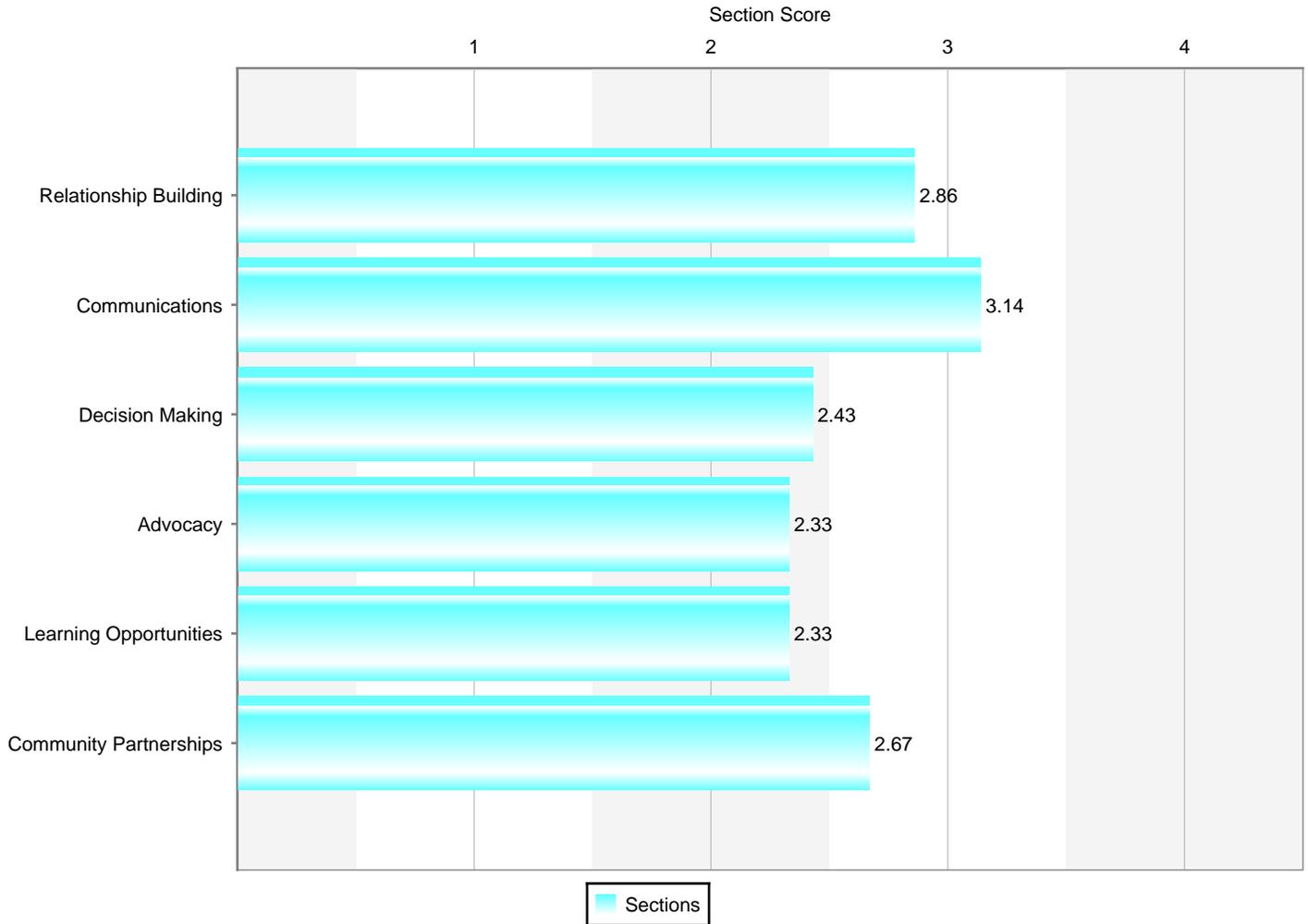
Reflection

Reflect upon your responses to each of the Missing Piece objectives.

We have improved our community partnerships with businesses, organizations, and agencies. We need to improve communication and involvement with parents.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

All stakeholders had the opportunity to join our various school committees. The school committee sign-up list was posted in a visible space in our school commons area for a period of 30 days. MCIS used school social media to promote the sign-up list. Committee meetings are scheduled at a time to accommodate stakeholders. After the 30-day sign-up period, the committee chairperson communicates with each member of the committee to determine a suitable meeting time and place. The committee chairperson constructs the agenda for the meetings. Committees receive their charge from the school council. Once the charge has been established by council, it is communicated through the chairperson to the committee.

Stakeholders were also engaged in the development of the plan through surveys and data analysis. Parents, community members, and staff participated in data analysis. The school utilized the KASC Know Your Scores Toolkit. This analysis was completed with the majority of the staff during a PLC day. We also completed this process with various parents during a district workshop.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

We have had a varied representation of stakeholders that participated in the development of our improvement plan. Data analysis was done by parents and staff members during a district workshop or during a PLC. Our CSIP committee consists of teachers and community members. Their role in the plan was to review the data analysis and Title I budget, and to suggest strategies and activities based on the data analysis. Other stakeholders participated in the development by completing online surveys. These surveys were emailed to all parents as well as being posted to social media for all stakeholders to complete. Once the CSIP was completed, it was reviewed and approved by our school council. Our council consists of 1 principal, 4 teacher representatives, and 3 parent representatives.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The final improvement plan will be communicated to all stakeholders in a variety of ways. One way it will be communicated to stakeholders will be posting the plan on our school webpage. The goals, strategies, and activities will be reviewed at a PTO meeting. The plan is reviewed monthly at council meetings using the process recommended by the KASC. Council meetings are open to the public, advertised on school social media, and communicated to parents through email, announcements, etc.

School Safety Report

Introduction

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

School Safety Requirements

Label	Assurance	Response	Comment	Attachment
1.	Does each school have a written Emergency Management Plan (EMP)?	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes	August 6, 2015	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	August 6, 2015	

Label	Assurance	Response	Comment	Attachment
4.	Has each school provided the local first responders with a copy of the school's EMP and a copy of the school's floor plan?	Yes		

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes	August 6, 2015	

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes	August 10, 2015	

Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	Yes		

Label	Assurance	Response	Comment	Attachment
8.	Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?	Yes		

KDE Comprehensive School Improvement Plan

Mason County Intermediate School

Label	Assurance	Response	Comment	Attachment
9.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	October 31, 2015	

Label	Assurance	Response	Comment	Attachment
10.	Have practices been developed for students to follow during an earthquake?	Yes		

Label	Assurance	Response	Comment	Attachment
11.	Has each school developed and adhered to practices designed to ensure control of access to each school (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?	Yes		

Label	Assurance	Response	Comment	Attachment
12.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes	August 18, 2015	

Label	Assurance	Response	Comment	Attachment
13.	Are processes in place to ensure all four emergency response drills (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	Yes		

Equitable Access Diagnostic

Introduction

As part of No Child Left Behind (NCLB) each state is required to develop strategies to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. The results of this effort became a national push to ensure all teachers were highly qualified (HQT); meaning each teacher holds the appropriate certification for the content and/or grade level for which they are assigned. National data show that poor and minority continue to be taught by inexperienced, unqualified, or out-of-field teachers. As a result, in 2014, the United States Department of Education (USDOE) required states to develop equity plans and use evidence based strategies to address this issue. The focus of the plan is to move away from the concept of “highly qualified” to “high effective”.

Needs Assessment

Label	Assurance	Response	Comment	Attachment
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the school?	Yes		

What are the barriers identified?

Identified barriers to achieve equitable access to effective educators within the school include pay, chance for advancement, benefits.

What sources of data were used to determine the barriers?

Sources used to determine the barriers were district input, salary comparisons, etc.

What are the root causes of those identified barriers?

The root causes of the identified barriers are economically driven.

What does the Professional Growth and Effectiveness System data say about the effectiveness of teachers in the school?

The PGES data says that most teachers in the school are accomplished overall. Some teachers do show developing tendencies in some areas, but overall teachers in this school are accomplished.

Equitable Access Strategies

Placement: Describe school policies or procedures that address the assignment of students to ensure low income and minority students are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers who are not identified as low income or minority students.

Our school council policy on placement states "The principal and/or designee(s) shall assign students to each class and program using the following criteria: demographics, academics, behavior, medical issues, and all stakeholders' input as deemed by the council. No parent request for specific teachers will be taken."

Placement: How is data used to make student assignment decisions to ensure low income, minority, Limited English Proficient and Exceptional Children and Youth are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers?

A variety of data is used to make student assignment decisions. This data includes demographics (gender, ethnicity, special needs), achievement, attendance, behavior, teacher input, etc. Teachers fill out placement cards on each student that include relevant information. The cards are sorted by a team of people into classrooms based on the information provided.

Recruitment and Retention: How does the school analyze student level data to design targeted recruitment of effective and diverse teachers?

The school does a thorough data analysis throughout the school year to look at KPREP, MAP, and classroom assessment scores. Behavior and attendance data is also reviewed. This data is used as the school makes allocation decisions for positions. Once the positions are created, the school works with local universities to recruit highly skilled candidates for positions.

Recruitment and Retention: How does the school recruit teachers who are effective in implementing practices that are targeted to support the diverse learning needs of minority students, low income students, Limited English Proficient and Exceptional Children and Youth?

The school collaborates with local universities to recruit teachers who are effective in implementing practices that are targeted to support the diverse learning needs of minority students, low income students, Limited English Proficient and Exceptional Children and Youth.

Recruitment and Retention: How does the school retain effective teachers? Identify any incentives.

The school retains effective teachers through mentorships, competitive pay scale, benefits, and opportunities for leadership.

Professional Learning: Identify supports, including mentoring and/or induction, provided to meet the needs of first year, inexperienced and out-of-field teachers.

Supports for first year teachers include mentors, induction meetings, quarterly training, internship programs, leadership opportunities, etc.

Professional Learning: Utilizing PGES data, how are the professional learning needs of teachers with an effectiveness rating below accomplished addressed?

Teachers with an effectiveness rating below accomplished are addressed through increased frequency of walkthroughs with feedback, peer observations, mentoring, etc.

Working Conditions: How are TELL Kentucky results being addressed to increase recruitment, retention and professional learning needs of staff?

Based on TELL Kentucky results, the school has implemented several ideas. To increase recruitment, retention, and professional learning of staff, the school is focusing on teacher recognition and teacher leadership. Teacher recognition is being done through weekly recognition at faculty meetings and on social media. Teacher leadership is being increased through the use of committees, action teams, surveys, suggestion box, conferences, and staff presentations.

Questions

Identify all goals, objectives, strategies and activities created that support equitable access and the responses in this diagnostic.

The goals, objectives, strategies, and activities that support equitable access are included in our gap plan, novice reduction plan, TELL Survey Plan, achievement plan, and program review plan. It is our belief that any goal, objective, strategy, or plan that increases student achievement inherently improves equitable access to education for all students.