KDE Comprehensive Improvement

Plan for Districts

Mason County

Maysville, KY 41056

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Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 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 system has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school system makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school system stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school system, and the kinds of programs and services that a school system implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school system with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the community will have a more complete picture of how the school system perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school system to reflect on how it provides teaching and learning on a day to day basis.

Description of the School System

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

Mason County is located in north central Kentucky. It is, geographically, a part of the Outer Bluegrass Region of the state. As of the 2010 census there were 17,490 residents. The county is dominated by farmland with small community centers throughout the county. Mason 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 is located on the Ohio River. Agriculture, light manufacturing and service industries make up the base of the economy.

Daniel Boone and Simon Kenton were influential in the founding of Maysville which is the cultural and business center of the county and a regional economic and educational hub for the north central region. Maysville Community and Technical College, a part of KCTCS, draws students from the surrounding counties and the state of Ohio and is a community partner of the Mason County School System.

The Mason County School System is made up of four schools, one at each instructional level, serving 2728 students in grades K-12 and an additional 112 pre-school students. 16% of our student population is minorities with the largest ethnic group being African-Americans and 60% of all students are eligible for free or reduced price meals. Mason County Schools employs 202 certified staff, 6 of whom are National Board Certified, and 168 classified staff. Three of the schools; Straub Elementary, Mason County Middle and Mason County High Schools, are located on the main campus on U.S. 68 approximately 2 miles south of downtown Maysville near the intersection with the AA Highway, a main traffic corridor in Northern Kentucky. The fourth school, Mason County Intermediate School, is located on a secondary campus in the Washington community, the first settlement in Kentucky and the STEAM Academy is located across the street from MCIS.

System's Purpose

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

The purpose of Mason County Schools is to provide the opportunity, resources, facilities, and instruction for all students to graduate with the skills to be self-sufficient in the workplace and the community. To achieve this one must be literate in reading, mathematics, and communication skills and must be able to think critically. Our Mission Statement, developed by a committee of parent, students, teachers, administrators, classified staff, community, and business representatives, is to provide a safe, welcoming community where all students are challenged and inspired to reach their potential and pursue their dreams. Our vision is to know every child by name and face and foster college, career, and life readiness. This same committee, with the leadership of the superintendent, developed a comprehensive Strategic Plan with the following goals:

Goal 1: All classrooms and buildings will be safe, welcoming environments that support next generation learning. The use of "Project Based Learning", implementation of "The Leader in Me", the K-12 implementation of "Project Lead the Way", and the STEAM Academy (science, technology, engineering, agriculture, and mathematics) that opened in August of 2015 are a part of this goal. Through partnerships with MCTCS and Morehead State University, Mason County High School has over 130 students taking college or dual-credit courses. The high school offers 15 Advanced Placement courses with 334 enrollments in those courses. We have also developed partnerships with local businesses in order to improve our graduation rate and the post-secondary success of our graduates.

The Kentucky Center for School Safety will conducted safe school assessments in all schools and will examined each school's learning environment with the purpose of improving the school's climate and culture and provided a needs assessment that was used to revise the School Safety Plan. Finally, five to six teachers per year are trained at the Ron Clark Academy to acquire high energy, high engagement teaching styles to be replicated in their classrooms.

Goal 2: New and lasting partnerships will be formed with community partners. The "Plant the Dream Initiative", a local mentorship program started by the superintendent, will be expanded so that students can see what success looks like in the world of work. Collaboration with the Maysville-Mason County Chamber of Commerce on "Work Ready Community" status, with local agricultural leaders to increase opportunities in this area of the economy, and with community and civic organizations to develop a Graduation Compact will help assure a 100% graduation rate.

Goal 3: Schools will communicate promptly and collaborate effectively with parents and the community. Each school in Mason County will create both a Parent Advisory Council and a Student Advisory Council to solicit input on positive aspects of the school and identify areas for improvement. A committee composed of students, parents, community stakeholders and district staff developed a comprehensive communication plan based on an analysis of target audiences and current effectiveness.

Notable Achievements and Areas of Improvement

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

The Mason County school System has moved from no proficient schools to 2 of 3 schools with accountable grades and the district being classified as Proficient.

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

Also this year, Mason County was the first school system in the state to implement "Project Lead the Way" across all grade levels. We are also remodeled an existing building to house our new STEAM Academy.

It is the goal of Mason County Schools that all students will reach academic proficiency and graduate college and/or career ready. Specifically, the Mason County School System will address four areas for improvement:
- increase the graduation rate annually until all accountable students graduate;

- reduce the non-duplicated achievement gap annually;

- Increase the percent of students who are college and/or career ready annually until all students are able to successfully transition to post-secondary education or the workforce;

- increase the percent of students scoring proficient or higher and lower the number scoring novice annually in the combined reading and mathematics category until all students are academically successful as measured by accountability assessments.

Additional Information

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

The Mason County School System is known across the state for its choral, orchestral, and art programs. The Mason County Concert Choir has performed a number of times in prestigious venues both in the U. S. and in Europe.

Our sports program has produced two state basketball championships. Our track and cross country teams have developed into a state power and our Indoor Track Team was the 2014 state champion.

We annually submit the maximum number of applicants to the Governor's Scholar Program with most chosen to participate.

Our world language department leads a tour each year to Europe or Central America. This year the tour went to France and Spain.

2015-2016 Mason County Comprehensive District Improvement Plan Revised

Overview

Plan Name

2015-2016 Mason County Comprehensive District Improvement Plan Revised

Plan Description

A plan to improve student achievement, college and career readiness, graduation rate, teacher effectiveness, and equity in the Mason County School System.

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the average combined reading and math K-PREP scores for elementary and middle school students from 44% to 63% in 2017.	Objectives: 1 Strategies: 4 Activities: 6	Organizational	$184690
2	Increase the Cohort 5-Year Adjusted Graduation Rate from 89.3% to 94.6% by 2016 and 98% by 2022	Objectives: 1 Strategies: 3 Activities: 3	Organizational	$5000
3	Increase the percentage of students who are college and career ready from 33% in 2013 to 78.4% in 2017	Objectives: 1 Strategies: 3 Activities: 4	Organizational	$22991
4	Increase the combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2015 to 66.5% in 2017.	Objectives: 1 Strategies: 3 Activities: 6	Organizational	$0
5	Ensure that all teachers and principals receive training and are provided support and guidance on the implementation of the Professional Growth and Effectiveness System.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	$6000
6	The district will identify specific strategies to address areas for improvement identified in the TELL KY Survey results and other documents to address district-wide needs.	Objectives: 3 Strategies: 3 Activities: 4	Organizational	$0
7	Reduce the percent of novice in reading and math by 50% by 2020	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$5000
8	Create a support system for new hires that provides professional learning opportunities that improves their re-employment chances	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$5000

Goal 1: Increase the average combined reading and math K-PREP scores for elementary and middle school students from 44% to 63% in 2017.

Measurable Objective 1:

collaborate to Increase the average combined P/D percentage in reading and math from 49.3 to 57.9 for the elementary level, from 51.9 to 57.0 for the middle school level, and from 44.6 to 57.0 for the high school level by 05/31/2016 as measured by K-PREP and EOC assessments.

Strategy 1:

Project Based Learning - Students involved in Project Based Learning will understand content more deeply, learn how to take responsibility and build confidence, solve problems, work collaboratively, communicate ideas, and be more creative. The use of technology will be a major part of this strategy so students can connect with experts, partners, and audiences around the world.

Category: Continuous Improvement

Activity - Professional Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Central office staff will provide support, training and funding as necessary for all students to participate in project based learning, which will include research, development, collaboration, hands-on creation, and presentation to a variety of audiences. Schools: All Schools	Academic Support Program	07/06/2015	06/30/2016	$30501	General Fund, Other, Title I Part A	Central Office certified staff

Strategy 2:

Leader in Me - "The Leader in Me" is a whole-school transformational model that improves the performance of all other programs. Based on the "7 Habits of Highly Effective People", it produces transforming results such as higher academic achievement, fewer discipline problems, and increased engagement among teachers and parents, and equips students with the self-confidence and skills they need to compete in the 21st century economy.

Category: Continuous Improvement

Activity - Professional Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Central office certified staff will provide training, materials, and funding as necessary for all students to participate in The Leader in Me with a focus on leadership, responsibility, problem solving, accountability, adaptability, communication, creativity, teamwork, self-direction, and cross-cultural skills Schools: Mason County Intermediate School, Charles Straub Elementary School, Mason County Middle School	Academic Support Program	08/03/2015	05/31/2016	$24243	Title I Part A, Other	Central office certified staff

Strategy 3:

Ron Clark Academy - Teachers from all schools will be selected based on an application process to attend the Ron Clark Academy and support existing cadres.

Category: Human Capital Management

Activity - Professional Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The local board of education will provide the opportunity and funding to train 4-6 teachers annually at the Ron Clark Academy with the understanding that the strategies and processes learned will be implemented in the classroom to increase expectations and student engagement. Schools: All Schools	Professional Learning	07/01/2015	06/30/2016	$24336	Title I Part A	Superintendent and board of education

Strategy 4:

Continuous Improvement - Benchmark assessments will be administered two to three times each year for the purpose of determining student progress and the type and extent of RtI needed.

Category: Continuous Improvement

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Central Office staff will provide funding for the MAP and CERT assessment programs, and will review schools' data analysis to determine student growth toward proficiency. Schools: All Schools	Academic Support Program	07/01/2015	06/30/2016	$32775	General Fund	Central Office certified staff

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided professional learning and materials that support best practices and effective instructional strategies in literacy, math, science, and social studies Schools: All Schools	Professional Learning	06/01/2015	06/30/2016	$72835	Title I Part A, Other	Central Office certified staff

Activity - District Level Discussions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District and school level personnel will meet and discuss trends resulting from benchmark assessments, MAP and CERT, that includes an analysis of growth, role of the student in goal setting and self-monitoring, next steps, and presentations of individual schools to the local board on progress toward proficiency. Schools: All Schools	Academic Support Program	09/01/2015	05/31/2016	$0	No Funding Required	Central Office certified staff and school administrative teams

Goal 2: Increase the Cohort 5-Year Adjusted Graduation Rate from 89.3% to 94.6% by 2016 and 98% by 2022

Measurable Objective 1:

collaborate to Increase the cohort graduation rate from 89.3% to 94.6% by 06/30/2016 as measured by the percent of students graduating.

Strategy 1:

Graduation Compact - The school district will partner with community and civic organizations to develop a graduation plan to help assure that 100% of our students graduate and have a plan for success after high school.

Category: Persistance to Graduation

Activity - Stakeholder Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
With community and civic organization assistance, we will create a plan and process to identify and overcome factors that contribute to a student's decision to drop out. Community assets will be mapped to assure students have access to every resource needed to be successful. Schools: Mason County High School	Community Engagement	07/01/2015	06/30/2016	$0	No Funding Required	Central Office certified staff, principals, board members and community leaders, Youth Service Center staff

Strategy 2:

Plant the Dream - Having successfully implemented "Plant the Dream" last school year, we will expand the program by increasing the number of community partners willing to open their businesses and mentor high school students.

Category: Persistance to Graduation

Activity - Stakeholder Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will work with local businesses to place students in mentorship positions with successful businesses to develop the "soft skills" which are often lacking and develop community and business partnerships to assure the success of career academies. Schools: Mason County High School	Community Engagement	07/01/2015	06/30/2016	$5000	General Fund	Central Office certified staff and high school administrators, Youth Service Center

Strategy 3:

Student Involvement - Students perform better academically when involved in co- and extra-curricular activities in the school. A survey will be administered to

determine student involvement and what activities need to be added.

Category: Persistance to Graduation

Activity - Student Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The survey will be administered in January and results will be used to revise and/or add activities that interest students in order to increase student involvement. Schools: Mason County High School	Extra Curricular	01/04/2016	01/29/2016	$0	No Funding Required	Central Office certified staff and school administrative team

Goal 3: Increase the percentage of students who are college and career ready from 33% in 2013 to 78.4% in 2017

Measurable Objective 1:

collaborate to Increase the number of college and career ready students from 67.0% in 2015 to 71.2% by 05/31/2016 as measured by the various assessments and processes required by KDE.

Strategy 1:

Project Lead the Way - Project Lead the Way will provide additional career pathways through the implementation of a world class K-12 curriculum, high quality teacher

professional development, and community partnerships. Students will develop the skills needed to succeed in the global economy.

Category: Career Readiness Pathways

Activity - Professional Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Certified central office staff will provide assistance in grant writing, release and travel time, and materials to implement "Project Lead the Way" in all schools. Central office staff will assist in identifying and training staff, order supplies and consumables, and monitor implementation. Schools: All Schools	Career Preparation/Orientation	07/01/2015	05/31/2016	$22991	Title I Part A	Central Office certified staff

Activity - Professional Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLTW teachers will attend PLTW conferences to stay current on the program and curriculum updates Schools: All Schools	Professional Learning	07/01/2015	06/30/2016	$0	No Funding Required	Central Office certified staff

Strategy 2:

Project Based Learning - Students involved in Project Based Learning will understand content more deeply, learn how to take responsibility and build confidence, solve problems, work collaboratively, communicate ideas, and be more creative. The use of technology will be a major part of this strategy to connect with experts, partners and audiences.

Category: Continuous Improvement

Activity - Professional Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Central office staff will provide support, training, and funding as necessary for all students to participate in project based learning, which will include research, development, collaboration, hands-on creation, and presentation to a variety of audiences. Schools: All Schools	Academic Support Program	07/01/2015	06/30/2016	$0	No Funding Required	Central Office certified staff

Strategy 3:

Work Ready Community Certification+- - The district will partner with area businesses to develop a highly skilled workforce. The district will partner with the local Chamber of Commerce to assure our county meets the criteria.

Category: Stakeholder Engagement

Activity - Stakeholder Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Members of the area workforce will collaborate with district staff and students to development mentorships and provide consultation and resources to assist students in obtaining college/career readiness. Schools: Mason County High School, Mason County Middle School	Community Engagement	12/11/2014	06/30/2016	$0	No Funding Required	Central Office certified staff, Youth Service Center staff

Goal 4: Increase the combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2015 to 66.5% in 2017.

Measurable Objective 1:

collaborate to increase the combined reading and math percentage of students in the non-duplicated gap group scoring P/D from 49.3 to 63.0 for elementary students, 51.9 to 59.1 for middle school students, and 44.6 to 57.0 for high school students by 05/31/2016 as measured by required KY assessments and reported in the School Report card.

Strategy 1:

Continous Improvement - Benchmark Assessments will be administered three times per year for the purpose of determining student progress and the type and extent of RtI needed

Category: Continuous Improvement

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Central Office staff will provide funding for the MAP and CERT assessment programs and will review schools' data analysis with school administrative teams to determine growth toward proficiency. Schools: All Schools	Academic Support Program	07/01/2015	06/30/2016	$0	No Funding Required	Central Office certified staff and school admin teams

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided professional learning and materials that support best practices and effective instructional strategies in literacy, math, and science. Schools: All Schools	Professional Learning	06/01/2015	08/01/2016	$0	No Funding Required	Central Office certified staff

Activity - District Level Discussions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District and school level personnel will meet and discuss trends resulting from benchmark assessments, MAP and CERT, that includes an analysis of growth, role of the student in goal setting and self-monitoring, next steps, and presentations of individual schools to the local board on progress toward proficiency. Schools: All Schools	Academic Support Program	09/08/2014	05/22/2015	$0	No Funding Required	Central Office staff and school admin teams

Activity - Improving Writing Skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Central Office certified staff will work with school teams to revise their writing plans and develop a district-wide that focuses on on-demand, extended response and authentic writing. Schools: All Schools	Direct Instruction	01/04/2016	05/31/2016	$0	No Funding Required	Central Office certified staff and school writing plan teams

Strategy 2:

The Leader in Me - "The Leader in Me" is a whole-school transformational model that improves the performance of all other programs. Based on the "7 Habits of Highly Effective People", it produces transforming results such as higher academic achievement, fewer discipline problems, and increased engagement among parents and teachers.

Category: Continuous Improvement

Activity - Professional Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Central Office staff will provide training, materials, and funding as needed for all students to participate in "The Leader in Me" with an emphasis on leadership, responsibility, problem solving, accountability, adaptability, communication, creativity, teamwork, self-direction, and cross-cultural skills.

Schools: Mason County Intermediate School, Charles Straub Elementary School, Mason County Middle School | Academic Support Program | 07/01/2015 | 06/30/2016 | $0 | No Funding Required | Central Office certified staff |

Strategy 3:

Project Based Learning - Students involved in "Project Based Learning" will understand content more deeply, learn how to take responsibility and build confidence,

solve problems, work collaboratively, communicate ideas, and be more creative. The use of technology will be a major part of this strategy.

Category: Continuous Improvement

Activity - Professional Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Central Office staff will provide support, training, and funding as necessary for all students to participate in "Project Based Learning", which will include research, development, collaboration, hands-on creation, and presentation to a variety of audiences. Schools: All Schools	Academic Support Program	01/05/2015	12/18/2015	$0	No Funding Required	Central Office certified staff

Goal 5: Ensure that all teachers and principals receive training and are provided support and guidance on the implementation of the Professional Growth and Effectiveness System.

Measurable Objective 1:

collaborate to continue implementation of the TPGES/PPGES system as included in our Certified Evaluation Plan in all schools by 04/15/2016 as measured by the teacher and principal evaluations successfully completed.

Strategy 1:

Professional Development - Central Office staff and school administrators will provide training and/or consultants to bring awareness to various groups of professionals

as part of the implementation process of the Framework for Teaching.

Category: Professional Learning & Support

Activity - Professional Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

All teachers new to the system will be provided with training over the Framework for Teaching, including components, student growth goals, professional growth goals, and rubric development so that each teacher fully understands the expectations, requirements, and outcomes of implementing the Framework for Teaching. Schools: All Schools	Professional Learning	08/03/2015	07/29/2016	$1000	General Fund	Central Office certified staff and school administrators

Activity - Professional Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide licenses for all administrators to calibrate their observation skills in the Framework for Teaching Schools: All Schools	Professional Learning	07/06/2015	04/15/2016	$5000	General Fund	Central Office certified staff

Strategy 2:

Peer Observations - All teachers selected to be peer observers in the Framework for Teaching will be trained in eliminating bias and personal preferences, the reasons and requirements of peer observation, and how to script successfully.

Category: Professional Learning & Support

Activity - Peer Observtion Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All peer observers will be required to attend a training session where they will watch the KDE approved training video. Additionally all peer observers will be require to attend an additional two hour session where they will review and practice the skills needed for peer observation. Schools: All Schools	Professional Learning	09/19/2014	10/31/2014	$0	No Funding Required	Central Office certified staff

Goal 6: The district will identify specific strategies to address areas for improvement identified in the TELL KY Survey results and other documents to address district-wide needs.

Measurable Objective 1:

collaborate to train and utilize teacher leaders in the decision making process to improve student achievement and instruction by 06/30/2016 as measured by sign-in sheets, PD plans, presentation agendas, and certificates of training..

Strategy 1:

Teacher Leaders - Teacher leaders will attend training and participate in district wide initiatives related to increasing student achievement and enhancing instruction.

Category: Human Capital Management

Activity - Professional Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will provide release time and travel reimbursement for teacher leaders to attend training on specific initiatives being implemented district-wide. Schools: All Schools	Professional Learning	06/01/2015	08/01/2016	$0	No Funding Required	Central Office certified staff

Activity - Professional Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher leaders will participate in district wide initiatives to provide input, research and develop plans, and monitor/evaluate implementation of these initiatives. Schools: All Schools	Professional Learning	06/01/2015	06/30/2016	$0	No Funding Required	Central Office certified staff

Measurable Objective 2:

collaborate to improve the overall school culture and promote a safe and welcoming school environment by 05/31/2016 as measured by the results of School Safety Audits as conducted by the Kentucky Center for School Safety, KDE, and KSBA.

Strategy 1:

School Safety Audit - KCSS will be scheduled to conduct a safety audit in each of the district schools.

Category: Management Systems

Activity - Professional Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school district will utilize the findings of the school safety audits, which includes an examination of the school climate and culture, to guide the district in initiatives to enhance the learning environment. Schools and the district will utilize the resulting needs assessment to develop a school safety component fo the Comprehensive Plan. Schools: All Schools	Other	01/05/2015	05/31/2016	$0	No Funding Required	District and school administrative staff

Measurable Objective 3:

collaborate to develop, implement and monitor a comprehensive communication plan for the district by 05/29/2015 as measured by the adoption and implementation of the plan.

Strategy 1:

Improving Communication - The superintendent, through collaboration with various advisory committees, will develop and implement a communication plan.

Category: Stakeholder Engagement

Activity - Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| A committee of students, parents, community stakeholders, and district staff, will gather data on the effectiveness of current communications, analyze target audiences, and create and implement a comprehensive communication plan. The plan will be monitored for effectiveness.

Schools: All Schools | Community Engagement | 11/03/2014 | 05/29/2015 | $0 | No Funding Required | Superintendent, central office certified staff, school administrators, FRYSC staff |

Goal 7: Reduce the percent of novice in reading and math by 50% by 2020

Measurable Objective 1:

increase student growth to reduce the percent of novice in reading and math by one-tenth from 20% to 18% by 06/10/2016 as measured by K-PREP.

Strategy 1:

Data Analysis - Data teams from each school will be formed to review and analyze data from various assessments including but not limited to K-PREP, MAP, CERT,

and common assessments

Category: Other - Intervention

Activity - Application of Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The analysis results will be to determine the level of achievement of each student in reading and math and to determine the type and depth of intervention each student needs to attain growth to the next level of academic achievement Schools: All Schools	Academic Support Program	10/05/2015	05/27/2016	$5000	General Fund	School and Central Office Administrators

Goal 8: Create a support system for new hires that provides professional learning opportunities that improves their re-employment chances

Measurable Objective 1:

collaborate to provide professional support to first and second year teachers that assists them to transition to a new working environment, provides an atmosphere of collegiality, and aids them in their professional requirements by 06/30/2017 as measured by by a survey of participants at the end of their second year of employment.

Strategy 1:

Teacher Induction - School and central office staff will provide new teacher induction activities prior to the beginning of school and monthly thereafter.

Category: Human Capital Management

Activity - Teacher Induction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Sessions will be provided prior to the start of school and monthly throughout the school year to assist teachers in fulfilling requirements in technology use; developing a Professional Growth Plan; and providing the time and funding to attend needed, research driven, professional learning opportunities. Schools: All Schools	Academic Support Program, Recruitment and Retention, Professional Learning	07/01/2015	06/30/2017	$5000	General Fund	School and central office administrators

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Stakeholder Involvement	With community and civic organization assistance, we will create a plan and process to identify and overcome factors that contribute to a student's decision to drop out. Community assets will be mapped to assure students have access to every resource needed to be successful.	Community Engagement	07/01/2015	06/30/2016	$0	Central Office certified staff, principals, board members and community leaders, Youth Service Center staff
Formative Assessment	Central Office staff will provide funding for the MAP and CERT assessment programs and will review schools' data analysis with school administrative teams to determine growth toward proficiency.	Academic Support Program	07/01/2015	06/30/2016	$0	Central Office certified staff and school admin teams
Peer Observtion Training	All peer observers will be required to attend a training session where they will watch the KDE approved training video. Additionally all peer observers will be require to attend an additional two hour session where they will review and practice the skills needed for peer observation.	Professional Learning	09/19/2014	10/31/2014	$0	Central Office certified staff
Professional Support	Central office staff will provide support, training, and funding as necessary for all students to participate in project based learning, which will include research, development, collaboration, hands-on creation, and presentation to a variety of audiences.	Academic Support Program	07/01/2015	06/30/2016	$0	Central Office certified staff
Communication	A committee of students, parents, community stakeholders, and district staff, will gather data on the effectiveness of current communications, analyze target audiences, and create and implement a comprehensive communication plan. The plan will be monitored for effectiveness.	Community Engagement	11/03/2014	05/29/2015	$0	Superintendent, central office certified staff, school administrators, FRYSC staff
Professional Support	Central Office staff will provide support, training, and funding as necessary for all students to participate in "Project Based Learning", which will include research, development, collaboration, hands-on creation, and presentation to a variety of audiences.	Academic Support Program	01/05/2015	12/18/2015	$0	Central Office certified staff

Improving Writing Skills	Central Office certified staff will work with school teams to revise their writing plans and develop a district-wide that focuses on on-demand, extended response and authentic writing.	Direct Instruction	01/04/2016	05/31/2016	$0	Central Office certified staff and school writing plan teams
Professional Support	Teacher leaders will participate in district wide initiatives to provide input, research and develop plans, and monitor/evaluate implementation of these initiatives.	Professional Learning	06/01/2015	06/30/2016	$0	Central Office certified staff
Student Survey	The survey will be administered in January and results will be used to revise and/or add activities that interest students in order to increase student involvement.	Extra Curricular	01/04/2016	01/29/2016	$0	Central Office certified staff and school administrative team
Stakeholder Engagement	Members of the area workforce will collaborate with district staff and students to development mentorships and provide consultation and resources to assist students in obtaining college/career readiness.	Community Engagement	12/11/2014	06/30/2016	$0	Central Office certified staff, Youth Service Center staff
Professional Support	The district will provide release time and travel reimbursement for teacher leaders to attend training on specific initiatives being implemented district-wide.	Professional Learning	06/01/2015	08/01/2016	$0	Central Office certified staff
District Level Discussions	District and school level personnel will meet and discuss trends resulting from benchmark assessments, MAP and CERT, that includes an analysis of growth, role of the student in goal setting and self-monitoring, next steps, and presentations of individual schools to the local board on progress toward proficiency.	Academic Support Program	09/08/2014	05/22/2015	$0	Central Office staff and school admin teams
Professional Development	Teachers will be provided professional learning and materials that support best practices and effective instructional strategies in literacy, math, and science.	Professional Learning	06/01/2015	08/01/2016	$0	Central Office certified staff
Professional Support	PLTW teachers will attend PLTW conferences to stay current on the program and curriculum updates	Professional Learning	07/01/2015	06/30/2016	$0	Central Office certified staff
Professional Support	The school district will utilize the findings of the school safety audits, which includes an examination of the school climate and culture, to guide the district in initiatives to enhance the learning environment. Schools and the district will utilize the resulting needs assessment to develop a school safety component fo the Comprehensive Plan.	Other	01/05/2015	05/31/2016	$0	District and school administrative staff
Professional Support	Central Office staff will provide training, materials, and funding as needed for all students to participate in "The Leader in Me" with an emphasis on leadership, responsibility, problem solving, accountability, adaptability, communication, creativity, teamwork, self-direction, and cross-cultural skills.	Academic Support Program	07/01/2015	06/30/2016	$0	Central Office certified staff

District Level Discussions	District and school level personnel will meet and discuss trends resulting from benchmark assessments, MAP and CERT, that includes an analysis of growth, role of the student in goal setting and self-monitoring, next steps, and presentations of individual schools to the local board on progress toward proficiency.	Academic Support Program	09/01/2015	05/31/2016	$0	Central Office certified staff and school administrative teams
				Total	$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Support	Central office staff will provide support, training and funding as necessary for all students to participate in project based learning, which will include research, development, collaboration, hands-on creation, and presentation to a variety of audiences.	Academic Support Program	07/06/2015	06/30/2016	$3907	Central Office certified staff
Professional Development	Teachers will be provided professional learning and materials that support best practices and effective instructional strategies in literacy, math, science, and social studies	Professional Learning	06/01/2015	06/30/2016	$37350	Central Office certified staff
Professional Support	Central office certified staff will provide training, materials, and funding as necessary for all students to participate in The Leader in Me with a focus on leadership, responsibility, problem solving, accountability, adaptability, communication, creativity, teamwork, self-direction, and cross-cultural skills	Academic Support Program	08/03/2015	05/31/2016	$12147	Central office certified staff
				Total	$53404	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Induction	Sessions will be provided prior to the start of school and monthly throughout the school year to assist teachers in fulfilling requirements in technology use; developing a Professional Growth Plan; and providing the time and funding to attend needed, research driven, professional learning opportunities.	Academic Support Program, Recruitment and Retention, Professional Learning	07/01/2015	06/30/2017	$5000	School and central office administrators
Professional Support	All teachers new to the system will be provided with training over the Framework for Teaching, including components, student growth goals, professional growth goals, and rubric development so that each teacher fully understands the expectations, requirements, and outcomes of implementing the Framework for Teaching.	Professional Learning	08/03/2015	07/29/2016	$1000	Central Office certified staff and school administrators

Professional Support	Provide licenses for all administrators to calibrate their observation skills in the Framework for Teaching	Professional Learning	07/06/2015	04/15/2016	$5000	Central Office certified staff
Professional Support	Central office staff will provide support, training and funding as necessary for all students to participate in project based learning, which will include research, development, collaboration, hands-on creation, and presentation to a variety of audiences.	Academic Support Program	07/06/2015	06/30/2016	$5390	Central Office certified staff
Stakeholder Involvement	The district will work with local businesses to place students in mentorship positions with successful businesses to develop the "soft skills" which are often lacking and develop community and business partnerships to assure the success of career academies.	Community Engagement	07/01/2015	06/30/2016	$5000	Central Office certified staff and high school administrators, Youth Service Center
Application of Data Analysis	The analysis results will be to determine the level of achievement of each student in reading and math and to determine the type and depth of intervention each student needs to attain growth to the next level of academic achievement	Academic Support Program	10/05/2015	05/27/2016	$5000	School and Central Office Administrators
Formative Assessment	Central Office staff will provide funding for the MAP and CERT assessment programs, and will review schools' data analysis to determine student growth toward proficiency.	Academic Support Program	07/01/2015	06/30/2016	$32775	Central Office certified staff
				Total	$59165	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Support	Certified central office staff will provide assistance in grant writing, release and travel time, and materials to implement "Project Lead the Way" in all schools. Central office staff will assist in identifying and training staff, order supplies and consumables, and monitor implementation.	Career Preparation/Orientation	07/01/2015	05/31/2016	$22991	Central Office certified staff
Professional Support	Central office certified staff will provide training, materials, and funding as necessary for all students to participate in The Leader in Me with a focus on leadership, responsibility, problem solving, accountability, adaptability, communication, creativity, teamwork, self-direction, and cross-cultural skills	Academic Support Program	08/03/2015	05/31/2016	$12096	Central office certified staff
Professional Support	Central office staff will provide support, training and funding as necessary for all students to participate in project based learning, which will include research, development, collaboration, hands-on creation, and presentation to a variety of audiences.	Academic Support Program	07/06/2015	06/30/2016	$21204	Central Office certified staff

Professional Support	The local board of education will provide the opportunity and funding to train 4-6 teachers annually at the Ron Clark Academy with the understanding that the strategies and processes learned will be implemented in the classroom to increase expectations and student engagement.	Professional Learning	07/01/2015	06/30/2016	$24336	Superintendent and board of education
Professional Development	Teachers will be provided professional learning and materials that support best practices and effective instructional strategies in literacy, math, science, and social studies	Professional Learning	06/01/2015	06/30/2016	$35485	Central Office certified staff
				Total	$116112	

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Support	Central office staff will provide support, training and funding as necessary for all students to participate in project based learning, which will include research, development, collaboration, hands-on creation, and presentation to a variety of audiences.	Academic Support Program	07/06/2015	06/30/2016	$30501	Central Office certified staff
Professional Support	The local board of education will provide the opportunity and funding to train 4-6 teachers annually at the Ron Clark Academy with the understanding that the strategies and processes learned will be implemented in the classroom to increase expectations and student engagement.	Professional Learning	07/01/2015	06/30/2016	$24336	Superintendent and board of education
Formative Assessment	Central Office staff will provide funding for the MAP and CERT assessment programs, and will review schools' data analysis to determine student growth toward proficiency.	Academic Support Program	07/01/2015	06/30/2016	$32775	Central Office certified staff
Professional Development	Teachers will be provided professional learning and materials that support best practices and effective instructional strategies in literacy, math, science, and social studies	Professional Learning	06/01/2015	06/30/2016	$72835	Central Office certified staff
District Level Discussions	District and school level personnel will meet and discuss trends resulting from benchmark assessments, MAP and CERT, that includes an analysis of growth, role of the student in goal setting and self-monitoring, next steps, and presentations of individual schools to the local board on progress toward proficiency.	Academic Support Program	09/01/2015	05/31/2016	$0	Central Office certified staff and school administrative teams
Professional Support	Certified central office staff will provide assistance in grant writing, release and travel time, and materials to implement "Project Lead the Way" in all schools. Central office staff will assist in identifying and training staff, order supplies and consumables, and monitor implementation.	Career Preparation/Orientation	07/01/2015	05/31/2016	$22991	Central Office certified staff
Professional Support	PLTW teachers will attend PLTW conferences to stay current on the program and curriculum updates	Professional Learning	07/01/2015	06/30/2016	$0	Central Office certified staff
Formative Assessment	Central Office staff will provide funding for the MAP and CERT assessment programs and will review schools' data analysis with school administrative teams to determine growth toward proficiency.	Academic Support Program	07/01/2015	06/30/2016	$0	Central Office certified staff and school admin teams

Professional Development	Teachers will be provided professional learning and materials that support best practices and effective instructional strategies in literacy, math, and science.	Professional Learning	06/01/2015	08/01/2016	$0	Central Office certified staff
District Level Discussions	District and school level personnel will meet and discuss trends resulting from benchmark assessments, MAP and CERT, that includes an analysis of growth, role of the student in goal setting and self-monitoring, next steps, and presentations of individual schools to the local board on progress toward proficiency.	Academic Support Program	09/08/2014	05/22/2015	$0	Central Office staff and school admin teams
Improving Writing Skills	Central Office certified staff will work with school teams to revise their writing plans and develop a district-wide that focuses on on-demand, extended response and authentic writing.	Direct Instruction	01/04/2016	05/31/2016	$0	Central Office certified staff and school writing plan teams
Professional Support	Central Office staff will provide support, training, and funding as necessary for all students to participate in "Project Based Learning", which will include research, development, collaboration, hands-on creation, and presentation to a variety of audiences.	Academic Support Program	01/05/2015	12/18/2015	$0	Central Office certified staff
Professional Support	Central office staff will provide support, training, and funding as necessary for all students to participate in project based learning, which will include research, development, collaboration, hands-on creation, and presentation to a variety of audiences.	Academic Support Program	07/01/2015	06/30/2016	$0	Central Office certified staff
Professional Support	All teachers new to the system will be provided with training over the Framework for Teaching, including components, student growth goals, professional growth goals, and rubric development so that each teacher fully understands the expectations, requirements, and outcomes of implementing the Framework for Teaching.	Professional Learning	08/03/2015	07/29/2016	$1000	Central Office certified staff and school administrators
Peer Observtion Training	All peer observers will be required to attend a training session where they will watch the KDE approved training video. Additionally all peer observers will be require to attend an additional two hour session where they will review and practice the skills needed for peer observation.	Professional Learning	09/19/2014	10/31/2014	$0	Central Office certified staff
Professional Support	Provide licenses for all administrators to calibrate their observation skills in the Framework for Teaching	Professional Learning	07/06/2015	04/15/2016	$5000	Central Office certified staff
Professional Support	The district will provide release time and travel reimbursement for teacher leaders to attend training on specific initiatives being implemented district-wide.	Professional Learning	06/01/2015	08/01/2016	$0	Central Office certified staff
Professional Support	The school district will utilize the findings of the school safety audits, which includes an examination of the school climate and culture, to guide the district in initiatives to enhance the learning environment. Schools and the district will utilize the resulting needs assessment to develop a school safety component fo the Comprehensive Plan.	Other	01/05/2015	05/31/2016	$0	District and school administrative staff

Communication	A committee of students, parents, community stakeholders, and district staff, will gather data on the effectiveness of current communications, analyze target audiences, and create and implement a comprehensive communication plan. The plan will be monitored for effectiveness.	Community Engagement	11/03/2014	05/29/2015	$0	Superintendent, central office certified staff, school administrators, FRYSC staff
Professional Support	Teacher leaders will participate in district wide initiatives to provide input, research and develop plans, and monitor/evaluate implementation of these initiatives.	Professional Learning	06/01/2015	06/30/2016	$0	Central Office certified staff
Application of Data Analysis	The analysis results will be to determine the level of achievement of each student in reading and math and to determine the type and depth of intervention each student needs to attain growth to the next level of academic achievement	Academic Support Program	10/05/2015	05/27/2016	$5000	School and Central Office Administrators
Teacher Induction	Sessions will be provided prior to the start of school and monthly throughout the school year to assist teachers in fulfilling requirements in technology use; developing a Professional Growth Plan; and providing the time and funding to attend needed, research driven, professional learning opportunities.	Academic Support Program, Recruitment and Retention, Professional Learning	07/01/2015	06/30/2017	$5000	School and central office administrators
				Total	$199438	

Mason County Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Support	Central office certified staff will provide training, materials, and funding as necessary for all students to participate in The Leader in Me with a focus on leadership, responsibility, problem solving, accountability, adaptability, communication, creativity, teamwork, self-direction, and cross-cultural skills	Academic Support Program	08/03/2015	05/31/2016	$24243	Central office certified staff
Professional Support	Central Office staff will provide training, materials, and funding as needed for all students to participate in "The Leader in Me" with an emphasis on leadership, responsibility, problem solving, accountability, adaptability, communication, creativity, teamwork, self-direction, and cross-cultural skills.	Academic Support Program	07/01/2015	06/30/2016	$0	Central Office certified staff
Stakeholder Engagement	Members of the area workforce will collaborate with district staff and students to development mentorships and provide consultation and resources to assist students in obtaining college/career readiness.	Community Engagement	12/11/2014	06/30/2016	$0	Central Office certified staff, Youth Service Center staff
				Total	$24243	

Mason County Intermediate School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Support	Central office certified staff will provide training, materials, and funding as necessary for all students to participate in The Leader in Me with a focus on leadership, responsibility, problem solving, accountability, adaptability, communication, creativity, teamwork, self-direction, and cross-cultural skills	Academic Support Program	08/03/2015	05/31/2016	$24243	Central office certified staff
Professional Support	Central Office staff will provide training, materials, and funding as needed for all students to participate in "The Leader in Me" with an emphasis on leadership, responsibility, problem solving, accountability, adaptability, communication, creativity, teamwork, self-direction, and cross-cultural skills.	Academic Support Program	07/01/2015	06/30/2016	$0	Central Office certified staff
				Total	$24243	

Mason County High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Stakeholder Involvement	With community and civic organization assistance, we will create a plan and process to identify and overcome factors that contribute to a student's decision to drop out. Community assets will be mapped to assure students have access to every resource needed to be successful.	Community Engagement	07/01/2015	06/30/2016	$0	Central Office certified staff, principals, board members and community leaders, Youth Service Center staff
Stakeholder Involvement	The district will work with local businesses to place students in mentorship positions with successful businesses to develop the "soft skills" which are often lacking and develop community and business partnerships to assure the success of career academies.	Community Engagement	07/01/2015	06/30/2016	$5000	Central Office certified staff and high school administrators, Youth Service Center
Student Survey	The survey will be administered in January and results will be used to revise and/or add activities that interest students in order to increase student involvement.	Extra Curricular	01/04/2016	01/29/2016	$0	Central Office certified staff and school administrative team
Stakeholder Engagement	Members of the area workforce will collaborate with district staff and students to development mentorships and provide consultation and resources to assist students in obtaining college/career readiness.	Community Engagement	12/11/2014	06/30/2016	$0	Central Office certified staff, Youth Service Center staff

Total	$5000		

Charles Straub Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Support	Central office certified staff will provide training, materials, and funding as necessary for all students to participate in The Leader in Me with a focus on leadership, responsibility, problem solving, accountability, adaptability, communication, creativity, teamwork, self-direction, and cross-cultural skills	Academic Support Program	08/03/2015	05/31/2016	$24243	Central office certified staff
Professional Support	Central Office staff will provide training, materials, and funding as needed for all students to participate in "The Leader in Me" with an emphasis on leadership, responsibility, problem solving, accountability, adaptability, communication, creativity, teamwork, self-direction, and cross-cultural skills.	Academic Support Program	07/01/2015	06/30/2016	$0	Central Office certified staff
			Total		$24243	

KDE Needs Assessment

Introduction

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

Data Analysis

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

Questions posed are:

Where do we stand in regard to proficiency both of the district and of the percentage of students at each school in reading and mathematics?

Are we reducing the achievement gap for the non-duplicated gap group?

Are the graduation rate and college/career ready rate increasing?

What areas from the TELL survey do we need to address?

The data tells us that:

The overall district score for 2014-2015 was 68.4 or the 85%ile and the district is classified as Proficient. The state score is 68.0 or the 81%ile..

Based on the data contained in the School Report Card related to achievement we know that 17.2 to 34.2% of all students scored Novice in reading. The percent of Proficient/Distinguished ranged from 52.0 to 55.6% in reading. Students at all levels scored below the state in percent of P/D students in reading: elementary (-2.2), middle (-0.9) and high (-1.2).

8.3 to 20.4% of students at all levels scored Novice in math. This is an improvement on the 2014 percentages of 11.6 to 19.5% at the Novice level.

Overall the percentage of students scoring P/D in combined reading and mathematics improved from the 2013-2014 school year by 2.6 points from 59.5 to 62.1.

Students at the intermediate and high school levels scored below the state in percent of P/D students in on-demand writing: elementary (-3.8), and high (-11.0) with the middle school level scoring slightly above the state (+0.1). Students at all levels scored above the state in percent of P/D students in language mechanics: elementary +4.2), middle +14.9), and high +3.0).

Based on the data related to closing the gap we know that the achievement gap for the non-duplicated gap group has been reduced across all schools in every area except Writing at the middle and high school levels and Math at the intermediate level and that we had fewer novice at all levels than the state in reading. The elementary (-1.2) scored below the state gap group in percent of students scoring P/D. The middle (+0.4) and high school (+3.4) levels scored above the state gap group. 34.5% of elementary, 41.5% of middle and 23.6% of high school students in the non-duplicated gap group scored P/D in mathematics.

Based on the data related to growth we know that 58.2% of elementary students made typical or higher growth in reading and mathematics but were below the state (-1.6), 62.9% of middle school students made typical or higher growth and were above the state average (+3.0), 65.1% of high school students made typical or higher growth in reading and math and were above the state average (+8.0).

The high school CCR percentage of 67.0, without the bonus, met the annual delivery target of 64.0% and was slightly above the state CCR average (+0.1).

Based on Graduation Rate data we know that the district rate is 87.9% and is below the state average (-0.1). The district delivery target for

2016 is 94.6% based on cohort data.

All levels were proficient on all program reviews.

Based on the TELL survey we know that teachers from all schools want more involvement in planning and decision making. Teachers believe that professional learning is not differentiated effectively and does not deepen content knowledge.

Based on an interim survey of teachers utilizing selected questions from the TELL survey we know that teachers are generally satisfied with the materials, technology, and physical environment of the schools at all levels and, as a group, teachers believe that Mason County is a good place to work and learn.

The data does not tell us where students are deficient in terms of standards and what they know and can do. It is important to utilize benchmark assessments, common formative assessments and mastery checks to determine who needs intervention and at what level.

Areas of Strengths

What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?

One area of strength is our graduation rate. Although we did not meet our delivery target we are graduating 90% of our students and are above the state average.

A second area of strength is our Program Reviews, all of which were Proficient.

A third area of strength is that while we are not at our target we are reducing our percentage of students scoring Novice in the combined reading and math component both in the achievement and gap components.

We are working with the community to develop a Graduation Compact that will increase the graduation rate.

We are implementing several programs (Project Lead the Way, Leader in Me, Project Based Learning, Plant the Dream) and have opened the STEAM Academy that will create greater student engagement and therefore higher levels of understanding of the content and improved achievement.

We are celebrating our rise from a district will all schools classified as Needs Improvement to a district with two of three schools with accountable grades and the district classified as Proficient. We are also celebrating the opening of the STEAM Academy, a career pathways facility, that has been extremely well received by students, parents and the community. Attendance of the students enrolled at STEAM is several percentage points higher than the average high school attendance.

Opportunities for Improvement

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

While there is a need for improvement in all components of the accountability system the priority needs for all schools in the district are to reduce the percent of students scoring Novice and increase the number scoring Proficient or Distinguished. Increasing the percent of students P/D will improve student performance in the Achievement, Gap, and Growth components and aid in increasing the percent of CCR students and the Graduation Rate. Interventions at all levels of the pyramid of Interventions will address those students with the greatest academic need. Implementation and utilization of the Framework for Teaching across all grades along with "The Leader in Me" and "Project Lead the Way" will provide students with greater student voice, more classroom engagement, opportunities to develop leadership skills, and the ability to think critically. We will continue to evaluate and refine tools to increase students' ability to answer extended response questions and address on-demand prompts through our revised Writing Program.

A second priority is to continue restructuring the high school curriculum to provide more dual credit courses, PLTW, career pathways at the STEAM Academy, and increasing the number of students taking college classes while focusing on Next Generation Learner priorities.

The results of a guided self- at the elementary level study were used to develop strategies for improving reading, math and writing instruction at the elementary level.

Increasing the instructional rigor will be addressed through continued implementation of the Core Academic Standards as they are released, development of student friendly targets, construction of congruent lessons, use of common formative assessments, and the implementation of a K-8 mathematics program that is congruent to the Common Core math standards.

The TPGES initiative requires extensive training for administrators and certified staff to development an understanding of the domains and components. Administrators have been trained and calibrated and are implementing TPGES across the district as our adopted Certified Evaluation Program.

Oversight and Monitoring

Describe your processes and interventions for monitoring continuous improvement.

The plan was developed by a committee of district employees, parents, students, and community business leaders. The committee created new mission and vision statements, laid the basis for our long term strategic plan, and integrated the strategic plan with the Comprehensive District Improvement Plan.

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

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

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

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

Reports on progress of the plan will be provided to the local board of education on a regular basis.

Conclusion

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

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

Those students who are in greatest need will continue to be addressed through the Pyramid of Interventions. Increasing the rigor will continue through the implementation of the new core academic standards.

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

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

High school restructuring, including PLTW, increasing dual credit courses, and the development of the STEAM Academy will enable the school to increase the number of College/Career Ready students who graduate over the next two to three years.

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

Compliance and Accountability - Districts

Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 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 district ensures that teachers are equitably distributed throughout the district to ensure that all students are college and career ready. Equitable distribution: poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers.

Goal 1:

Create a support system for new hires that provides professional learning opportunities that improves their re-employment chances

Measurable Objective 1:

collaborate to provide professional support to first and second year teachers that assists them to transition to a new working environment, provides an atmosphere of collegiality, and aids them in their professional requirements by 06/30/2017 as measured by by a survey of participants at the end of their second year of employment.

Strategy1:

Teacher Induction - School and central office staff will provide new teacher induction activities prior to the beginning of school and monthly thereafter.

Category: Human Capital Management

Research Cited:

Activity - Teacher Induction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Sessions will be provided prior to the start of school and monthly throughout the school year to assist teachers in fulfilling requirements in technology use; developing a Professional Growth Plan; and providing the time and funding to attend needed, research driven, professional learning opportunities.	Academic Support Program Recruitment and Retention Professional Learning	07/01/2015	06/30/2017	$5000 - General Fund	School and central office administrators

Narrative:

There is only one school per instructional level in the system. Students are assigned to teams, families and triad in these schools based on gender, ethnicity, socio-economic status and special needs.

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

Goal 1:

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

Measurable Objective 1:

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

Strategy1:

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

Category:

Research Cited:

Activity - Ron Clark Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Selected teachers will be sent to the Ron Clark Academy for training in strategies, implement these strategies upon their return to their classroom, and assist other teachers in implementing change in their classrooms.	Direct Instruction	08/12/2013	05/30/2014	$20000 - Title I Part A	superintendent, supervisor, selected teachers

Strategy2:

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

Category:

Research Cited: According to the National Comprehensive Center for Teacher Quality (2007) âTeachers are leaders when they function in professional communities to affect student learning; contribute to school improvement; inspire excellence in practice; and empower stakeholders to participate in educational improvementâ (Childs-Bowen, Moller, & Scrivner, 2000, p. 28). Teacher leaders can also be catalysts for change, visionaries who are ânever content with the status quo but rather always looking for a better wayâ (Larner, 2004, p. 32). The development of teacher leaders not only has a positive impact related to school improvement efforts, but also impacts the teacher leader in positive ways. Harrison and Killion (2007) in an article on ten roles for teacher leaders share the work of Blase and Blase (2006). They found that consultation with peers enhanced teachers' self-efficacy (teachers' belief in their own abilities and capacity to successfully solve teaching and learning problems) as they reflected on practice and grew together, and it also encouraged a bias for action (improvement through collaboration) on the part of teachers. Kentucky has also embraced the importance of teacher leaders as districts work to address Characteristics of Highly Effective Teaching (CHETL).

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

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

KDE Assurances - District

Introduction

KDE Assurances for Districts

District Assurances

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Label	Assurance	Response	Comment	Attachment
25.	Our district ensures that set-aside funds for neglected institutions in the district are expended on identified student needs.	N/A	No neglected institutions in the district.	

Label	Assurance	Response	Comment	Attachment
26.	Our district ensures that neglected student needs were identified through consultation with staff at all neglected institutions in the district.	N/A	No neglected institutions in the district.	

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

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

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

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

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

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

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

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

Label	Assurance	Response	Comment	Attachment
35.	For any staff member that does not meet the highly qualified teacher status, the district develops an individual plan to assist them with becoming highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
36.	Our district ensures that district and school allocations on the Title II Teacher Quality Program Budget correspond with the MUNIS budget.	Yes		

Label	Assurance	Response	Comment	Attachment
37.	We certify that we are a District of Innovation and attach the approved application.	N/A		

Label	Assurance	Response	Comment	Attachment
38.	The district certifies it has submitted the required District School Safety Report in ASSIST to verify compliance with SB/HB345 to assure schools are safer places for students and staff and that school safety practices are being developed and are in place.	Yes		

Equitable Access Diagnostic

Introduction

Description

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

Needs Assessment

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

What are the barriers?

Lack of necessary funding - as some teachers retire or move to other districts they are not replaced.

Retirements and spouse transfers have increased the turnover rate in the past few years but appears to be slowing.

List the data sources used to identify the barriers.

SEEK funding

School Report Card Equity Tab

District data on retirements and transfers

What are the root causes of those identified barriers?

Economics - struggling local economy

Opportunity for advancement

Benefits - the problems with KTRS, possible cuts to retirement calculation and health benefits

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

100% of evaluated teachers met their growth goals and 95% received an Accomplished or Exemplary rating

Equitable Access Strategies

Placement: Describe district policies or procedures that address the assignment of students to ensure low income, minority, Limited English Proficient and Exceptional Children and Youth are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers.

Mason County Schools has only one school per instructional level: primary, intermediate, middle, and high schools. The primary, intermediate and middle schools take steps to make sure that each student team, family or triad is balanced in terms of low-income, minority, ESL, exceptional children and performance level (NAPD). Students at the high school select their teachers based on interests (electives) and level of rigor (standard English vs. AP English).

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

Students are assigned to teams, families, or triads based on their demographics so that all teaching units are balanced.

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

The district attempts to recruit and hire teachers in ratio to the student population. Diversity in teaching staff is a challenge for us as it is all other districts. We offer college level education courses at the high school and target minority students in hopes they will pursue a career in education and chose to teach in their home district.

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

The district hires certified teachers, who have gone through accredited universities. The education professional standards board (EBSP) addresses certification and the district relies upon their expertise to assure the areas listed above are a part of the university course work, practicums and internships which lead to certification.

Recruitment and Retention: How does the district recruit effective teachers and leaders to its high poverty, high minority, lowest achieving schools or schools with higher populations of Limited English Proficient or Exceptional Children and Youth?

THe district only averages 5-8 hires per year. The limited availability of teaching positions allows us to be highly selective in recruitment. Having just four schools (prek-2, 3-5, 6-8, and 9-12) with identical demographics, we hire the most qualified teacher available for the school (see above question/response).

Recruitment and Retention: How does the district retain effective teachers retained in high poverty, high minority, low achieving schools or schools with higher populations of Limited English Proficient and Exceptional Children and Youth? Identify any incentives.

The opportunities we provide teachers serves as our major retention tool. Our teachers may choose to be trained in Ron Clark style teaching (including a trip to his school in Atlanta), Project-based learning, The UK school of innovation, Project Lead the Way, the Leader in Me, etc. We allow them to lead in many endeavors including adoption of materials, serving on committees, school improvement, climate/culture, etc. Each school was required to create and implement a plan to address areas of the TELL survey.

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

All first and, now, second year teachers in the district are provided with monthly sessions to enhance and speed their integration into the system. These activities cover topics such as necessary technology requirements, Professional Growth Plans, Growth Goals, Certified Evaluation Plan, the Kentucky Framework for Teaching, instructional methodologies, and self-reflection.

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

After only one year of implementation none of our teachers have scored below accomplished. When this occurs appropriate professional learning will be provided for these teachers.

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

Each school has developed a plan, under the direction of the superintendent, to address those items of critical importance that are scored lower than acceptable, including those related to staff needs ; leadership, budget development, discipline, and professional learning are examples.

Questions

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

Goals 6 and 8 and all related objectives, strategies, and activities