

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

**December 12, 2022
4:00 pm**

Members:

Spencer Tatum, Principal & Chair
Ekambaram Elumalai, Teacher Representative
Kendra Rowland, Teacher Representative
Andrew Ashford, Teacher Representative
Patrick Branam, Parent Representative
John Huffman, Parent Representative
Mike Floro, Council Secretary

Opening Business

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

Behavior/PBIS Report

Academic Progress Check

Budget Report

New Business

- 2022-23 KSA Accountability System
- Proposed new courses for 2022-23
- Consolidated School Improvement Plan
- Alignment with State Standards policy 2nd reading
- Advanced Placement/Dual Credit Courses policy 2nd reading
- Program Appraisal policy 1st reading
- Schedule of School Day policy 1st reading
- School Space policy 1st reading
- Student Assignment policy 1st reading
- Enhancing Student Achievement policy review
- Staff Time Assignment policy review
- Upcoming dates/events

Public Comment

Set time & date for next meeting

Adjourn

***Mercer County Senior High
SBDM Council
Regular Monthly Meeting
November 14, 2022 – Draft Minutes***

The meeting was called to order by Mr. Tatum at 4:00 p.m. in the conference room. The following members of the council were in attendance:

Present : Spencer Tatum, Principal Kendra Rowland, Teacher Andrew Ashford, Teacher John Huffman, Parent Patrick Branham, Parent Mike Floro, SBDM Secretary Joe Smith, teacher observer Jeremy Carlson, teacher observer	Absent:
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Agenda Approval

Motion to accept: K. Rowland, second by Dr. Eka
Motion was approved by consensus.

Minutes Approval

October minutes were reviewed by the council.

Motion to accept: A. Ashford, second by J. Huffman
Motion was approved by consensus.

Good News Report

- Taylor Mastin was selected by the student body as “Teacher of the Month”
- Sara Dunn was selected as the “Superior Titan” by the faculty and will be recognized at the November board meeting.
- Beau Brown was selected to the Boys Soccer All-State second team.
- Jai-Maria Piazza was named to the Volleyball All-12th Region team.
- The marching band finished in 8th place in the state competition.
- The boys cross country team advanced to the 2A Cross Country State Meet in Bourbon Co.
- Marshall Hart was named to the 2A Cross Country All-State team.
- Alejandro Perez-Dulzaides placed 1st in the high school 2D art competition at the Kentucky Art Education Association Conference.
- Sidney Putnam was the school winner of the VFW “Voice of Democracy” Essay competition.
- Veteran’s Day Assembly was held on November 10th with Justin Watts as the guest speaker. There were many veterans in attendance.
- The Academic Breakfast Awards program was held on November 10th with 162 students recognized for having a 3.5 unweighted GPA from the 2021-22 school year. Emma Buchanan was the guest speaker.

- Luke Whitenack was selected to attend a Leadership Institute in Washington D.C. through Kentucky Youth Salute.
- The Drama Club presented "Game of Tiaras" five times during the weekend of November 3-6.
- Ryleigh Sipe signed to play soccer at CU-Harrodsburg.
- Evan Hart signed to play baseball at the University of Kentucky.

Monthly Reports

Behavior:

- PBIS data and charts were presented (see SBDM packet). Data shows 342 total referrals (168 major referrals and 174 minor referrals) from the start of school through 11/11/22. 9th grade had 142 referrals, 10th grade had 145 referrals, 11th grade had 30 referrals, and 12th grade had 25 referrals.

Academic:

- JR ACT will take place on Dec 10th
- The ASVAB test will be given on Friday Nov 18 to any JR or SR that is interested in pursuing a career in the military.
- The KYOTE Math exam will be given to any senior who is not postsecondary ready starting in January 2023.

Budget:

- Section 6 - \$75,885.72
- District Activity Accounts - \$353,786.60
- Student Activity Accounts - \$10,132.53

Staffing Update

- We have 2 unfilled Positions:
 - - Media Specialist. Mr. Tatum reported that there are no applications and we are currently operating with a long term sub.
 - - Special Education Teacher - no applicants and no sub

Old Business

None

New Business

- Mr. Tatum discussed KSA Scores in graph and chart form from a report made by KASC
 ■ Mercer County High School.pdf
- Andrew Ashford presented a proposal to council about School ID Cards
- Dr. Eka asked why some classes didn't make for the 22-23 SY, but some classes with 6 students did make?
- Joe Smith asked the council if there was a way to have fluent Spanish speaking students "test out" of Spanish I and go directly into Spanish II or a higher level Spanish class.

Policy Reviews:

Alignment with State Standards: (1st Reading)

- No Changes

Motion to accept: K. Rowland, seconded by: J. Huffman

Advanced Placement / Dual Credit Courses (1st Reading)

- No Changes

Motion to accept: K. Rowland, seconded by: A. Ashford

Program Appraisal: (Policy Review)

- Remove the last part of the 3rd bullet (according to the timetable.....)

Schedule of the School Day: (Policy Review)

- No Changes

School Space Policy: (Policy Review)

- No Changes

Student Assignment Policy: (Policy Review)

- No Changes

Upcoming dates/events:

November 16	Post 2nd term progress grades
November 18	Blood Drive
November 18	ASVAB testing
November 18	Entrepreneur Fair
November 22	Diversity Day
November 23-25	Thanksgiving Break - NO SCHOOL
November 29	NHS Induction 6:00 pm
November 30	Club Day
December 2	PBIS rewards day
December 8	Band Concert 7:00 pm
December 10	ACT
December 12	SBDM 4:00 pm
December 14-16	Semester Exams
December 16	Early Release Day 1:30 pm
December 19-Jan. 2	Christmas Break - NO SCHOOL
January 2	End of 2nd term
January 6	Post 2nd term Final (grades for transcript)

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 December 12th at 4:00 p.m in the MCSHS conference room. The SBDM council was adjourned at 5:11 p.m. The motion was made by A. Ashford and seconded by Dr. Eka. Motion was approved by consensus.

Submitted by Mike Floro, recording secretary

Good News Report – December 12 2022

- Luke Whitenack was selected as the “Superior Titan” by the faculty and will be recognized at the December board meeting.
- Logan Yates and Kylie Mobley were selected to the All-State Theatre Show “Little Women” next fall at the Kentucky Thespian Festival.
- MCSHS Business students participated in an Entrepreneurship Fair on November 18th for students and the general public.
- Several students participated in the Kentucky Youth Assembly conference and the group was awarded as a “Premier Delegation”.
- Brooklyn Mullins served as a Supreme Court Justice at KYA and will now move on to the National Supreme Court Justice program.
- The band held their Winter Concert on December 8th.
- The Titan Singers held their Winter Concert on December 9th.
- 49 students were inducted into the National Honor Society on November 29th.
- Boys and Girls Basketball seasons are underway.
- Clayra Darnell signed to run track and cross country at Lindsey Wilson.
- Lleyton Penn signed for track and field at Belmont University.



Mercer County Senior High School

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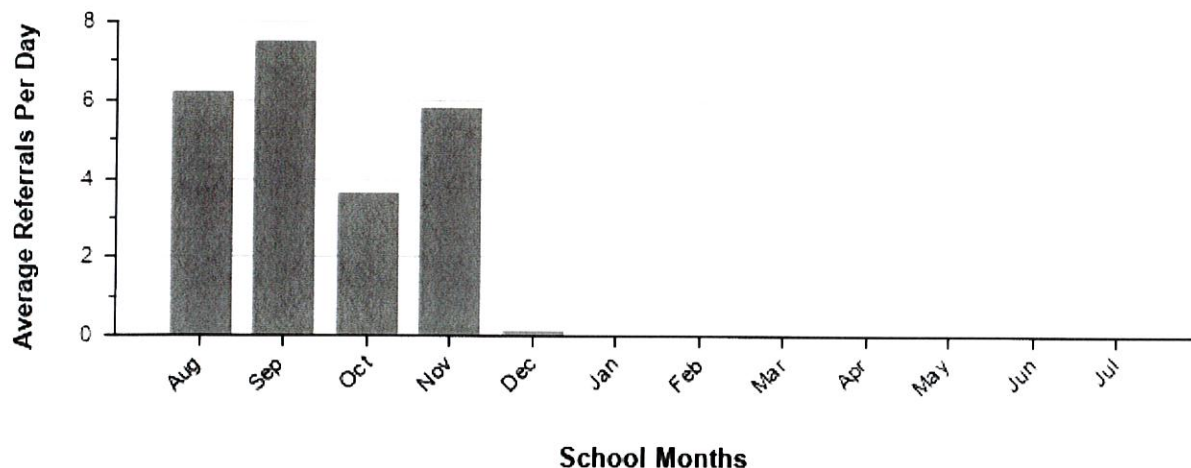
School Summary

2022-23

Outcome: All Referrals

Average Referrals Per Day Per Month

All, 2022-23

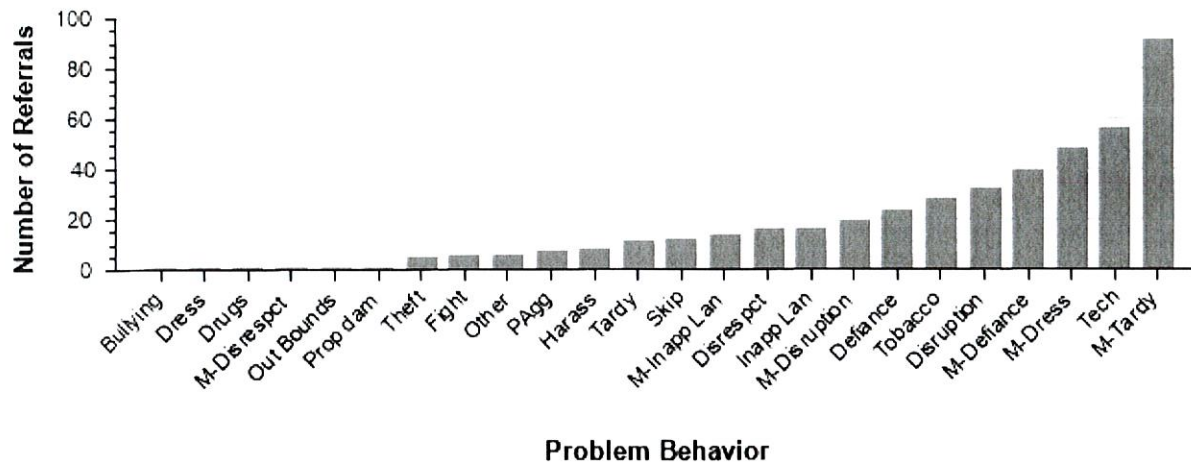


Data Table

Year	Month	Days Count	Referral Count	ODR/School Day
2022	August	16	99	6.19
2022	September	21	157	7.48
2022	October	21	76	3.62
2022	November	19	110	5.79
2022	December	12	1	0.08
2023	January	19	0	0.00
2023	February	19	0	0.00
2023	March	23	0	0.00
2023	April	15	0	0.00
2023	May	15	0	0.00
2023	June	0	0	0.00
2023	July	0	0	0.00
Totals:		180	443	1.93

Referrals by Problem Behavior

All, Aug 1, 2022 - Jul 31, 2023

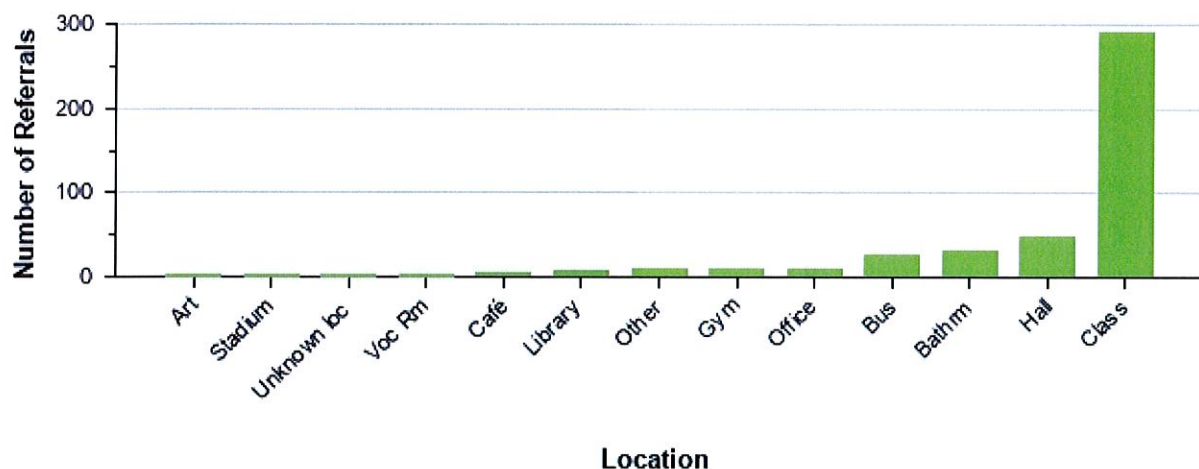


Data Table

Problem Behavior	Frequency	Proportion	Additional Frequency
Bullying	1	0.23%	0
Dress Code Violation	1	0.23%	0
Use/Possession of Drugs	1	0.23%	0
Minor - Disrespect	1	0.23%	0
Inappropriate Location/Out of Bounds Area	1	0.23%	0
Property Damage/Vandalism	1	0.23%	0
Forgery/Theft/Plagiarism	5	1.13%	0
Fighting	6	1.35%	0
Other Behavior	6	1.35%	0
Physical Aggression	7	1.58%	0
Harassment	8	1.81%	0
Tardy	11	2.48%	0
Skip class	12	2.71%	0
Minor - Inappropriate Language	14	3.16%	0
Disrespect	16	3.61%	0
Abusive Language/Inappropriate Language/Profanity	16	3.61%	0
Minor - Disruption	19	4.29%	0
Defiance/Insubordination/Non-Compliance	23	5.19%	0
Use/Possession of Tobacco	28	6.32%	0
Disruption	32	7.22%	0
Minor - Defiance/Insubordination/Non-compliance	39	8.80%	0
Minor - Dress Code Violation	48	10.84%	0
Technology Violation	56	12.64%	0
Minor - Tardy	91	20.54%	0
Totals:	443	100%	0

Referrals by Location

All, Aug 1, 2022 - Jul 31, 2023

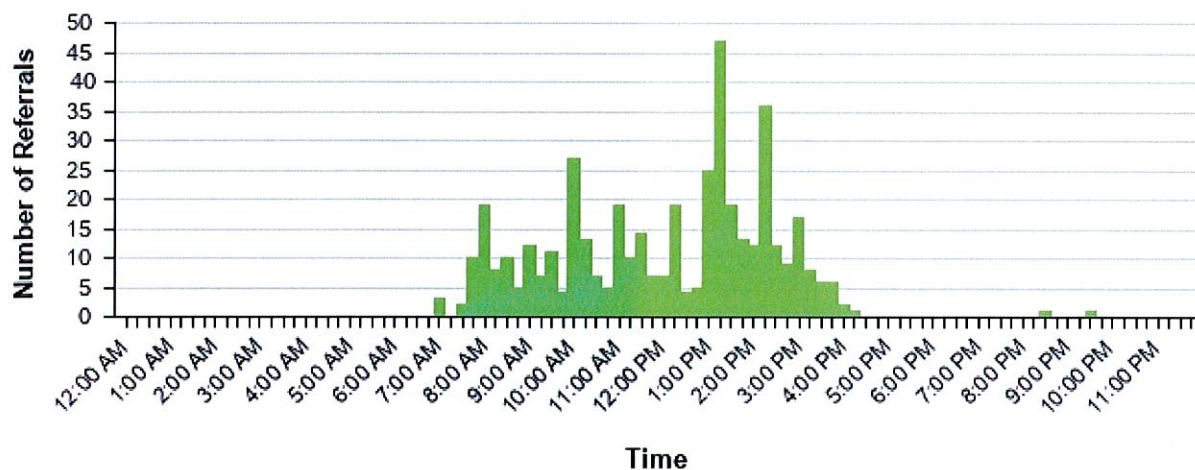


Data Table

Location	Frequency	Proportion
Art Room	1	0.23%
Stadium	1	0.23%
Unknown Location	1	0.23%
Vocational Room	1	0.23%
Cafeteria	4	0.90%
Library	8	1.81%
Other Location	9	2.03%
Gym	10	2.26%
Office	10	2.26%
Bus	27	6.09%
Bathroom/Restroom	31	7.00%
Hallway/Breezeway	49	11.06%
Classroom	291	65.69%
Totals:	443	100%

Referrals by Time

All, Aug 1, 2022 - Jul 31, 2023



Totals:

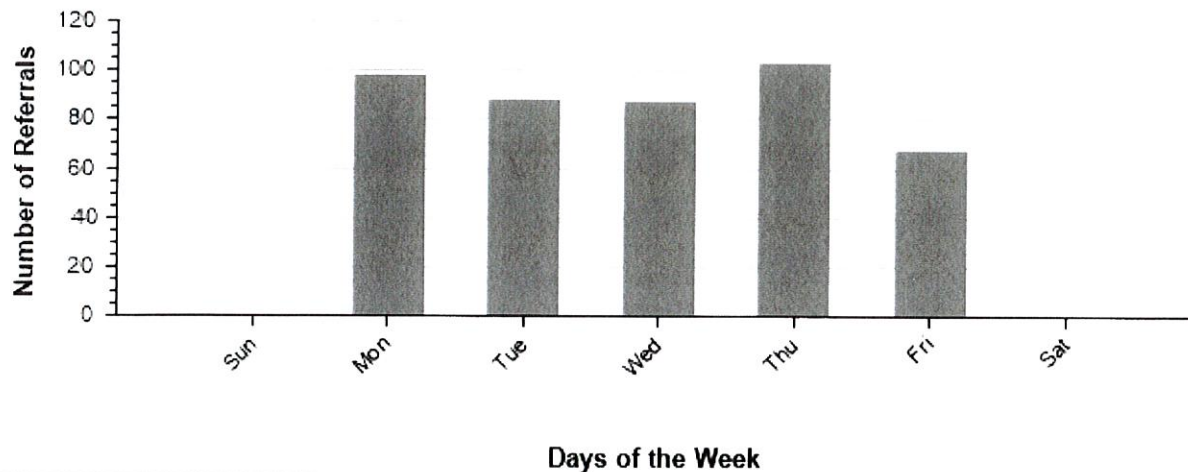
443

100%

2120283614	5	1.86%
2120412896	5	1.86%
2120182895	5	1.86%
2120412485	5	1.86%
2120125063	6	2.23%
2120100370	6	2.23%
2120360462	6	2.23%
2120253597	6	2.23%
2120878621	6	2.23%
2120053669	7	2.60%
2120204578	7	2.60%
2120255351	8	2.97%
2120129724	8	2.97%
2120432349	8	2.97%
2120147395	9	3.35%
2120259091	9	3.35%
2120379121	9	3.35%
2120189957	11	4.09%
2120803995	12	4.46%
2120168105	15	5.58%
Totals:	269	100%

Referrals by Day Of Week

All, Aug 1, 2022 - Jul 31, 2023

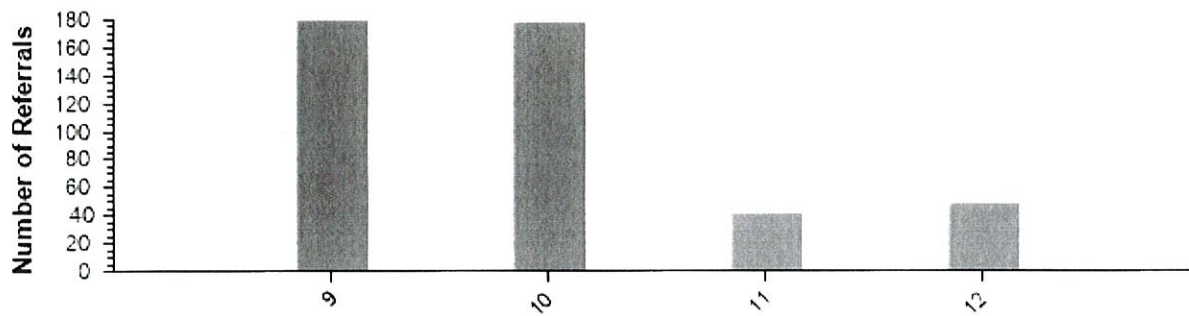


Data Table

Day	Frequency	Proportion
Sunday	0	0.00%
Monday	98	22.12%
Tuesday	88	19.86%
Wednesday	87	19.64%
Thursday	103	23.25%
Friday	67	15.12%
Saturday	0	0.00%
Totals:	443	100%

Referrals by Grade

All, Aug 1, 2022 - Jul 31, 2023



Grade

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	178	40.18%
10	177	39.95%
11	40	9.03%
12	48	10.84%
Post 12	0	0.00%
Totals:	443	100%

Section 6 Accounts	2022-23 Budget	Balance as of December 6, 2022
Other Certified	250	235.00
Certified Substitute Salary	400	190
Employer Medicare Contribution	25	21.74
KTRS Employer Contribution	25	18.25
KSBA Unemployment Insurance	15	14.05
Registration Fees	9,000	6,389.38
Other Professional Services	500	87.05
Copier Rental	15,000	0.00
Postage & PO Box Rental	3,500	980.00
Telephone	1,750	190
Travel	2,244	371
General Supplies	40,000.00	16.59.37
General Supplies (Library)	2500	369.81
Food Instructional Non Food Service	100	100.00
Library Books (Library)	2,000	1,437.66
Periodicals (Library)	1,000	1,000.00
Supplementary Books/Study Guides	100	72.02
Textbooks	500	140.00
Audiovisual Materials (Library)	1,250	1,205.05
Reference Materials	250	250
Computer Related Supplies	7,500	5,988
Health Supplies	1,000	648.1
Equipment Supplies	500	500
Other Supplies & Materials	4000	25
Tech Related Hardware	500	500.00
Tech Software	500	500.00
Dues & Fees	2,000	265.00
Other Miscellaneous	17,509	14,142
General Supplies (School supplies)	24,179	9,114.98
General Supplies (Custodial)	20,000	5,912.55
TOTAL	158,097.44	66,725.10

<i>District Activity Accounts @ Central Office</i>	<i>Balance as of December 6, 2022</i>
Destitute Senior	312.36
Class of 2023	8,124.32
Driver's Education	11,700.00
General Fund	23,799.44
Ag Shop	7,625.33
AP Exam	3,405.32
Art	350.60
Band	2,348.68
Chorus	268.66
Drama	12,907.24
English	7.65
Class of 2024	3000
Foreign Language	579.21
Horticulture	51,453.57
Library Book Fair	672.52
Class of 2025	2,767.34
Yearbook	4,838.85
Pictures	241.70
Senior Trip	55.93
Special Education	2.42
Summer School	11,287.80
Technology	1561.89
Class of 2026	3,623.19
Textbooks	9,688.01
College Tech Educational	1,153.83
Staff Fund	-49.02
Col. Chinn Scholarship	500.00
Alvis Johnson Scholarship	2,190.00
School Store	202.00
General Athletics	9,607.09
Archery	2,641.80
Baseball	303.89
Boys Basketball	945.72
Girls Basketball	1,872.27
Cheerleading	2,190.13
Cross Country	1,066.13
Dance	2,453.12
Football	0.00
Football Bowl Game	27,912.45
Football Capital	-2,216.95
Football Supplemental	13,931.90
Golf	3,068.20
Boys Soccer	511.28
Girls Soccer	5,724.66
Softball	3,681.74
Boys Tennis	2,827.93
Girls Tennis	3,515.85
Track	1,725.02
Volleyball	-70.59
Bass Fishing	3,839.80
Heart of the Bluegrass	8,163.28
Athletics Supplemental	3,968.78
Gate Receipts	66,191.29
Athletic Training	389.48
TOTAL	328,863.11

Student Activity Accounts @ Central Office**Balance as of December 6, 2022**

Thirst Club	24
KYA/KUNA	-3778.25
Fellowship of Christian Athletes	852.26
Republican Club	111
Unity Club	206.01
FCCLA	1,843.62
Engineering Club	674
Educator Rising	76.81
National Honor Society	32.71
Spanish Club	1,104.21
Student Council	1444.95
Key Club	65.71
Film Club	121.31
Envirothon Team	75.03
Blood Center Scholarship	275
Book Club	863.84
Beta Scholarship	170
Academic Team	-223.3
Band	1,253.92
DECA Club	196.04
Board Game Club	225.25
Field Trips	239.82
Beta Club	1,121.37
FFA	8,371.72
School Store	202
Student Vending	1,249.08
Pep Club	841.3
Weightlifting	1672.34
Chess Club	676.55
TOTAL	19,988.30

KY'S ACCOUNTABILITY SYSTEM

Information is excerpted and adapted **specifically for KASC Members** from
KASC'S LEADERSHIP GUIDE FOR STUDYING YOUR SCORES



Overview

KASC provides this easy-to-understand overview of Kentucky's current assessment and accountability system in order to help all shareholders understand how schools are rated.

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You Can Do It	12

Leadership needs to be redefined as getting everyone to do their most courageous thinking together. There's a lot at stake and we won't solve our problems until 'we accept that everybody has value' and we access the 'energy and imagination and momentum' to do things we've never done before."

—"Forget the Pecking Order at Work " TEDWomen, Margaret Heffeman, entrepreneur, CEO, and author

PERSPECTIVE

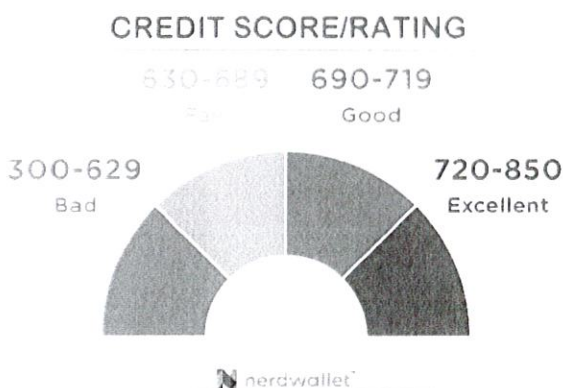
This is the first year for the color ratings in the new accountability system and the way in which your school is rated can feel very personal. Your school's accountability scores are one measure of how well a school/district is educating students and preparing them for the future, but the scores don't tell the whole story. Having the right perspective will help you learn the most from the state test scores.

The following statements and questions can be part of a discussion to put the state results in proper perspective.



Research shows that there is only half as much variation in student achievement between schools as there is among classrooms in the same school. — Bill Gates

One rating doesn't define the learning going on in each classroom.



Kel has a 635 credit score.

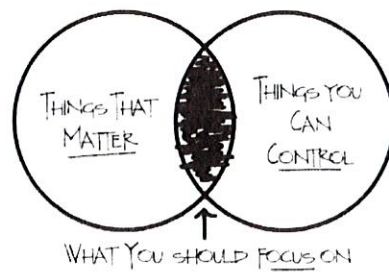
- Does a 635 mean he's never paid off a loan?
- Is he destined to keep the "fair" rating or can he raise his score?
- Does Kel's credit score define him as a person?

Terry has an 800 credit score.

- Does that mean Terry will have an easier time borrowing money?
- Since she has an "excellent" rating will she always be in that score range?
- Can we infer that Terry is a good person since she has an excellent credit score?

When reviewing our school performance, let's **FOCUS** on:
what **MATTERS**

what's **IN OUR CONTROL**



OVERALL PERFORMANCE

The color rating system is new for Kentucky.

Scores in these areas determine the Overall Accountability Score and color rating:

Elementary, Middle, and High School

- *Assessment Results — Reading, Math, Science, Social Studies, and Writing*
- *English Learner Progress*
- *School Climate and Safety*

High School Only

- *Post-Secondary Readiness*
- *Graduation Rate*

CUT SCORES FOR ACCOUNTABILITY COLORS

School Level	Red	Orange	Yellow	Green	Blue
Elementary Schools	0-34.9	35.0-52.9	53.0-68.9	69.0-78.9	79.0 or more
Middle Schools	0-36.9	37.0-50.9	51.0-61.9	62.0-70.9	71.0 or more
High Schools	0-47.9	48.0-58.9	59.0-66.9	67.0-77.9	78.0 or more

Source: KDE Continuous Improvement Summit Powerpoint, Sept 2022

2021-22 SCHOOLS/DISTRICTS IN EACH COLOR

Schools — Kentucky Overall Performance Ratings

School Level	Total Number of Schools	Red	Orange	Yellow	Green	Blue
Elementary	721	33	217	297	115	59
Middle	318	19	93	125	53	28
High	228	12	64	83	58	11

Districts — Kentucky Overall Performance Ratings

District Level	Total Number of Districts	Red	Orange	Yellow	Green	Blue
Elementary	172	2	56	87	19	8
Middle	172	5	53	81	25	8
High	168	3	47	75	36	7

Source: [Kentucky Teacher](http://KentuckyTeacher.org), www.kentuckyteacher.org/news/2022/10/kde-releases-2021-2022-school-report-card-data

FEDERAL CLASSIFICATION

If your school/district has a *Federal Classification*, you'll see it on this graphic on the school report card.

www.kyschoolreportcard.com.

If there is a Federal Classification, click on to see the name of the group that performed similarly to all students in the lowest performing 5% by level (elementary, middle or high school).



2022 FEDERAL CLASSIFICATION

TSI — Targeted Support and Improvement

One or more of the same subgroups performing as poorly as all students in any of the lowest performing 5% of Title I schools or non-Title I schools by level (elem. middle or high school) based on the 2021-22 data only.

ATSI — Additional Targeted Support and Improvement

KDE is not identifying any new schools for ATSI this fall. Schools that were previously identified and did not meet the established exit criteria will continue to be identified and supported.

CSI — Comprehensive Support and Improvement

School performance in the bottom 5% in the state.

For more information on entrance or exit criteria:

- [Targeted Support and Improvement](https://education.ky.gov/school/focschls/Pages/default.aspx)
education.ky.gov/school/focschls/Pages/default.aspx
- [Comprehensive Support and Improvement/Educational Recovery](https://education.ky.gov/school/prischedrecov/Pages/CompSupplmproveER.aspx)
education.ky.gov/school/prischedrecov/Pages/CompSupplmproveER.aspx

DEMOGRAPHIC GROUPS

Results are compared for students in each of the following categories:

- Disability
- Economically Disadvantaged
- English Learner
- Ethnicities:
 - African American
 - American Indian, Alaska Native
 - Asian
 - Hispanic
 - Native Hawaiian, Pacific Islander
 - Two or more races
 - White

KY law also requires comparison by gender. KRS 158.649 and 160.345

No group results are reported if individual performance could inadvertently be identified. School personnel can review individual results to identify substantive differences by group.



Image from Ky Dept of Education

Kentucky Data: All school and districts results are available through individual School Report Cards, but also on spreadsheets housed in [Open House](https://openhouse.education.ky.gov/Data), openhouse.education.ky.gov/Data. Open House has a wealth of information about schools in addition to accountability.

INDICATORS, WEIGHTS, AND OVERALL SCORE

For each INDICATOR

KDE compiles the student results into a raw score, then...

$$\text{raw score} \times \text{indicator weight} = \text{indicator score}$$

All **INDICATOR SCORES** are added together to get the **OVERALL SCORE**.

INDICATOR WEIGHT – per school level	E	M	H
Reading and Math State Assessment Results	25	40	45
Science, Social Studies, and Writing State Assessment Results	40	40	40
English Learner Progress	5	5	5
Quality of School Climate and Safety	1	1	1
Post-Secondary Readiness			
Graduation Rate (4- and 5-year cohort)			

Elem, Middle, and High Indicators

Reading and Math State Assessment Results + Science, Social Studies, and Writing State Assessment Results

+ English Learner Progress

+ Quality of School Climate and Safety

High-Only Indicators

+ Post-Secondary Readiness

+ Graduation Rate (4- and 5-year cohort)

= Overall Score

INDICATOR LEVEL STATUS

In addition to the OVERALL SCORE and COLOR, schools are given a **STATUS** level for each INDICATOR. The Kentucky Department of Education defines **STATUS** as the “annual school-level summary based on student performance *that year*.”

STATUS ranges from “very low” to “very high.”

Change for Fall 2023 — CHANGE will be reported with STATUS for each Indicator.

CHANGE categories will include the following comparisons to the prior year:

- Declined Significantly
- Declined
- Maintained
- Increased
- Increased Significantly

STATE ASSESSMENT RESULTS – READING AND MATH INDICATOR

Elem, Middle, and High Indicators

High-Only Indicators

$$\begin{array}{ccccccc}
 \text{Reading and Math State Assessment Results} & + & \text{Science, Social Studies, and Writing State Assessment Results} & + & \text{English Learner Progress} & + & \text{Quality of School Climate and Safety} & + & \text{Post-Secondary Readiness} & + & \text{Graduation Rate (4- and 5-year cohort)} & = & \text{Overall Score}
 \end{array}$$

INFORMATION AND BACKGROUND

Reading and Math: Students Tested — Grades 3-8, 10, 11

- Assessments are based on the *Kentucky Academic Standards*.
- The **reading test** has multiple choice and constructed response items based on literary and informative passages.
- The **math test** includes a balance of content and mathematical thinking.

Student Performance:

The student demonstrates the following understanding on the grade level content:

	levels	points per level
minimal understanding	N Novice	0.0
basic understanding	A Apprentice	0.5
broad understanding	P Proficient	1.0
comprehensive understanding	D Distinguished	1.25

student results compiled into a
RAW SCORE

X

INDICATOR WEIGHT

E 51%
M 46%
H 45%

=

INDICATOR SCORE

Used with chart below to identify:

STATUS

Very Low
Low
Medium
High
Very High

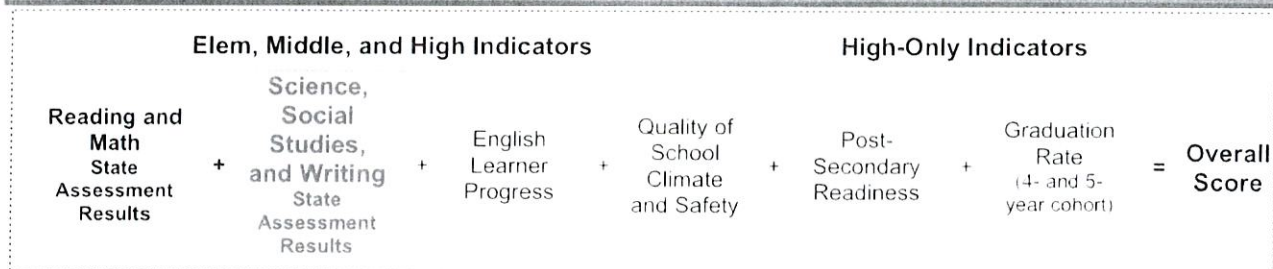
COLOR

Red
Orange
Yellow
Green
Blue

Indicator Cut Scores for State Assessment Results in Reading and Math					
School Level	Very Low	Low	Medium	High	Very High
Elementary	0-31.9	32.0-53.9	54.0-69.9	70.0-80.9	81.0-125
Middle	0-35.9	36.0-54.9	55.0-64.9	65.0-72.9	73.0-125
High	0-38.9	39.0-52.9	53.0-64.9	65.0-76.9	77.0-125

Source: KDE Continuous Improvement Summit Powerpoint, Sept 2022

STATE ASSESSMENT RESULTS – SCIENCE, WRITING, SOCIAL STUDIES INDICATOR



INFORMATION AND BACKGROUND

Students Tested:

- **Science** — Grades 4, 7, once in high school on physical science, life science, earth and space science, and engineering design
- **Social Studies** — Grades 5, 8, 11 on civics, economy, geography, and history
- **Writing** — On-Demand at Grade 5 (opinion) and Grade 8, 11 (argumentative) combined with scores for Editing and Mechanics at Grades 5, 8, 11 on conventions of standard English and knowledge of language and vocabulary acquisition and use
- All assessments are based on the Kentucky Academic Standards.

Student Performance:

Science, Social Studies, Writing—On-Demand and Editing/Mechanics

The student demonstrates _____
understanding on the content at grade level:

- 0.0 **Novice** — **minimal** understanding
 0.5 **Apprentice** — **basic** understanding
 1.0 **Proficient** — **broad** understanding
 1.25 **Distinguished** — **comprehensive** understanding

Combined Writing Matrix — The combined writing performance levels are determined by:

	Performance Level	On Demand Writing			
		Nov	Appr	Prof	Dist
Editing and Mechanics	Distinguished	A	P	P	D
	Proficient	A	A	P	D
	Apprentice	N	A	P	P
	Novice	N	A	A	P

Information Source: KDE Continuous Improvement Summit



Indicator Cut Scores for Status A					
School Level	Very Low	Low	Medium	High	Very High
Elementary	0-33.9	34.0-49.9	50.0-66.9	67.0-75.9	76.0-125
Middle	0-32.9	33.0-47.9	48.0-58.9	59.0-68.9	69.0-125
High	0-31.9	32.0-46.9	47.0-54.9	55.0-62.9	63.0-125

Source: KDE Continuous Improvement Summit Powerpoint, September 2022

ENGLISH LEARNER PROGRESS INDICATOR

Elem, Middle, and High Indicators

High-Only Indicators

$$\begin{array}{ccccccc}
 \text{Reading and Math} & & \text{Science, Social} & & \text{English} & & \text{Quality of} \\
 \text{State Assessment} & + & \text{Studies, and} & + & \text{Learner} & + & \text{School} \\
 \text{Results} & & \text{Writing} & & \text{Progress} & & \text{Climate} \\
 & & \text{State} & & & & \text{and Safety} \\
 & & \text{Assessment} & & & & + \text{Post-} \\
 & & \text{Results} & & & & \text{Secondary} \\
 & & & & & & \text{Readiness} & + \text{Graduation} \\
 & & & & & & & \text{Rate (4- and 5-} \\
 & & & & & & & \text{year cohort)} & = \text{Overall} \\
 & & & & & & & & \text{Score}
 \end{array}$$

INFORMATION AND BACKGROUND

Students Tested: Identified English Learners, from 1st-12th grade are included. Students can begin testing in K, but the indicator score is based on progress, so two years of data is necessary.

Assessment Used: The Indicator score is based on the progress on the proficiency exam ACCESS. ACCESS is aligned to the English Language Development Standards for listening, speaking, reading, and writing.

The standards provide students (whose primary language is a language other than English) the social, instructional, and academic language needed to successfully engage with peers, educators, and the curriculum in schools.

Students Performance:

Progress toward proficiency is measured using the table below.

More about ACCESS

ACCESS is the collective name for assessments of English language proficiency taken annually by K-12 students in 41 states. ACCESS is part of the University of Wisconsin Center for Education Research "dedicated to the research, design and implementation of a high-quality, culturally and linguistically appropriate system to support multilingual learners in K-12."

Alternative ACCESS is given for English learners with the most significant cognitive disabilities.

Growth Table — ACCESS for English Learners

previous year score	ACCESS current performance level							
	1.0-1.4	1.5-1.9	2.0-2.4	2.5-2.9	3.0-3.4	3.5-3.9	4.0-4.4	4.5-6.0
4.0 – 4.4	0	0	0	0	0	0	0	80
3.5 – 3.9	0	0	0	0	0	0	60	100
3.0 – 3.4	0	0	0	0	0	60	100	140
2.5 – 2.9	0	0	0	0	60	100	140	140
2.0 – 2.4	0	0	0	60	100	140	140	140
1.5 – 1.9	0	0	60	100	140	140	140	140
1.0 – 1.4	0	60	100	140	140	140	140	140

Examples: Zora's 2021 ACCESS score 2.6. 2022 score 3.5. **Points awarded:** 100

Nikolai's 2021 ACCESS score 2.1. In 2022 he scored 2.2. **Points awarded:** 0

student results
compiled into a
RAW SCORE

X

INDICATOR
WEIGHT
5%

=

INDICATOR
SCORE

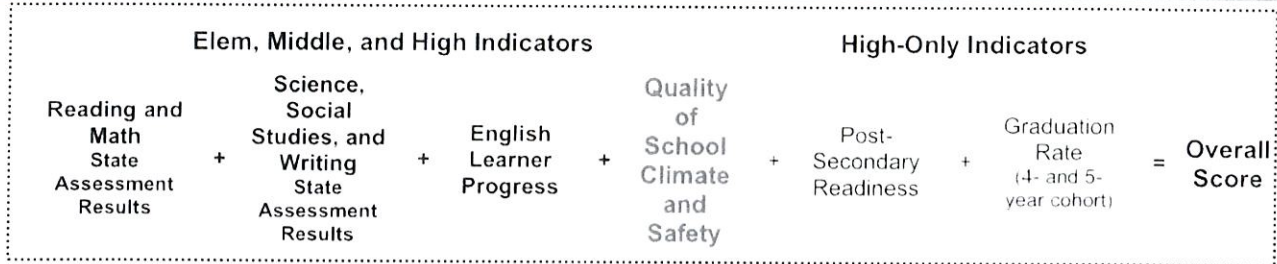
Used with
chart
below to
identify:

STATUS	COLOR
Very Low	Red
Low	Orange
Medium	Yellow
High	Green
Very High	Blue

Indicator Cut Scores for English Learners					
School Level	Very Low	Low	Medium	High	Very High
Elementary	0-33.9	34.0-47.9	48.0-57.9	58.0-64.9	65.0-140
Middle	0-15.9	16.0-23.9	24.0-30.9	31.0-44.9	45.0-140
High	0-9.9	10.0-23.9	24.0-30.9	31.0-44.9	45.0-140

Source: KDE
Continuous
Improvement
Summit
Powerpoint

QUALITY OF SCHOOL CLIMATE AND SAFETY INDICATOR



INFORMATION AND BACKGROUND

Students Participating: All students in tested grades. Grade 3 through High School

Survey: Two forms — grades 3-5 and a slightly-revised form for grades 6-HS

14 statements on CLIMATE and 13 statements on SAFETY

CLIMATE Examples (Grade 3-HS)

- a. I feel like I am part of my school.
- b. There is at least one adult from my school who listens to me when I have something to say.
- c. When I want to give up, my teacher says I should keep trying.

SAFETY Examples (Grade 3-HS)

- a. I feel safe in my classes.
- b. Adults from my school stay calm when dealing with bad behavior.
- c. Students from this school respect each other's differences (such as gender, culture, race, religion, ability).

Response Scale: Strongly Disagree



0.0

Disagree



33.33

Agree



66.66

Strongly Agree



100.00

- The scores are averaged for each question to get a question score.
- **Check it out!!** The [School Report Card](#) shows how every question was answered by student group.
- The climate score and the safety score are averaged to find the Indicator score.



Indicator Cut Scores					
School Level	Very Low	Low	Medium	High	Very High
Elementary	0-66.9	67.0-73.9	74.0-76.9	77.0-81.9	82.0-100
Middle	0-58.9	59.0-63.9	64.0-67.9	68.0-74.9	75.0-100
High	0-53.9	54.0-58.9	59.0-63.9	64.0-67.9	68.0-100

Source: KDE Continuous Improvement Summit Powerpoint, September 2022

POSTSECONDARY READINESS INDICATOR

Elem, Middle, and High Indicators

Reading and
Math
State
Assessment
Results

Science,
Social
Studies, and
Writing
State
Assessment

English
Learner
Progress

Quality of
School
Climate
and
Safety

High-Only Indicators

Post-
Secondary
Readiness

Graduation
Rate
(4- and 5-
year cohort)

= Overall
Score

Postsecondary Readiness is only used for High School accountability, but these results are a reflection of the work of everyone in the district and the school community.

INFORMATION AND BACKGROUND

What does this indicator measure? This indicator evaluates if high school students have the necessary knowledge, skills, and dispositions to succeed in their next step of education or career.

What qualifies a student as being “ready?”

- 1) Earn a high school diploma
and
- 2) Meet at least one of these:
 - ✓ Meeting or exceeding a college readiness benchmark score on the college admissions examination or a college placement examination
 - ✓ Achieving three hours of college credit by completing an approved course
 - ✓ Achieving a benchmark score on an AP, IB, CAI, or other nationally-recognized, approved exam (generally also qualifies as hours of college credit)
 - ✓ Achieving any industry-recognized certifications, licensures, or credentials
(Postsecondary Indicator is increased by industry-recognized certifications, licensures, or “high demand credentials.”)

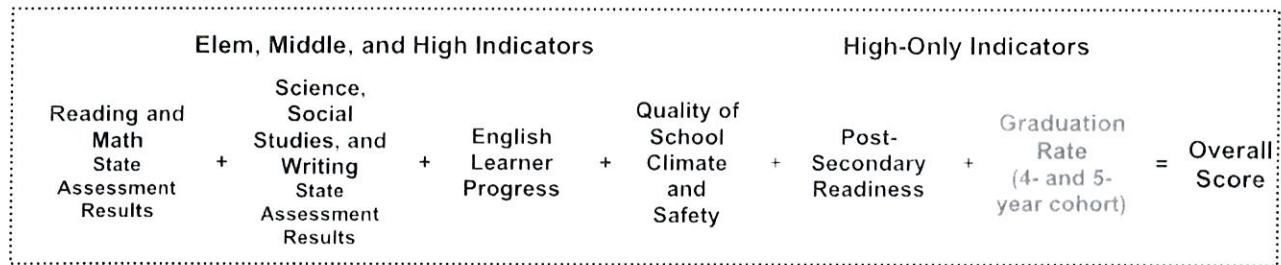
Source: Summarized from KDE 2022-23 *Postsecondary Readiness Indicator Powerpoint*

Thinking about assessment now and in the future... *Postsecondary Readiness* is a good example of Kentucky’s assessment and accountability system recognizing multiple measures of student performance. Detail about each of the readiness options is available on the KDE website, [Accountability: Postsecondary Readiness](#).



School Level	Very Low	Low	Medium	High	Very High
High School	0-58.9	59.0-75.9	76.0-87.9	88.0-94.9	95.0-125

GRADUATION RATE INDICATOR



INFORMATION AND BACKGROUND

The graduation rate is the percentage of students earning a high school diploma compared to a cohort of students starting in grade 9. Kentucky uses a 4-year adjusted cohort rate and an extended 5-year adjusted cohort for accountability. The two rates are averaged for accountability reporting.

Graduation rate indicator has been the same in the accountability system for many years. The chart shows trends for Kentucky students since 2018. On the school report card, you can see the percentages by student group for any school.

Kentucky's Graduation Rate Percentage Trends 4-Year

Student Groups	÷ 2018	÷ 2019	÷ 2020	÷ 2021	÷ 2022	÷
All Students	90.3	90.6	91.1	90.2	89.9	

5-Year

Student Groups	÷ 2018	÷ 2019	÷ 2020	÷ 2021	÷ 2022	÷
All Students	91.3	91.6	92	92.3	92.0	

Source: Kentucky Teacher, www.kentuckyteacher.org/news/2022/10/kde-releases-2021-2022-school-report-card-data



How are INDICATOR LEVELS assigned?

School Level	Very Low	Low	Medium	High	Very High
High School	0-85.9	86.0-91.9	92.0-94.9	95.0-97.9	98.0-100

Source: KDE Continuous Improvement Summit Powerpoint, September 2022

YOU CAN DO IT!

HOW CAN OUR TEAM/COUNCIL/SCHOOL/DISTRICT BE SUCCESSFUL IN AREAS WHERE OTHERS HAVE NOT BEEN?

1. Be **INTENTIONAL** about what we do and how we do it.
 - Ensure shareholders (educators, students, staff, families) can articulate **why** we do what we do.
 - Take **ownership** over student learning, and set goals and monitor progress toward those goals. Not as a “gotcha” but as a “we’ve got each other!”
2. Include **SHAREHOLDERS** as part of the **team**.
3. Use **STRATEGIC APPROACHES** that are supported by respected research as levers for making change in our school.

Leading for Improved Student Achievement

Some ideas to get you thinking...

Content areas:

- How do we ensure students have the opportunity to learn on-grade-level standards?
- How do we regularly assess students and provide meaningful feedback to help students grow?
- What efforts are we making to accelerate learning, especially for students who are performing below grade level?
- What analysis needs to be done with other available data (ex: MAP, i-Ready, local benchmark assessments, grades)?
- Do we look at classroom assessment results broken down by student group?
- What individual student data does school staff need to look at more closely for targeting student needs?
- How do we promote and support quality learning experiences?

Climate and Safety:

- What committee needs to look more closely at survey answers by student group?
- How do we enable students to lead us on how to improve in the areas of need?
- When could we give students a follow-up [Climate and Safety survey](#) to gauge progress?
- What other information can provide climate and safety feedback from various perspectives? Educators? (*TELL KY Working Conditions Survey*) Families?

Overall:

- For areas of need, when do we look for contributing factors and how do we remove barriers to improvement?
- What do we communicate to our school community?
- Which shareholders do we need more involved to strengthen our initiatives?

MCSHS New Course descriptions for 2023-24 School Year

Science Department

BIO 200 - Biology Lab - Dual Credit

Examination of various topics, contemporary issues, and problems in biological sciences. Sections include two lectures and one two hour lab per week. No credit given toward Biology majors or minors. Course may be repeated one time with a different topic.

MCSHS Credit hours earned - 1

College credit hours earned - 2

BIO 103 - The Global Environment

An examination of our relationship to the global environment with an emphasis on current environmental problems. This is a general education course and does not count toward a major or minor in Biology. Introduces the basic concepts of human ecology, such as population, natural resources, and pollution, as well as current issues of environmental concern.

MCSHS Credit hours earned - 1

College credit hours earned - 3

Social Studies Department

AP U.S. Government and Politics - Advanced Placement course

AP U.S. Government and Politics provides a college-level nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system, and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors.

MCSHS credit hours earned - 1

Potential college credit earned - 3

English Department

English Electives

Creative Writing

Juniors and Seniors

Students will write poems, short stories, plays, news stories, comic strips, children's books, an autobiography, and other types of writing that express creativity. Students will also study writing samples from professional writers as well as student writers to guide student progress. Be prepared to write every day!

MCSHS credit hours earned - 1

State course code - 230511

The Modern American Play

Juniors and Seniors

In this course, students will dive deep into 20th century American plays from playwrights, such as Arthur Miller and Tennessee Williams. Students will develop skills in Readers' Theatre and will write reflections on plays and provide spoken and written analysis of the social and literary impact of plays in the American Literature Canon. As an end of the term project, students will construct a 3 scene play in a group stylized after an American Playwright of their choice. This class is a good fit for students interested in theater and for students who are interested in plays, but are nervous about performing on stage.

MCSHS credit hours earned - 1

Gothic Literature

Juniors and Seniors

From the seedy underbelly of the Victorian Era to the more supernatural modern world, this course will focus on literature spanning centuries of debauchery, horror, death, and perhaps, a touch of romance. Like all English courses, students will be required to read and write critically, discuss literature, draw connections, and analyze everything.

MCSHS credit hours earned - 1

The Art of Persuasion

Juniors and Seniors

A rhetoric and compositions course where students focus on constructing, deconstructing, analyzing, and assessing argumentative texts, speeches, and advertisements. Students will become experts at identifying effective and ineffective arguments and will write persuasive pieces throughout the year. Students will also engage in writers' workshops with peers and with the teacher to strengthen their writing skills to fit a diverse array of needs, from selling products to political campaigns to selling yourself on a resume. This class is perfect for students who love to argue and want to strengthen their argumentative skills.

MCSHS credit hours earned - 1

Shakespeare

Juniors and Seniors

In this course, students will focus on interpretation and analysis of Shakespearean tragedies and comedies. Reading will be done in Readers' Theatre style, where students will take roles to develop reading and speaking skills while decoding Shakespeare's elegant, but often dense language. The course will also focus on modern adaptations of Shakespeare's work, from TV shows to films, to short stories. Students will also engage in Socratic-style discussions where we talk about the importance of Shakespearean themes as presented in plays read in class. This class is a good fit for students who love beautiful language and enjoy a good challenge.

MCSHS credit hours earned - 1

Literature - to - Film Adaptations

Juniors and Seniors

In this class, students will read selected texts, watch the TV or film counterpart, and compare the two mediums for both thematic complexity and artistic contribution. Students will study authors across the globe and watch films spanning several genres and across several decades, from as old as the 1940's to as recent as last year. Writing will focus primarily on argument in the form of film reviews and analyses and informative in the form of compare and contrast papers while identifying key differences between the work of literature and corresponding film. This class is a good choice for students interested in film analysis and who enjoy reading.

MCSHS credit hours earned - 1

Banned Books

At a time when violence, sexuality, and injustice saturate our socio-cultural sphere - in film, music, art, and video games, not to mention the nightly news - books continue to be banned in classrooms and communities. Books have been banned because of their depictions of the past (of war or slavery, for example); books have similarly been banned for the ways they portray the present and imagine possible futures (for example, regarding identity or desire). In this course, students will interrogate how and why literary texts are sometimes considered “dangerous”.

MCSHS credit hours earned - 1

Kentucky Literature

This class will read several Kentucky authors and discuss/determine their uniqueness.

MCSHS credit hours earned - 1

African American Literature

In this class, students will survey the lyrics, poetry, novels, and autobiographies of African-American literature. This course will celebrate the historical development of African-American literary arts throughout racial oppression. Students will read and critically analyze literature, explore cultural related issues, and analyze the significance of history and the literary arts.

MCSHS credit hours earned - 1

Math Department

College Mathematics- MTH 110-3 Semester hours(year-long)

This course is designed as a terminal course in mathematics in the general education curriculum and does not assume any algebraic or geometric background on the part of the student. The objective of this course is to acquaint the student with the various branches of mathematics and to develop an appreciation and understanding of the relationship of mathematics to the modern world. This course will not count toward mathematics major or minor programs.

This course covers the main units of Sets, Number systems, Algebra, Metric Systems, Geometry, and Consumer Mathematics.

CTE electives - Business

Intro to Business

This course will touch on many different topics within the business world. Students will be introduced to the business pathway by getting a sample of each main pillar: management, marketing, economics, accounting, and sports management. In addition to this, students will learn about employability skills, public speaking, writing for business, and how to make/ manage money. This class is perfect for students that might be interested in learning more about business, and/ or starting in their business pathway.

MCSHS Credit earned - 1 credit hour
Business and Marketing Essentials 060111

Business Skills

This would basically be a class designed around the competition type events that DECA specializes in. Many other DECA chartered High Schools offer this, and their students love it. It would be a class for seniors to take after they have completed the rest of the pathway. It focuses on application of skills learned in the business classes, and is extremely project based. Students would do sales pitch competitions, business plan competitions, marketing plans, advertisements, Entrepreneurship fairs, interview competitions, and much more. It is a very fun course that allows higher level students to practice real-world business skills. I am not sure next year would be great to offer that yet, because I haven't had the chance to build the other content up where I would like it yet, and I would like to make sure it is only for the higher level students that already have the basics. But, it might be good to go ahead and get it added to the offerings.

MCSHS Credit earned - 1 credit hour
Business Communications 060155

Guidelines for Building an Improvement Plan

- There are 7 required high school-level goals:
1)State assessment results in reading and mathematics, 2)State assessment results in science, social studies, and writing, 3)English Learner Progress, 4)Quality of School Climate and Safety, 5)Postsecondary Readiness, 6)Graduation Rate, 7)Achievement Gap

1: State Assessment Results in Reading and Mathematics Goal

Goal 1: To reduce the percentage of Novice from 24% to 15% in 10th grade Reading scores. To reduce the percentage of Novice from 25% to 15% in 10th grade Mathematics scores.

2: State Assessment Results in Science, Social Studies, and Writing Goal

Goal 2: To reduce the percentage of Novice from 46% to 30% in 11th grade Science scores. To reduce the percentage of Novice from 41% to 25% in 11th grade Social Studies scores. To improve the Combined Writing index score of all students in writing from 63.8% to 68% as defined by the On-Demand writing assessment in 2022-23.

3: English Learner Progress Goal

Goal 3: To continue to reduce the percentage of Novice in all content areas for all English Language Learners.

4: Quality of School Climate and Safety Goal

Goal 4: To improve the quality of school climate and safety goal from 61.6 to 68.

5: Postsecondary Readiness Goal

Goal 5: To improve the Postsecondary Readiness (academic and career) score from 79.4 to 85% by 2022-23.

6: Graduation Rate Goal

Goal 6: To improve the graduation rate goal from 98.3% to 99.0% by 2022-23.

7: Achievement Gap Goal

Goal 7: To reduce the percentage of Novice in the gap group of "2 or More Races" on the Kentucky Summative Assessment Reading section from 40% to 25% in 2022-23.

ALIGNMENT WITH STATE STANDARDS POLICY

ALIGNMENT NEEDS ASSESSMENT

Our improvement planning process will include:

- An analysis of our state assessment data and other school data as necessary to discover the extent to which our students are meeting state standards and our programs are aligned with state standards. Analysis will include performance levels of each demographic group in the school.
- Systematic work to discover and correct the causes of barriers to high performance by all students and the movement of students toward our goals.

We will implement this process to address our alignment with state standards, and the resulting plan will be monitored by the council through ongoing progress notes.

POLICY EVALUATION

We will evaluate the effectiveness of this policy through our school improvement planning process.

Approved:_____Chairperson:_____

ADVANCED PLACEMENT/DUAL CREDIT COURSES

Curriculum and Availability

Each year, college-level courses will be offered. Currently the following areas offer Advanced Placement or Dual Credit courses:

- | | |
|-------------------|----------------------------|
| 1. English | 5. Family Consumer Science |
| 2. Science | 6. Foreign Language |
| 3. Mathematics | 7. Arts and Humanities |
| 4. Social Studies | 8. Agriculture |

Those courses will be offered as Advanced Placement or Dual Credit classes at Mercer County Senior High School, Trailblazer Academy, or through arrangements with nearby colleges or universities.

Student Assignment and Recruitment

Students will be encouraged to prepare for and take college-level courses in the following ways:

- Counselors will advise students and parents/guardians of these options when they go through the scheduling process each year and encourage each student to take appropriate preparatory courses.
- Teachers will encourage all students to take challenging courses each term.

All students may take college-level courses if they meet the following requirements:

- Completing prerequisite courses listed in the Student Handbook/Course Description Book.
- Receiving permission from the teacher if applicable.
- Dual Credit courses require a 3.0 GPA
- Some colleges require a 19 on the Math section of the ACT in order to receive college credit
- Students must maintain a grade of C or better in the fall semester to be able to take Dual Credit courses in the spring semester of that academic year.
- If a Dual Credit course is offered at Mercer County Senior High School, students will not be permitted to take the same course off campus.

Approved: _____ Chairperson: _____

PROGRAM APPRAISAL POLICY

PROGRAM APPRAISAL NEEDS ASSESSMENT

Our improvement planning process will include:

- an analysis of our Kentucky Summative Assessment (KSA) data and other school data as necessary to discover the extent to which our students are meeting state standards.
- systematic work to discover and correct the causes of barriers to high performance by all students and the movement of students toward our goals.
- a complete and clear data-based improvement plan that sets goals and addresses causes to help move our students closer to state standards.
- ongoing monitoring and evaluation of the implementation and impact of our improvement plan.

We will implement this process, including appraisal of the effectiveness of all our programs, through our needs assessments and our implementation and impact checks.

PROGRAM APPRAISAL RESPONSIBILITY

The Leadership Team will be responsible for program appraisal and will make recommendations concerning program changes/revisions to the council.

POLICY EVALUATION

This policy will be evaluated by the Leadership Team in the fall of every new school year. Recommendations (if any) for revisions will be presented in writing to the council for consideration and adoption. Recommendations should be made as soon as possible in the school year but no later than the January council meeting.

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: _____

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: _____

STUDENT ASSIGNMENT POLICY

Students will be assigned courses according to the graduation requirements of the local board and the Kentucky Department of Education. Courses will be assigned to allow students to complete required curriculum in a timeline that is consistent with state assessments. Students will be placed in requested elective courses upon completion of required courses in recommended sequences and in accordance with their career paths.

Schedule Packets will be available for review in the guidance office and will be submitted annually to the School Based Decision Making Council for approval prior to being presented to the local board of education. This packet will include graduation requirements and career pathway information.

A counselor shall ensure that each student's Individual Graduation Plan includes a list of the courses to be taken each term, including amendments made as the student's plans are refined. A counselor shall review each student's plan annually to make sure he/she is on track to complete all graduation requirements by the end of his/her senior year.

Approved: _____ Chairperson: _____

ENHANCING STUDENT ACHIEVEMENT POLICY

The Kentucky Learning Goals are the following:

- Students are able to apply basic communications and mathematics skills in situations similar to what they will experience in life.
- Students shall develop their abilities to apply core concepts and principles from science, mathematics, social studies, arts and humanities, practical living studies, and vocational studies to what they will encounter in life.
- Students shall develop their abilities to become self-sufficient individuals.
- Students shall develop their ability to become responsible members of a family, work group, or community.
- Students shall develop their ability to solve problems both in school and in a variety of situations similar to what they will encounter in life.
- Students shall develop their abilities to connect and integrate knowledge from all disciplines into their own knowledge bases.

The mission statement of Mercer County Senior High School is:

Preparing every student to successfully compete in every endeavor, at every level, and in every stage of life.

In order to accomplish Kentucky's Learning Goals and to help carry out our school's mission, Mercer County Senior High School will:

- Develop SBDM policies that contribute directly or indirectly to furthering these goals and/or accomplishing this mission thus enhancing students achievement by improving teaching and learning at our school.
- Complete an annual needs assessment including but not limited to analyzing student performance on the state assessment.
- Revise annually our school improvement plan to address identified needs. The School-Based Decision Making Council shall be responsible for adopting this plan and conducting implementation and Impact Checks to monitor the plan.

POLICY EVALUATION

This policy will be evaluated by the School Resources/Culture Committee in the fall of every new year. Recommendations (if any) for revisions will be presented in writing to the council for consideration and adoption. Recommendations should be made as soon as possible in the school year but no later than the January council meeting.

Approved: _____ Chairperson: _____

STAFF TIME ASSIGNMENT

The principal (or principal designee) shall assign staff members time in a manner that:

- Fully supports implementation of our student assignment policy.
- Takes into account staff members' requests regarding course assignments.

Assignments Based on Criteria

To complete assignments, the principal or principal's designee shall:

- In April, discuss with current staff members their preference for continuing or changing assignments for the next year.
- In May, assign staff members based on the criteria above.
- In June, notify the Council of how each returning staff member has been assigned.
- In July, notify the new Council of staff assignments.

Altering Assignments

After making assignments, the principal or principal's designee may alter the assignments to respond to unanticipated enrollment, staffing changes or policy changes.

Evaluation

Our CSIP process includes a regular cycle of reviewing data on student performance and data on our alignment with Kentucky's Standards and Indicators for School Improvement. The analysis of this data may determine and impact staff assignments.

Approved: _____ Chairperson: _____

Upcoming Dates

December 8	Band Concert 7:00 pm
December 9	Titan Singers Winter Concert 7:00 pm
December 10	ACT
December 12	SBDM 4:00 pm
December 13	Board meeting 5:30 pm
December 14-16	Semester Exams
December 16	Early Release Day 1:30 pm
December 19-Jan. 2	Christmas Break - NO SCHOOL
January 2	End of 2nd term
January 6	Post 2nd term Final (grades for transcript)