



KDE Comprehensive School Improvement Plan

Mason County Intermediate School

Mason County

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Introduction

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

Mason County Intermediate School (MCIS), serving grades 3 - 5, has a student population of approximately 635 children. 15% of our student population is minorities with the largest ethnic group being African-Americans. MCIS has 61 staff members.

School's Purpose

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

The purpose of Mason County Schools is to provide the opportunity, resources, facilities, and instruction for all students to graduate from the Mason County School District with the skills to be self-sufficient in the workplace and in their community. In order to be self-sufficient one must be literate in reading, mathematics, and communication skills and must be critical thinkers. These areas are the basis for all other instruction. A variety of academic courses are provided including numerous Advanced Placement \ classes. Courses in art, music and world languages give students the opportunity to expand their scope of knowledge. Our mission is: Every child, by name and face, to college, career, and life readiness. Following are our belief statements:

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

Notable Achievements and Areas of Improvement

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

MCIS currently has one teacher who is nationally board certified. We have two teachers who are currently working to become nationally board certified. The school has several students who have won local, regional, and state competitions. Our STLP and academic teams have both placed at the district and regional levels. We have students who have participated and placed in the AARP Grandparents Essay Contest, Dr. Martin Luther King, Jr. Contest, Soil Conservation Contest, and the DAR Essay contest. The Robotics Team has been successful for the past two years, winning awards at each of the First Lego League competitions.

It is the goal of Mason County Schools that all students will reach academic proficiency and graduate college and/or career ready. Specifically, the Mason County Intermediate School will address three areas for improvement:

- Reduce the achievement gap annually as related to ethnic, socioeconomic, and disability status in comparison to the general student population
- Reduce the percent of students scoring Novice and increase the percent of students scoring Proficient or higher annually until all students are academically successful as measured by accountability testing.

Additional Information

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

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

2014-2015 CSIP Part 2

Overview

Plan Name

2014-2015 CSIP Part 2

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
2	All students at Mason County Intermediate School will become proficient writers.	Objectives: 2 Strategies: 4 Activities: 6	Academic	\$3500
3	All students at Mason County Intermediate School will become proficient readers.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$25953
4	All students at Mason County Intermediate School will become proficient in Social Studies.	Objectives: 1 Strategies: 3 Activities: 4	Academic	\$4824
5	All gap group students at MCIS will be proficient or distinguished in writing.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$500
6	Parents/Guardians and community members will support teachers, contributing to their success with students.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
7	In this school, we take steps to solve problems.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
8	Mason County Intermediate School will increase communication between school and home.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
9	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	\$40490
10	All students at Mason County Intermediate School will be proficient or distinguished in Mathematics.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$36841

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 06/01/2015 as measured by the Arts & Humanities and Writing Program Reviews.

Strategy 1:

Program Review Data Analysis - Through analysis of 2013 Program Review, 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	08/13/2014	05/30/2015	\$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	08/13/2014	06/01/2015	\$0	No Funding Required	All Certified Staff

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

Measurable Objective 1:

52% of All Students will demonstrate a proficiency in writing on demand pieces and on language mechanics in Writing by 04/30/2015 as measured by mastery checks, classroom assessments, and KPREP.

Strategy 1:

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

Category: Professional Learning & Support

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

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Activity - Writing Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training in various aspect of writing structure, specifically, the 3.8 paragraph structure.	Professional Learning	01/27/2014	05/30/2015	\$1000	General Fund	All certified staff
Activity - Monitor the Implementation of the Writing Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of the writing training through walkthroughs using e-Walk management tool and analysis of student work.	Other	12/05/2014	05/29/2015	\$1000	Other	Principal, Assistant Principal, All Certified Staff

Strategy 2:

School-Wide Writing Plan - Development of a school-wide writing plan using information from the Abell and Atherton training, as well as other resources. Through engagement of all stakeholders in the development of the plan, more ownership will be felt.

Category: Continuous Improvement

Research Cited: The gap between the process approach to writing and the more traditional approach needs to be filled with powerful instructional materials designed to aid teachers and students in moving forward with writing practice and application.

Activity - Development of School-wide Writing Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A school-wide writing plan will be developed with input from all staff members. The writing plan will extend the content of the writing training. There will be a focus on three areas when creating the plan: 1. All teachers being held to the standard. This doesn't mean all teachers will have to teacher the standard, but they will have to be familiar enough with the standard to hold students accountable to it. 2. All teachers held to the structure. This means that all teachers will make sure that all students are using the 3.8 paragraph structure (or the appropriate structure for the student, which could be a 2.6 or 1.4). 3. All contents responsible for a writing piece. This means every class would have to produce one piece of writing. The forms of writing would be taught in the ELA classroom, but all teachers would then be expected to have students write a piece to the standard, using the appropriate structure.	Policy and Process	02/02/2015	05/30/2015	\$0	No Funding Required	All certified staff

Activity - Monitor the Implementation of the Writing Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through walkthroughs and analysis of student work, implementation of the writing plan will be monitored and feedback will be given to teachers.	Other	02/02/2015	11/30/2015	\$0	No Funding Required	All certified staff

Strategy 3:

School Visits - The Instructional Practices Committee will analyze data to find schools with similar demographics to MCIS who scored well in the area of writing on-

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demand. We will visit these school to glean information on successful writing instruction, programs, etc. We will then implement ideas learned from these visits at MCIS.

Category: Continuous Improvement

Research Cited: The characteristics of the eight high-performing schools will not surprise those who have followed successful schools research over the years. We have long known the importance of high expectations for students, a supportive culture, a strong academic focus, attention to student performance data, and competent teachers who believe in the students.

Activity - School Visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will make school visits to highly performing schools in the area of writing on-demand. We will learn ideas that we can implement to improve our writing program.	Professional Learning	01/05/2015	05/29/2015	\$1000	Other	Instructional Practices Committee, Writing Teachers, Administration

Measurable Objective 2:

48% of Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in writing on demand pieces and on language mechanics in Writing by 05/29/2015 as measured by mastery checks and classroom assessments.

Strategy 1:

Content Vocabulary - Teachers will:

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

Category: Professional Learning & Support

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

Activity - Content Vocabulary	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training in content vocabulary instructional strategies.	Professional Learning	12/09/2013	05/30/2015	\$500	General Fund	All certified staff

Goal 3: 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 05/29/2015 as measured by classroom assessments, mastery checks, KPREP, and the MAP assessment.

Strategy 1:

Reading Fundamentals - Students will be held to the expectation that they will be able to read and comprehend grade level texts. By exposing students to more grade level texts and passages during whole group instruction, literature circles, and independent reading, they will build reading stamina and comprehension. This will be measured by classroom assessments and mastery checks. For timely feedback, teachers will utilize GradeCam (or similar product) to speed up the grading process.

Category: Learning Systems

Research Cited: Children whose early language experiences do not include academic English—including complex syntax, a diverse vocabulary, and narrative skills—face a cultural mismatch when they enter kindergarten and in ensuing grades (Devillers; Craig; Labov; Casden 2001; Boggs; Au; Heath).

This situation can only be ameliorated if early educators emphasize oral proficiency in academic English and thereby prepare children for the transition to reading unfamiliar text with high levels of comprehension. (Raudenbush Proposal 2010)

Activity - Increase Instructional Level Reading Utilizing Resources Including Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize technology (MacBooks, iPads, and iPad minis, other instructional programs and apps), unit assessments, graphic organizers, basals, and other resources to expose students to a variety of grade level texts to increase comprehension and stamina. This will be measured by classroom assessments and mastery checks. Teachers will use GradeCam (or similar product) to enhance grading and increase the frequency of feedback.	Direct Instruction	12/09/2013	05/30/2015	\$25953	Title I Part A	All certified staff

Goal 4: All students at Mason County Intermediate School will become proficient in Social Studies.

Measurable Objective 1:

77% of Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency on writing extended responses and short answers in Social Studies by 04/30/2015 as measured by mastery checks, classroom common assessments, and KRPEP.

Strategy 1:

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

Category: Integrated Methods for Learning

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

Activity - Teacher Training on Content Vocabulary	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be exposed to a variety of vocabulary instructional strategies in content meetings, faculty meetings, PLC's.	Professional Learning	12/05/2013	12/31/2015	\$324	Title I Part A	all certified staff
Activity - Regional Social Studies Cadre	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
One teacher will participate in the regional Social Studies cadre. This teacher will bring back instructional strategies to share with staff during content meetings.	Professional Learning	01/06/2014	05/30/2015	\$0	No Funding Required	All certifies staff members teaching social studies.

Strategy 2:

Project-Based Learning - Teachers will integrate Project-Based Learning (PBL) into their classroom instruction as a more engaging way to teach the content.

Category: Learning Systems

Research Cited: Studies have proven that when implemented well, project-based learning (PBL) can increase retention of content and improve students' attitudes towards learning, among other benefits

Activity - Project-Based Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will integrate PBL into their classroom instruction as a more engaging way to deliver content. Though PBL, students will solve real-world, relevant problems.	Direct Instruction	12/15/2014	06/01/2016	\$500	General Fund	All Social Studies Teachers

Strategy 3:

Social Studies Engagement Activities - We will align field trips to make them more meaningful and identify trips for each grade level that will enhance their content.

Through field trips, students will learn of the rich history in our community. This will engage the learner and make history more relevant to our students.

We will also create engagement opportunities for students in the school building through celebrating and recognizing diversity.

Category: Stakeholder Engagement

Activity - Social Studies Engagement Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Identify local field trips that will enhance the teaching of content at each grade level. Field trips will be implemented during the 2015-2016 school year. The school will host a diversity night. Each team will identify a culture and study its characteristics. We will then host a night for families sharing what we have learned. We will also start a student government/advisory council.	Field Trip	01/05/2015	05/27/2016	\$4000	Other	Instructional Practices Committee, Social Studies Teachers
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Goal 5: All gap group students at MCIS will be proficient or distinguished in writing.

Measurable Objective 1:

48% of Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in on demand writing and language mechanics in Writing by 05/29/2015 as measured by Classroom assessments, mastery checks and KPREP.

Strategy 1:

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

Category: Integrated Methods for Learning

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

Activity - Enrichment for Gap Group Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as special needs or minority will participate in enrichment and corrective instruction during the school's daily flexible instruction time. The focus of this instruction will be writing in the areas of reading and mathematics.	Academic Support Program	02/01/2014	04/30/2015	\$500	General Fund	Certified staff

Goal 6: Parents/Guardians and community members will support teachers, contributing to their success with students.

Measurable Objective 1:

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

Strategy 1:

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

Category: Stakeholder Engagement

Activity - Parent Involvement Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MCIS teachers participating in the Mason County Leadership Academy and parent involvement committee will use the individual item prompt analysis for items 4.1F & 4.1G to reflect upon TELL survey responses. After reflection, group will brainstorm ways to increase parent involvement and community support in our school.	Parent Involvement	01/06/2014	05/30/2015	\$0	No Funding Required	Parent Involvement Committee, MCLA teacher participants from MCIS, administration

Goal 7: In this school, we take steps to solve problems.

Measurable Objective 1:

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

Strategy 1:

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

Category: Management Systems

Activity - Using Committees to Address School Needs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School committees, which will be formed using policies set by the SBDM council, will be used to allow more stakeholder input and to broaden the perspectives for solving problems in the school.	Policy and Process	01/06/2014	05/30/2015	\$0	No Funding Required	All certified staff, representative s of classified and parents. Students will be used if appropriate.

Goal 8: Mason County Intermediate School will increase communication between school and home.

Measurable Objective 1:

collaborate to create a comprehensive school communication plan. This plan will improve communication from the school to home and set expectations for the school, teachers, parents, and students by 05/30/2016 as measured by evidence of regular communication from the school, teachers, parents, and students. It will also be measure by stakeholder surveys..

Strategy 1:

Comprehensive School Communication Plan - By creating a comprehensive school communication plan, we will increase stakeholder involvement, which will lead to increased student achievement.

Category: Stakeholder Engagement

Research Cited: "When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more." That's the conclusion of A New Wave of Evidence, a report from Southwest Educational Development Laboratory (2002).

Activity - Comprehensive School Communication Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using a committee comprised of stakeholders, create a comprehensive school communication plan that establishes expectations for school, teacher, parent, and student communication.	Policy and Process	01/05/2015	05/29/2015	\$0	No Funding Required	Parent Involvement Committee, CSIP Committee,

Goal 9: 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 06/30/2015 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

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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 Lego Robotics, 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	10/01/2014	05/30/2015	\$40490	Title I Part A	All Science Teachers

Goal 10: 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 in Mathematics by 05/30/2015 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.	Direct Instruction	08/01/2014	08/15/2015	\$36498	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 work 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.	Direct Instruction	08/01/2014	08/15/2015	\$36498	All math teachers
Increase Instructional Level Reading Utilizing Resources Including Technology	Utilize technology (MacBooks, iPads, and iPad minis, other instructional programs and apps), unit assessments, graphic organizers, basals, and other resources to expose students to a variety of grade level texts to increase comprehension and stamina. This will be measured by classroom assessments and mastery checks. Teachers will use GradeCam (or similar product) to enhance grading and increase the frequency of feedback.	Direct Instruction	12/09/2013	05/30/2015	\$25953	All certified staff
Implementation of the Next Generation Science Standards through Project-Based Learning	Teachers will use project-based learning, such as PLTW and Lego Robotics, 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	10/01/2014	05/30/2015	\$40490	All Science Teachers
Teacher Training on Content Vocabulary	Teachers will be exposed to a variety of vocabulary instructional strategies in content meetings, faculty meetings, PLC's.	Professional Learning	12/05/2013	12/31/2015	\$324	all certified staff
Total					\$103608	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Comprehensive School Communication Plan	Using a committee comprised of stakeholders, create a comprehensive school communication plan that establishes expectations for school, teacher, parent, and student communication.	Policy and Process	01/05/2015	05/29/2015	\$0	Parent Involvement Committee, CSIP Committee,
Regional Social Studies Cadre	One teacher will participate in the regional Social Studies cadre. This teacher will bring back instructional strategies to share with staff during content meetings.	Professional Learning	01/06/2014	05/30/2015	\$0	All certified staff members teaching social studies.
Parent Involvement Committee	MCIS teachers participating in the Mason County Leadership Academy and parent involvement committee will use the individual item prompt analysis for items 4.1F & 4.1G to reflect upon TELL survey responses. After reflection, group will brainstorm ways to increase parent involvement and community support in our school.	Parent Involvement	01/06/2014	05/30/2015	\$0	Parent Involvement Committee, MCLA teacher participants from MCIS, administration
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	08/13/2014	05/30/2015	\$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	08/13/2014	06/01/2015	\$0	All Certified Staff
Using Committees to Address School Needs	School committees, which will be formed using policies set by the SBDM council, will be used to allow more stakeholder input and to broaden the perspectives for solving problems in the school.	Policy and Process	01/06/2014	05/30/2015	\$0	All certified staff, representative s of classified and parents. Students will be used if appropriate.
Monitor the Implementation of the Writing Plan	Through walkthroughs and analysis of student work, implementation of the writing plan will be monitored and feedback will be given to teachers.	Other	02/02/2015	11/30/2015	\$0	All certified staff

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Development of School-wide Writing Plan	<p>A school-wide writing plan will be developed with input from all staff members. The writing plan will extend the content of the writing training. There will be a focus on three areas when creating the plan:</p> <ol style="list-style-type: none"> 1. All teachers being held to the standard. This doesn't mean all teachers will have to teacher the standard, but they will have to be familiar enough with the standard to hold students accountable to it. 2. All teachers held to the structure. This means that all teachers will make sure that all students are using the 3.8 paragraph structure (or the appropriate structure for the student, which could be a 2.6 or 1.4). 3. All contents responsible for a writing piece. This means every class would have to produce one piece of writing. The forms of writing would be taught in the ELA classroom, but all teachers would then be expected to have students write a piece to the standard, using the appropriate structure. 	Policy and Process	02/02/2015	05/30/2015	\$0	All certified staff
Total					\$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Social Studies Engagement Activities	<p>Identify local field trips that will enhance the teaching of content at each grade level. Field trips will be implemented during the 2015-2016 school year.</p> <p>The school will host a diversity night. Each team will identify a culture and study its characteristics. We will then host a night for families sharing what we have learned.</p> <p>We will also start a student government/advisory council.</p>	Field Trip	01/05/2015	05/27/2016	\$4000	Instructional Practices Committee, Social Studies Teachers
Monitor the Implementation of the Writing Training	Monitor the implementation of the writing training through walkthroughs using e-Walk management tool and analysis of student work.	Other	12/05/2014	05/29/2015	\$1000	Principal, Assistant Principal, All Certified Staff
School Visits	We will make school visits to highly performing schools in the area of writing on-demand. We will learn ideas that we can implement to improve our writing program.	Professional Learning	01/05/2015	05/29/2015	\$1000	Instructional Practices Committee, Writing Teachers, Administration
Total					\$6000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Enrichment for Gap Group Students	Students identified as special needs or minority will participate in enrichment and corrective instruction during the school's daily flexible instruction time. The focus of this instruction will be writing in the areas of reading and mathematics.	Academic Support Program	02/01/2014	04/30/2015	\$500	Certified staff
Content Vocabulary	Teachers will receive training in content vocabulary instructional strategies.	Professional Learning	12/09/2013	05/30/2015	\$500	All certified staff
Project-Based Learning	Teachers will integrate PBL into their classroom instruction as a more engaging way to deliver content. Though PBL, students will solve real-world, relevant problems.	Direct Instruction	12/15/2014	06/01/2016	\$500	All Social Studies Teachers
Writing Training	Teachers will receive training in various aspect of writing structure, specifically, the 3.8 paragraph structure.	Professional Learning	01/27/2014	05/30/2015	\$1000	All certified staff
Total					\$2500	

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 were 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 460 out of 720 schools in the state.

The school increased its overall score from 64 to 66.

The school increased its percentile score from 46 to 55.

The school met it's AMO goal for 2014

The school's classification improved from Needs Improvement to Needs Improvement/Progressing

Overall Gap Weighted Score is 11.8, significantly below the weighted scores for Achievement (20.8) and Growth (23.1)

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

23.2% of students scored novice in writing on-demand

17.3% of gap students scored proficient/distinguished in writing on-demand

40.4% of students scored proficient/distinguished in social studies

30.2% of gap students scored proficient/distinguished in social studies

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

Students with disabilities increased novice by 48.1% in social studies

23% of students scored novice in reading

29.8% of gap students scored novice in reading

75.5% of students scored proficient/distinguished in science

66.4% of gap students scored proficient/distinguished in science

All gap groups increase % proficient/distinguished in science

All program reviews were proficient.

The data does not tell us the "WHY?". Why does a significantly higher population of students score proficient/distinguished in science versus social studies? Why do our gap students score significantly lower than our overall population? Why do we have such a large percentage of 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:

2014 AMO goal was met.

The overall school score increased from 64 to 66.

We increased our percentile from 46 to 55.

75.5% of students scored proficient/distinguished in Science.

66.4% of gap students scored proficient/distinguished in Science.

All gap groups increased the percent scoring proficient/distinguished in Science.

Decreased novice for all gap groups in Math.

Increased the % of students scoring proficient/distinguished by 5.7% in Math, from 46.9% to 52.6%.

Increased the % of gap students scoring proficient/distinguished by 4.1% in Math, from 36.9% to 41%.

Increased the % of students scoring proficient/distinguished by 6.3% in Reading, from 43.7% to 50%.

Science scores have been a consistent area of strength for our school. The use of inquiry and hands-on activities that allow students to seek answers to questions have helped to reinforce students' critical thinking skills. While we continue this type of science instruction and will incorporate Project Lead The Way modules, science will unfortunately not figure into our accountability next year as we shift to new science standards.

We are implementing a new 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.

We shifted last year from a mentor text and independent level book clubs to an instructional level material focus. Students had increased exposure to grade level texts. This exposure increased ability and endurance.

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:

Science. Although science is an area of strength, we are shifting to new common core science standards.

On-demand writing has the lowest percentage of students scoring proficient and distinguished, both overall and in gap groups.

Social studies scores have the second lowest percentage of students scoring proficient/distinguished (40.4%) and have dropped significantly (32.1%) since the baseline year of 2012.

While social studies scores had the second lowest percentage of students scoring proficient and distinguished, only 15.3% of students scored novice in this category, meaning we have 44.3% of students scoring apprentice.

The highest percentage of novice students are in on-demand (23.2%) and reading (23%).

Parent members of the committee also addressed the area of communication as an area for improvement. Parent members feel that communication from school and teachers is inconsistent.

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

In science, teachers will receive training in Project Lead The Way (PLTW). PLTW modules will be implemented in every grade level. Project-based learning and inquiry will continue in science classes and this instruction will be aligned to the new common core standards. Teachers have also participated in standards trainings with consultants.

In writing, we will make school visits to schools that are performing well in the area of writing. The schools we will visit will be similar to MCIS in population. The goal of these visits will be to learn successful strategies in writing that we can implement. We will continue to have training from consultants to improve our writing instruction. We will work with Straub Elementary to form a K-5 writing committee. Finally, we will develop a school-wide writing plan.

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.

To address our gap population, we will continue some of the things we started last year, our Jr. Black Achievers and our CLUE Kids. However, this year our focus will be more academic. We will focus these groups on writing, reading, and math. We will also host a diversity night where students learn acceptance through the study of different cultures. The night will include food, dress, language, holidays, etc, of other cultures.

To make communication more clear, we will develop a school-wide communication plan. This plan will set expectations for staff, parents, and students.

Conclusion

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

Next steps in addressing our areas of concern will be to have council charge the instructional practice committee with identifying schools with strong writing scores for possible visits. The budget committee will need to look at the activities for the areas of improvement and develop a budget for the implementation of these activities. The scheduling committee will begin analyzing the schedule to make it more efficient to address areas of concern. The parent involvement committee will begin developing the communication plan. Teachers will need training and resources to incorporate project-based learning into classrooms. The social studies content teachers will need to meet vertically to develop a plan for field trips at each grade level. In writing, we will need to develop a school-wide writing plan. The plan needs to include all teachers holding students accountable to the standard, all teachers using the paragraph structure, and content areas other than writing responsible for specific writing pieces.

The Missing Piece

Introduction

This Missing Piece diagnostic is a comprehensive performance assessment tool that proposes specific school-level descriptors for the six objectives of the Commissioner's Parent's Advisory Council. They include provisions that every student in Kentucky will have a parent, or another adult, who knows how to support that student's academic achievement. These objectives support Kentucky education laws as it recognizes the importance of parent involvement (KRS 158.645) (KRS.160.345) (KRS 156.497) (KRS 158-031) (KRS 157.3175)

Stakeholders

School staff engaged a variety of stakeholders when completing the Missing Piece Diagnostic

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

A survey was constructed and 32 parents, community members, CSIP committee members, and school staff responded. A point value was assigned to the performance indicators on the questions. Once the survey was complete, the number of respondents who chose that indicator was multiplied by the point value and divided by the total number of responses for each question.

Relationship Building

School staff builds productive, personal relationships with parents of all their students.

Overall Rating: 2.71

	Statement or Question	Response	Rating
1.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report their relationship with school staff is about discussing student academic performance and/or behavior.	Apprentice

	Statement or Question	Response	Rating
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
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
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
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
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
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

Two-way information in many forms flows regularly between school staff and parents about students' academic achievement and individual needs.

Overall Rating: 2.71

	Statement or Question	Response	Rating
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
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 that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, and making home visits.)	Proficient

	Statement or Question	Response	Rating
3.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff sometimes provides community organizations with information about academic expectations for parents who use their services.	Apprentice

	Statement or Question	Response	Rating
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
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).	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, opportunities for student-led conferences.)	Proficient

	Statement or Question	Response	Rating
6.	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District-wide stakeholder surveys are given to parents and teachers encourage parents to respond.	Apprentice

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	Statement or Question	Response	Rating
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

School staff encourages, supports and expects parents to be involved in school improvement decisions and to monitor and assist school improvement.

Overall Rating: 2.57

	Statement or Question	Response	Rating
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
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
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.	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
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
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 treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient

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	Statement or Question	Response	Rating
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

For each student, school staff identifies and supports a parent or another adult who can take personal responsibility for understanding and speaking for that child's learning needs.

Overall Rating: 2.5

	Statement or Question	Response	Rating
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.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the students academic goals and learning needs.	Proficient

	Statement or Question	Response	Rating
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
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
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.	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 makes minimal effort to encourage parents to advocate for their child's academic success.	Apprentice

	Statement or Question	Response	Rating
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.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that the parent has the option to use a trained advocate to assist them in speaking for their child's needs.	Proficient

Learning Opportunities

School staff ensures that families have multiple learning opportunities to understand how to support their children's learning.

Overall Rating: 2.33

	Statement or Question	Response	Rating
1.	<p>Parents have multiple opportunities to learn about and discuss the following:</p> <ul style="list-style-type: none"> - 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 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 	<p>Parents have multiple opportunities to learn about and discuss:</p> <ul style="list-style-type: none"> • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities 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 participation in 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. 	Proficient

	Statement or Question	Response	Rating
2.	<p>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.</p>	<p>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.</p>	Proficient

	Statement or Question	Response	Rating
3.	<p>School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.</p>	<p>School staff exhibits some student work with scoring guide and proficient level work.</p>	Apprentice

	Statement or Question	Response	Rating
4.	<p>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.</p>	<p>School staff offers targeted parent workshops and meetings to help parents develop skills to support their child's learning.</p>	Apprentice

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

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	Statement or Question	Response	Rating
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

School staff engages and partners with community members to plan and implement substantive work to improve student achievement.

Overall Rating: 2.17

	Statement or Question	Response	Rating
1.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	Proficient

	Statement or Question	Response	Rating
2.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Some teachers ensure that students participate in programs within the community that are linked to student learning.	Apprentice

	Statement or Question	Response	Rating
3.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Employer-partners adopt practices to promote and support parent and volunteer participation in students' education.	Apprentice

	Statement or Question	Response	Rating
4.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff occasionally collaborates with community agencies to address individual student needs. Information is provided to parents upon request.	Apprentice

	Statement or Question	Response	Rating
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 are made aware of family support services in school and in the community that are provided for students. (For example, families know about community resources through school coordinators but it is up to the family to access those resources.)	Apprentice

	Statement or Question	Response	Rating
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.

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

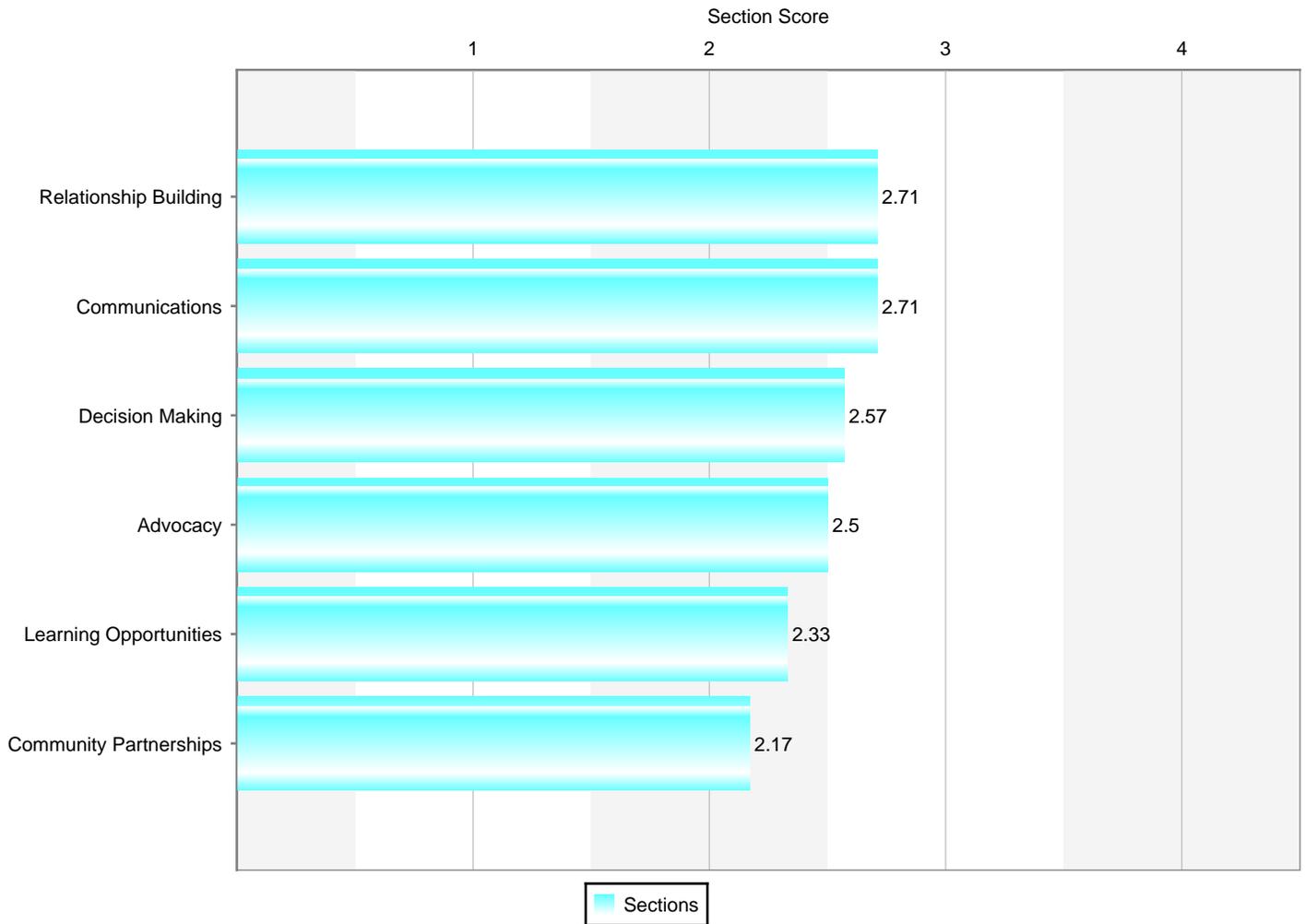
Areas of strength noted in the Missing Piece were Relationship Building and Communication. Although most parents feel that teacher communication focuses only around academic or behavioral issues, the survey shows that teachers use a variety of methods when communicating, including emails, personal calls or letters, home visits, open houses, among other methods. Parents report that they would like to see more consistent use of Infinite Campus throughout the school as a means of reporting grades. One of our greatest strengths is establishing a welcoming atmosphere. Overwhelmingly, parents reported feeling welcomed when they enter our school. We implement systematic steps to encourage parents to attend activities including the school one-call system, webpage, Facebook page, notes home, twitter feed, etc. We need to improve monthly communication to parents to update them on their child's progress.

The objectives of Decision Making, Advocacy, and Learning Opportunities had average survey responses of 2.57, 2.5, and 2.33 respectively. While these are not areas of focus, the data will be analyzed and the school will identify areas for improvement.

Our greatest area of need is Community Partnerships. One way we could improve this objective across the board would be to form a community advisory council comprised of business and community leaders as well as parents. Regular meetings of this council would be used to communicate school achievement data, develop ideas to support student learning, create mentor models for students and parents, strengthen our volunteer program, address individual student needs, etc.

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.

MCIS used a systematic process to engage stakeholders in the development of the Comprehensive School Improvement Plan (CSIP). The committee sign-up list was placed prominently in the school in an area accessible to parents. The sign-up list was announced on the school Facebook page and posted for 30 days, as stated in the council policy. The sign-up list was also announced at the September Parent Teacher Organization (PTO) meeting and available for sign-up. After the 30 day posting period was complete, the committees were notified by email. Email was also utilized to send committee members links to school data, meeting appointments, agendas, and minutes. This was also the method of communication to inform members of their roles. Meetings were scheduled to accommodate members through a questionnaire email. Once common times were identified for members, meetings were scheduled.

Our CSIP committee worked with members of our Title I Parent Involvement committee to develop the CSIP. The committee analyzed data using the Kentucky Association of School Council's Studying Your Scores Toolkit. Scores were analyzed and areas for improvement were identified. Once the priority areas were identified, activities to address these were brainstormed. Committee members sought feedback from stakeholders on these activities through informal surveys and social media. After receiving the feedback, the goals and activities were finalized.

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

There was representation from varied stakeholder groups on the CSIP committee. The committee consisted of four teachers, three parents, one Family Resource Youth Service Center director, the assistant principal, and principal.

The principal was the organizer of the agenda for the first meeting. A chairperson was nominated and elected by the committee. The chairperson organized the other meetings and will report the committee's results to the school council. . A secretary was also nominated and elected by the committee. The secretary's role was to record minutes and distribute them to committee members. The role of the committee was to analyze relevant school data, identify priority areas of need, develop goals, objectives, and activities to address the priority areas, and seek input from stakeholders regarding these goals, objectives, and activities.

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 through a variety of methods. The plan will be posted to the school webpage. The plan will be communicated with staff members during a faculty meeting. The plan will be shared with parents and other stakeholders during a Parent Teacher Organization (PTO) meeting. The plan will be shared to board members and other stakeholders during a school board meeting. The plan will be shared and discussed at a school council meeting.

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The method in which stakeholders will receive information about the school's progress on the plan is through monthly school council meetings. The council will conduct monthly reviews of the plan's components to see what progress is being made and to look at the impact of the plan on student performance. There will be regular updates on the plan's activities during PTO meetings.

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	The CSIP committee, whose members were composed of teachers, parents, administrators, and a community member, used the Kentucky Association of School Councils Studying Your Scores toolkit to conduct a comprehensive needs assessment. Formal and informal surveys were conducted to garner input from stakeholders.	

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	The CSIP committee has planned and developed researched-based instructional strategies to strengthen the core academic program such as Envisions math and Project Lead The Way. The schedule has been adjusted to accommodate two advanced math groups. There is a 30-minute daily time allocated for corrective instruction and enrichments.	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	No	There is no preschool at our intermediate school.	

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	Teachers have been trained in researched based instructional strategies and given extensive resources to support additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards. Teachers have received training on inquiry, questioning, writing structure, response to interventions, math fluency, etc. Teachers have access to a reading resource room that has professional books, mentor texts, book sets on a wide variety or reading levels, and content related books and periodicals.	

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Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	Strategies to recruit and retain highly qualified teachers include a competitive pay scale, teacher induction at both the district and school level, mentorship, and internship. The district is currently piloting the new internship program aligned to the PGES domains. New teachers have a support network of content team members and triad or team members.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school planned instruction by paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB.	Yes		

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes		Title I Budget

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	The school planned strategies to increase parental involvement in the design, implementation, evaluation, and communication of assessment results of schooled activities. The school has planned weekly breakfasts for parents. During these breakfasts, parents and children eat together and discuss topics such as seeing things from new perspectives, acceptance, contentment, etc. Parents have also been involved on various committees including the parent involvement, discipline, CSIP, and program review committees. The parent involvement committee designed the Parent Compact & Involvement Policy.	Parent Compact Parent Involvement Policy

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

KDE Comprehensive School Improvement Plan

Mason County Intermediate School

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	During the planning process, priority areas were determined for the school-wide focus. Professional development has been or will be offered in areas to support growth in the priority areas. Teachers have received training during the school year in on-demand writing. Writing training will continue to be an area of focus throughout the year. Training will be provided for teachers on project-based/service learning. Individualized professional development is accessible to teachers throughout the year using PD360.	

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 a school-wide Title I program.	

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 a school-wide Title I program.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	No	We are a school-wide Title I program.	

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

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

KDE Comprehensive School Improvement Plan

Mason County Intermediate School

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

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	No	We are a school-wide Title I program.	

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 a school-wide Title I program.	

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.	No	We are a school-wide Title I program.	

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	No	We are a school-wide Title I program.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance planning components into the existing school improvement planning process.	No	We are a school-wide Title I program.	

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.	No	We are a school-wide Title I program.	

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

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website and linked to our district website. (provide the website link below)	Yes		

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

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	Upon reviewing academic data, informal surveys were given to see what areas teachers need professional development in to support identified priority areas.	

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

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes	The schedule for para-educators with instructional duties is developed in collaboration with highly qualified classroom teachers. Each para-educator is assigned directly to a student or students.	

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 program.	

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

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only	No	We are a school-wide Title I program.	

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

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes	All of Title II funds were transferred to Title I funds.	

Compliance and Accountability - Elementary Schools

Introduction

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

Goal 1:

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

Measurable Objective 1:

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

Strategy1:

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

Category: Stakeholder Engagement

Research Cited:

Activity - Parent Involvement Committee	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MCIS teachers participating in the Mason County Leadership Academy and parent involvement committee will use the individual item prompt analysis for items 4.1F & 4.1G to reflect upon TELL survey responses. After reflection, group will brainstorm ways to increase parent involvement and community support in our school.	Parent Involvement			01/06/2014	05/30/2015	\$0 - No Funding Required	Parent Involvement Committee, MCLA teacher participants from MCIS, administration

Goal 2:

In this school, we take steps to solve problems.

Measurable Objective 1:

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

Strategy1:

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

KDE Comprehensive School Improvement Plan

Mason County Intermediate School

Category: Management Systems

Research Cited:

Activity - Using Committees to Address School Needs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School committees, which will be formed using policies set by the SBDM council, will be used to allow more stakeholder input and to broaden the perspectives for solving problems in the school.	Policy and Process			01/06/2014	05/30/2015	\$0 - No Funding Required	All certified staff, representatives of classified and parents. Students will be used if appropriate.

Goal 3:

Mason County Intermediate School will increase communication between school and home.

Measurable Objective 1:

collaborate to create a comprehensive school communication plan. This plan will improve communication from the school to home and set expectations for the school, teachers, parents, and students by 05/30/2016 as measured by evidence of regular communication from the school, teachers, parents, and students. It will also be measure by stakeholder surveys..

Strategy1:

Comprehensive School Communication Plan - By creating a comprehensive school communication plan, we will increase stakeholder involvement, which will lead to increased student achievement.

Category: Stakeholder Engagement

Research Cited: "When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more." That's the conclusion of A New Wave of Evidence, a report from Southwest Educational Development Laboratory (2002).

Activity - Comprehensive School Communication Plan	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using a committee comprised of stakeholders, create a comprehensive school communication plan that establishes expectations for school, teacher, parent, and student communication.	Policy and Process			01/05/2015	05/29/2015	\$0 - No Funding Required	Parent Involvement Committee, CSIP Committee,

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

Goal 1:

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

Measurable Objective 1:

52% of All Students will demonstrate a proficiency in writing on demand pieces and on language mechanics in Writing by 04/30/2015 as measured by mastery checks, classroom assessments, and KPREP.

Strategy1:

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

Category: Professional Learning & Support

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

Activity - Writing Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training in various aspect of writing structure, specifically, the 3.8 paragraph structure.	Professional Learning			01/27/2014	05/30/2015	\$1000 - General Fund	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 05/29/2015 as measured by classroom assessments, mastery checks, KPREP, and the MAP assessment.

Strategy1:

Reading Fundamentals - Students will be held to the expectation that they will be able to read and comprehend grade level texts. By exposing students to more grade level texts and passages during whole group instruction, literature circles, and independent reading, they will build reading stamina and comprehension. This will be measured by classroom assessments and mastery checks. For timely feedback, teachers will utilize GradeCam (or similar product) to speed up the grading process.

Category: Learning Systems

Research Cited: Children whose early language experiences do not include academic English—including complex syntax, a diverse vocabulary, and narrative skills—face a cultural mismatch when they enter kindergarten and in ensuing grades (Devillers; Craig; Labov; Casden 2001; Boggs; Au; Heath).

This situation can only be ameliorated if early educators emphasize oral proficiency in academic English and thereby prepare children for the transition to reading unfamiliar text with high levels of comprehension. (Raudenbush Proposal 2010)

KDE Comprehensive School Improvement Plan

Mason County Intermediate School

Activity - Increase Instructional Level Reading Utilizing Resources Including Technology	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize technology (MacBooks, iPads, and iPad minis, other instructional programs and apps), unit assessments, graphic organizers, basals, and other resources to expose students to a variety of grade level texts to increase comprehension and stamina. This will be measured by classroom assessments and mastery checks. Teachers will use GradeCam (or similar product) to enhance grading and increase the frequency of feedback.	Direct Instruction			12/09/2013	05/30/2015	\$25953 - Title I Part A	All certified staff

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 in Mathematics by 05/30/2015 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 - Math Fluency	Activity Type	Tier	Phase	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	\$343 - Title I Part A	All math teachers

Activity - Mathematics Instructional Resources	Activity Type	Tier	Phase	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.	Direct Instruction			08/01/2014	08/15/2015	\$36498 - Title I Part A	All math teachers

All children were screened for kindergarten readiness.

Goal 1:

Not applicable

Measurable Objective 1:

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

Strategy1:

Not Applicable - Not applicable

Category:

Research Cited: Not applicable

Activity - Not Applicable	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Not Applicable	Other			12/21/2013	06/30/2014	\$0 - No Funding Required	Not Applicable

Narrative:

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

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

Goal 1:

Not applicable

Measurable Objective 1:

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

Strategy1:

Not Applicable - Not applicable

Category:

Research Cited: Not applicable

KDE Comprehensive School Improvement Plan

Mason County Intermediate School

Activity - Not Applicable	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Not Applicable	Other			12/21/2013	06/30/2014	\$0 - No Funding Required	Not Applicable

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

Goal 1:

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

Measurable Objective 1:

52% of All Students will demonstrate a proficiency in writing on demand pieces and on language mechanics in Writing by 04/30/2015 as measured by mastery checks, classroom assessments, and KPREP.

Strategy1:

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

Category: Professional Learning & Support

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

Activity - Writing Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training in various aspect of writing structure, specifically, the 3.8 paragraph structure.	Professional Learning			01/27/2014	05/30/2015	\$1000 - General Fund	All certified staff

Measurable Objective 2:

48% of All Students will demonstrate a proficiency in writing on demand pieces and on language mechanics in Writing by 05/29/2015 as measured by mastery checks and classroom assessments.

Strategy1:

Content Vocabulary - Teachers will:

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

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Category: Professional Learning & Support

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

Activity - Content Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training in content vocabulary instructional strategies.	Professional Learning			12/09/2013	05/30/2015	\$500 - General Fund	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 05/29/2015 as measured by classroom assessments, mastery checks, KPREP, and the MAP assessment.

Strategy1:

Reading Fundamentals - Students will be held to the expectation that they will be able to read and comprehend grade level texts. By exposing students to more grade level texts and passages during whole group instruction, literature circles, and independent reading, they will build reading stamina and comprehension. This will be measured by classroom assessments and mastery checks. For timely feedback, teachers will utilize GradeCam (or similar product) to speed up the grading process.

Category: Learning Systems

Research Cited: Children whose early language experiences do not include academic English—including complex syntax, a diverse vocabulary, and narrative skills—face a cultural mismatch when they enter kindergarten and in ensuing grades (Devillers; Craig; Labov; Casden 2001; Boggs; Au; Heath).

This situation can only be ameliorated if early educators emphasize oral proficiency in academic English and thereby prepare children for the transition to reading unfamiliar text with high levels of comprehension. (Raudenbush Proposal 2010)

KDE Comprehensive School Improvement Plan

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Activity - Increase Instructional Level Reading Utilizing Resources Including Technology	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize technology (MacBooks, iPads, and iPad minis, other instructional programs and apps), unit assessments, graphic organizers, basals, and other resources to expose students to a variety of grade level texts to increase comprehension and stamina. This will be measured by classroom assessments and mastery checks. Teachers will use GradeCam (or similar product) to enhance grading and increase the frequency of feedback.	Direct Instruction			12/09/2013	05/30/2015	\$25953 - Title I Part A	All certified staff

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

All gap group students at MCIS will be proficient or distinguished in writing.

Measurable Objective 1:

48% of All Students will demonstrate a proficiency in on demand writing and language mechanics in Writing by 05/29/2015 as measured by Classroom assessments, mastery checks and KPREP.

Strategy1:

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

Category: Integrated Methods for Learning

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

Activity - Enrichment for Gap Group Students	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified as special needs or minority will participate in enrichment and corrective instruction during the school's daily flexible instruction time. The focus of this instruction will be writing in the areas of reading and mathematics.	Academic Support Program			02/01/2014	04/30/2015	\$500 - General Fund	Certified staff

Goal 2:

KDE Comprehensive School Improvement Plan

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

Measurable Objective 1:

77% of All Students will demonstrate a proficiency on writing extended responses and short answers in Social Studies by 04/30/2015 as measured by mastery checks, classroom common assessments, and KRPEP.

Strategy1:

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

Category: Integrated Methods for Learning

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

Activity - Teacher Training on Content Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be exposed to a variety of vocabulary instructional strategies in content meetings, faculty meetings, PLC's.	Professional Learning			12/05/2013	12/31/2015	\$0 - No Funding Required	all certified staff

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

Goal 1:

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

Measurable Objective 1:

collaborate to increase our overall scores by 06/01/2015 as measured by the Arts & Humanities and Writing Program Reviews.

Strategy1:

Program Review Data Analysis - Through analysis of 2013 Program Review, MCIS will identify areas for improvement and develop plans to address areas.

Category: Learning Systems

Research Cited:

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Activity - Data Analysis of Program Reviews	Activity Type	Tier	Phase	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			08/13/2014	05/30/2015	\$0 - No Funding Required	All Certified Staff Members

Activity - Monitor Implementation of Plans for Identified Improvement Areas	Activity Type	Tier	Phase	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			08/13/2014	06/01/2015	\$0 - No Funding Required	All Certified Staff

School Safety Diagnostic

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		

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes		

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		

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		

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
9.	Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?	Yes		

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

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

Label	Assurance	Response	Comment	Attachment
12.	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
13.	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		

Label	Assurance	Response	Comment	Attachment
14.	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		