

***Mercer County Senior High School
School Based Decision Making Council
Meeting Agenda***

**February 14, 2022
4:00 pm**

Members:

Spencer Tatum, Principal & Chair
Ekambaram Elumalai, Teacher Representative
Kendra Rowland, Teacher Representative
Christina Emmanuel, Teacher Representative
Jo Luthe, Parent Representative
Julie Peavler, Parent Representative
Mike Floro, Council Secretary

Opening Business

- Welcome
- Agenda Approval
- January Minutes
- Good News Report

Behavior/PBIS Report

Academic Progress Check

Budget Report

New Business

- FYRSC review
- Impact Kentucky Working Conditions survey
- Scheduling update
- Curriculum Policy (2nd Reading)
- Discipline and Classroom Management Policy (1st Reading)
- Instructional Practices Policy (1st Reading)
- School Space Policy (1st Reading)
- Schedule of School Day Policy review
- Upcoming dates/events

Public Comment

Set time & date for next meeting

Adjourn

***Mercer County Senior High
SBDM Council
Regular Monthly Meeting
January 10, 2022 – Draft Minutes***

The meeting was called to order by Mr. Tatum at 4:01 p.m. in the media center. The following members of the council were in attendance:

Present : Spencer Tatum, Principal Christina Emmanuel, Teacher Kendra Rowland, Teacher Ekambaram Elumalai, Teacher Jo Luthe, Parent Julie Peavler, Parent Mike Floro, SBDM Secretary	Absent:
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Agenda Approval

Motion to accept: K. Rowland, second by J. Luthe
Motion was approved by consensus.

Minutes Approval

December minutes were reviewed by the council.

Motion to accept: J. Luthe, second by C. Emmanuel
Motion was approved by consensus.

Good News Report

- Nathan Simpson was chosen as the high school “Superior Titan” and was recognized at the December Board meeting.
- Jaicy Todd was named the winner of the Mercer County Conservation District Essay winner. Nathan Simpson placed second and Veronica Schroeder placed third.
- Girls Basketball won the 2A Sectional Tournament and will play in the 2A State Tournament in Owensboro on January 13th.
- Hope Lanham, Lindsey Jessie, and Timberlynn Yeast were named to the 2A Sectional All-Tournament team.
- Trosper Buchanan was named Courier-Journal All-State second team Punter.
- Brayden Dunn was named Courier-Journal All-State honorable mention Running Back.
- The Advocate-Messenger All-Area Football team members were Brayden Dunn (Running Back), Thaddeus Mays (Wide Receiver), Nicholas Fletcher (Offensive Lineman), and Trosper Buchanan (Punter). Brayden Dunn (Linebacker) and Wyatt Sanford (Linebacker) were named Honorable Mention.

Monthly Reports

Behavior: Swiss data was discussed. There were 354 total referrals for the school year through 1/6/22. 50 of these referrals were from “minor tardy” which was the highest category next to 46 referrals from “disruption”. The most frequent location was the “classroom”.

Academic:

- CERT Testing was scheduled for 1/19 and 1/20, but postponed to Monday 1/24 and Tuesday 1/25 due to missing school on 1/18 and potential bad weather on Thursday 1/20.

Budget:

Section 6 - \$72,484.41

District Activity Accounts - \$415,205.33

Student Activity Accounts - \$39,739.58

- School accolade banners were installed on the light poles throughout the week of 1/10 to 1/14.

Old Business

None

New Business

2022-23 Course Description Book (2nd Reading):

- No changes
Motion to accept: K. Rowland, second by J. Peavler

Enhancing Student Achievement Policy (2nd Reading)

- No changes
Motion to accept: J. Peavler, second by Eka

Planning Policy (2nd Reading)

- No changes
Motion to accept: K. Rowland, second by J. Luthe

Curriculum Policy (1st Reading)

- No Changes
Motion to accept: C. Emmanuel, second by J. Peavler

Discipline & Classroom Management Policy Review:

- The question was asked what is “standards and indicators for school improvement”

Instructional Practice Policy Review:

- No Changes

School Space Policy Review:

- Change “May” to “June” in 1st bullet under section 2 “Classroom Space Assignments”
- Take out the space between bullets 4 and 5 on the top.

Upcoming dates/events:

Jan 10	SBDM
Jan 13	Scholarship Shoppe
Jan 17	MLK Day - No School
Jan 18-Feb 1	CERT Testing Window
Jan 20	Board Meeting 5:30
Jan 26	Club Day
Feb 12	ACT
Feb 14	SBDM 4:00
Feb 17	Board Meeting - 5:30
Feb 21	President's Day - No School
Feb 22-Mar 4	End of Program Testing Window
Feb 23	Blood Drive
Mar 8	11th Grade ACT
Mar 17	Board Meeting 5:30
Mar 21	SBDM - 4:00
Mar 23	Club Day
Mar 25	Titan Singers Spring Concert 7:00
Apr 2	ACT
Apr 4-8	Spring Break
Apr 18	SBDM - 4:00
Apr 20	Blood Drive
Apr 20	Club Day
Apr 21	Board Meeting - 5:30
Apr 23	Prom - 8:00

The list was reviewed and Mr. Tatum will continue to share dates with the staff weekly.

Public Comments

None

The next regular monthly meeting will be February 14th at 4:00 p.m. The SBDM council was adjourned at 4:44 p.m. The motion was made by K. Rowland and seconded by J. Luthe. Motion was approved by consensus.

Submitted by Mike Floro, recording secretary

Good News Report – February 14, 2022

- Raegan Daniels was chosen as the high school “Superior Titan” and was recognized at the January Board meeting.
- Scholarship Shoppe was held on January 13th with many local businesses and organizations attending to talk to our seniors about scholarships.
- The Lady Titans Basketball team advanced to the semi-finals of the 2A State tournament in Owensboro.
- Timberlynn Yeast and Lindsay Jessie were named to the 2A State All-tournament team.
- District tournaments for both the boys and girls basketball teams will begin the week of Feb. 21st.
- Archery team is in the middle of their season and the team won first place in the Boyle Co. State Qualifier tournament on January 22nd. Chase Flach placed 1st and had a score of 285/300.
- Academic team won the Katherine Hume Sportsmanship award at the District Governor’s Cup competition. The Future Problem Solving team (Veronica Schroeder, Lauren Hayslett, Nathaniel Vittitoe, and Nathan Simpson) won 1st place.
- In Composition, Lauren Hayslett placed second and Nathan Simpson placed third.
- In Math, Nathaniel Vittitoe placed third.
- In Arts and Humanities, Savannah Merriman placed third.
- In Social Studies, Veronica Schroeder placed fifth.
- Miranda Goodlett was selected as “Teacher of the Month” by the student body.
- District Art winners that will now advance to the regional competition at ECU are as follows:
 - Kaleb Mitchell - Drawing and Graphic Design
 - Kiarra McConville - Photography
 - Ashlyn Cheek - Sculpture
 - Sarah Bufundo - Fashion Design

**Mercer County Senior High School**

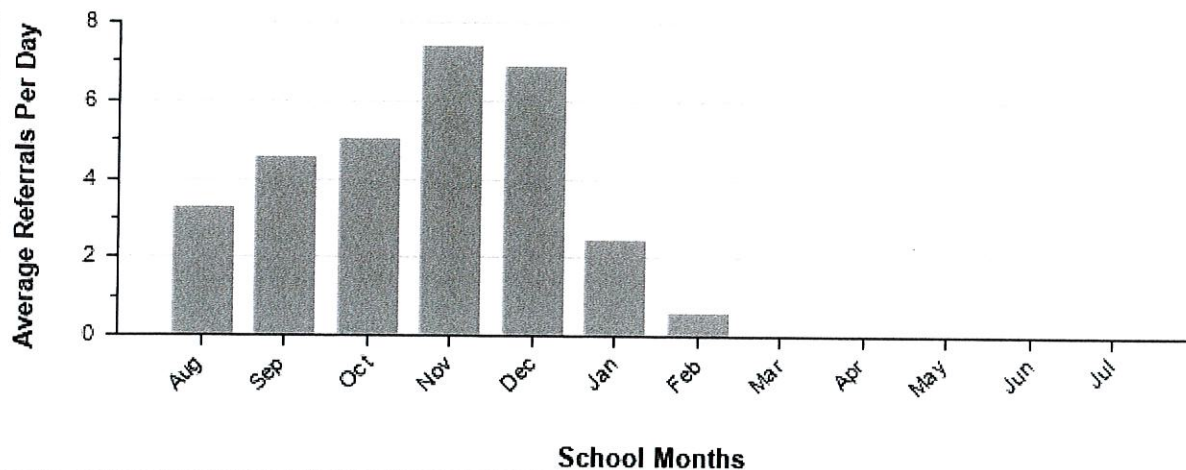
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School Summary
2021-22

Outcome: All Referrals

Average Referrals Per Day Per Month

All, 2021-22

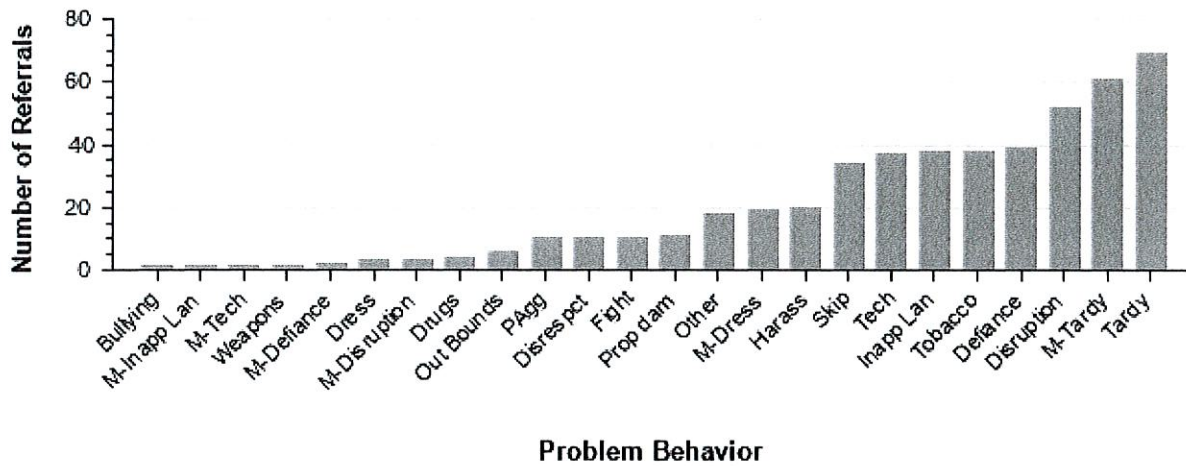


Data Table

Year	Month	Days Count	Referral Count	ODR/School Day
2021	August	15	49	3.27
2021	September	21	95	4.52
2021	October	13	65	5.00
2021	November	19	140	7.37
2021	December	13	89	6.85
2022	January	16	39	2.44
2022	February	19	11	0.58
2022	March	23	0	0.00
2022	April	16	0	0.00
2022	May	19	0	0.00
2022	June	0	0	0.00
2022	July	0	0	0.00
Totals:		174	488	2.50

Referrals by Problem Behavior

All, Aug 1, 2021 - Jul 31, 2022

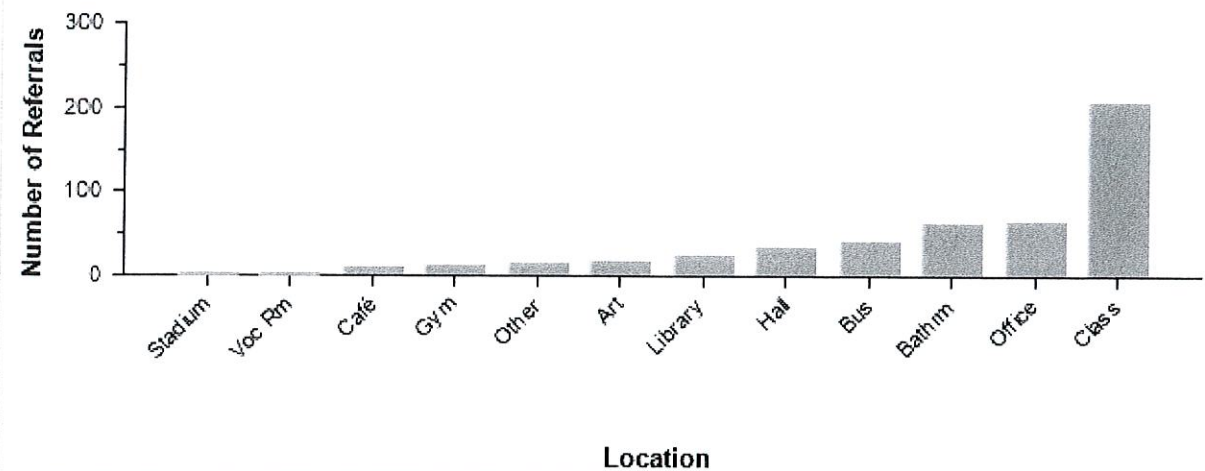


Data Table

Problem Behavior	Frequency	Proportion	Additional Frequency
Bullying	1	0.20%	0
Minor - Inappropriate Language	1	0.20%	0
Minor - Technology Violation	1	0.20%	0
Use/Possession of Weapons	1	0.20%	0
Minor - Defiance/Insubordination/Non-compliance	2	0.41%	0
Dress Code Violation	3	0.61%	0
Minor - Disruption	3	0.61%	0
Use/Possession of Drugs	4	0.82%	0
Inappropriate Location/Out of Bounds Area	6	1.23%	0
Physical Aggression	10	2.05%	0
Disrespect	10	2.05%	0
Fighting	10	2.05%	0
Property Damage/Vandalism	11	2.25%	0
Other Behavior	18	3.69%	0
Minor - Dress Code Violation	19	3.89%	0
Harassment	20	4.10%	0
Skip class	34	6.97%	0
Technology Violation	37	7.58%	0
Abusive Language/Inappropriate Language/Profanity	38	7.79%	0
Use/Possession of Tobacco	38	7.79%	0
Defiance/Insubordination/Non-Compliance	39	7.99%	0
Disruption	52	10.66%	0
Minor - Tardy	61	12.50%	0
Tardy	69	14.14%	0
Totals:	488	100%	0

Referrals by Location

All, Aug 1, 2021 - Jul 31, 2022

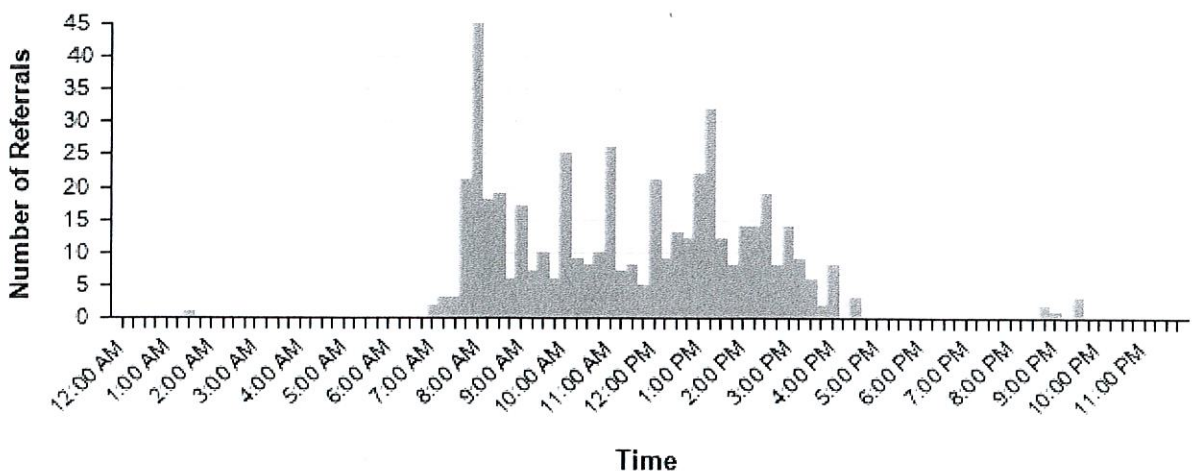


Data Table

Location	Frequency	Proportion
Stadium	1	0.20%
Vocational Room	1	0.20%
Cafeteria	10	2.05%
Gym	11	2.25%
Other Location	14	2.87%
Art Room	18	3.69%
Library	25	5.12%
Hallway/Breezeway	34	6.97%
Bus	40	8.20%
Bathroom/Restroom	62	12.70%
Office	66	13.52%
Classroom	206	42.21%
Totals:	488	100%

Referrals by Time

All, Aug 1, 2021 - Jul 31, 2022

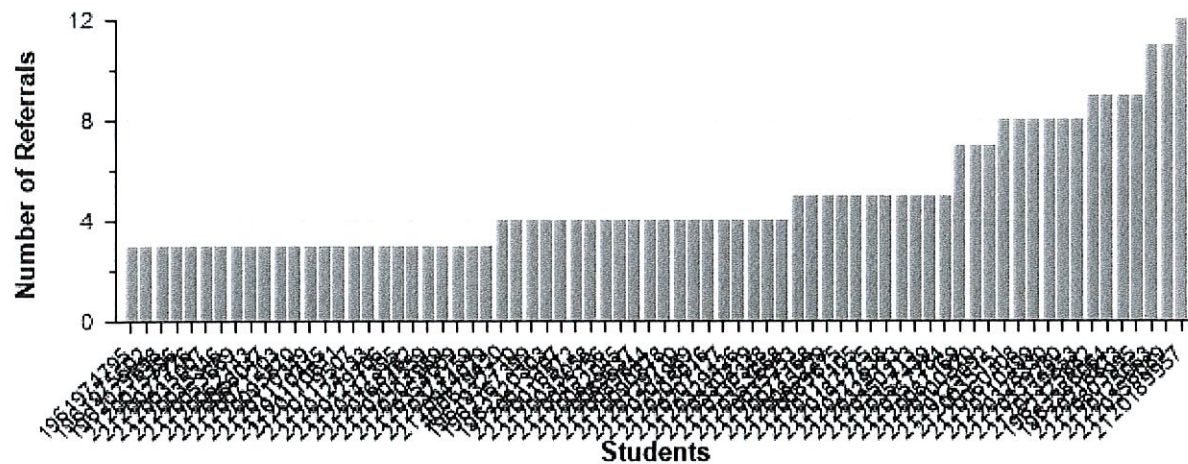


Data Table

Totals:	488	100%
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Referrals by Student

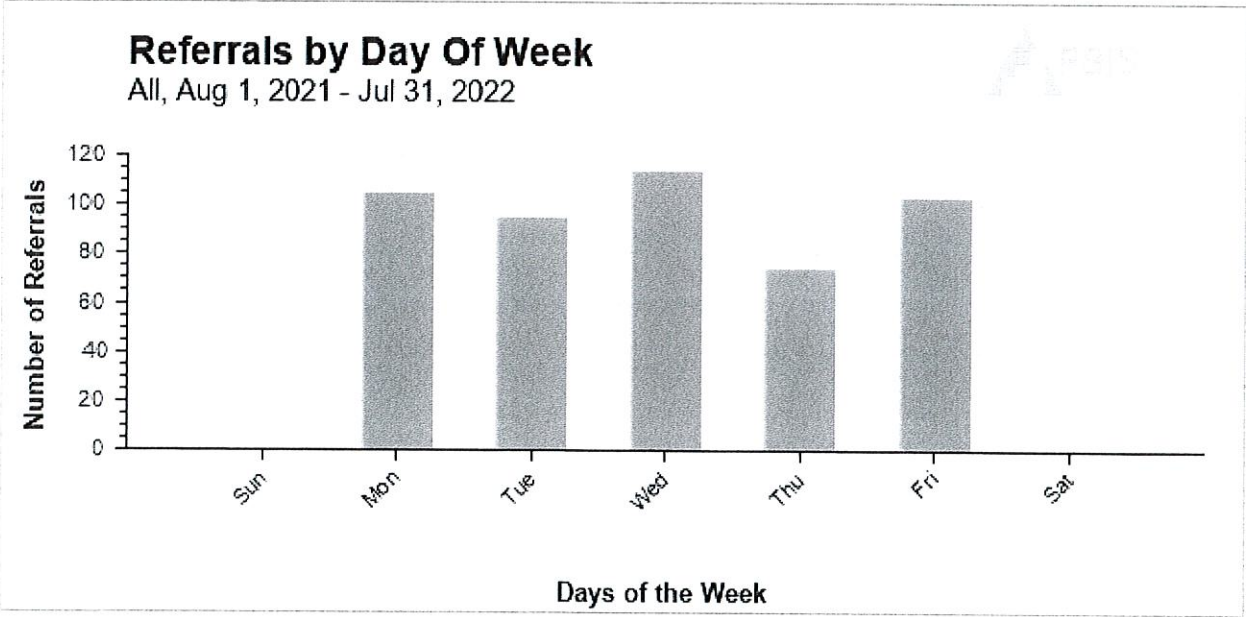
All, Aug 1, 2021 - Jul 31, 2022, At Least 3 Referrals



Data Table

Student ID	Frequency	Proportion
1961975602	3	0.86%
1962029698	3	0.86%
2120053669	3	0.86%
1961974795	3	0.86%
2120035007	3	0.86%
2120071203	3	0.86%
2120035346	3	0.86%
2120110445	3	0.86%
2120110349	3	0.86%
2120944029	3	0.86%
2120015396	3	0.86%
2120168162	3	0.86%
2120062143	3	0.86%
2120374159	3	0.86%
2120129706	3	0.86%
2120147395	3	0.86%
2120204559	3	0.86%
2120204989	3	0.86%
2120110611	3	0.86%
2120124133	3	0.86%
2120354009	3	0.86%
2120119507	3	0.86%
2120066047	3	0.86%
2120095870	3	0.86%
2120027776	3	0.86%
1962320303	4	1.15%
2120330348	4	1.15%
2120329426	4	1.15%
1962167399	4	1.15%
2120016572	4	1.15%
2120353668	4	1.15%
2120013107	4	1.15%
1961932710	4	1.15%
2120089644	4	1.15%
2120129710	4	1.15%
Totals:	349	100%

2120207127	4	1.15%
2120035058	4	1.15%
2120204969	4	1.15%
400679420	4	1.15%
2120205016	4	1.15%
2120045156	4	1.15%
2120090878	4	1.15%
2120089637	4	1.15%
2120082045	4	1.15%
2120330219	4	1.15%
2120329133	5	1.43%
2120357784	5	1.43%
2120035253	5	1.43%
2120350213	5	1.43%
2120085229	5	1.43%
2120277638	5	1.43%
2120077168	5	1.43%
2120187415	5	1.43%
2120111105	5	1.43%
2120357439	5	1.43%
2120089675	5	1.43%
2120125092	7	2.01%
2120087169	7	2.01%
2120100370	7	2.01%
2120328330	8	2.29%
2120060408	8	2.29%
2120035151	8	2.29%
2120339280	8	2.29%
2120110499	8	2.29%
2120439853	8	2.29%
1962386064	9	2.58%
1962325682	9	2.58%
2120803995	9	2.58%
2120216813	9	2.58%
2120356089	11	3.15%
2120125063	11	3.15%
2120189957	12	3.44%
Totals:	349	100%

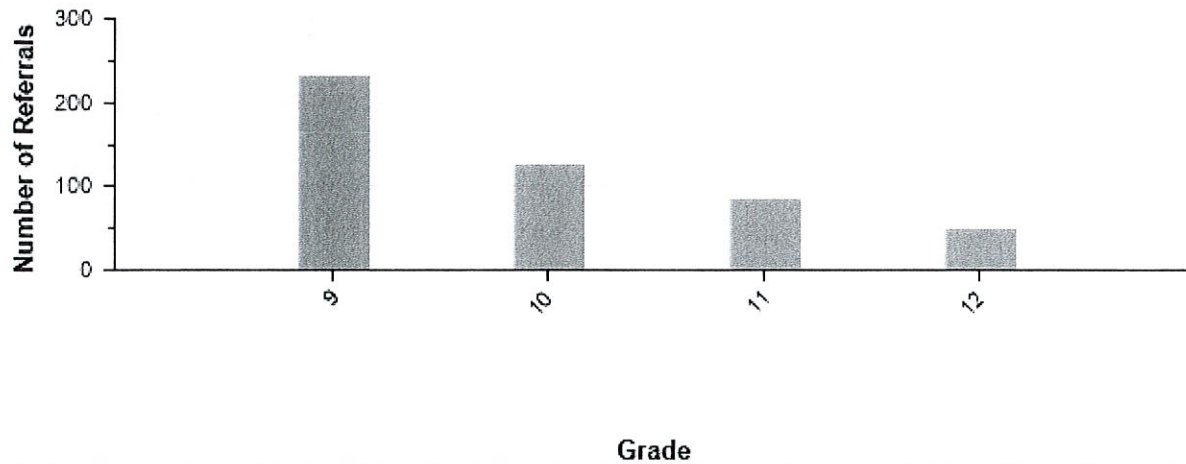


Data Table

Day	Frequency	Proportion
Sunday	0	0.00%
Monday	104	21.31%
Tuesday	94	19.26%
Wednesday	113	23.16%
Thursday	74	15.16%
Friday	103	21.11%
Saturday	0	0.00%
Totals:	488	100%

Referrals by Grade

All, Aug 1, 2021 - Jul 31, 2022



Data Table

Grade	Frequency	Proportion
Pre K-A	0	0.00%
Pre K-B	0	0.00%
Pre K	0	0.00%
K	0	0.00%
1	0	0.00%
2	0	0.00%
3	0	0.00%
4	0	0.00%
5	0	0.00%
6	0	0.00%
7	0	0.00%
8	0	0.00%
9	231	47.34%
10	125	25.61%
11	83	17.01%
12	49	10.04%
Post 12	0	0.00%
Totals:	488	100%

Section 6 Accounts	2021-22 Budget	Balance as of February 11, 2022
Certified Permanent Salary		
Extended Day		
Extra Service		
Other Certified	700	425.00
Certified Substitute Salary	1,000	801
Classified Regular Salary		
Classified Other Pay		
Classified Substitute Salary		
Employer FICA Contribution		
Employer Medicare Contribution	100	93.3
KTRS Employer Contribution	100	85.78
CERS Employer Contribution		
KSBA Unemployment Insurance	50	47.76
Workshop Consultant	250	250
Education Consultant	1,000	500
Registration Fees	12,000	3,787.00
Conference Registration		
Security Services		
Other Professional Services	1,000	570.00
Copier Rental	18,000	3,000.00
Other Rental	200	200.00
Postage & PO Box Rental	3,000	457.60
Telephone	3,000	1,440
Newspaper Advertising		
Travel	2,500	753
General Supplies	20,000.00	-2,097.04
General Supplies (Library)	500	338.84
Food Non Instructional	500	386.25
Food Instructional Non Food Service	250	250.00
Library Books (Library)	2,000	525.44
Periodicals (Library)	1,000	-246.40
Supplemental Books/Study Guides		
Textbooks		
Audiovisual Materials (Library)	1,250	596.95
Tests	250	250
Reference Materials	250	250
Computer Related Supplies	15,000	3,202
Awards	250	250
Health Supplies	1,000	269.66
Equipment Supplies		
Furniture/Fixtures		
Furniture/Fixture supplies		-3,631.01
Other Supplies & Materials		
Tech Related Hardware	500	357.00
Computers (Library)		
Tech Software	500	500.00
Instructional Equipment	500	500
Dues & Fees	1,000	620.00
Graduation Expenses		
Other Miscellaneous	40,372	15,922
Food Instructional Non Food Service		-4,000.00
General Supplies (School supplies)	39,571	26,409.68
Other Repairs and Maintenance	500	440.00
General Supplies (Custodial)	20,000	5,440.80
TOTAL	188,093.09	58,944.16

<i>District Activity Accounts @ Central Office</i>	<i>Balance as of February 11, 2022</i>
Destitute Senior	312.36
Class of 2023	3,200.75
Driver's Education	11,700.00
General Fund	40,676.95
Ag Shop	5,687.87
AP Exam	4,746.36
Art	170.48
Band	2,682.05
Chorus	406.95
Drama	9,328.42
English	-142.35
Class of 2024	0
Foreign Language	579.21
Horticulture	30,759.99
Library Book Fair	516.03
Class of 2025	767.34
Mercer Foundation Grant	0.00
Yearbook	5,085.83
Pictures	1,790.27
Science	-38.09
Senior Trip	160.38
Summer School	9,262.80
Technology	833.88
Class of 2022	7,078.34
Textbooks	16,903.36
College Tech Educational	903.83
Staff Fund	1,883.01
Col. Chinn Scholarship	500.00
Alvis Johnson Scholarship	2,190.00
School Store	140.35
General Athletics	-6,327.14
Archery	1,328.80
Baseball	858.86
Boys Basketball	7,154.66
Girls Basketball	1,417.27
Cheerleading	1,408.02
Cross Country	1,011.13
Dance	1,385.97
Football	640.57
Football Bowl Game	23,870.92
Football Capital	6,092.80
Football Supplemental	15,599.91
Golf	3,221.02
Boys Soccer	1,037.57
Girls Soccer	6,367.29
Softball	3,856.25
Boys Tennis	1,605.93
Girls Tennis	2,293.85
Track	1,038.76
Volleyball	46.42
Bass Fishing	4,973.56
Heart of the Bluegrass	2,410.03
Athletics Supplemental	3,618.78
Gate Receipts	109,296.54
Athletics Training	0.00
TOTAL	352,294.14

Student Activity Accounts @ Central Office**Balance as of February 11, 2022**

Thirst Club	24
KYA/KUNA	964.21
Fellowship of Christian Athletes	658.26
Republican Club	111
Unity Club	206.01
FCCLA	1,378.67
Engineering Club	674
Future Educators of America	129.81
National Honor Society	1779.74
Spanish Club	1,202.95
Student Council	6
Key Club	65.71
Film Club	121.31
Envirothon Team	75.03
Book Club	611.62
Beta Scholarship	170
Project Graduation	1,465.39
Beta Club	2,652.78
FFA	12,179.25
School Store	202
Student Vending	1,249.08
Pep Club	570.87
Weightlifting	381.34
Chess Club	596.55
TOTAL	27,475.58



Mercer County Senior High School (Mercer County)

Impact Kentucky Working Conditions Survey
2022 Impact Kentucky



Report created by
Panorama Education

Summary

Topic Description	Results	Comparison
Educating All Students Faculty perceptions of their readiness to address issues of diversity.	51% ▼ 22 since last survey	63% Kentucky High Schools 65% Mercer County 67% Kentucky
Emotional Well-Being and Belonging Perceptions of educator well being, efficacy, and belonging	38%	45% Kentucky High Schools 38% Mercer County 48% Kentucky
Feedback and Coaching Perceptions of the amount and quality of feedback faculty and staff receive.	32% ▼ 9 since last survey	46% Kentucky High Schools 51% Mercer County 55% Kentucky
Managing Student Behavior Perceptions of the management of student behavior in the classroom and school	48% ▼ 12 since last survey	58% Kentucky High Schools 52% Mercer County 65% Kentucky
Professional Learning Perceptions of the amount and quality of professional growth and learning opportunities available to faculty and staff.	23% ▼ 15 since last survey	49% Kentucky High Schools 47% Mercer County 57% Kentucky
Resources Perceptions of the adequacy of the school's resources.	45% ▲ 1 since last survey	47% Kentucky High Schools 46% Mercer County 49% Kentucky
School Climate Perceptions of the overall social and learning climate of the school.	28% ▼ 15 since last survey	49% Kentucky High Schools 45% Mercer County 60% Kentucky

School Leadership

Perceptions of the school leadership's effectiveness.

36%

▼ 11
since last survey

56% Kentucky High Schools

53% Mercer County

64% Kentucky

Staff-Leadership Relationships

Perceptions of faculty and staff relationships with school leaders.

62%

▲ 3
since last survey

71% Kentucky High Schools

68% Mercer County

76% Kentucky

34 responses

Educating All Students

Your average

51%

34 responses

Change

▼ 22

since last survey

School Type average: **63%** Kentucky High Schools

District average: **65%** Mercer County

State average: **67%** Kentucky

How did people respond?

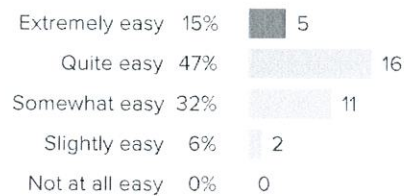
Q.1: How often do teachers use assessment data to inform their instruction?



▲ 1 from last survey

Favorable: **67%**

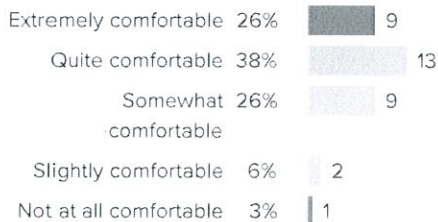
Q.2: How easy do you find interacting with students at your school who are from a different cultural background than your own?



▼ 27 from last survey

Favorable: **62%**

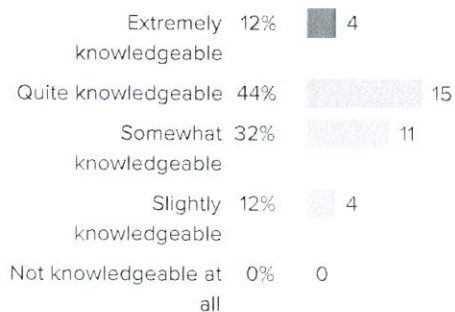
Q.3: How comfortable would you be incorporating new material about people from different backgrounds into your curriculum?



▼ 15 from last survey

Favorable: **65%**

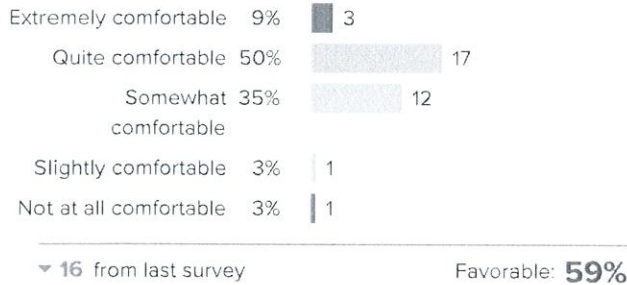
Q.4: How knowledgeable are you regarding where to find resources for working with students who have unique learning needs?



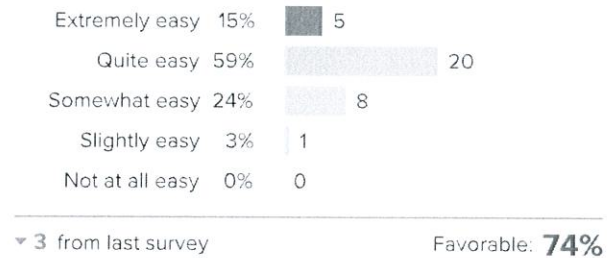
▼ 7 from last survey

Favorable: **56%**

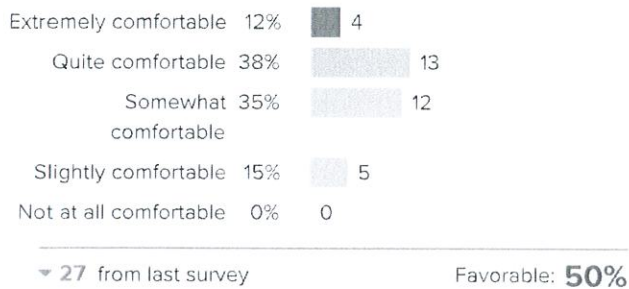
Q.5: If students from different backgrounds struggled to get along in your class, how comfortable would you be intervening?



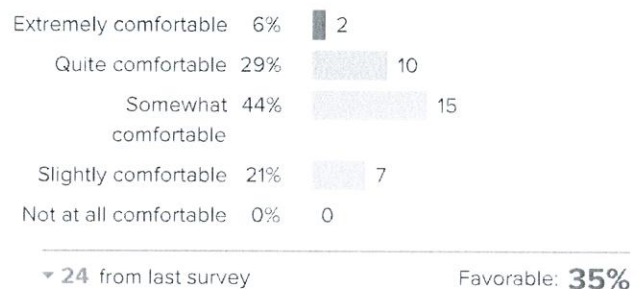
Q.6: How easy would it be for you to teach a class with groups of students from very different religions from each other?



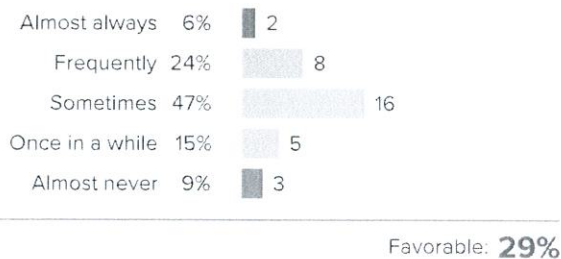
Q.7: In response to events that might be occurring in the world, how comfortable would you be having conversations about race with your students?



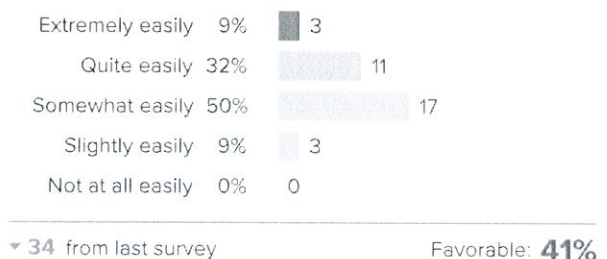
Q.8: How comfortable would you be having a student who could not communicate well with anyone in class because his/her home language was unique?



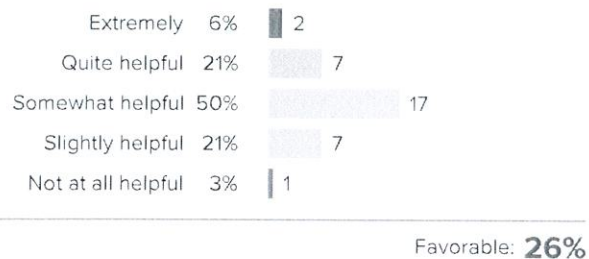
Q.9: How often do adults at your school have important conversations about sensitive issues of diversity, even when they might be uncomfortable?



Q.10: When a sensitive issue of diversity arises in class, how easily can you think of strategies to address the situation?



Q.11: When it comes to promoting culturally responsive practices, how helpful are your colleagues' ideas for improving your practice?



Emotional Well-Being and Belonging

Your average

38%

34 responses

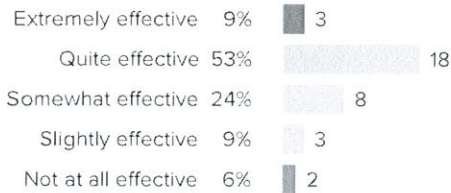
School Type average: **45%** Kentucky High Schools

District average: **38%** Mercer County

State average: **48%** Kentucky

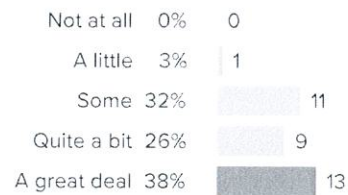
How did people respond?

Q.1: How effective do you feel at your job right now?



Favorable: **62%**

Q.2: How concerned are you about the emotional well-being of your colleagues as a result of their work?



▼ 29 from last survey

Favorable: **3%**

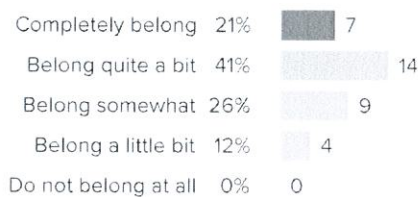
Q.3: How concerned are you about your own emotional well-being as a result of your work?



▼ 19 from last survey

Favorable: **24%**

Q.4: Overall, how much do you feel like you belong at your school?



Favorable: **62%**

Feedback and Coaching

Your average

32%

34 responses

Change

▼ 9

since last survey

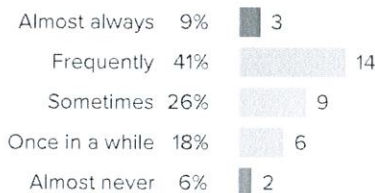
School Type average: **46%** Kentucky High Schools

District average: **51%** Mercer County

State average: **55%** Kentucky

How did people respond?

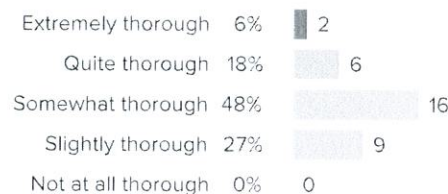
Q.1: How often do you receive feedback on your teaching?



▲ 9 from last survey

Favorable: **50%**

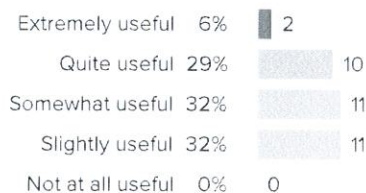
Q.2: At your school, how thorough is the feedback you receive in covering all aspects of your role as a teacher?



▼ 17 from last survey

Favorable: **24%**

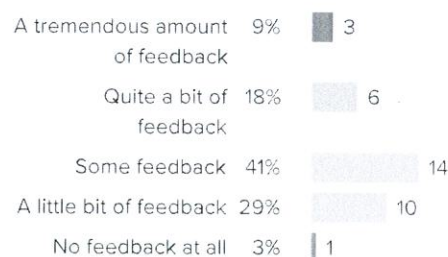
Q.3: How useful do you find the feedback you receive on your teaching?



▼ 15 from last survey

Favorable: **35%**

Q.4: How much feedback do you receive on your teaching?



▼ 8 from last survey

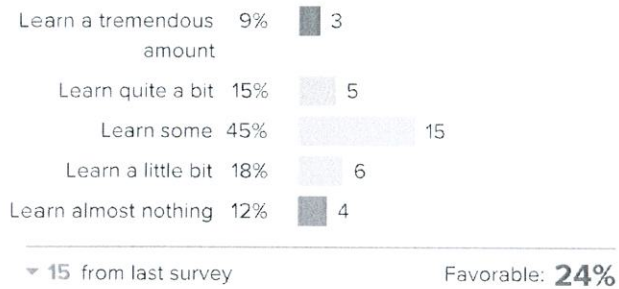
Favorable: **26%**

Mercer County Senior High School (Mercer County)

2022 Impact Kentucky 2022 Impact Kentucky Working Conditions Survey, Impact Kentucky Working Conditions Survey

PANORAMA

Q.5: How much do you learn from the teacher evaluation processes at your school?



Managing Student Behavior

Your average

48%

34 responses

Change

▼ 12

since last survey

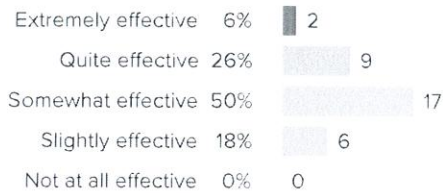
School Type average: **58%** Kentucky High Schools

District average: **52%** Mercer County

State average: **65%** Kentucky

How did people respond?

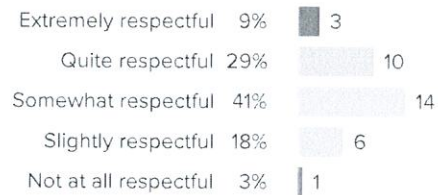
Q.1: How effective are the school leaders at developing rules for students that facilitate their learning?



▼ 18 from last survey

Favorable: **32%**

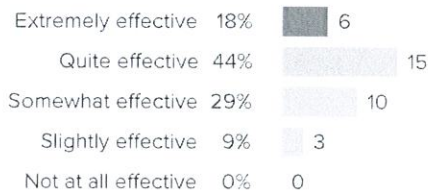
Q.2: How respectful are the relationships between teachers and students?



▼ 21 from last survey

Favorable: **38%**

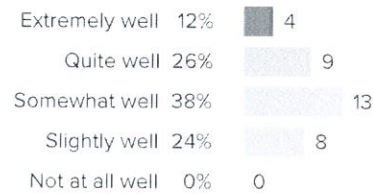
Q.3: How effective do you think you are at managing disruptive classes?



▼ 18 from last survey

Favorable: **62%**

Q.4: How well do school administrators support teachers' classroom management efforts?



▼ 14 from last survey

Favorable: **38%**

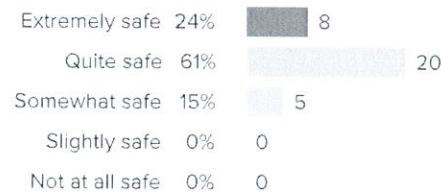
Q.5: How often does student misconduct disrupt the learning environment at your school?



▲ 0 from last survey

Favorable: **32%**

Q.6: Overall, how safe is the school environment?



▼ 4 from last survey

Favorable: **85%**

Professional Learning

Your average

23%

34 responses

Change

▼ 15

since last survey

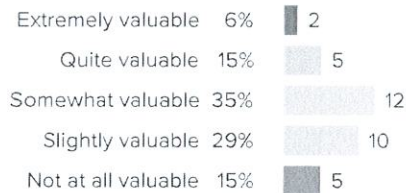
School Type average: **49%** Kentucky High Schools

District average: **47%** Mercer County

State average: **57%** Kentucky

How did people respond?

Q.1: At your school, how valuable are the available professional development opportunities?



▲ 1 from last survey

Favorable: **21%**

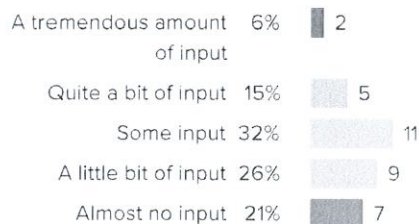
Q.2: How helpful are your colleagues' ideas for improving your teaching?



▼ 9 from last survey

Favorable: **39%**

Q.3: How much input do you have into individualizing your own professional development opportunities?



▼ 24 from last survey

Favorable: **21%**

Q.4: Through working at your school, how many new teaching strategies have you learned?



▼ 16 from last survey

Favorable: **29%**

Q.5: Overall, how much do you learn about teaching from the leaders at your school?



▼ 13 from last survey

Favorable: **21%**

Q.6: How often do your professional development opportunities help you explore new ideas?



▼ 21 from last survey

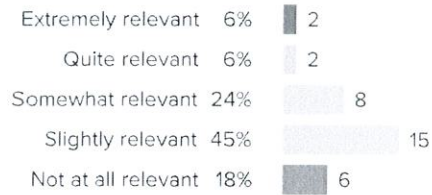
Favorable: **9%**

Mercer County Senior High School (Mercer County)

2022 Impact Kentucky 2022 Impact Kentucky Working Conditions Survey, Impact Kentucky Working Conditions Survey

PANORAMA

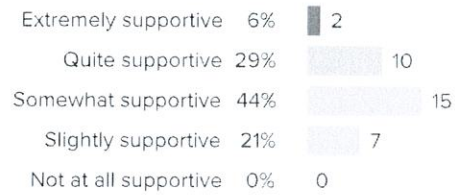
Q.7: How relevant have your professional development opportunities been to the content that you teach?



▼ 20 from last survey

Favorable: **12%**

Q.8: Overall, how supportive has the school been of your growth as a teacher?



▼ 15 from last survey

Favorable: **35%**

Resources

Your average

45%

34 responses

Change

▲ 1

since last survey

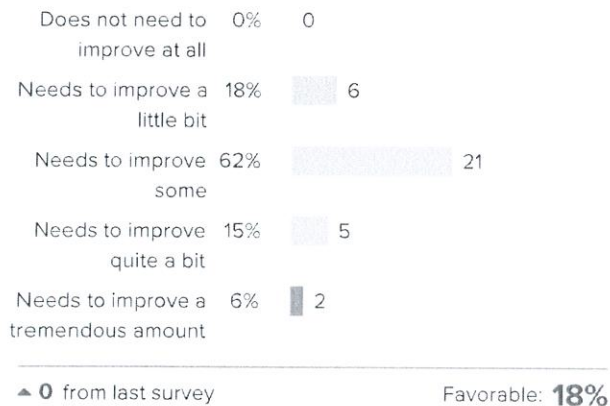
School Type average: **47%** Kentucky High Schools

District average: **46%** Mercer County

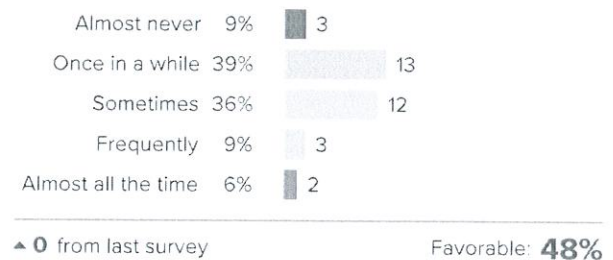
State average: **49%** Kentucky

How did people respond?

Q.1: To what extent does the quality of the resources at your school need to improve?



Q.2: When students need help from an adult, how often do they have to wait to get that help?



Q.3: At your school, how crowded do the learning spaces feel?



Q.4: How urgently does your school's technology need to be updated?

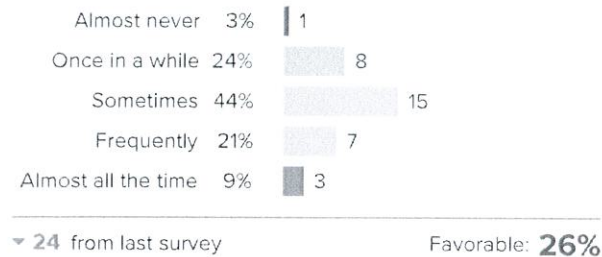


Mercer County Senior High School (Mercer County)

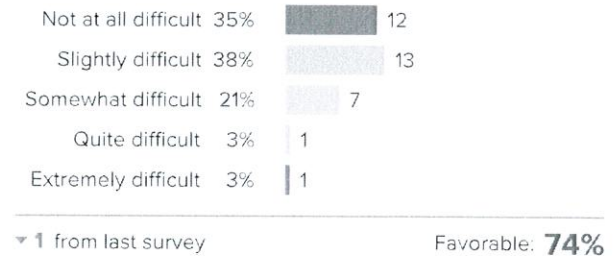
2022 Impact Kentucky 2022 Impact Kentucky Working Conditions Survey, Impact Kentucky Working Conditions Survey

PANORAMA

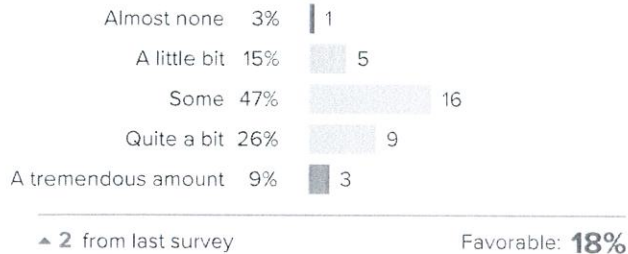
Q.5: How often do your school's facilities need repairs?



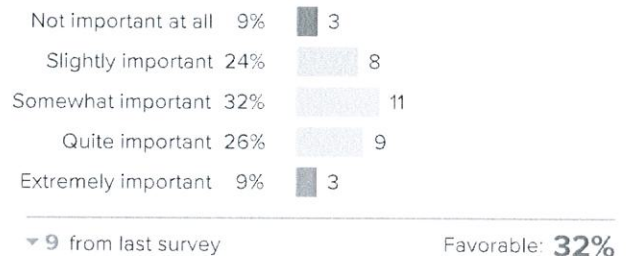
Q.6: For students who need extra support, how difficult is it for them to get the support that they need?



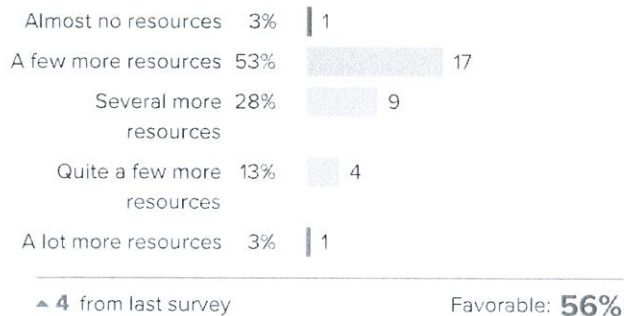
Q.7: How much of your own money do you spend on your classroom?



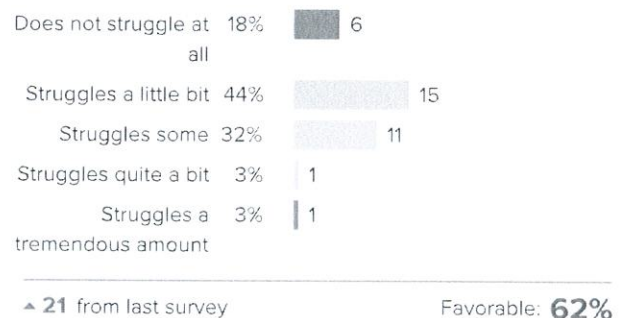
Q.8: How important is it for your school to hire more specialists to help students?



Q.9: How many more resources do you need to adequately support your students' learning?



Q.10: Overall, how much does your school struggle due to a lack of resources?

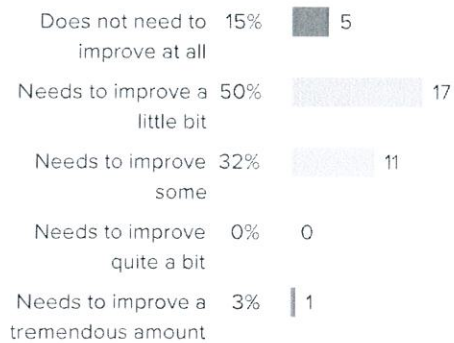


Mercer County Senior High School (Mercer County)

2022 Impact Kentucky 2022 Impact Kentucky Working Conditions Survey, Impact Kentucky Working Conditions Survey

PANORAMA

Q.11: To what extent does the access to instructional technology, including computers, printers, software and Internet access at your school need to improve?



▲ 20 from last survey

Favorable: 65%

School Climate

Your average

28%

34 responses

Change

▼ **15**

since last survey

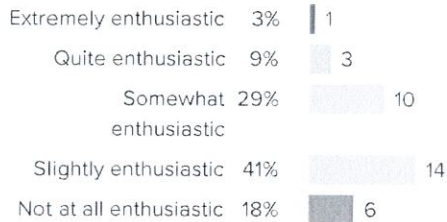
School Type average: **49%** Kentucky High Schools

District average: **45%** Mercer County

State average: **60%** Kentucky

How did people respond?

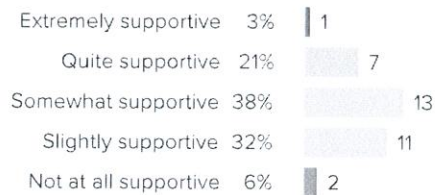
Q.1: On most days, how enthusiastic are the students about being at school?



▼ 2 from last survey

Favorable: **12%**

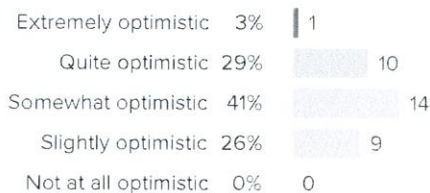
Q.2: When new initiatives to improve teaching are presented at your school, how supportive are your colleagues?



▼ 10 from last survey

Favorable: **24%**

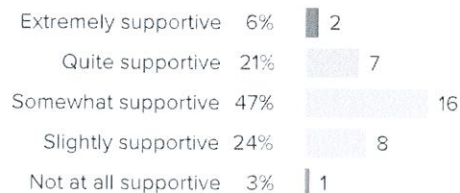
Q.3: How optimistic are you that your school will improve in the future?



▼ 16 from last survey

Favorable: **32%**

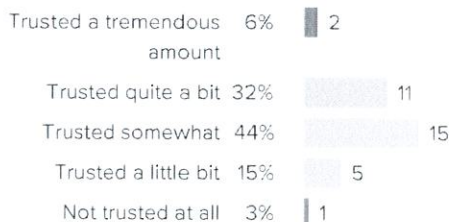
Q.4: How supportive are students in their interactions with each other?



▼ 18 from last survey

Favorable: **26%**

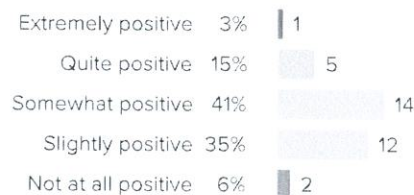
Q.5: To what extent are teachers trusted to teach in the way they think is best?



▼ 28 from last survey

Favorable: **38%**

Q.6: How positive are the attitudes of your colleagues?



▼ 16 from last survey

Favorable: **18%**

Mercer County Senior High School (Mercer County)

2022 Impact Kentucky 2022 Impact Kentucky Working Conditions Survey, Impact Kentucky Working Conditions Survey

PANORAMA

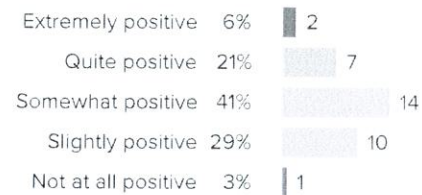
Q.7: How often do you see students helping each other without being prompted?



▼ 10 from last survey

Favorable: **35%**

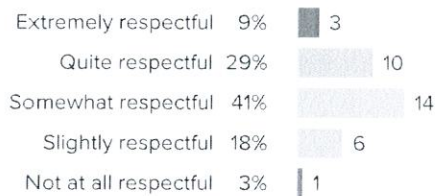
Q.8: Overall, how positive is the working environment at your school?



▼ 19 from last survey

Favorable: **26%**

Q.9: How respectful are the relationships between teachers and students?



▼ 21 from last survey

Favorable: **38%**

School Leadership

Your average

36%

34 responses

Change

▼ **11**

since last survey

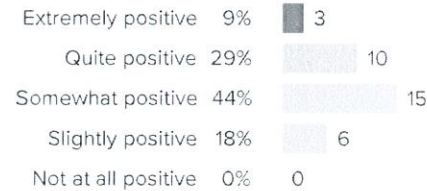
School Type average: **56%** Kentucky High Schools

District average: **53%** Mercer County

State average: **64%** Kentucky

How did people respond?

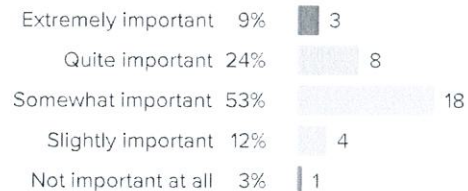
Q.1: How positive is the tone that school leaders set for the culture of the school?



▼ 12 from last survey

Favorable: **38%**

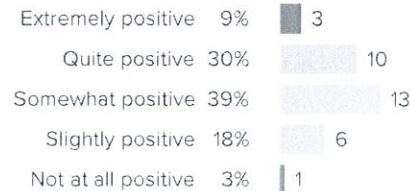
Q.2: For your school leaders, how important is teacher satisfaction?



▼ 13 from last survey

Favorable: **32%**

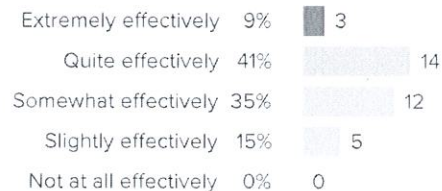
Q.3: Overall, how positive is the influence of the school leaders on the quality of your teaching?



▼ 13 from last survey

Favorable: **39%**

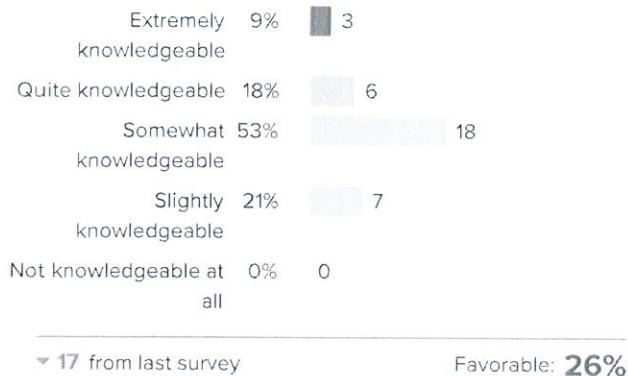
Q.4: How effectively do school leaders communicate important information to teachers?



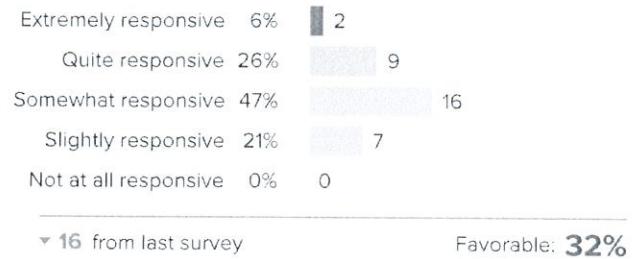
▲ 0 from last survey

Favorable: **50%**

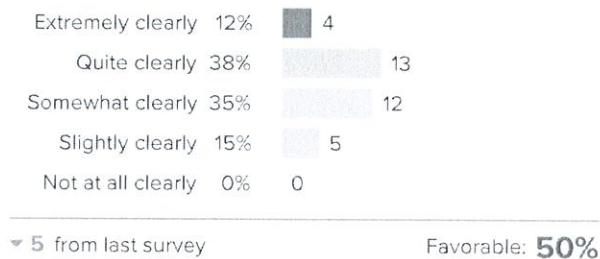
Q.5: How knowledgeable are your school leaders about what is going on in teachers' classrooms?



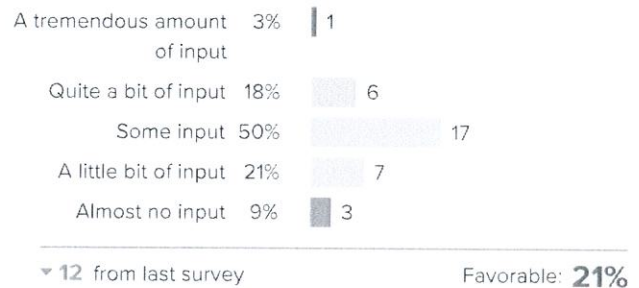
Q.6: How responsive are school leaders to your feedback?



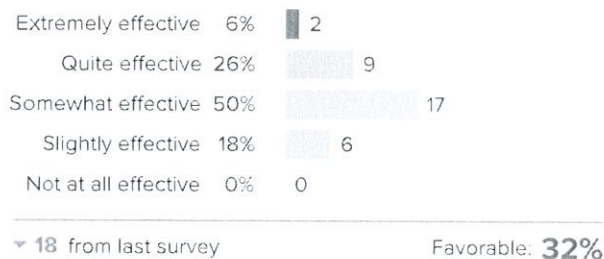
Q.7: How clearly do your school leaders identify their goals for teachers?



Q.8: When the school makes important decisions, how much input do teachers have?



Q.9: How effective are the school leaders at developing rules for students that facilitate their learning?



Staff-Leadership Relationships

Your average

62%

34 responses

Change

▲ 3

since last survey

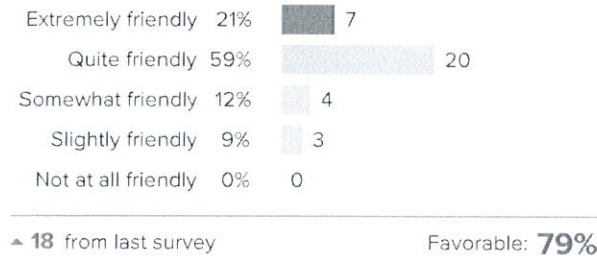
School Type average: **71%** Kentucky High Schools

District average: **68%** Mercer County

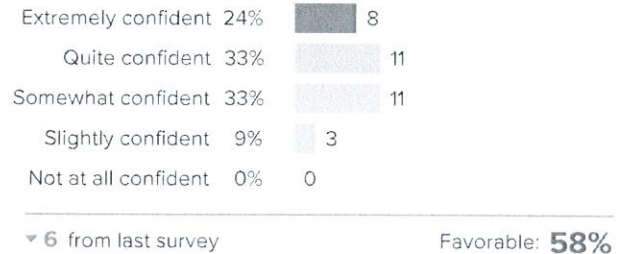
State average: **76%** Kentucky

How did people respond?

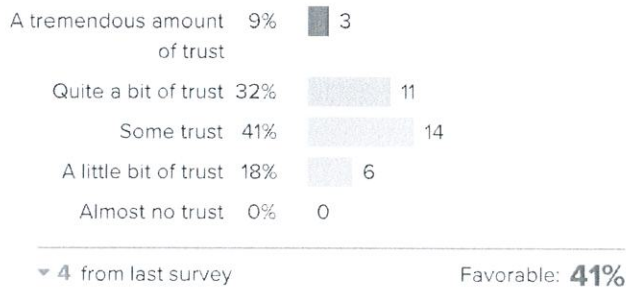
Q.1: How friendly are your school leaders toward you?



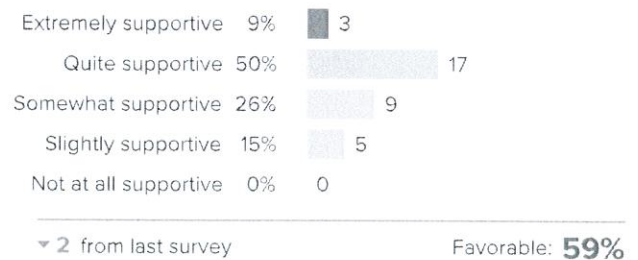
Q.2: How confident are you that your school leaders have the best interests of the school in mind?



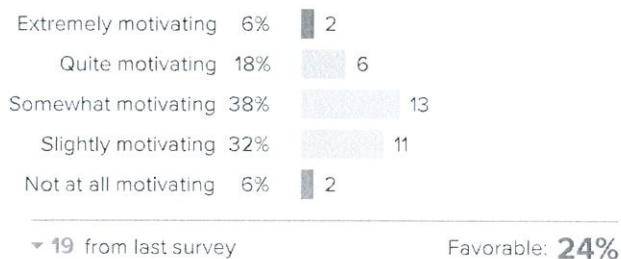
Q.3: How much trust exists between school leaders and faculty?



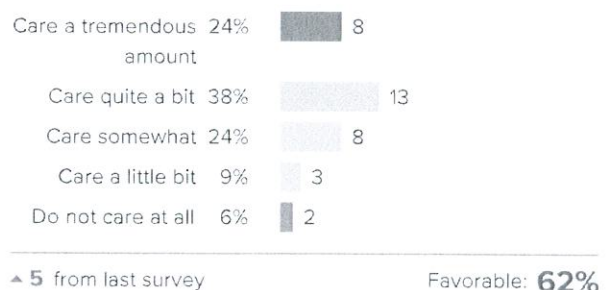
Q.4: When you face challenges at work, how supportive are your school leaders?



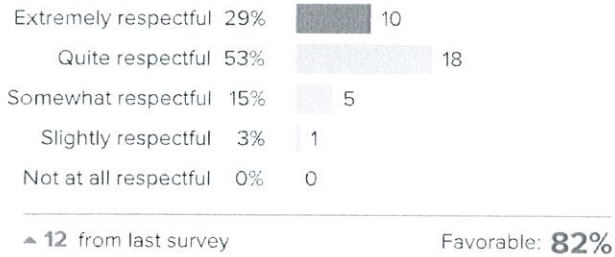
Q.5: At your school, how motivating do you find working with the leadership team?



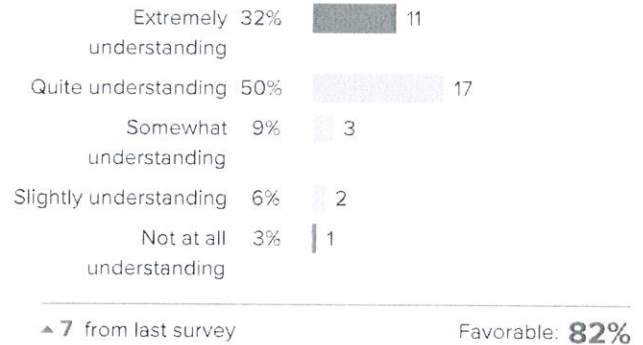
Q.6: How much do your school leaders care about you as an individual?



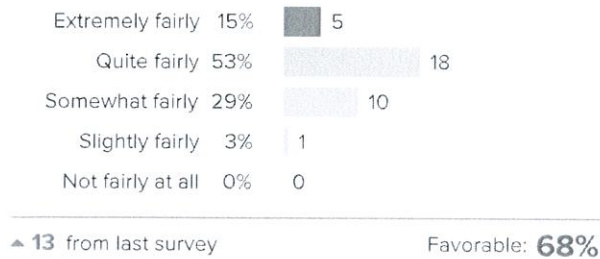
Q.7: How respectful are your school leaders towards you?



Q.8: When challenges arise in your personal life, how understanding are your school leaders?



Q.9: How fairly does the school leadership treat the faculty?



CURRICULUM POLICY

The Mercer County Senior High School School Based Decision Making Council shall adopt the curriculum of the Mercer County Board of Education as the curriculum that shall be implemented at the school. It is our opinion that this curriculum is aligned with state standards and is appropriate for our instructional needs. Subsequent amendments to the curriculum by the Mercer County Board of Education shall become effective immediately upon approval by the Board. This school council policy shall also be consistent with the applicable indicators from the Standards and Indicators for School Improvement.

Our school curriculum shall:

1. Help all students to master all of Kentucky's Core Content
2. Reflect the strategies adopted in our Comprehensive School Improvement Plan
3. Implement the Kentucky Program of Studies
4. Be developed by faculty members that report to the principal on their work

The principal shall oversee implementation of this policy.

Approved: _____ Chairperson: _____

DISCIPLINE AND CLASSROOM MANAGEMENT POLICY

Our school follows the Mercer County School District Code of Conduct.

In August, the principal (or principal designee) will:

- Provide each student with a copy of the Code of Conduct.
- Require each student to return a signed acceptance from his/her parent showing that the parents have seen and reviewed the Code.
- Follow-up as needed with any family whose student has not returned the signed acceptance, or assign other staff members to do so.

As students transfer to our school during the year, the principal (or principal designee) will follow the steps above for those students.

The faculty and principal shall implement the local school district code of acceptable student behavior and discipline. Copies of the local district code shall be distributed to all staff prior to the beginning of each school year and to all parents upon enrollment of their child each year using the student handbook. The school council shall automatically adopt any subsequent amendments to the code by the local board of education. This school council policy shall also be consistent with the School Safety Plan and the applicable indicator from the Standards and Indicators for School Improvement.

The school shall consider discipline and classroom management as a means of causing acceptable behavior or as a means of changing unacceptable behavior. The school council shall approve only those discipline and classroom management provisions that are consistent with this philosophy.

Every teacher will:

- Establish specific standards of conduct for his/her own classroom and post them in their room.
- Teach the MERCER expectations to all students and go over them again after all extended breaks.
- Teach those standards to students during their first two weeks in that room.
- Explain the standards to students who join the class after the first two weeks are over.

Our school will maintain an up-to-date school safety plan under the guidance of the District Safe Schools Coordinator and MCSHS administration. This plan will address issues identified by our stakeholders and issues required by law.

Our Council will review the implementation and impact status of the school handbook/code of conduct twice a year, on a schedule established at the first Council meeting each year. Each check will include:

- Reviewing overall trends in student disciplinary referrals and consequences.
- Reviewing trends disaggregated by gender, race, disability and participation in free and reduced price lunch.
- Reviewing the status of each activity that should be started or completed by this time.
- Identifying any adjustments needed in the plan to ensure full progress toward the school's goal.

We will review our safety plan during the school year.

Approved: _____ Chairperson: _____

INSTRUCTIONAL PRACTICES POLICY

Instructional practices used in the classroom will be based on quality research and evidence.

The three characteristics guide the following work:

- council, administration, and department planning of specific expectations
- teacher/staff planning and implementation of instructional practices
- discussions of issues regarding instructional practices

1. Positive Learning Culture

- an environment of respect and rapport; teacher-student and student-student
- belief in the ability of every student to learn and achieve
- dedication to the learning opportunities and support needed for each student to learn

2. Understanding of the Science of Learning

- recognition and response to individual needs, interests, and cultural heritage
- activities, lessons, and assessments are congruent with the Kentucky Academic Standards
- student understanding of the expectations for learning
- students are actively and intellectually engaged in learning
- teachers and students use questioning and discussion techniques
- monitoring of student learning with formative assessment and self-assessment
- feedback provided to students along with multiple opportunities to learn

3. Communication with Families

- information about the instructional program and ways to be engaged
- information about the child's strengths and areas for growth

Approved: _____ Chairperson: _____

SCHOOL SPACE POLICY

CRITERIA FOR ASSIGNING SCHOOL SPACE

The principal will assign the use of school space during the school day in a manner that will:

- take each student's developmental needs into account
- facilitate the implementation of our school improvement plan
- provide needed space to implement successful classes and programs
- maximize staff opportunities for sharing resources, mentoring, and collaboration with teachers and students of similar grade levels, subject areas, or collaborative group

CLASSROOM SPACE ASSIGNMENTS

To assign classroom space, the principal will:

- Assign classroom space, in June, based on the criteria in the first section of this policy. The Principal will notify all staff members of their individual assignments and also notify the council of those assignments.

ALTERING CLASSROOM SPACE ASSIGNMENTS

After assigning classroom space, the principal may alter those assignments:

- when necessary to respond to unanticipated enrollment or staffing changes
- when the principal and affected teachers agree that a change is needed
- when the council changes other policies or the school improvement plan and recognizes in the minutes that those changes may require school space changes that cannot be delayed until the next school year.

For non-classroom space, the principal shall make decisions based on the criteria listed above after consulting with staff members who work or will work in any space affected by change.

Approved: _____ Chairperson: _____

SCHEDULE OF SCHOOL DAY POLICY

Criteria for Developing the Master Schedule

Our schedule will:

- Give all students access to all classes, avoiding conflicting schedules of specialized classes and preventing any exclusion related to cultural background, physical abilities, socio-economic status, and intellectual status.
- Provide students with the learning time they need, including technology access to complete writing assignments and other learning activities.
- Promote efficiency and effectiveness, including protecting instructional time.
- Allow all teachers equitable planning and time to collaborate on a regular basis.
- Provide equitable access to effective teachers for all students, including opportunities for teachers to switch assignments to capitalize on in-depth knowledge of specific subjects.
- Facilitate teacher opportunities to adjust the length of class periods when needed.
- Promote reasonable and appropriate enrollments for all classes and appropriate numbers of students each teacher works with in the course of a day.
- Respect the beginning and ending times of the school day and school calendar year as established by the local board of education.

Process For Developing the Master Schedule:

Annually, the principal, with input from committee members and help, if necessary, from designees, will develop a master schedule for the school day that includes any identified or needed changes. The following procedures will be used:

- Review student performance data, survey data (if available) from students, parents, and staff, and other input from staff on how well instructional time is being used and what changes (if any) are needed.
- Brainstorm current time barriers to implementing needed changes and meeting student needs and ways the schedule might be changed to remove those barriers.
- Discuss advantages and disadvantages of various changes, focusing on the criteria listed in the first section of this policy.
- Consider pertinent data from programs outside the regular classroom — arts, health, vocational studies, etc. — to determine changes needed or extra time needed in these areas.
- Student class requests will be given priority as possible.
- Based on the above work, those involved will consult with the principal and make recommendations concerning schedule changes for the coming school year no later than the end of February.
- By the 1st of April, the principal (and/or designees) will prepare a schedule for the coming school year including changes (if any) and notify the staff.
- No later than June 30th the principal will report as an FYI item to the council on the schedule for the coming year.

Approved: _____ Chairperson: _____

Upcoming Dates

Feb. 14	SBDM 4:00
Feb. 17	Board Meeting 5:30
Feb. 21	President's Day - No School
Feb. 22 - Mar. 4	End Of Program Testing window
Feb. 23	Blood Drive/Club Day
Mar. 8	11th Grade ACT
Mar. 17	Board Meeting 5:30
Mar. 18	Titan Singers Spring Concert 7:00
Mar. 21	SBDM 4:00
Mar. 23	Club Day
Apr. 2	ACT
Apr. 4-8	Spring Break
Apr. 18	SBDM 4:00
Apr. 18-19	CERT testing
Apr. 20	Blood Drive/Club Day
Apr. 21	Board Meeting 5:30
May 14	Prom 8:00