KDE Comprehensive School Improvement Plan

Mason-Corinth Elementary

Grant County

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Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools. Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

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

Description of the School

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

Mason-Corinth Elementary serves approximately 350 pre-K through fifth grade students. As the southernmost school in Grant County, we serve residents of the Corinth area, the community of Mason and their surrounding geographic areas. The area has not experienced a great deal of growth and student body size has not increased in the last two years.

As Title 1 school, 70% of our students qualify for free/reduced lunch program. Our demographics reflect a student body which is 3% Hispanic, 94% White and 3% Other. The staff is comprised of 16 homeroom teachers, 3 special area teachers (physical education, music and media specialist) and four special services teachers (two special education teachers, one speech pathologist and one response to intervention teacher). All of our staff is highly qualified and the small student to teacher ratio of 15:1 makes delivery of individualized instruction more feasible.

Our master schedule includes collaboration times so that grade level teams can meet to analyze data and plan lessons with each other. Art class is offered during at least one quarter with teachers embedding humanities into their regular instruction also. Mason-Corinth Elementary enjoys an active and supportive Parent Teacher Organization. The One-to-One Reading program, an extensive Career Expo and multiple classroom volunteers are evidence of the partnership that exists between the school and the community we serve. MCE is looking to expand our community team and will strive to incorporate more stakeholders in the future.

School's Purpose

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

Mason-Corinth Elementary continues to utilize the district vision and mission as our goal is to appreciate each student's unique potential and to advocate for excellence in every child.

We believe that every child has the potential to excel and it is our responsibility as a school to help them reach their highest potential. High expectations for achievement and effort are part of the daily routine for our school. Being willing to take risks and learn from mistakes is key to growth for both our staff and our students. As a community of learners, we are here to support and encourage each other.

MCE students are expected to grow as readers, writers and thinkers. Instruction is focused on developing student ownership and accountability. Students use goal setting to help monitor achievement and we belief that student engagement is key for problem-solving and learning to stick.

Our high expectations are evident in the wide variety of extra and co-curricular programs at the school. Robotics, 4-H Programs, Academic Team, Literary Clubs, Honor Choir, Fitness Club and Girls on the Run are but a few of the program offerings for MCE's Wildcats. Teachers embody that pursuit of excellence as they often volunteer to produce those programs. You can also see our commitment to student potential as clothing, medical care, counseling and additional academic services are provided when needs arise.

Notable Achievements and Areas of Improvement

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

We are a school that has improved over the last three years overall. From an overall state percentile ranking of 3 in 2012 to 35 in 2015, student achievement scores on KPREP have increased.

There is still much work to be done as only 42% of our assessed student population scored at proficient/distinguished levels in reading and only 30% of our student were at those levels in mathematics.

Conceptual Building Blocks professional development, an emphasis on literary foundations and more sophisticated use of assessment data are tools that we are using to further progress in those areas.

Additional Information

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

Mason-Corinth Elementary is a small, close-knit school community. We care about all facets of our students' lives and want them to be successful as they transition to the next phase of their lives. The skills and knowledge gained at MCE are building a foundation for College and Career Readiness that will benefit our learners far beyond elementary school.

The support and involvement of the parents and families of our students is much appreciated and makes the team effort more effective. We are blessed to be part of a community that shares a

common vision...giving our students an excellent education and helping them reach their full potential.

KDE Comprehensive School Improvement Plan

2015 2016

Overview

Plan Name

KDE Comprehensive School Improvement Plan 2015 2016

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Mason-Corinth Elementary's combined reading and math proficiency scores will increase from 35% to 54.5% by 2018.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	$0
2	Alll non-duplicated gap group students' average combined reading and math proficiency ratings will increase from 30.2% to 51.1% by 2018.	Objectives: 1 Strategies: 2 Activities: 4	Academic	$200
3	The percentage of novice students in reading and math at MCE will be reduced from 29.8% to 23.9% by 2018.	Objectives: 1 Strategies: 6 Activities: 6	Academic	$1700
4	Mason-Corinth Elementary will increase student awareness of college and career opportunities.	Objectives: 2 Strategies: 3 Activities: 5	Academic	$100
5	Mason-Corinth Elementary will promote a culture of learning.	Objectives: 1 Strategies: 2 Activities: 4	Academic	$500

Goal 1: Mason-Corinth Elementary's combined reading and math proficiency scores will increase from 35% to 54.5% by 2018.

Measurable Objective 1:

demonstrate a proficiency in reading and mathematics by 12/31/2016 as measured by the KPREP test.

Strategy 1:

Goal-Setting - Students will set personal achievement goals as they complete the MAP test, take common assessments and prepare for KPREP. Data journals and reflection logs will be completed by the students and revisited as the year progresses. Students will analyze their own performance and look for areas of growth with the teacher's guidance.

Category: Continuous Improvement

Research Cited: John Hattie's Visible Learning text

Activity - Data Journals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students fill out their goal before and after assessments to monitor their own progress. Teachers will use the journals as a tool to provide feedback and support towards proficiency.	Direct Instruction, Academic Support Program	01/01/2016	12/31/2016	$0	No Funding Required	Certified Teachers, Curriculum Specialist, Principal

Activity - Mentoring/Conferencing with Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrative team members and certified staff members will meet with students to discuss progress. Small groups sessions will foster communication between adults and learners but also help set high expectations for achievement. Data Journals will be part of conferences and students will reflect on next steps between meetings.	Academic Support Program	01/01/2016	12/31/2016	$0	No Funding Required	Administrative Team, Certified Teachers

Strategy 2:

Professional Learning Communities focused on Proficiency - Professional Learning Communities will meet each week to support student growth and improvement.

Data analysis, instructional planning, assessment construction/modification and study of the standards themselves will be implemented to support student proficiency.

Category: Teacher PGES

Activity - Data Analysis/Instructional Next Steps	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Gradecam, MAP or other screener results will be examined to determine next steps in instruction. Assessment by itself doesn't help students improve...we must look at the content that needs help and then move from there. RTI groups, enrichment and core lessons will be informed by the information gleaned from our weekly data analysis activities.	Professional Learning	01/01/2016	12/31/2016	$0	No Funding Required	Certified Teachers, Curriculum Specialist, Principal

Activity - Analysis of Student Work Samples	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will bring student work samples to PLC sessions and work collaboratively to determine instructional strengths, weaknesses and next steps to insure student academic success. Scoring guides and use of rubrics will build both adult and student understanding of rigor for each standard.	Professional Learning, Academic Support Program	01/01/2016	12/31/2016	$0	No Funding Required	Certified Teachers, Curriculum Specialist, Principal

Goal 2: Alll non-duplicated gap group students' average combined reading and math proficiency ratings will increase from 30.2% to 51.1% by 2018.

Measurable Objective 1:

50% of Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in reading and in Mathematics by 12/31/2016 as measured by the KPREP assessment.

Strategy 1:

Congruent and Aligned Instruction - This strategy will focus on ensuring that core instruction is based KCAS standards and that instructional time is maximized to support all groups of learners.

Category: Learning Systems

Research Cited: Understanding by Design / by Grant P. Wiggins, Jay McTighe

Activity - Pacing Guides	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will implement and monitor curriculum pacing guides to present a balanced approach to standards delivery. PLCs will be used to adapt/monitor/address changes or improvements to the documents.	Direct Instruction	01/01/2016	12/31/2016	$0	No Funding Required	Certified Teachers, Curriculum Specialist, Principal

Activity - Assessment Practices/Calendar	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assessments will be given on a routine basis to help gauge student progress and identify areas for growth. As trends are identified, reteaching, mini-lessons, tiered instruction or tutoring may be used to help address gaps in achievement.	Professional Learning	01/01/2016	12/31/2016	$0	No Funding Required	Certified Teachers, Curriculum Specialist, Principal

Strategy 2:

Communication/Outreach to Families - MCE will conduct outreach to our families in a variety of formats in an effort to build a stronger academic partnership. Newsletters, emails and social media outreach will contain suggestions and tips for supporting learners. School events and activities will incorporate more standards-driven content and academic achievement emphasis. Information about Standards-Based Grading and the report card structure will also be included. Many stakeholders are willing to work with their scholars and our outreach efforts will give them more tools for the school toolbox.

Category: Stakeholder Engagement

Activity - Hosting Curriculum Focused Nights	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Events hosted at the school which contain an academic focus AND a social/emotional component. Transition events will include resources for the parents, Open House may contain a quick note guide to the standards for that grade level...strategies and practical suggestions for families to use.	Parent Involvement, Community Engagement	01/01/2016	12/31/2016	$200	Other	Certified Teachers, Curriculum Specialist, Principal, Guidance Counselor

Activity - Public Relations Messages	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social media and traditional media will be used to keep families informed of school events, upcoming units of study and project deadlines. Common everyday strategies that can be used to foster literacy and numeracy will be highlighted along with the demands of KCAS and how they can support their learner at home.	Parent Involvement, Community Engagement	01/01/2016	12/31/2016	$0	No Funding Required	Certified Teachers, Curriculum Specialist, Guidance Counselor, FRC Director, Principal

Goal 3: The percentage of novice students in reading and math at MCE will be reduced from 29.8% to 23.9% by 2018.

Measurable Objective 1:

80% of Third, Fourth and Fifth grade students will demonstrate a behavior   to perform at least at the apprentice level in reading and in Mathematics by 12/31/2016 as measured by KPREP assessment.

Strategy 1:

Novice Reduction Targeting - Students will be "named and claimed" during ongoing assessment data analysis. Professional learning community conversations will target specific students and plan specific instructional activities to support students who need extra scaffolding.

Category: Continuous Improvement

Activity - Focus Student Supports	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who have been identified for extra support in the "name and claim" PLC discussions will be given wrap-around supports with goal-setting and mentoring discussions. An adult will meet with those students and conference about goal-setting and strategies for growth on an ongoing basis.	Direct Instruction, Academic Support Program	01/01/2016	12/31/2016	$0	No Funding Required	Classroom Teachers, Curriculum Specialist, Guidance Counselor, Principal

Strategy 2:

Flexible Groups in Tier 1 Instruction - Instructional groups will be utilized to support students based on their academic need. These flexible groups will form and

disband as a skill or specific standard is mastered. The classroom teacher will design and deliver instruction to best support student growth.

Category: Continuous Improvement

Activity - Data Analysis for Student Need	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use formative and summative data to inform instructional decisions in planning and professional development.	Direct Instruction, Professional Learning, Academic Support Program	01/01/2016	12/31/2016	$0	No Funding Required	Classroom teachers, Curriculum Specialist, Principal

Strategy 3:

Literacy Strands Implementation - Classrooms will incorporate the five strands of literacy into all content areas. A balanced literacy workshop/model will be used to

address individual student needs, allow for student choice and create differentiation instruction which supports students specifically needing extra help.

Category: Continuous Improvement

Activity - Daily Five Workshop Model	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mini lessons based on need, small group instruction, individual and partner reading and student/teacher conferences are some of the components for this literacy model.	Direct Instruction, Academic Support Program	01/01/2016	12/31/2016	$500	Title I Schoolwide	Classroom teachers, Curriculum Specialist, Principal

Strategy 4:

Conceptual Building Blocks Implementation - Teachers will attend training and implement the foundations of conceptual building blocks in their mathematics classroom.

The progression of concrete objects to pictorial representations to abstract thinking is key to helping our students understand numeracy. This is an ongoing process

and conceptual building blocks will be emphasized in future math planning.

Category: Continuous Improvement

Research Cited: Van de. Walle, J. & Lovin. L. (2006).

Activity - Building Blocks Workshops	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend a six day series of workshops focused on a conceptual understanding of mathematics. Strategies will be implemented in classrooms as part core instruction and intervention work as needed.	Professional Learning	01/01/2016	12/31/2016	$500	Title I Part A	Classroom Teachers, Special Education Staff, Curriculum Specialist, OVEC Mathematics Consultant

Strategy 5:

Number Talks - Number Talks are a strategy used to create logical, intentional mathematicians. Students will be given regular, intentionally-planned time to explore and share their thoughts and connections as they reason through teacher-provided problems. Students learn as a community and grow mathematically through discussion and modeling.

Category: Continuous Improvement

Research Cited: Number Talks: Helping Children Build Mental Math and Computation Strategies: Sherry Parrish

Activity - Number Talks Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Resources/CDs related to Number Talks implementation will be purchased. Teachers self-select the portions of the sample tasks they want to implement then bring reflection/samples to PLCs to share their experiences. Building of a math community can occur with this resource and mathematical practices from Common Core Standards are supported with this approach.	Direct Instruction, Academic Support Program	01/01/2016	12/31/2016	$200	Title I Part A	Certified Teachers, Curriculum Specialist, Principal

Strategy 6:

Intervention for Tier 2 & Tier 3 Students - Additional intervention will be provided by a combination of classroom teachers/paraprofessionals/response to intervention teachers to give students additional layers of support when needed. Tier 2 and 3 instruction is based on both the standards for the specific grade level and the needs of the individual child. As MAP, formative data and common assessment results indicate growth, students may be placed or released from these interventions.

Category: Continuous Improvement

Research Cited:

Daly, E. J., Chafouleas, S. M., & Skinner, C. H. (2005). Interventions for reading problems: Designing and evaluating effective strategies. New York: Guildford Press.

Activity - Tier 2 and 3 Flex Grouping in Grade Bands	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers within a grade level develop and implement differentiated instruction based on student need. Small group or individual lessons reflect just in time supports.	Direct Instruction, Academic Support Program	01/01/2016	12/31/2016	$500	State Funds	Classroom Teachers, Response to Intervention Teacher, Curriculum Specialist

Goal 4: Mason-Corinth Elementary will increase student awareness of college and career opportunities.

Measurable Objective 1:

100% of All Students will achieve college and career readiness for future decision-making in Career & Technical by 12/31/2016 as measured by student oral and written responses.

Strategy 1:

Career Expo - All MCE students will participate in Career and College opportunity exploration as part of our Career Expo event. Research and study about a variety of careers and the training needed for that career will be completed as part of strategy. Reflections and student writings will assist in goal-setting as students identify interests and potential careers.

Category: Career Readiness Pathways

Research Cited: Goal-setting/Student Expectations...John Hattie's Visible Learning

Activity - Pre/Post Career Expo Writing Tasks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students generate then answer questions related to various careers following expo event. Writing and reflection based on experiences inform students' next steps.	Career Preparation/Orientation	01/01/2016	12/31/2016	$0	No Funding Required	FRC Director, Curriculum Specialist, Guidance Counselor, Classroom Teachers

Strategy 2:

Career-Focused Project Based Snow Learning - Students self-select careers of interest and complete project-based learning tasks. Students will use a variety of technology resources and informational texts to gather information while completing their projects.

Category: Career Readiness Pathways

Research Cited: Educational Leadership, February 2008 | Volume 65 | Number 5

Teaching Students to Think Pages 80-82. Jane David

Activity - PBL Career Projects	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students complete career tasks and submit to teachers using rubrics and predetermined scoring guides.	Career Preparation/Orientation	01/01/2016	12/31/2016	$0	No Funding Required	Classroom Teachers, Curriculum Specialist, Principal

Activity - PBL Career Showcase	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Name Students will present their Career PBL products to staff and families. Speaking and listening standards will be developed as students create exhibits/presentations which showcase career learning. This event will be district-wide and community partners will be invited to view.	Parent Involvement, Career Preparation/Orientation, Academic Support Program	04/01/2016	04/29/2016	$0	No Funding Required	Curriculum Specialist, Classroom Teachers, Guidance Counselor

Measurable Objective 2:

100% of All Students will collaborate to develop stronger understanding of expectations at next level in Career & Technical by 12/31/2016 as measured by successful transitions to upcoming grade level.

Strategy 1:

Transition Events - Transitioning activities for a variety of grade levels will be conducted to help students be successful.

Category: Continuous Improvement

Activity - Kindergarten/Preschool Nights	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Transition events will be hosted for preschool and kindergarten students and their families as new students acclimate to the school settings. Expectations for academic, social and emotional development will be the focus.	Parent Involvement, Career Preparation/Orientation, Academic Support Program	01/01/2016	12/31/2016	$100	School Council Funds	Classroom teachers, Curriculum Specialist, FRC Director, Principal

Activity - 5th Grade To Middle School Events	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

5th grade students will have the opportunity to visit the middle school and become familiar with its staff and building. Elementary and middle school guidance counselors will collaborate to provide an orientation/FAQ session to address student questions.	Behavioral Support Program, Career Preparation/Orientation, Academic Support Program	01/01/2016	12/31/2016	$0	No Funding Required	Guidance Counselors

Goal 5: Mason-Corinth Elementary will promote a culture of learning.

Measurable Objective 1:

100% of All Students will collaborate to be part of a growth-minded culture for learning in mathematics and in Reading by 12/31/2016 as measured by student work samples, assessment results and reflections.

Strategy 1:

Assessment for Learning Professional Development - Staff will read and field test components of effective assessment practice. A book study will be part of PLC work as teachers complete action research related to learning targets, effective feedback, goal-setting and reflection. "Small ball" will be played as MCE focuses on a few elements at a time to support growth for staff and students.

Category: Professional Learning & Support

Research Cited:

Seven Strategies of Assessment for Learning (2nd Edition) (Assessment Training Institute, Inc.) 2nd Edition

by Jan Chappuis

Activity - Effective Feedback Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will read about elements of effective feedback and implement those elements in their classroom. Samples will be gathered and analyzed by teams at PLCs. Feedback components will be utilized to create growth conversations between teacher/student and from student to student.	Professional Learning	01/01/2016	12/31/2016	$500	Other	Curriculum Specialist, Principal, Classroom Teachers

Activity - Assessment Construction Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze and contribute to refining of common assessments. Teachers will also develop mini-assessments to help guide instruction before major assessments are administered. Working in teams, assessment literacy for both teachers and students will improve.	Professional Learning	01/01/2016	12/31/2016	$0	No Funding Required	Classroom Teachers, Curriculum Specialist, District Curriculum Team, Principal

Strategy 2:

Customized Professional Development - A variety of elements will be used to provide teachers collaborate and learn from others. In-house peer visits, breakout sessions presented by peers and professional learning community discussions will be used to grow teacher efficacy and knowledge.

Category: Teacher PGES

Research Cited: Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning by Elizabeth A. City; http://www.edutopia.org/blog/about-edcamp-unconference-history;   Building a Professional Learning Community DuFour, R. (2003). The School Administrator 60(5), 13–18.

Activity - In House Peer Visits/Road Trips	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers identify an area of personal growth or a strategy they would like to see in action. Curriculum specialist coordinates/schedules a "road trip" and the teacher travels to a colleague's classroom for a peer visit. A post-visit reflection form is filled out and the curriculum specialist debriefs with the staff member. This promotes coaching between staff, helps support PGES and professional growth plan needs and builds an awareness of professional practice across the building.	Professional Learning	01/01/2016	12/31/2016	$0	No Funding Required	Classroom Teachers, Curriculum Specialist, Principal

Activity - School-Based Breakout Sessions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff meeting(s) serve as forum for mini-pds led by staff members. Brief, in-house presentations by teachers regarding an instructional strength are shared with small groups of staff and then rotated through to other stations. More structured than edcamps but less formal than a full-blown, whole staff presentation, the breakout session meetings are designed to build capacity and connections as a learning community.	Professional Learning, Recruitment and Retention, Academic Support Program	01/01/2016	12/31/2016	$0	No Funding Required	All Certified Staff Members, Curriculum Specialist, Principal, Guidance Counselor

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
Analysis of Student Work Samples	Teachers will bring student work samples to PLC sessions and work collaboratively to determine instructional strengths, weaknesses and next steps to insure student academic success. Scoring guides and use of rubrics will build both adult and student understanding of rigor for each standard.	Professional Learning, Academic Support Program	01/01/2016	12/31/2016	$0	Certified Teachers, Curriculum Specialist, Principal
PBL Career Projects	Students complete career tasks and submit to teachers using rubrics and predetermined scoring guides.	Career Preparation/Orientation	01/01/2016	12/31/2016	$0	Classroom Teachers, Curriculum Specialist, Principal
Assessment Practices/Calendar	Assessments will be given on a routine basis to help gauge student progress and identify areas for growth. As trends are identified, reteaching, mini-lessons, tiered instruction or tutoring may be used to help address gaps in achievement.	Professional Learning	01/01/2016	12/31/2016	$0	Certified Teachers, Curriculum Specialist, Principal
In House Peer Visits/Road Trips	Teachers identify an area of personal growth or a strategy they would like to see in action. Curriculum specialist coordinates/schedules a "road trip" and the teacher travels to a colleague's classroom for a peer visit. A post-visit reflection form is filled out and the curriculum specialist debriefs with the staff member. This promotes coaching between staff, helps support PGES and professional growth plan needs and builds an awareness of professional practice across the building.	Professional Learning	01/01/2016	12/31/2016	$0	Classroom Teachers, Curriculum Specialist, Principal
School-Based Breakout Sessions	Staff meeting(s) serve as forum for mini-pds led by staff members. Brief, in-house presentations by teachers regarding an instructional strength are shared with small groups of staff and then rotated through to other stations. More structured than edcamps but less formal than a full-blown, whole staff presentation, the breakout session meetings are designed to build capacity and connections as a learning community.	Professional Learning, Recruitment and Retention, Academic Support Program	01/01/2016	12/31/2016	$0	All Certified Staff Members, Curriculum Specialist, Principal, Guidance Counselor

Pre/Post Career Expo Writing Tasks	Students generate then answer questions related to various careers following expo event. Writing and reflection based on experiences inform students' next steps.	Career Preparation/Orientation	01/01/2016	12/31/2016	$0	FRC Director, Curriculum Specialist, Guidance Counselor, Classroom Teachers
Pacing Guides	Staff will implement and monitor curriculum pacing guides to present a balanced approach to standards delivery. PLCs will be used to adapt/monitor/address changes or improvements to the documents.	Direct Instruction	01/01/2016	12/31/2016	$0	Certified Teachers, Curriculum Specialist, Principal
5th Grade To Middle School Events	5th grade students will have the opportunity to visit the middle school and become familiar with its staff and building. Elementary and middle school guidance counselors will collaborate to provide an orientation/FAQ session to address student questions.	Behavioral Support Program, Career Preparation/Orientation, Academic Support Program	01/01/2016	12/31/2016	$0	Guidance Counselors
Mentoring/Conferencing with Students	Administrative team members and certified staff members will meet with students to discuss progress. Small groups sessions will foster communication between adults and learners but also help set high expectations for achievement. Data Journals will be part of conferences and students will reflect on next steps between meetings.	Academic Support Program	01/01/2016	12/31/2016	$0	Administrative Team, Certified Teachers
PBL Career Showcase	Name Students will present their Career PBL products to staff and families. Speaking and listening standards will be developed as students create exhibits/presentations which showcase career learning. This event will be district-wide and community partners will be invited to view.	Parent Involvement, Career Preparation/Orientation, Academic Support Program	04/01/2016	04/29/2016	$0	Curriculum Specialist, Classroom Teachers, Guidance Counselor
Public Relations Messages	Social media and traditional media will be used to keep families informed of school events, upcoming units of study and project deadlines. Common everyday strategies that can be used to foster literacy and numeracy will be highlighted along with the demands of KCAS and how they can support their learner at home.	Parent Involvement, Community Engagement	01/01/2016	12/31/2016	$0	Certified Teachers, Curriculum Specialist, Guidance Counselor, FRC Director, Principal
Data Analysis for Student Need	Use formative and summative data to inform instructional decisions in planning and professional development.	Direct Instruction, Professional Learning, Academic Support Program	01/01/2016	12/31/2016	$0	Classroom teachers, Curriculum Specialist, Principal

Assessment Construction Work	Teachers will analyze and contribute to refining of common assessments. Teachers will also develop mini-assessments to help guide instruction before major assessments are administered. Working in teams, assessment literacy for both teachers and students will improve.	Professional Learning	01/01/2016	12/31/2016	$0	Classroom Teachers, Curriculum Specialist, District Curriculum Team, Principal
Data Journals	Students fill out their goal before and after assessments to monitor their own progress. Teachers will use the journals as a tool to provide feedback and support towards proficiency.	Direct Instruction, Academic Support Program	01/01/2016	12/31/2016	$0	Certified Teachers, Curriculum Specialist, Principal
Focus Student Supports	Students who have been identified for extra support in the "name and claim" PLC discussions will be given wrap-around supports with goal-setting and mentoring discussions. An adult will meet with those students and conference about goal-setting and strategies for growth on an ongoing basis.	Direct Instruction, Academic Support Program	01/01/2016	12/31/2016	$0	Classroom Teachers, Curriculum Specialist, Guidance Counselor, Principal
Data Analysis/Instructional Next Steps	Gradecam, MAP or other screener results will be examined to determine next steps in instruction. Assessment by itself doesn't help students improve...we must look at the content that needs help and then move from there. RTI groups, enrichment and core lessons will be informed by the information gleaned from our weekly data analysis activities.	Professional Learning	01/01/2016	12/31/2016	$0	Certified Teachers, Curriculum Specialist, Principal
				Total	$0	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Tier 2 and 3 Flex Grouping in Grade Bands	Teachers within a grade level develop and implement differentiated instruction based on student need. Small group or individual lessons reflect just in time supports.	Direct Instruction, Academic Support Program	01/01/2016	12/31/2016	$500	Classroom Teachers, Response to Intervention Teacher, Curriculum Specialist
				Total	$500	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible

Hosting Curriculum Focused Nights	Events hosted at the school which contain an academic focus AND a social/emotional component. Transition events will include resources for the parents, Open House may contain a quick note guide to the standards for that grade level...strategies and practical suggestions for families to use.	Parent Involvement, Community Engagement	01/01/2016	12/31/2016	$200	Certified Teachers, Curriculum Specialist, Principal, Guidance Counselor
Effective Feedback Training	Teachers will read about elements of effective feedback and implement those elements in their classroom. Samples will be gathered and analyzed by teams at PLCs. Feedback components will be utilized to create growth conversations between teacher/student and from student to student.	Professional Learning	01/01/2016	12/31/2016	$500	Curriculum Specialist, Principal, Classroom Teachers
				Total	**$700**	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Kindergarten/Preschool Nights	Transition events will be hosted for preschool and kindergarten students and their families as new students acclimate to the school settings. Expectations for academic, social and emotional development will be the focus.	Parent Involvement, Career Preparation/Orientation, Academic Support Program	01/01/2016	12/31/2016	$100	Classroom teachers, Curriculum Specialist, FRC Director, Principal
				Total	**$100**	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Daily Five Workshop Model	Mini lessons based on need, small group instruction, individual and partner reading and student/teacher conferences are some of the components for this literacy model.	Direct Instruction, Academic Support Program	01/01/2016	12/31/2016	$500	Classroom teachers, Curriculum Specialist, Principal
				Total	**$500**	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible

Number Talks Lessons	Resources/CDs related to Number Talks implementation will be purchased. Teachers self-select the portions of the sample tasks they want to implement then bring reflection/samples to PLCs to share their experiences. Building of a math community can occur with this resource and mathematical practices from Common Core Standards are supported with this approach.	Direct Instruction, Academic Support Program	01/01/2016	12/31/2016	$200	Certified Teachers, Curriculum Specialist, Principal
Building Blocks Workshops	Teachers will attend a six day series of workshops focused on a conceptual understanding of mathematics. Strategies will be implemented in classrooms as part core instruction and intervention work as needed.	Professional Learning	01/01/2016	12/31/2016	$500	Classroom Teachers, Special Education Staff, Curriculum Specialist, OVEC Mathematics Consultant
				Total	$700	

KDE Needs Assessment

Introduction

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

Data Analysis

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

The data and information provided has been used to try and answer questions about the areas where most growth is needed. Data reviewed as the 2016-2017 improvement plan was constructed included:
Measures of Academic Progress (MAP) benchmark data; Response to Intervention progress monitoring data; KPREP gap, achievement and growth data; TELL survey findings; student and parent surveys; Common assessment results and formative data.

Our data shows that MCE is improving. Scores have gradually risen but still leave room for much improvement. Novice reduction and increasing proficiency in math and reading are focus areas for the upcoming year. Our special needs students and lower socioeconomic status students did not perform as well as our non-gap learners. This will also be an area for concentration.

The state assessment data did not tell us the specific domains/academic areas that students struggle with so we must infer.

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?

Noted areas of strength were a jump in writing performance and continued solid performance in social studies. We will continue to focus on on-demand writing and providing our students with lots of opportunity for content writing. In house professional development and partnerships with the district and our cooperative are initiatives that will continue. The staff continues to work as a team and that sense of community is a source of pride.

Opportunities for Improvement

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

As outlined in our CSIP, we need to improve in the areas of reading and mathematics foremost. Tiered instruction, data analysis, focused planning and collaborative professional development were among the plans to support improvement.

Conclusion

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

To address areas of concern, our next steps will need input from many sources. District and coop support, parent engagement, community support and staff input are necessary. We'll continue to build teacher capacity regarding rigor and alignment of the standards when planning. More intentional outreach to parents and caregivers will focus on academic goals and strategies. Focus and support will be key as we move forward in reading and mathematics.

KDE Compliance and Accountability - Schools

Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Planning and Accountability Requirements

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

Goal 1:

Mason-Corinth Elementary will promote a culture of learning.

Measurable Objective 1:

100% of All Students will collaborate to be part of a growth-minded culture for learning in mathematics and in Reading by 12/31/2016 as measured by student work samples, assessment results and reflections.

Strategy1:

Assessment for Learning Professional Development - Staff will read and field test components of effective assessment practice. A book study will be part of PLC work as teachers complete action research related to learning targets, effective feedback, goal-setting and reflection. "Small ball" will be played as MCE focuses on a few elements at a time to support growth for staff and students.

Category: Professional Learning & Support

Research Cited:

Seven Strategies of Assessment for Learning (2nd Edition) (Assessment Training Institute, Inc.) 2nd Edition

by Jan Chappuis

Activity - Assessment Construction Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze and contribute to refining of common assessments. Teachers will also develop mini-assessments to help guide instruction before major assessments are administered. Working in teams, assessment literacy for both teachers and students will improve.	Professional Learning	01/01/2016	12/31/2016	$0 - No Funding Required	Classroom Teachers, Curriculum Specialist, District Curriculum Team, Principal

Activity - Effective Feedback Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will read about elements of effective feedback and implement those elements in their classroom. Samples will be gathered and analyzed by teams at PLCs. Feedback components will be utilized to create growth conversations between teacher/student and from student to student.	Professional Learning	01/01/2016	12/31/2016	$500 - Other	Curriculum Specialist, Principal, Classroom Teachers

Strategy2:

Customized Professional Development - A variety of elements will be used to provide teachers collaborate and learn from others. In-house peer visits, breakout sessions presented by peers and professional learning community discussions will be used to grow teacher efficacy and knowledge.

Category: Teacher PGES

Research Cited: Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning by Elizabeth A. City; http://www.edutopia.org/blog/about-edcamp-unconference-history;   Building a Professional Learning Community DuFour, R. (2003). The School Administrator 60(5), 13–18.

Activity - In House Peer Visits/Road Trips	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers identify an area of personal growth or a strategy they would like to see in action. Curriculum specialist coordinates/schedules a "road trip" and the teacher travels to a colleague's classroom for a peer visit. A post-visit reflection form is filled out and the curriculum specialist debriefs with the staff member. This promotes coaching between staff, helps support PGES and professional growth plan needs and builds an awareness of professional practice across the building.	Professional Learning	01/01/2016	12/31/2016	$0 - No Funding Required	Classroom Teachers, Curriculum Specialist, Principal

Activity - School-Based Breakout Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff meeting(s) serve as forum for mini-pds led by staff members. Brief, in-house presentations by teachers regarding an instructional strength are shared with small groups of staff and then rotated through to other stations. More structured than edcamps but less formal than a full-blown, whole staff presentation, the breakout session meetings are designed to build capacity and connections as a learning community.	Recruitment and Retention Academic Support Program Professional Learning	01/01/2016	12/31/2016	$0 - No Funding Required	All Certified Staff Members, Curriculum Specialist, Principal, Guidance Counselor

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

Goal 1:

Mason-Corinth Elementary's combined reading and math proficiency scores will increase from 35% to 54.5% by 2018.

Measurable Objective 1:

demonstrate a proficiency in reading and mathematics by 12/31/2016 as measured by the KPREP test.

Strategy1:

Professional Learning Communities focused on Proficiency - Professional Learning Communities will meet each week to support student growth and improvement. Data analysis, instructional planning, assessment construction/modification and study of the standards themselves will be implemented to support student proficiency.

Category: Teacher PGES

Research Cited:

Activity - Analysis of Student Work Samples	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will bring student work samples to PLC sessions and work collaboratively to determine instructional strengths, weaknesses and next steps to insure student academic success. Scoring guides and use of rubrics will build both adult and student understanding of rigor for each standard.	Academic Support Program Professional Learning	01/01/2016	12/31/2016	$0 - No Funding Required	Certified Teachers, Curriculum Specialist, Principal

Activity - Data Analysis/Instructional Next Steps	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Gradecam, MAP or other screener results will be examined to determine next steps in instruction. Assessment by itself doesn't help students improve...we must look at the content that needs help and then move from there. RTI groups, enrichment and core lessons will be informed by the information gleaned from our weekly data analysis activities.	Professional Learning	01/01/2016	12/31/2016	$0 - No Funding Required	Certified Teachers, Curriculum Specialist, Principal

Strategy2:

Goal-Setting - Students will set personal achievement goals as they complete the MAP test, take common assessments and prepare for

KPREP. Data journals and reflection logs will be completed by the students and revisited as the year progresses. Students will analyze their

own performance and look for areas of growth with the teacher's guidance.

Category: Continuous Improvement

Research Cited: John Hattie's Visible Learning text

Activity - Data Journals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students fill out their goal before and after assessments to monitor their own progress. Teachers will use the journals as a tool to provide feedback and support towards proficiency.	Academic Support Program Direct Instruction	01/01/2016	12/31/2016	$0 - No Funding Required	Certified Teachers, Curriculum Specialist, Principal

Activity - Mentoring/Conferencing with Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrative team members and certified staff members will meet with students to discuss progress. Small groups sessions will foster communication between adults and learners but also help set high expectations for achievement. Data Journals will be part of conferences and students will reflect on next steps between meetings.	Academic Support Program	01/01/2016	12/31/2016	$0 - No Funding Required	Administrative Team, Certified Teachers

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

Goal 1:

Mason-Corinth Elementary will increase student awareness of college and career opportunities.

Measurable Objective 1:

100% of All Students will collaborate to develop stronger understanding of expectations at next level in Career & Technical by 12/31/2016 as measured by successful transitions to upcoming grade level.

Strategy1:

Transition Events - Transitioning activities for a variety of grade levels will be conducted to help students be successful.

Category: Continuous Improvement

Research Cited:

Activity - Readiness Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incoming kindergarten students will be given the Brigance screener within the prescribed 45 day window to help identify strengthens and challenges.	Academic Support Program	01/01/2016	12/31/2016	$200 - Other	Kindergarten support staff and Kindergarten teachers

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

Goal 1:

Alll non-duplicated gap group students' average combined reading and math proficiency ratings will increase from 30.2% to 51.1% by 2018.

Measurable Objective 1:

50% of Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in reading and in Mathematics by 12/31/2016 as measured by the KPREP assessment.

Strategy1:

Communication/Outreach to Families - MCE will conduct outreach to our families in a variety of formats in an effort to build a stronger academic partnership. Newsletters, emails and social media outreach will contain suggestions and tips for supporting learners. School events and activities will incorporate more standards-driven content and academic achievement emphasis. Information about Standards-Based Grading and the report card structure will also be included. Many stakeholders are willing to work with their scholars and our outreach efforts will give them more tools for the school toolbox.

Category: Stakeholder Engagement

Research Cited:

Activity - Hosting Curriculum Focused Nights	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Events hosted at the school which contain an academic focus AND a social/emotional component. Transition events will include resources for the parents, Open House may contain a quick note guide to the standards for that grade level...strategies and practical suggestions for families to use.	Community Engagement Parent Involvement	01/01/2016	12/31/2016	$200 - Other	Certified Teachers, Curriculum Specialist, Principal, Guidance Counselor

Activity - Public Relations Messages	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Social media and traditional media will be used to keep families informed of school events, upcoming units of study and project deadlines. Common everyday strategies that can be used to foster literacy and numeracy will be highlighted along with the demands of KCAS and how they can support their learner at home.	Community Engagement Parent Involvement	01/01/2016	12/31/2016	$0 - No Funding Required	Certified Teachers, Curriculum Specialist, Guidance Counselor, FRC Director, Principal

Strategy2:

Congruent and Aligned Instruction - This strategy will focus on ensuring that core instruction is based KCAS standards and that instructional time is maximized to support all groups of learners.

Category: Learning Systems

Research Cited: Understanding by Design / by Grant P. Wiggins, Jay McTighe

Activity - Assessment Practices/Calendar	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assessments will be given on a routine basis to help gauge student progress and identify areas for growth. As trends are identified, reteaching, mini-lessons, tiered instruction or tutoring may be used to help address gaps in achievement.	Professional Learning	01/01/2016	12/31/2016	$0 - No Funding Required	Certified Teachers, Curriculum Specialist, Principal

Activity - Pacing Guides	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will implement and monitor curriculum pacing guides to present a balanced approach to standards delivery. PLCs will be used to adapt/monitor/address changes or improvements to the documents.	Direct Instruction	01/01/2016	12/31/2016	$0 - No Funding Required	Certified Teachers, Curriculum Specialist, Principal

Goal 2:

The percentage of novice students in reading and math at MCE will be reduced from 29.8% to 23.9% by 2018.

Measurable Objective 1:

80% of Third, Fourth and Fifth grade students will demonstrate a behavior to perform at least at the apprentice level in reading and in Mathematics by 12/31/2016 as measured by KPREP assessment.

Strategy1:

Intervention for Tier 2 & Tier 3 Students - Additional intervention will be provided by a combination of classroom teachers/paraprofessionals/response to intervention teachers to give students additional layers of support when needed. Tier 2 and 3 instruction is based on both the standards for the specific grade level and the needs of the individual child. As MAP, formative data and common assessment results indicate growth, students may be placed or released from these interventions.

Category: Continuous Improvement

Research Cited:

Daly, E. J., Chafouleas, S. M., & Skinner, C. H. (2005). Interventions for reading problems: Designing and evaluating effective strategies. New York: Guildford Press.

Activity - Tier 2 and 3 Flex Grouping in Grade Bands	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers within a grade level develop and implement differentiated instruction based on student need. Small group or individual lessons reflect just in time supports.	Academic Support Program Direct Instruction	01/01/2016	12/31/2016	$500 - State Funds	Classroom Teachers, Response to Intervention Teacher, Curriculum Specialist

Strategy2:

Literacy Strands Implementation - Classrooms will incorporate the five strands of literacy into all content areas. A balanced literacy workshop/model will be used to address individual student needs, allow for student choice and create differentiation instruction which supports students specifically needing extra help.

Category: Continuous Improvement

Research Cited:

Activity - Daily Five Workshop Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mini lessons based on need, small group instruction, individual and partner reading and student/teacher conferences are some of the components for this literacy model.	Direct Instruction Academic Support Program	01/01/2016	12/31/2016	$500 - Title I Schoolwide	Classroom teachers, Curriculum Specialist, Principal

Strategy3:

Novice Reduction Targeting - Students will be "named and claimed" during ongoing assessment data analysis. Professional learning community conversations will target specific students and plan specific instructional activities to support students who need extra scaffolding.

Category: Continuous Improvement

Research Cited:

Activity - Focus Student Supports	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who have been identified for extra support in the "name and claim" PLC discussions will be given wrap-around supports with goal-setting and mentoring discussions. An adult will meet with those students and conference about goal-setting and strategies for growth on an ongoing basis.	Academic Support Program Direct Instruction	01/01/2016	12/31/2016	$0 - No Funding Required	Classroom Teachers, Curriculum Specialist, Guidance Counselor, Principal

Strategy4:

Flexible Groups in Tier 1 Instruction - Instructional groups will be utilized to support students based on their academic need. These flexible groups will form and disband as a skill or specific standard is mastered. The classroom teacher will design and deliver instruction to best support student growth.

Category: Continuous Improvement

Research Cited:

Activity - Data Analysis for Student Need	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use formative and summative data to inform instructional decisions in planning and professional development.	Professional Learning Direct Instruction Academic Support Program	01/01/2016	12/31/2016	$0 - No Funding Required	Classroom teachers, Curriculum Specialist, Principal

Strategy5:

Conceptual Building Blocks Implementation - Teachers will attend training and implement the foundations of conceptual building blocks in their mathematics classroom. The progression of concrete objects to pictorial representations to abstract thinking is key to helping our students understand numeracy. This is an ongoing process and conceptual building blocks will be emphasized in future math planning.

Category: Continuous Improvement

Research Cited: Van de. Walle, J. & Lovin. L. (2006).

Activity - Building Blocks Workshops	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend a six day series of workshops focused on a conceptual understanding of mathematics. Strategies will be implemented in classrooms as part core instruction and intervention work as needed.	Professional Learning	01/01/2016	12/31/2016	$500 - Title I Part A	Classroom Teachers, Special Education Staff, Curriculum Specialist, OVEC Mathematics Consultant

Strategy6:

Number Talks - Number Talks are a strategy used to create logical, intentional mathematicians. Students will be given regular, intentionally-planned time to explore and share their thoughts and connections as they reason through teacher-provided problems. Students learn as a community and grow mathematically through discussion and modeling.

Category: Continuous Improvement

Research Cited: Number Talks: Helping Children Build Mental Math and Computation Strategies: Sherry Parrish

Activity - Number Talks Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Resources/CDs related to Number Talks implementation will be purchased. Teachers self-select the portions of the sample tasks they want to implement then bring reflection/samples to PLCs to share their experiences. Building of a math community can occur with this resource and mathematical practices from Common Core Standards are supported with this approach.	Academic Support Program Direct Instruction	01/01/2016	12/31/2016	$200 - Title I Part A	Certified Teachers, Curriculum Specialist, Principal

Goal 3:

Mason-Corinth Elementary will increase student awareness of college and career opportunities.

Measurable Objective 1:

100% of All Students will collaborate to develop stronger understanding of expectations at next level in Career & Technical by 12/31/2016 as measured by successful transitions to upcoming grade level.

Strategy1:

Transition Events - Transitioning activities for a variety of grade levels will be conducted to help students be successful.

Category: Continuous Improvement

Research Cited:

Activity - Kindergarten/Preschool Nights	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Transition events will be hosted for preschool and kindergarten students and their families as new students acclimate to the school settings. Expectations for academic, social and emotional development will be the focus.	Parent Involvement Academic Support Program Career Preparation/ Orientation	01/01/2016	12/31/2016	$100 - School Council Funds	Classroom teachers, Curriculum Specialist, FRC Director, Principal

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

Goal 1:

Mason-Corinth Elementary's combined reading and math proficiency scores will increase from 35% to 54.5% by 2018.

Measurable Objective 1:

demonstrate a proficiency in reading and mathematics by 12/31/2016 as measured by the KPREP test.

Strategy1:

Professional Learning Communities focused on Proficiency - Professional Learning Communities will meet each week to support student growth and improvement. Data analysis, instructional planning, assessment construction/modification and study of the standards themselves will be implemented to support student proficiency.

Category: Teacher PGES

Research Cited:

Activity - Data Analysis/Instructional Next Steps	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Gradecam, MAP or other screener results will be examined to determine next steps in instruction. Assessment by itself doesn't help students improve...we must look at the content that needs help and then move from there. RTI groups, enrichment and core lessons will be informed by the information gleaned from our weekly data analysis activities.	Professional Learning	01/01/2016	12/31/2016	$0 - No Funding Required	Certified Teachers, Curriculum Specialist, Principal

Activity - Analysis of Student Work Samples	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will bring student work samples to PLC sessions and work collaboratively to determine instructional strengths, weaknesses and next steps to insure student academic success. Scoring guides and use of rubrics will build both adult and student understanding of rigor for each standard.	Professional Learning Academic Support Program	01/01/2016	12/31/2016	$0 - No Funding Required	Certified Teachers, Curriculum Specialist, Principal

Strategy2:

Goal-Setting - Students will set personal achievement goals as they complete the MAP test, take common assessments and prepare for KPREP. Data journals and reflection logs will be completed by the students and revisited as the year progresses. Students will analyze their own performance and look for areas of growth with the teacher's guidance.

Category: Continuous Improvement

Research Cited: John Hattie's Visible Learning text

Activity - Data Journals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students fill out their goal before and after assessments to monitor their own progress. Teachers will use the journals as a tool to provide feedback and support towards proficiency.	Academic Support Program Direct Instruction	01/01/2016	12/31/2016	$0 - No Funding Required	Certified Teachers, Curriculum Specialist, Principal

Activity - Mentoring/Conferencing with Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrative team members and certified staff members will meet with students to discuss progress. Small groups sessions will foster communication between adults and learners but also help set high expectations for achievement. Data Journals will be part of conferences and students will reflect on next steps between meetings.	Academic Support Program	01/01/2016	12/31/2016	$0 - No Funding Required	Administrative Team, Certified Teachers

Goal 2:

Alll non-duplicated gap group students' average combined reading and math proficiency ratings will increase from 30.2% to 51.1% by 2018.

Measurable Objective 1:

50% of Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in reading and in Mathematics by 12/31/2016 as measured by the KPREP assessment.

Strategy1:

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Category: Stakeholder Engagement

Research Cited:

Activity - Hosting Curriculum Focused Nights	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Events hosted at the school which contain an academic focus AND a social/emotional component. Transition events will include resources for the parents, Open House may contain a quick note guide to the standards for that grade level...strategies and practical suggestions for families to use.	Parent Involvement Community Engagement	01/01/2016	12/31/2016	$200 - Other	Certified Teachers, Curriculum Specialist, Principal, Guidance Counselor

Activity - Public Relations Messages	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Social media and traditional media will be used to keep families informed of school events, upcoming units of study and project deadlines. Common everyday strategies that can be used to foster literacy and numeracy will be highlighted along with the demands of KCAS and how they can support their learner at home.	Parent Involvement Community Engagement	01/01/2016	12/31/2016	$0 - No Funding Required	Certified Teachers, Curriculum Specialist, Guidance Counselor, FRC Director, Principal

Strategy2:

Congruent and Aligned Instruction - This strategy will focus on ensuring that core instruction is based KCAS standards and that instructional time is maximized to support all groups of learners.

Category: Learning Systems

Research Cited: Understanding by Design / by Grant P. Wiggins, Jay McTighe

Activity - Assessment Practices/Calendar	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Activity - Pacing Guides	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will implement and monitor curriculum pacing guides to present a balanced approach to standards delivery. PLCs will be used to adapt/monitor/address changes or improvements to the documents.	Direct Instruction	01/01/2016	12/31/2016	$0 - No Funding Required	Certified Teachers, Curriculum Specialist, Principal

Goal 3:

The percentage of novice students in reading and math at MCE will be reduced from 29.8% to 23.9% by 2018.

Measurable Objective 1:

80% of Third, Fourth and Fifth grade students will demonstrate a behavior   to perform at least at the apprentice level in reading and in Mathematics by 12/31/2016 as measured by KPREP assessment.

Strategy1:

Literacy Strands Implementation - Classrooms will incorporate the five strands of literacy into all content areas. A balanced literacy workshop/model will be used to address individual student needs, allow for student choice and create differentiation instruction which supports students specifically needing extra help.

Category: Continuous Improvement

Research Cited:

Activity - Daily Five Workshop Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mini lessons based on need, small group instruction, individual and partner reading and student/teacher conferences are some of the components for this literacy model.	Direct Instruction Academic Support Program	01/01/2016	12/31/2016	$500 - Title I Schoolwide	Classroom teachers, Curriculum Specialist, Principal

Strategy2:

Conceptual Building Blocks Implementation - Teachers will attend training and implement the foundations of conceptual building blocks in their mathematics classroom. The progression of concrete objects to pictorial representations to abstract thinking is key to helping our students understand numeracy. This is an ongoing process and conceptual building blocks will be emphasized in future math planning.

Category: Continuous Improvement

Research Cited: Van de. Walle, J. & Lovin. L. (2006).

Activity - Building Blocks Workshops	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend a six day series of workshops focused on a conceptual understanding of mathematics. Strategies will be implemented in classrooms as part core instruction and intervention work as needed.	Professional Learning	01/01/2016	12/31/2016	$500 - Title I Part A	Classroom Teachers, Special Education Staff, Curriculum Specialist, OVEC Mathematics Consultant

Strategy3:

Number Talks - Number Talks are a strategy used to create logical, intentional mathematicians. Students will be given regular, intentionally-planned time to explore and share their thoughts and connections as they reason through teacher-provided problems. Students learn as a community and grow mathematically through discussion and modeling.

Category: Continuous Improvement

Research Cited: Number Talks: Helping Children Build Mental Math and Computation Strategies: Sherry Parrish

Activity - Number Talks Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Resources/CDs related to Number Talks implementation will be purchased. Teachers self-select the portions of the sample tasks they want to implement then bring reflection/samples to PLCs to share their experiences. Building of a math community can occur with this resource and mathematical practices from Common Core Standards are supported with this approach.	Academic Support Program Direct Instruction	01/01/2016	12/31/2016	$200 - Title I Part A	Certified Teachers, Curriculum Specialist, Principal

Strategy4:

Novice Reduction Targeting - Students will be "named and claimed" during ongoing assessment data analysis. Professional learning community conversations will target specific students and plan specific instructional activities to support students who need extra scaffolding.

Category: Continuous Improvement

Research Cited:

Activity - Focus Student Supports	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who have been identified for extra support in the "name and claim" PLC discussions will be given wrap-around supports with goal-setting and mentoring discussions. An adult will meet with those students and conference about goal-setting and strategies for growth on an ongoing basis.	Direct Instruction Academic Support Program	01/01/2016	12/31/2016	$0 - No Funding Required	Classroom Teachers, Curriculum Specialist, Guidance Counselor, Principal

Strategy5:

Intervention for Tier 2 & Tier 3 Students - Additional intervention will be provided by a combination of classroom teachers/paraprofessionals/response to intervention teachers to give students additional layers of support when needed. Tier 2 and 3 instruction is based on both the standards for the specific grade level and the needs of the individual child. As MAP, formative data and common assessment results indicate growth, students may be placed or released from these interventions.

Category: Continuous Improvement

Research Cited:

Daly, E. J., Chafouleas, S. M., & Skinner, C. H. (2005). Interventions for reading problems: Designing and evaluating effective strategies.
New York: Guildford Press.

Activity - Tier 2 and 3 Flex Grouping in Grade Bands	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers within a grade level develop and implement differentiated instruction based on student need. Small group or individual lessons reflect just in time supports.	Academic Support Program Direct Instruction	01/01/2016	12/31/2016	$500 - State Funds	Classroom Teachers, Response to Intervention Teacher, Curriculum Specialist

Strategy6:

Flexible Groups in Tier 1 Instruction - Instructional groups will be utilized to support students based on their academic need. These flexible groups will form and disband as a skill or specific standard is mastered. The classroom teacher will design and deliver instruction to best support student growth.

Category: Continuous Improvement

Research Cited:

Activity - Data Analysis for Student Need	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use formative and summative data to inform instructional decisions in planning and professional development.	Direct Instruction Professional Learning Academic Support Program	01/01/2016	12/31/2016	$0 - No Funding Required	Classroom teachers, Curriculum Specialist, Principal

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Alll non-duplicated gap group students' average combined reading and math proficiency ratings will increase from 30.2% to 51.1% by 2018.

Measurable Objective 1:

50% of Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in reading and in Mathematics by 12/31/2016 as measured by the KPREP assessment.

Strategy1:

Communication/Outreach to Families - MCE will conduct outreach to our families in a variety of formats in an effort to build a stronger academic partnership. Newsletters, emails and social media outreach will contain suggestions and tips for supporting learners. School events and activities will incorporate more standards-driven content and academic achievement emphasis. Information about Standards-Based Grading and the report card structure will also be included. Many stakeholders are willing to work with their scholars and our outreach

efforts will give them more tools for the school toolbox.

Category: Stakeholder Engagement

Research Cited:

Activity - Public Relations Messages	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Social media and traditional media will be used to keep families informed of school events, upcoming units of study and project deadlines. Common everyday strategies that can be used to foster literacy and numeracy will be highlighted along with the demands of KCAS and how they can support their learner at home.	Parent Involvement Community Engagement	01/01/2016	12/31/2016	$0 - No Funding Required	Certified Teachers, Curriculum Specialist, Guidance Counselor, FRC Director, Principal

Activity - Hosting Curriculum Focused Nights	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Events hosted at the school which contain an academic focus AND a social/emotional component. Transition events will include resources for the parents, Open House may contain a quick note guide to the standards for that grade level...strategies and practical suggestions for families to use.	Community Engagement Parent Involvement	01/01/2016	12/31/2016	$200 - Other	Certified Teachers, Curriculum Specialist, Principal, Guidance Counselor

Strategy2:

Congruent and Aligned Instruction - This strategy will focus on ensuring that core instruction is based KCAS standards and that instructional

time is maximized to support all groups of learners.

Category: Learning Systems

Research Cited: Understanding by Design / by Grant P. Wiggins, Jay McTighe

Activity - Assessment Practices/Calendar	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assessments will be given on a routine basis to help gauge student progress and identify areas for growth. As trends are identified, reteaching, mini-lessons, tiered instruction or tutoring may be used to help address gaps in achievement.	Professional Learning	01/01/2016	12/31/2016	$0 - No Funding Required	Certified Teachers, Curriculum Specialist, Principal

Activity - Pacing Guides	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will implement and monitor curriculum pacing guides to present a balanced approach to standards delivery. PLCs will be used to adapt/monitor/address changes or improvements to the documents.	Direct Instruction	01/01/2016	12/31/2016	$0 - No Funding Required	Certified Teachers, Curriculum Specialist, Principal

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

Goal 1:

Mason-Corinth Elementary will increase student awareness of college and career opportunities.

Measurable Objective 1:

100% of All Students will collaborate to develop stronger understanding of expectations at next level in Career & Technical by 12/31/2016 as measured by successful transitions to upcoming grade level.

Strategy1:

Transition Events - Transitioning activities for a variety of grade levels will be conducted to help students be successful.

Category: Continuous Improvement

Research Cited:

Activity - 5th Grade To Middle School Events	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
5th grade students will have the opportunity to visit the middle school and become familiar with its staff and building. Elementary and middle school guidance counselors will collaborate to provide an orientation/FAQ session to address student questions.	Career Preparation/ Orientation Behavioral Support Program Academic Support Program	01/01/2016	12/31/2016	$0 - No Funding Required	Guidance Counselors

Activity - Kindergarten/Preschool Nights	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Transition events will be hosted for preschool and kindergarten students and their families as new students acclimate to the school settings. Expectations for academic, social and emotional development will be the focus.	Career Preparation/ Orientation Parent Involvement Academic Support Program	01/01/2016	12/31/2016	$100 - School Council Funds	Classroom teachers, Curriculum Specialist, FRC Director, Principal

Activity - Readiness Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incoming kindergarten students will be given the Brigance screener within the prescribed 45 day window to help identify strengthens and challenges.	Academic Support Program	01/01/2016	12/31/2016	$200 - Other	Kindergarten support staff and Kindergarten teachers

Measurable Objective 2:

100% of All Students will achieve college and career readiness for future decision-making in Career & Technical by 12/31/2016 as measured by student oral and written responses.

Strategy1:

Career-Focused Project Based Snow Learning - Students self-select careers of interest and complete project-based learning tasks. Students will use a variety of technology resources and informational texts to gather information while completing their projects.

Category: Career Readiness Pathways

Research Cited: Educational Leadership, February 2008 | Volume 65 | Number 5

Teaching Students to Think Pages 80-82. Jane David

Activity - PBL Career Projects	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students complete career tasks and submit to teachers using rubrics and predetermined scoring guides.	Career Preparation/ Orientation	01/01/2016	12/31/2016	$0 - No Funding Required	Classroom Teachers, Curriculum Specialist, Principal

Activity - PBL Career Showcase	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Name Students will present their Career PBL products to staff and families. Speaking and listening standards will be developed as students create exhibits/presentations which showcase career learning. This event will be district-wide and community partners will be invited to view.	Academic Support Program Parent Involvement Career Preparation/ Orientation	04/01/2016	04/29/2016	$0 - No Funding Required	Curriculum Specialist, Classroom Teachers, Guidance Counselor

Strategy2:

Career Expo - All MCE students will participate in Career and College opportunity exploration as part of our Career Expo event. Research and study about a variety of careers and the training needed for that career will be completed as part of strategy. Reflections and student writings will assist in goal-setting as students identify interests and potential careers.

Category: Career Readiness Pathways

Research Cited: Goal-setting/Student Expectations...John Hattie's Visible Learning

Activity - Pre/Post Career Expo Writing Tasks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students generate then answer questions related to various careers following expo event. Writing and reflection based on experiences inform students' next steps.	Career Preparation/ Orientation	01/01/2016	12/31/2016	$0 - No Funding Required	FRC Director, Curriculum Specialist, Guidance Counselor, Classroom Teachers

KDE Assurances - School

Introduction

KDE Assurances - School

Assurances

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

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes		

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes		

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes		

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

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

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	No	At this time, the Parent Compact is in development and the final draft has not yet been approved.	

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

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

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

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

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

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	Yes		

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

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	Yes	Compact is still in rough draft format.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	Yes		

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

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

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes	http://www.grant.kyschools.us/	

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

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

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

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

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

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

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

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

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

The Missing Piece

Introduction

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

Stakeholders

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

Advisory Council members, SBDM parent and teacher representatives and other staff members were part of the data collection process.

Relationship Building

Overall Rating: 3.0

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

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

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

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

	Statement or Question	**Response**	**Rating**
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	District and school staffs encourage continuous and meaningful communication with all parents about their student's academic goals and progress.	Distinguished

	Statement or Question	**Response**	**Rating**
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Proficient

	Statement or Question	**Response**	**Rating**
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	Staff occasionally asks for feedback on school's efforts to welcome and engage parents, in an informal or casual way with no regular data collection.	Apprentice

Communications

Overall Rating: 3.0

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

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

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

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

	Statement or Question	**Response**	**Rating**
3.5	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, opportunities for student-led conferences).	Proficient

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

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

Decision Making

Overall Rating: 2.57

	Statement or Question	**Response**	**Rating**
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	School staff offers professional learning community opportunities, workshops, and accessible written information to equip parents for service on SBDM council and committees.	Proficient

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

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

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

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

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

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

Advocacy

Overall Rating: 3.0

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

	Statement or Question	**Response**	**Rating**
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Proficient

	Statement or Question	**Response**	**Rating**
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report that they are invited to attend meetings to discuss Individual Education Plans, Individual Learning Plans, 504 plans and/or intervention strategies.	Apprentice

	Statement or Question	**Response**	**Rating**
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School staff collaborates with stakeholders in developing policies and procedures to resolve issues and complaints and to identify needed improvements.	Distinguished

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

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

Learning Opportunities

Overall Rating: 2.5

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

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

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

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

	Statement or Question	**Response**	**Rating**
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School staff allows parents to visit regular education classrooms upon request. There is no school policy.	Novice

	Statement or Question	**Response**	**Rating**
6.6	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	Proficient

Community Partnerships

Overall Rating: 3.0

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

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

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

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	District and school staffs collaborate with all willing organizations to support parents and advocates in addressing individual student needs.	Distinguished

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

|	Statement or Question	Response	Rating
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff offers and publicizes community-based learning activities, such as tutoring linked to the curriculum, for all students and parents.	Proficient

Reflection

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

MCE has parents and community members that care about the success of our students. As a school, we continue to work on being intentional and purposeful in getting their input and participation in moving the school forward. There are many opportunities available for being involved with the school but a more deliberate, concentrated plan to communicate and collaborate with those stakeholders is needed.

Report Summary

Scores By Section

Section Score
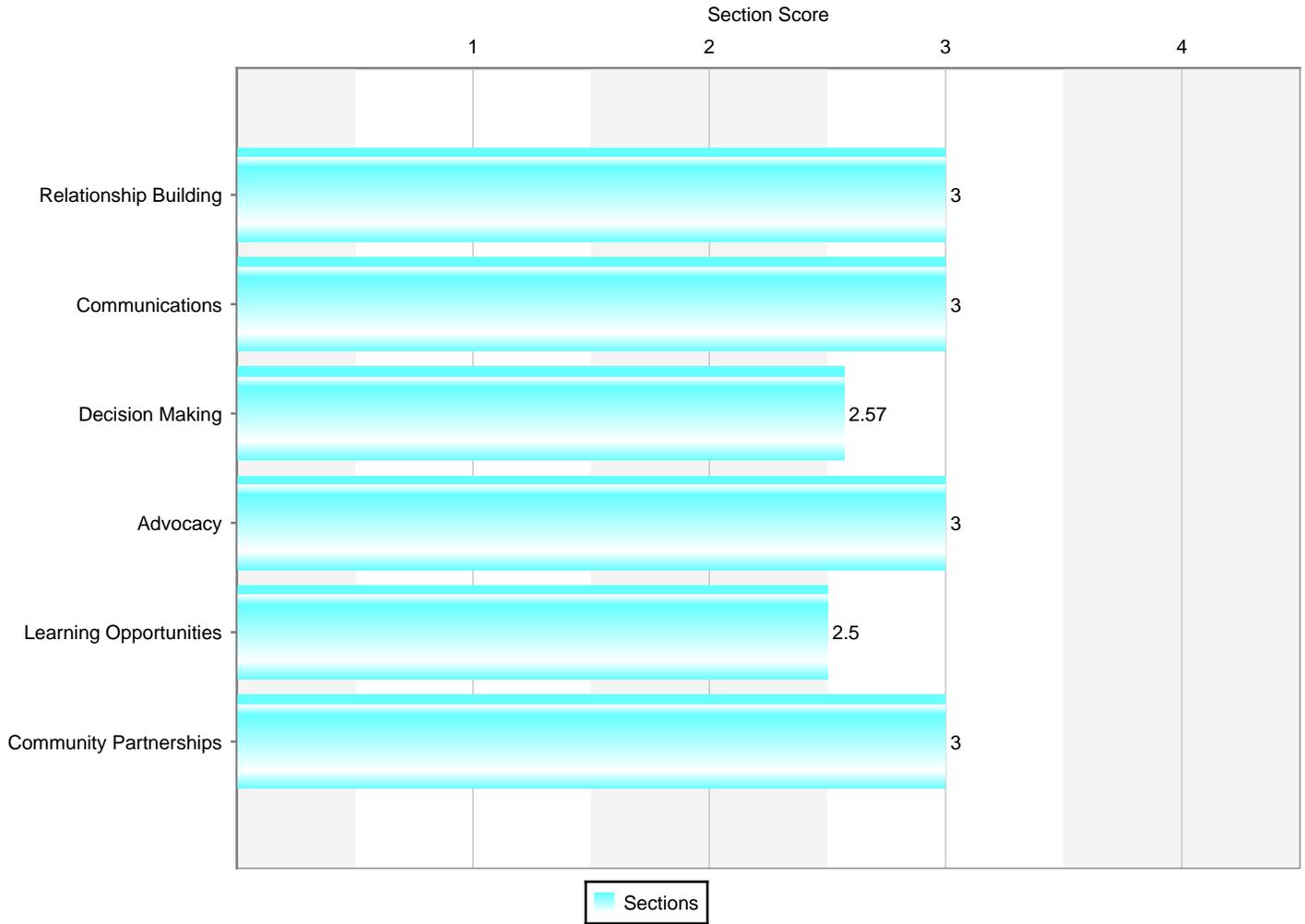
Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

Stakeholders from a variety of perspectives were included in the development of Mason-Corinth's improvement plan. Staff members were part of professional learning community discussions regarding school needs and strategies to support student achievement. Teachers' meetings also contained small-group and whole group discourse and planning to generate activities which would improve learning. SBDM members (parents and teachers) reviewed school and state data as part of the regular meetings and offered their input for the plan.

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

Parents from SBDM, staff members and community representatives participated in the development of the improvement plan. These stakeholders analyzed data, identified barriers/challenges to students learning, generated ideas to address said barriers and highlighted strengths of student performance at MCE. Each group was also asked to share their insight and/or suggestions for next steps as the school moves forward.

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

Goals and targets for the improvement plan were shared at SBDM and vetted by the council. Staff views the plan at teachers' meetings and it will be available online for a wider audience to review. Information about progress on the plan will be received in an ongoing manner as part of school newsletters, staff PLC meetings and monthly school-based decision-making council sessions.

School Safety Report

Introduction

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

School Safety Requirements

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

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes	September 2013	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	September 2013	

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

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

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

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

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

Label	Assurance	Response	Comment	Attachment
9.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	October 2014	

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

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

Label	Assurance	Response	Comment	Attachment
12.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes	Monthly	

Label	Assurance	Response	Comment	Attachment
13.	Are processes in place to ensure all four emergency response drills (Fire in compliance with Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	Yes		

Equitable Access Diagnostic

Introduction

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

Needs Assessment

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

What are the barriers identified?

Need for additional contact time in order to deliver needed supports to all students in all content areas.

What sources of data were used to determine the barriers?

Review of master schedule, special education teachers' daily schedules and classroom teachers' schedules; conversations with certified and classified staff, review of RTI and student IEP progress monitoring.

What are the root causes of those identified barriers?

Adjustments to master schedule, tweaking flex grouping arrangements and exploration of combination collaboration/resource structures may address need for additional supports.

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

From 2014-2015, the majority of teachers were considered overall effective or higher.

Equitable Access Strategies

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

MCE process for assignment of students to insure equitable placement includes consideration for placing students in a heterogeneous classroom mix. All students (low income or minority students included) are placed in a thoughtful and multi-faceted approach which incorporates many factors to create fair access for students.

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?

All classrooms are equitably constructed through the use of assessment data, feedback from teachers and parents and roster composition. Gifted student plans, IEPs, PSPs, 504s and other support services are considered as students are heterogeneously placed in homerooms. MCE has no staff teaching out of field.

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

When selecting effective and diverse teaching staff, MCE looks at prior student performance as evidenced on KPREP, common assessments, MAP and formative assessments to analyze our recruiting needs. Candidates with strong understanding in identified content areas are selected. We also recruit and solicit team members who have a strong ability to build relationships and connect with a variety of students.

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

Diverse learning needs are a key component in all conversations with potential MCE teachers. As applicants are vetted, they are probed regarding their experiences with diverse populations, low income students and EL students. Candidates with strong skills in those areas are quickly secured to positions on our team.

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

Community-building and intentional support are two strategies utilized to retain effective teachers. They are placed in positions of leadership and given feedback to help guide growth. No incentives have been used at this time.

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

A bi-monthly session is held at the school level for new(er) teachers at MCE. It includes professional development, research and reading, classroom management and an open discussion element. MAT or KTIP teachers are supported through the vehicles which accompany their programs. Weekly professional learning community meeting are flexible and often address needs that arise for new or inexperienced teachers. District-level New Teacher Institute provides an additional layer of support four times per year.

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

Teachers who score at a level below accomplished are asked to use their professional growth plan as tool for improvement. PLC topics, professional development sessions and one-on-one coaching are used to promote professional improvement.

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

The TELL Kentucky results are analyzed and used to identify trends and needs for the staff. As those needs are identified, adjustments are made accordingly to professional development and other tools designed to serve the staff.

Questions

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

See GAP, Achievement and Growth goals included in the Comprehensive School Improvement plan for a listing.