

Mercer County Senior High School School Based Decision Making Council

“Regular Meeting Agenda”

November 17th, 2025

3:15PM - Conference Room 169

Members:

Mike Floro, Principal & Chair
Ekambaram Elumalai, Teacher Representative
Kendra Rowland, Teacher Representative
Andrew Ashford, Teacher Representative
Todd Davis, Parent Representative
Andrea Whitenack, Parent Representative
Brian Rowland, Council Secretary

Opening Business

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

Monthly Reports

- Staffing Update / Job Postings Update
- Behavior/PBIS Report
- Academic Progress Check
- Budget Report

Old Business

- None

New Business

- KSA School Data vs. State Data
- KSA Accountability Update / Data Release
- CSIP Phase TWO:
 - Needs Assessment
 - School Assurances
- Club Dues / Student Handbook
- Alignment with State Standards Policy - 2nd Reading
- Budget and Spending Policy - 2nd Reading
- Committee Policy - 2nd Reading
- Consultation Policy - 2nd Reading

- Enhancing Student Achievement Policy - 2nd Reading
- Planning Policy - 1st Reading
- Curriculum Policy - 1st Reading
- Discipline and Classroom Management Policy - 1st Reading
- Instructional Practices - Policy Review
- School Space - Policy Review
- Schedule of School Day - Policy Review
- Student Assignment - Policy Review

Upcoming Dates and Events

- Calendar

Public Comment

Set Time and Date for Next Meeting

Adjourn

***Mercer County Senior High
SBDM Council
Regular Monthly Meeting
October 20, 2025 – Draft Minutes***

The meeting was called to order by Mr. Floro at 3:16 p.m. in the Conference Room. The following members of the council were in attendance:

Present : Mike Floro, Principal Kendra Rowland, Teacher Andrew Ashford, Teacher Ekambaram Elumalai, Teacher Todd Davis, Parent Andrea Whitenack, Parent Brian Rowland, SBDM Secretary	Absent:
---	----------------

Agenda Approval

Motion to accept: **Mr. Ashford made a motion to accept the Meeting Agenda. Mrs. Rowland seconded the motion. All were in consensus.**

Motion was approved by consensus.

Minutes Approval

September minutes were reviewed by the council.

Motion to accept: **Mr. Ashford made a motion to accept the September Minutes. Dr. Eka seconded the motion. All were in consensus.**

Motion was approved by consensus.

Good News Report

Good News Report – October 20, 2025

- FFA, FCCLA, and Titan Singers all helped out with the BOE meeting held @ MCSHS on 9/16/25. FFA presented board members with arrangements and talked about Farm School week, FCCLA made appetizers, and the Titan Singers performed for the Board.
- College Application Day was a huge success on 9/16/25. We had dozens of seniors complete their college applications in the media center.
- On 9/19, all of the newest school record holders in individual sports were added to the record boards in the cafeteria.
- Homecoming Week and the Pep Rally were a huge success this year.
- Congratulations to our Homecoming King and Queen, Sammy Bragg and Baylee Sims.
- Congratulations to Will Armstrong for a strong performance at Boys Golf regionals and at State. Will was named All Region Second Team.
- The 2005 State Champion Band was recognized at the Football game on 9/26.
- MCSHS Band was Grand Champion at the Band competition at South Laurel on 9/27.

- On 9/29, Mercer County Senior High School was officially named 1 of 8 schools in KY to be a GEAR UP KY School.
- 10/1, MCSHS FFA had a great time participating in their annual AG Olympics.
- 10/2, Over 180 students were honored at our annual academic awards breakfast and ceremony. A special thanks to Chrys Jones for being our keynote speaker.
- 10/16, Senior Parent night was held in the MCSHS Auditorium. We had over 60 people in attendance.
- Junior Aniston Keller was chosen as the MCSHS Superior Titan for the month of October. She will be recognized at the Board Meeting on 10/21/25.
- Mercer County Senior High school is proud to announce they have been selected again to participate in the KPA Bradley Awards for the 2025-26 school year.
- Girls Soccer got runner up in the 46 district tournament and fell to Boyle county in the first round of the 12th region tournament last week.
- Dr. Katrina Sexton was named the 92.9 Radio Station teacher of the week last week. She was presented with a plaque and gift certificate. She also received 4 large Goodfellas pizzas for her classroom.
- MCSHS Band placed 3rd at the 2A Quarterfinals on 10/18. They will compete in the state semifinals next Saturday, 10/25 at Hart County High School at 10:45 AM central time.
- MCSHS Boys Cross County team won the Boyle County Invitational on Saturday 10/18.
- 4H Forestry Competition.
 - Awards for Compass and Pacing, 3rd Place was Henry Bell and Taylor Curtsinger. 2nd Place was Emily Harrison. 1st Place was Emily Bohman.
 - Tree ID. 2nd place was Will Dean, Tori Devine, and Emily Bohman. 1st Place - Cameron Routin, Gracen Guerra and Taylor Curtsinger
 - Tree Measurement - 3rd Place was Tori Devine. 1st Place - Gracen Guerra
 - Over all - 3rd Place was Tori Devine. 1st Place was Gracen Guerra
- 4H Win With Wood Competition - Overall First place was Cameron Routin. Third place was a tie between Rennan Doan and Gracen Guerra.

Monthly Reports

Staffing Update:

At last month's Site Base Meeting the High School had two positions vacant, Secretary Position and one Certified Teacher Opening in the MSD Unit. Since the last meeting, we have had an opening in our MSD IA Position. Kristin Leach resigned and we now have that position vacant.

At 3:47 PM, Mr. Floro stated that he needed to discuss the appointment of individuals with the SBDM. At that time, Mrs. Whitenack made a motion to move to Closed Session KRS 61.810(1)(f) to discuss an appointment of an individual. Mrs. Rowland seconded the motion to move into Closed Session.

At 4:00 PM, the SBDM came out of Closed Session by Mrs. Whitenack making a motion to come out of Closed Session and Mrs. Rowland seconded the motion.

Behavior:

Total Referrals - 137	through_October 17, 2025	9th Grade - 55
Minor - 49		10th Grade - 26
Major - 88		11th Grade - 30
		12th Grade - 26

Academic:

We met in our Instructional Lead Team last Wednesday. We are looking at ways to service and handle students in Day Time ESS. We are in the process of trying to find ways to identify students who need to improve upon Reading and Math.

Budget:

Section 6 - Last Month was \$41,726.10 - This Month is currently \$39,587.16
Student Activity - Last Month was \$28,338.09 - This Month is currently \$22,261.74
District Activity - Last Month was \$354,499.24 - This Month is currently \$382,091.34

Old Business

Speed Limit Signs are still not in place. Mr. Floro stated that he has been in contact with Maintenance about when and if they would be in place. Mr. Floro stated that Maintenance was working on finding time to get them in place.

New Business

- School Report Card - School Profile Report - Mr. Floro completed the School Report Card by October 1, 2025. Mr. Floro stated that he had to share this report with Council and needed the Council to sign off that he had shared the report with them.
- KSA Data and Accountability Update - Mr. Floro stated that we are now scheduled to get our scores on Tuesday October 21st. Tomorrow, we are supposed to have our Science scores and Survey Data.
- SCIP Phase ONE; Executive Summary, School Safety Report, and Continuous Improvement Diagnostic for Schools - Mr. Floro stated that there are THREE Components that he had to complete. Those were submitted on October the 1st and were completed and submitted to the state by the deadline.
- Alignment with State Standards Policy (1st Reading) - Mrs. Rowland made a motion to accept the policy. Dr. Eka seconded the motion. All were in consensus
- Budget and Spending Policy (1st Reading) - Mrs. Whitenack made a motion to accept the policy. Dr. Eka seconded the motion. All were in consensus
- Committee Policy (1st Reading) - Mrs. Rowland made a motion to accept the policy. Mr. Ashord seconded the motion. All were in consensus
- Consultation Policy (1st Reading) - Mr. Ashford made a motion to accept the policy. Mrs. Whitenack seconded the motion. All were in consensus
- Enhancing Student Achievement Policy (1st Reading) - Mrs. Rowland made a motion to accept the policy. Dr. Eka seconded the motion. All were in consensus.
- Advanced Placement/Dual Credit (2nd Reading) - Mr. Ashford made a motion to accept the policy. Mr. Davis seconded the motion. All were in consensus.
- Planning Policy (Review) - Council suggested no changes to the Planning Policy.
- Curriculum Policy (Review) - Council suggested no changes to the Curriculum Policy.
- Discipline and Classroom Management Policy (Review) - Council suggested no changes to the Curriculum Policy.

Upcoming dates/events:

The list was reviewed and Mr. Floro stated that he will continue to share dates with the staff weekly or as things get added.

Public Comments

There were no Public Comments.

The next regular monthly meeting will be November 17 at 3:15 p.m. The SBDM council was adjourned at 4:32 p.m. The motion was made by Mrs. Rowland and seconded by Mrs. Whitenack. Motion was approved by consensus.

Submitted by Brian Rowland, recording secretary

Good News Report – November 17, 2025

- FFA Radio Auction was a success, especially with the change in venue from Farmers Bank to MCSHS.
- Blood Drive was a huge success. Goal was 18 units. We had 49 scheduled appointments. Out of those, we collected 33 good units.
- Band Community Performance - raised over \$1000 and had over 300+ people in attendance.
- On 10/20, BETA club inducted 63 new members into the MCSHS National BETA club.
- Maddi Baker, Kobie Shirley and Aniston Keller were recognized at the BOE meeting on 10/21. Maddi for setting the national discus record for Freshman at New Balance Nationals this summer, Kobie for being named a National Merit Semi-Finalist, and Aniston for being the superior Titan of the Month.
- Anne Whitenack was 1 of 12 players, selected by 12th region coaches, to the 12th Region / All Region Team. Anne was voted to the 2nd team - ALL 12th Region for girls volleyball. (12th Region coaches cannot vote for players on their own team)
- Addisen Shepherd was selected to the 46th district - All district team for girls volleyball.
- On 10/24, Trailblazer hosted a welding competition sponsored by KWI. 7 schools and over 50 welders competed. Jackson Burchett won 4th place and Trailblazer students won the 1st overall team.
- MCSHS participated in Red Ribbon week, the week of 10/27 through 10/31. It culminated with a student/staff swap dress up day. A good time was had by all.
- On 10/26, all band, cheerleading, and football seniors were recognized at Senior Night during the home football game.
- 10/25, MCSHS Band placed 4th overall at State.
- 10/25, MCSHS Cheer placed 1st at the Bullitt Bash
- 10/25, MCSHS Cross Country Boys finished 3rd in the region and advanced to state. Cross Country Girls had 2 individual qualifiers,
- MCSHS Performing Arts held "Toil and Trouble" - A murder mystery dinner in the MCSHS Cafeteria. It was a great evening of food and fun.
- 10/29, MCSHS sent a group of interested seniors on a college visit to Berea College. 23 students participated.
- 10/30, MCSHS Educator's Rising took 14 students from MCSHS to Kentucky's College of Education Open House.
- 10/31, Mercer County FFA got to attend the National Conference in Indianapolis
- 11/1, Boys Cross Country Team competed in state, and there were 2 girls cross country that competed in state.
- 11/1, MCSHS Cheerleading took 1st place at The Americas Cheerleading Cup in Louisville.
- 11/7, Congratulations to Gracie Caton, MCSHS Teacher of the Month for November.

- 11/8, MCSHS Cheerleaders won 1st place in the region, held at Mason County for Gameday Small competition. They will compete at the State competition at GRC later in December.
- 10th grader Lauryn Maddox won the VFW Voice of Democracy Essay contest. She got a check for \$100. She will advance to the district competition for a chance to win \$250.
- 11/15, MCHS Cheerleading placed 6th out of 15 and qualified for the first time ever, to attend UCA Nationals at Disney later this school year.

October 20th 2025 - MCSHS SBDM Staffing Update

Per the minutes of the 10/20/25 SBDM Meeting, MCSHS had the following openings:

Secretary - (Interviewed on 10/22, 10/23, and 10/24) - Hired Libby Cobb

MSD Certified Teacher - Took the Posting down

MSD Instructional Assistant - (Interviewed on 10/13/25) - Hired Jessica Sanders

Since the 10/15/25 SBDM Meeting, MCSHS has the following open positions:

NONE



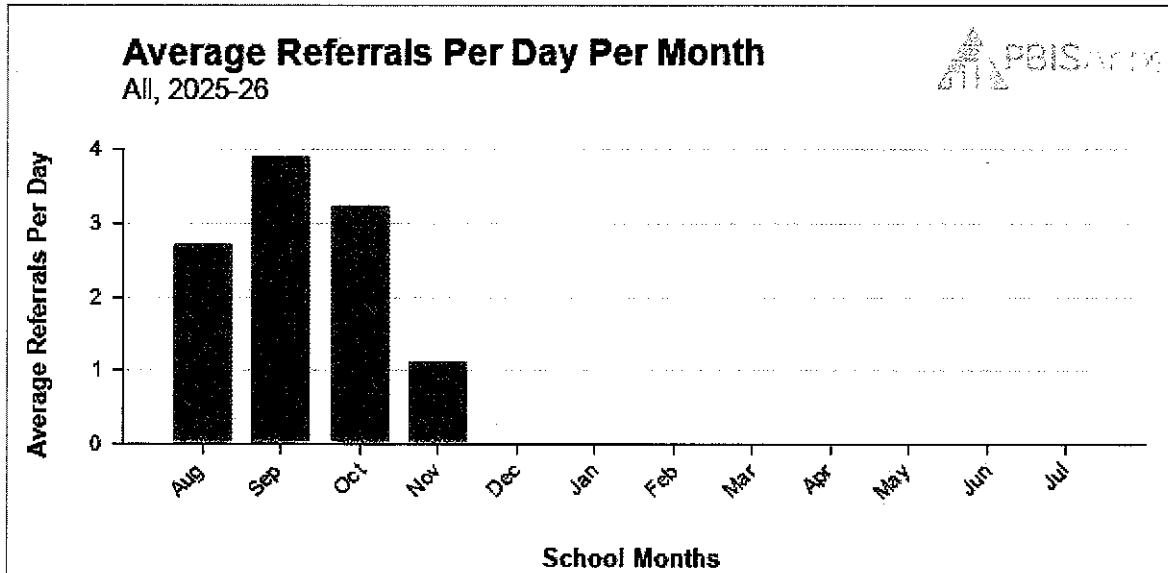
**Mercer County Senior High School**

Generated: Nov 16, 2025, 2:25:01 PM

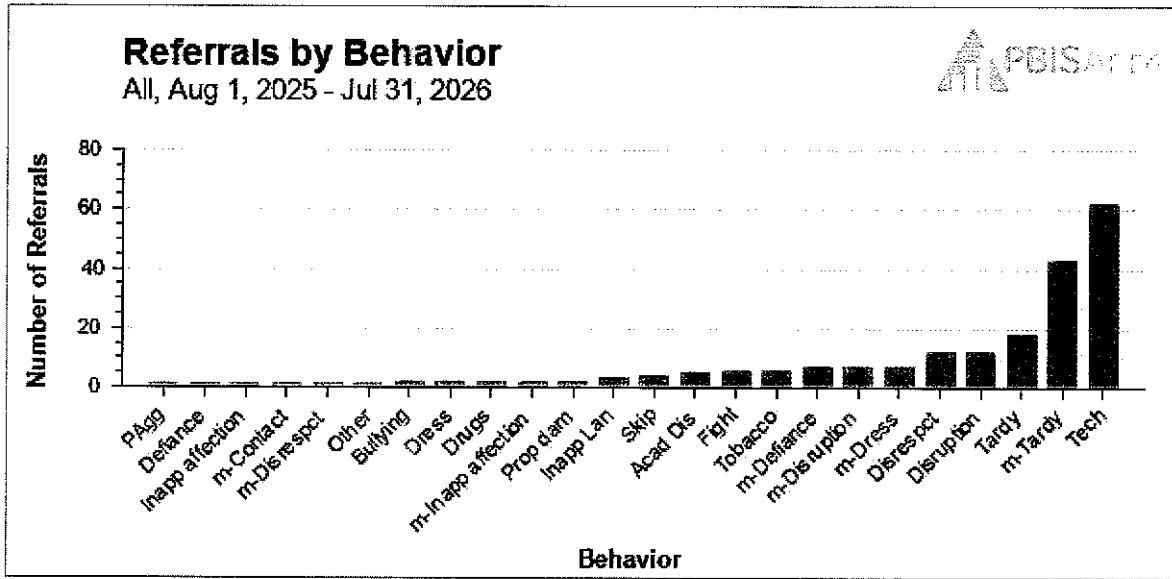
School Summary

2025-26

Outcome: All Referrals



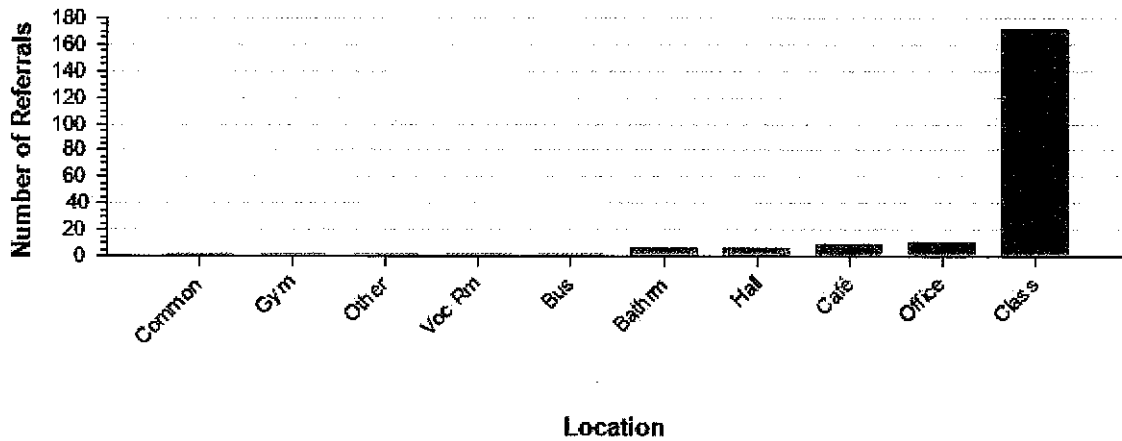
Data Table				
Year	Month	Days Count	Referral Count	Referrals/School Day
2025	August	18	49	2.72
2025	September	21	82	3.90
2025	October	18	58	3.22
2025	November	17	19	1.12
2025	December	15	0	0.00
2026	January	18	0	0.00
2026	February	19	0	0.00
2026	March	20	0	0.00
2026	April	19	0	0.00
2026	May	14	0	0.00
2026	June	0	0	0.00
2026	July	0	0	0.00
Totals:		179	208	0.91



Data Table			
Behavior	Frequency	Proportion	Additional Frequency
Physical Aggression	1	0.48%	0
Defiance/Insubordination/Non-Compliance	1	0.48%	0
Inappropriate Display of Affection	1	0.48%	0
Staff-managed (minor) - Physical Contact/Physical Aggression	1	0.48%	0
Staff-managed (minor) - Disrespect	1	0.48%	0
Other Behavior	1	0.48%	0
Bullying	2	0.96%	0
Dress Code Violation	2	0.96%	0
Use/Possession of Restricted Substances	2	0.96%	0
Staff-managed (minor) - Inappropriate Display of Affection	2	0.96%	0
Property Damage/Vandalism	2	0.96%	0
Abusive Language/Inappropriate Language/Profanity	3	1.44%	0
Skip Class	4	1.92%	0
Academic Dishonesty	5	2.40%	0
Fighting	6	2.88%	0
Use/Possession of Tobacco/Nicotine	6	2.88%	0
Staff-managed (minor) - Defiance/Insubordination/Non-compliance	7	3.37%	0
Staff-managed (minor) - Disruption	7	3.37%	0
Staff-managed (minor) - Dress Code Violation	7	3.37%	0
Disrespect	12	5.77%	0
Disruption	12	5.77%	0
Tardy	18	8.65%	0
Staff-managed (minor) - Tardy	43	20.67%	0
Technology Violation	62	29.81%	0
Totals:	208	100%	0

Referrals by Location

All, Aug 1, 2025 - Jul 31, 2026

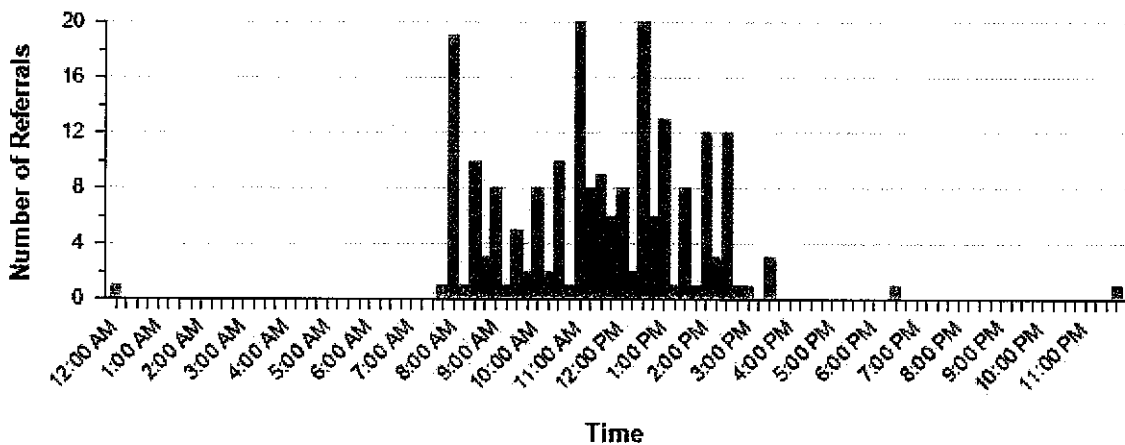


Data Table

Location	Frequency	Proportion
Commons/Common Area	1	0.48%
Gym	1	0.48%
Other/Unknown Location	1	0.48%
Vocational Room	1	0.48%
Bus	2	0.96%
Bathroom/Restroom	6	2.88%
Hallway/Breezeway	6	2.88%
Cafeteria	8	3.85%
Office	10	4.81%
Classroom	172	82.69%
Totals:	208	100%

Referrals by Time

All, Aug 1, 2025 - Jul 31, 2026

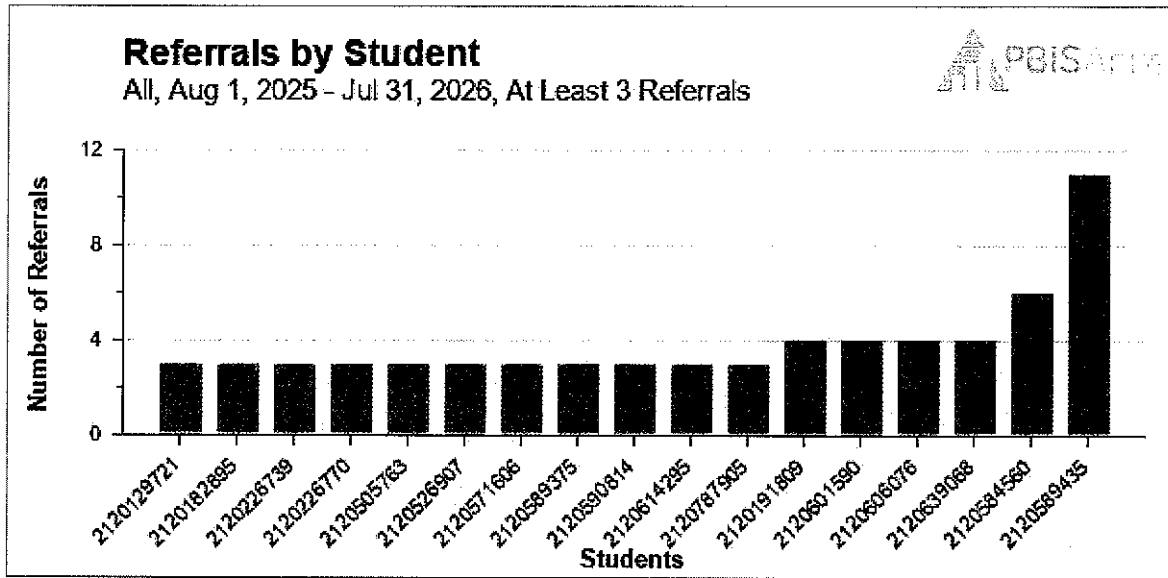


Data Table

Time	Frequency	Proportion
12:00 AM	1	0.48%
Totals:	208	100%

Totals:	208	100%
12:15 AM	0	0.00%
12:30 AM	0	0.00%
12:45 AM	0	0.00%
1:00 AM	0	0.00%
1:15 AM	0	0.00%
1:30 AM	0	0.00%
1:45 AM	0	0.00%
2:00 AM	0	0.00%
2:15 AM	0	0.00%
2:30 AM	0	0.00%
2:45 AM	0	0.00%
3:00 AM	0	0.00%
3:15 AM	0	0.00%
3:30 AM	0	0.00%
3:45 AM	0	0.00%
4:00 AM	0	0.00%
4:15 AM	0	0.00%
4:30 AM	0	0.00%
4:45 AM	0	0.00%
5:00 AM	0	0.00%
5:15 AM	0	0.00%
5:30 AM	0	0.00%
5:45 AM	0	0.00%
6:00 AM	0	0.00%
6:15 AM	0	0.00%
6:30 AM	0	0.00%
6:45 AM	0	0.00%
7:00 AM	0	0.00%
7:15 AM	0	0.00%
7:30 AM	0	0.00%
7:45 AM	1	0.48%
8:00 AM	19	9.13%
8:15 AM	1	0.48%
8:30 AM	10	4.81%
8:45 AM	3	1.44%
9:00 AM	8	3.85%
9:15 AM	1	0.48%
9:30 AM	5	2.40%
9:45 AM	2	0.96%
10:00 AM	8	3.85%
10:15 AM	2	0.96%
10:30 AM	10	4.81%
10:45 AM	1	0.48%
11:00 AM	20	9.62%
11:15 AM	8	3.85%
11:30 AM	9	4.33%
11:45 AM	6	2.88%
12:00 PM	8	3.85%
12:15 PM	2	0.96%
12:30 PM	20	9.62%
12:45 PM	6	2.88%
1:00 PM	13	6.25%
1:15 PM	1	0.48%
1:30 PM	8	3.85%
1:45 PM	1	0.48%
2:00 PM	12	5.77%

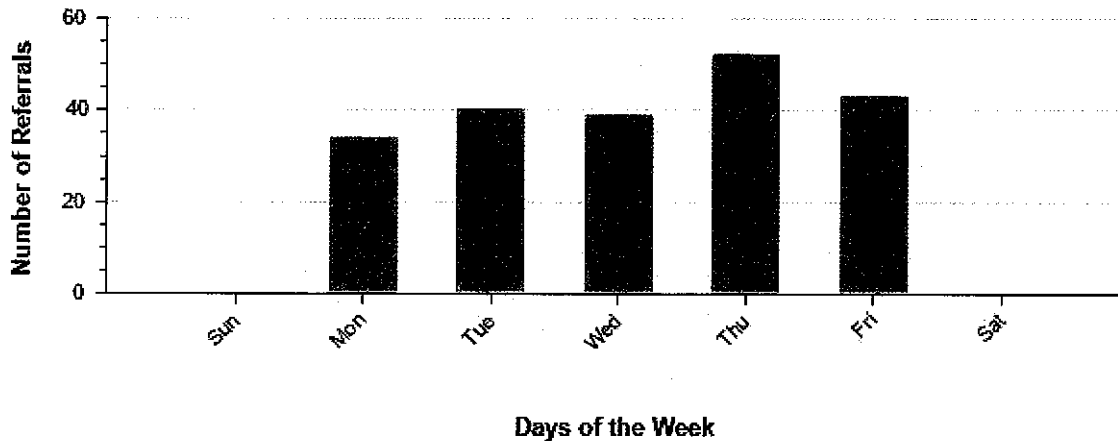
2:15 PM	3	1.44%
2:30 PM	12	5.77%
2:45 PM	1	0.48%
3:00 PM	1	0.48%
3:15 PM	0	0.00%
3:30 PM	3	1.44%
3:45 PM	0	0.00%
4:00 PM	0	0.00%
4:15 PM	0	0.00%
4:30 PM	0	0.00%
4:45 PM	0	0.00%
5:00 PM	0	0.00%
5:15 PM	0	0.00%
5:30 PM	0	0.00%
5:45 PM	0	0.00%
6:00 PM	0	0.00%
6:15 PM	0	0.00%
6:30 PM	1	0.48%
6:45 PM	0	0.00%
7:00 PM	0	0.00%
7:15 PM	0	0.00%
7:30 PM	0	0.00%
7:45 PM	0	0.00%
8:00 PM	0	0.00%
8:15 PM	0	0.00%
8:30 PM	0	0.00%
8:45 PM	0	0.00%
9:00 PM	0	0.00%
9:15 PM	0	0.00%
9:30 PM	0	0.00%
9:45 PM	0	0.00%
10:00 PM	0	0.00%
10:15 PM	0	0.00%
10:30 PM	0	0.00%
10:45 PM	0	0.00%
11:00 PM	0	0.00%
11:15 PM	0	0.00%
11:30 PM	0	0.00%
11:45 PM	1	0.48%
Totals:	208	100%



Data Table		
Student ID	Frequency	Proportion
2120182895	3	4.55%
2120129721	3	4.55%
2120505763	3	4.55%
2120526907	3	4.55%
2120226739	3	4.55%
2120226770	3	4.55%
2120614295	3	4.55%
2120571606	3	4.55%
2120590814	3	4.55%
2120787905	3	4.55%
2120589375	3	4.55%
2120601590	4	6.06%
2120639068	4	6.06%
2120606076	4	6.06%
2120191809	4	6.06%
2120584560	6	9.09%
2120589435	11	16.67%
Totals:	66	100%

Referrals by Day Of Week

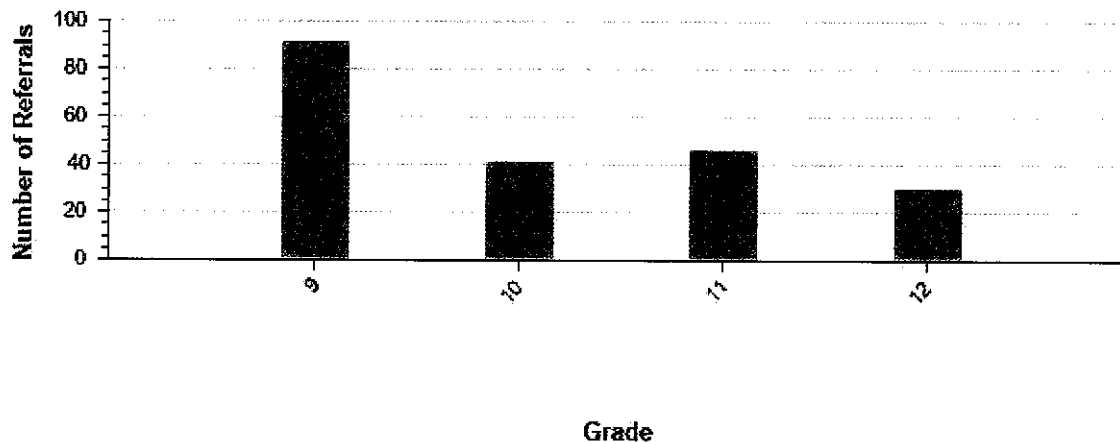
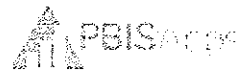
All, Aug 1, 2025 - Jul 31, 2026

**Data Table**

Day	Frequency	Proportion
Sunday	0	0.00%
Monday	34	16.35%
Tuesday	40	19.23%
Wednesday	39	18.75%
Thursday	52	25.00%
Friday	43	20.67%
Saturday	0	0.00%
Totals:	208	100%

Referrals by Grade

All, Aug 1, 2025 - Jul 31, 2026

**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%
Totals:	208	100%

11/16/25, 2:25 PM

<https://swis.pbisapps.org/#reporter/reports%7B%22school%22:%22B809DDB8-4C0D-DF11-8DDA-0019B9C99BEB%22%7D>

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	91	43.75%
10	41	19.71%
11	46	22.12%
12	30	14.42%
Post 12	0	0.00%
Totals:	208	100%

Copyright: © 2025 Educational & Community Support, University of Oregon
All rights reserved.

SWIS Suite
www.pbisapps.org

Section 6

Other Section \$

SBDM Accounts (Section 6 and 7)	2025-26 Budgeted Amount	Balance as of October 15, 2025	Balance as of November 12, 2025
Other Certified	150.00	30.00	-60.00
Certified Substitute Salary	1500.00	1170.00	840.00
Classified Regular Salary			
Classified Additional Pay		-344.33	-344.33
Classified Substitute Pay			
Employer FICA Contribution	50.00	29.22	29.22
Employer Medicare Contribution	75.00	63.67	57.63
KTRS Employer Contribution		-13.50	-26.10
CERS Employer Contributions	25.00	-39.11	-39.11
KSBA Unemployment Insurance	25.00	24.54	24.54
Registration Fees	3000.00	2465.00	2465.00
Security Services			
Other Professional Services	500.00	500.00	500.00
Copier Rental	15000.00	0.00	
Postage and PO Box Rental	3500.00	600.00	600.00
Telephone	2000.00	1250.00	1311.56
Travel	2500.00	2198.44	1935.20
General Supplies	45000.00	20742.47	19001.72
Food - (Non-Instructional) Non Food Service			
Library Books / Library	2500.00	1202.20	340.99
Supplemental Books / Study Guides			
Computer Related Supplies	12500.00	10583.92	10583.92
Awards			
Health Supplies		-350.00	-350.00
Equipment Supplies		-1455.00	-1455.00
Other Supplies / Material		-4787.15	-4787.15
Dues and Fees	2500.00	14.79	14.79
Instructional Field Trips			
Other Miscellaneous	7050.00	5702.00	5502.00
Section 6 Total	\$ 97,875.00	\$ 39,587.16	\$ 36,144.88
Other Repairs and Maintenance		0.00	0.00
General Supplies (School Supplies) 702.47 ADA x \$25 per pupil	17562.00	6362.00	6062.00
Food - (Instructional) Non Food Service		-3600.00	-3600.00
General Supplies (Custodial) 702.47 ADA x \$25 per pupil	17562.00	8121.04	4427.77
Other Section \$ Total	\$ 35,124.00	\$ 10,883.04	\$ 6,889.77
TOTAL	\$ 132,999.00	\$ 50,470.20	\$ 43,034.65

District Activity Account @ Central Office	Balance as of October 15, 2025	Balance as of November 12, 2025
Blood Center Scholarship	2524.00	2524.00
Destitute Senior	312.36	312.36
Class of 2027	4294.04	4294.04
General Fund	20603.45	20803.45
Ag Shop	2194.28	2294.28
AP Exam	0.00	0.00
Art	1161.79	1161.79
Band	1764.61	2305.94
Chorus	0.00	0.00
Drama	10060.57	7404.31
English	7.65	7.65
Class of 2028	4965.68	4965.68
Field Trips	2897.32	2897.32
Foreign Language	579.21	579.21
Horticulture	30478.05	29310.05
Library Book Fair	587.35	587.35
Class of 2025	3059.40	5039.40
Yearbook	2989.33	3294.38
Pictures	1636.20	1636.20
Science	0.00	235.00
Senior Trip	55.93	55.93
Special Education	408.32	757.92
Summer School	3476.31	3476.31
Technology	6770.58	6820.58
Class of 2026	5845.46	5845.46
Textbooks	2638.74	2638.74
College Tech Education	1153.83	1153.83
Staff Fund	1108.21	2031.88
Col. Chinn Scholarship	500.00	500.00
Alvis Johnson Scholarship	2190.00	2190.00
School Store	4763.68	4763.68
General Athletics	99589.18	99589.18
Archery	3982.80	1313.80
Baseball	1750.00	0.00
Boys Basketball	1486.79	1486.79
Girls Basketball	2527.03	1078.03
Cheerleading	1755.36	1755.36
Cross Country	1051.13	1051.13
Dance	2147.33	1338.92
Football	3940.82	3940.82
Football Bowl Game	39702.92	39702.92
Football Supplemental	18427.29	18427.29
Golf	2357.86	2357.86
Boys Soccer	1582.54	1582.54
Girls Soccer	4041.46	3824.31
Softball	1801.97	1801.97
Boys Tennis	5973.98	5973.98
Girls Tennis	6843.45	6843.45
Track	2348.51	2348.51
Volleyball	1207.60	507.60
Bass Fishing	1709.91	1709.91
Heart of the Bluegrass	13471.49	12943.49
Athletics Supplemental	5331.08	5331.08
Gate Receipts	36556.27	29782.27
Wrestling	2438.39	2368.89
Athletic Training	1039.83	1039.83
William and Andrea Taylor Scholarship	0.00	3500.00
TOTAL	\$ 382,091.34	\$ 371,486.67

Student Activity Account @ Central Office	Balance as of October 15, 2025	Balance as of November 12, 2025
Thirst Club	24.00	24.00
Y Club	1389.00	-3731.00
Fellowship of Christian Athletes	998.26	998.26
Unity Club	206.01	206.01
FCCLA	5087.98	4825.98
Engineering Club	684.00	684.00
Educator's Rising	237.60	197.60
National Honor Society	1858.66	1895.17
Spanish Club	420.04	406.02
Student Council	1320.29	1320.29
Key Club	65.71	65.71
Envirothon Team	75.03	75.03
Book Club	225.57	225.57
Beta Scholarship	170.00	170.00
Academic Team	603.54	603.54
Band	0.02	0.02
Project Graduation	-2540.11	-2540.11
DECA Club	-3771.74	-1975.88
Board Game Club / UM Club	252.66	252.66
Field Trips	91.28	91.28
BETA Club	258.73	1120.73
FFA	10608.64	17108.64
School Store	202.00	202.00
Student Vending	674.08	674.08
Pep Club	869.15	914.15
Weightlifting	1334.79	1334.79
Chess Club	916.55	916.55
TOTAL	\$ 22,261.74	\$ 26,065.09



TESTED STUDENTS SCHOOL SUMMARY

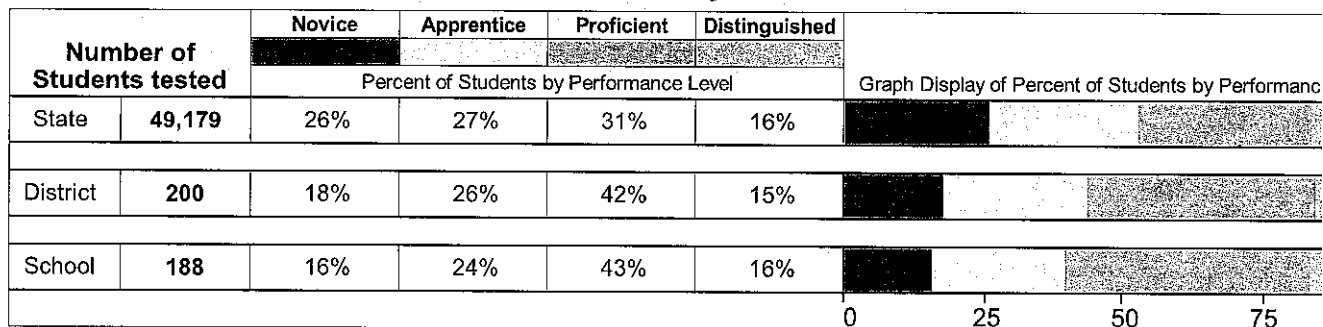
Kentucky Summative Assessments

Mercer County Senior High School

Mercer County

Grade 10 Reading

Percent of Students by Performance Level*



Average Scores by Reporting Category

Each content area has been further divided into reporting categories to provide more detail about your school performance. The specific have been analyzed for statistical significance to create a status by category. The school's formative assessment system should support performing on these content areas.

Overall Score in Reading (Average score for all students tested)			
State	512		
District	514	Compared to the STATE, this district's score is higher.	↑
School	515	Compared to the STATE, this school's score is higher.	↑
		Compared to the DISTRICT, this school's score is about the same.	=
Compared to school's Overall Reading Score, this school's...			
School	514	Key Ideas and Details score is about the same.	=
School	515	Craft and Structure score is about the same.	=
School	517	Integration of Knowledge and Ideas score is about the same.	=

*Students participating in the Alternate Kentucky Summative Assessments are included in Performance Level.



TESTED STUDENTS SCHOOL SUMMARY

Kentucky Summative Assessments

Mercer County Senior High School

Mercer County

Grade 10 Mathematics

Percent of Students by Performance Level*

Number of Students tested		Novice	Apprentice	Proficient	Distinguished	Graph Display of Percent of Students by Performance Level
		Percent of Students by Performance Level				
State	49,080	30%	29%	29%	12%	
District	200	22%	27%	31%	21%	
School	188	19%	26%	32%	22%	
						0255075

Average Scores by Reporting Category

Each content area has been further divided into reporting categories to provide more detail about your school performance. The specific content areas have been analyzed for statistical significance to create a status by category. The school's formative assessment system should support students in performing on these content areas.

Overall Score in Mathematics (Average score for all students tested)			
State	503		
District	507	Compared to the STATE, this district's score is higher.	↑
School	508	Compared to the STATE, this school's score is higher.	↑
		Compared to the DISTRICT, this school's score is about the same.	=
Compared to school's Overall Mathematics Score, this school's...			
School	506	Algebra score is about the same.	=
School	508	Functions score is about the same.	=
School	503	Number and Quantity score is lower.	↓
School	507	Geometry score is about the same.	=
School	506	Statistics and Probability score is about the same.	=

*Students participating in the Alternate Kentucky Summative Assessments are included in Performance Level.



TESTED STUDENTS SCHOOL SUMMARY

Kentucky Summative Assessments
Mercer County Senior High School
Mercer County

Spring 2025

Grade 11
Science

Grade 11 Science

Percent of Students by Performance Level*

Number of Students tested		Novice	Apprentice	Proficient	Distinguished	Graph Display of Percent of Students by Performance Level
		Percent of Students by Performance Level				
State	46,879	47%	31%	19%	3%	
District	188	39%	30%	27%	4%	
School	171	36%	32%	28%	4%	
						0255075100

Average Scores by Reporting Category

Each content area has been further divided into reporting categories to provide more detail about your school performance. The specific reporting categories have been analyzed for statistical significance to create a status by category. The school's formative assessment system should support how your students are performing on these content areas.

Overall Score in Science (Average score for all students tested)			
State	792		
District	797	Compared to the STATE, this district's score is higher.	↑
School	797	Compared to the STATE, this school's score is higher.	↑
		Compared to the DISTRICT, this school's score is about the same.	=

Compared to school's Overall Science Score, this school's...			
School	798	Physical Science score is about the same.	=
School	797	Life Science score is about the same.	=
School	797	Earth and Space Science score is about the same.	=
School	0	Engineering Design	

*Students participating in the Alternate Kentucky Summative Assessments are included in Performance Level.



TESTED STUDENTS SCHOOL SUMMARY

Kentucky Summative Assessments

Mercer County Senior High School

Mercer County

Grade 11 Social Studies

Percent of Students by Performance Level*

Number of Students tested		Novice	Apprentice	Proficient	Distinguished	Graph Display of Percent of Students by Performance Level
		Percent of Students by Performance Level				
State	46,788	37%	24%	23%	15%	
District	188	25%	26%	29%	21%	
School	171	23%	25%	30%	22%	
						0255075

Average Scores by Reporting Category

Each content area has been further divided into reporting categories to provide more detail about your school performance. The specific content areas have been analyzed for statistical significance to create a status by category. The school's formative assessment system should support students in performing on these content areas.

Overall Score in Social Studies (Average score for all students tested)			
State	509		
District	514	Compared to the STATE, this district's score is higher.	↑
School	515	Compared to the STATE, this school's score is higher.	↑
		Compared to the DISTRICT, this school's score is about the same.	=
Compared to school's Overall Social Studies Score, this school's...			
School	514	Civics score is about the same.	=
School	516	Economics score is about the same.	=
School	518	Geography score is about the same.	=
School	513	History score is about the same.	=
School	516	Inquiry score is about the same.	=

*Students participating in the Alternate Kentucky Summative Assessments are included in Performance Level.



TESTED STUDENTS SCHOOL SUMMARY

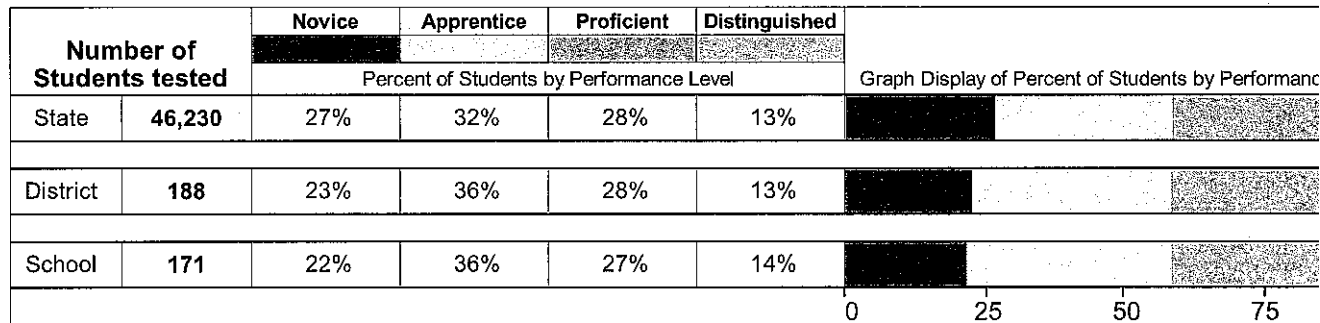
Kentucky Summative Assessments

Mercer County Senior High School

Mercer County

Grade 11 Editing and Mechanics

Percent of Students by Performance Level*



Average Scores by Reporting Category

Each content area has been further divided into reporting categories to provide more detail about your school performance. The specific content areas have been analyzed for statistical significance to create a status by category. The school's formative assessment system should support students in performing on these content areas.

Overall Score in Editing and Mechanics (Average score for all students tested)			
State	516		
District	517	Compared to the STATE, this district's score is about the same.	=
School	518	Compared to the STATE, this school's score is higher.	↑
		Compared to the DISTRICT, this school's score is about the same.	=
Compared to school's Overall Editing and Mechanics Score, this school's...			
School	515	Conventions of Standard English score is about the same.	=
School	516	Knowledge of Language score is about the same.	=
School	519	Vocabulary Acquisition and Use score is about the same.	=

*Students participating in the Alternate Kentucky Summative Assessments are included in Performance Level.



TESTED STUDENTS SCHOOL SUMMARY

Kentucky Summative Assessments
Mercer County Senior High School
Mercer County

Spring 2025

Grade 11

On-Demand Writing

Grade 11 On-Demand Writing

Percent of Students by Performance Level*

Number of Students tested		Novice	Apprentice	Proficient	Distinguished	Graph Display of Percent of Students by Performance Level				
		Percent of Students by Performance Level								
State	45,958	18%	37%	35%	10%					
District	188	11%	36%	37%	16%					
School	171	9%	33%	40%	18%					
						0	25	50	75	100

Average Scores by Reporting Category

Each content area has been further divided into reporting categories to provide more detail about your school performance. The specific reporting categories have been analyzed for statistical significance to create a status by category. The school's formative assessment system should support how your students are performing on these content areas.

Overall Score in On-Demand Writing (Average score for all students tested)			
State	497		
District	505	Compared to the STATE, this district's score is higher.	↑
School	507	Compared to the STATE, this school's score is higher.	↑
		Compared to the DISTRICT, this school's score is about the same.	=

Compared to school's Overall On-Demand Writing Score, this school's...			
School	507	Clarity/Coherence score is about the same.	=
School	510	Counterclaims score is about the same.	=
School	508	Support score is about the same.	=
School	510	Sourcing score is about the same.	=
School	507	Organization score is about the same.	=
School	505	Language/Conventions score is about the same.	=

*Students participating in the Alternate Kentucky Summative Assessments are included in Performance Level.



2025-2026 Phase Two: The Needs Assessment for Schools_11072025_09:40

2025-2026 Phase Two: The Needs Assessment for Schools

Mercer County Senior High School
Michael Floro
1124 Moberly Rd
Harrodsburg, Kentucky, 40330
United States of America

Table of Contents

2025-2026 Phase Two: The Needs Assessment for Schools	3
---	---

2025-2026 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment for Schools

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

The needs assessment provides the framework for all schools to clearly and honestly identify their most critical areas for improvement that they will address later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

Protocol

1. Clearly detail the process used to determine the priorities of this year's needs assessment. Include the following information in your response:

- names of school council members, leadership teams and stakeholder groups (i.e., Family Resource Youth Service Centers, community partners such as civic and business organizations, etc.) involved in the process
- a timeline of the process
- the specific data reviewed and analyzed
- how and where the meetings were documented.

Data results from the 2024-25 school year were the third full results that we have received since the 2018-19 school year due to COVID-19. Results are reviewed and analyzed during the following school year meetings: School-Based decision making council meetings, School Leadership team meetings, Instructional MTSS team meetings, School Administrative team meetings, and District Administrative team meetings. Stakeholders of Mercer County Senior High School review the data to drive the process of developing goals, objectives, strategies, and activities for school improvement. The members of the school council are Mike Floro, Ekambaram Elumalai, Kendra Rowland, Andrew Ashford, Todd Davis, and Andrea Whitenack. The members of the school leadership team are Andrew Ashford, Ekambaram

Elumalai, Christina Emmanuel, Alexandria Edwards, Joe Smith, Adrienne Dye, Miranda Goodlett, Scottie Alford, Stacy Davis, and Kendra Rowland. The members of the MTSS Instructional team are Stephanie Abrams, Austin Cocanougher, McKenzie Coleman, Charles Collins, Cody Cox, Alexandria Edwards, Dr. Ekambaram Elumalai, Stacey Isaacs, Dr. Kathi Lawrence, Daniel Perea, Dr. Jenny Putnam, Dr. Katrina Sexton, Samantha Shepherd, Joe Smith, Adam Sowder, and Lisa Rudzinski. The members of the school administrative team are Mike Floro, Brian Rowland, and Lisa Rudzinski. The members of the district administrative team are Jason Booher, Jason McAlister, Esther Hayslett, Dr. Kathi Lawrence, and Jay Anderson. The school council, school leadership team, school MTSS team, and district administrative team meet monthly. The school administrative team meets weekly to address the needs of the school. Minutes are kept during the school council and MTSS meetings. Notes are kept during the school leadership team, district administrative team, and school administrative team meetings.

Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's comprehensive school improvement plan (CSIP). What was successful? How will your results inform this year's plan?

The goals from the 2024-25 CSIP included:

- 1) To reduce the percentage of Novice from 24% to 19% in 10th grade Reading scores and to reduce the percentage of Novice from 22% to 17% in 10th grade Mathematics scores.
- 2) To reduce the percentage of Novice from 37% to 30% in 11th grade Science scores and to reduce the percentage of Novice from 28% to 20% in 11th grade Social Studies scores, and to improve the Combined Writing index score of all students from 76.5 to 80.0, as defined by the indicator rating averaging On-Demand writing assessment with the Editing and Mechanics assessment in 2024-25.
- 3) To continue to reduce the percentage of Novice in all content areas for all English Language Learners.
- 4) To improve the Quality of School Climate and Safety Goal from 71.6 to 75.
- 5) To improve the Postsecondary Readiness (academic and career) score from 104.6 to 107.0 by 2024-25).
- 6) To improve the graduation rate goal from 95.7% to 99.0% by 2024-25.
- 7) To reduce the percentage of Novice in the gap group of "Economically Disadvantaged" on the Kentucky Summative Assessment Math section from 30% to 25% in 2024-25.

In reviewing the 2024-25 CSIP Goals, improvements were made across the board. While some areas did not meet the set goal parameters, there were huge gains achieved.

In area 1, the goal of 19% or less novice in Reading was achieved (16%). Also, in goal 1, the goal of 17% or less novice in Math was not achieved. However, there was a decrease in novice from 22% to 19%.

In area 2, the goal of 30% or less novice in Science was not achieved (36%).

However, there was a decrease in novice from 37% to 36% and this was above the state average in Novice Science Scores (47%). Also, in goal 2, the goal of 20% or less novice in Social Studies was not achieved. However, there was a decrease in novice from 28% to 23% and this was above the state average in Novice Social Studies scores (37%). Also, in goal 2, the goal of achieving a KSA Indicator rating (Index Score) of 80.0 was not achieved. The 2024-25 Combined Writing Indicator rating was 75.6. Despite being a 0.9 point decrease from the 2023-24 SY, our indicator rating of 75.6 was still well above the state average.

In area 3, we did not have enough ELL students to qualify for state or federal reporting during the 2024-25 SY.

In area 4, the goal of achieving a QSCS score of 75 was achieved. Based on the 2024-25 KSA survey data, Mercer County Senior High School achieved a QSCS score of 77.3.

In area 5, the goal of achieving a Postsecondary ready score of 107, was not achieved (104.8). However, this was still very successful because any score above 100 indicates that every senior that was eligible to graduate was postsecondary ready. The difference in the positive points above 100 are only increased by bonus points from students who gain industry bonuses due to certification attainment.

In area 6, the goal of achieving a 99% graduate rate was not attained. However, we did see an increase in graduation rate from 95.7 to 97.1. Also, every senior that was eligible to graduate, graduated.

In area 7, the goal of reducing the amount of novice in the gap group of economically disadvantaged to 25% on Reading was attained (19%).

The results (both positive and negative) will be used to guide the decisions for our 2025-26 school year CSIP goals.

Trends

3. After analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

Example of Trends

- Behavior remains an area for improvement, as referrals have increased in the last two years from 204 in 2023-2024 to 288 in 2024-2025.
- Reading for students in our gap groups remains an area for improvement because the district saw an 11% increase in novice scores in reading among students with achievement gaps from 2024-2025.

We will look at data from the 2023-24 and 2024-25 school year to strive for improvement in all areas. It is extremely important to continue to decrease our percentage of students in the novice and apprentice categories and increase our percentage of students in the proficient and distinguished categories in all areas. We have to continue to focus on the subgroup categories Disability, Economically Disadvantaged, Two or More Races, Hispanic/Latino, and African Americans. It is imperative that we continue to move our gap students from novice to apprentice or proficient in all areas. Particular focus needs to be given to our students with disabilities in math, reading, and writing. Study Skills classes and co-teaching classes in Math and English for our students with disabilities are being utilized to give more individualized instruction to our students. Study Skills classes and co-teaching classes in Math and English for our lowest scoring freshman, sophomores, and juniors are focusing on skills necessary to succeed in these content areas.

With a transition from ACT to SAT in the state of Kentucky for the 2025-26 SY, our Freshman, Sophomores, and Juniors are using the Mastery Prep program in order to strengthen their skills in the areas of Reading/Writing and Math. Teachers will use the data curriculum resources from Mastery Prep to help guide their instruction. This data will also be used for individualized intervention daily. With the addition of Daytime ESS, we will also be able to target and provide interventions for our students below grade level in Reading and/or Math.

Postsecondary readiness will continue to be an area of emphasis for our school in 2025-26. With 20% of the school accountability score coming from this area, and the maximization of all 100% of those 20 points at our school over the past 2 years, we have to continue to achieve industry certification bonus points to score above the 100% value.

We will continue to monitor, encourage, and push our students in their career pathways. Qualifying and completing these pathways will allow students to take End of Program assessments and/or be eligible to receive the aforementioned industry certifications.

The SAT test will be given to all juniors in December of the 2025-26 school year to help prepare them for the March 2026 SAT test and give them the extra opportunity to improve their score and meet their benchmarks. We will continue to be a PBIS school through KYCID as we focus our attempts to decrease undesired behaviors and increase desired behaviors. Behavior is monitored by analyzing data on a regular basis by a PBIS MTSS committee using SWIS. A reward system will be implemented to reinforce positive behaviors based on MCSHS expectations that are reinforced throughout the year in all classes. PLC's meet on a monthly basis as the departments continue to build common assessments and analyze student data and instructional practices to improve student achievement. Curriculum and instruction

must continue to be delivered in a way that requires students to use higher level, critical thinking skills in all content areas. MCSHS also has access to one instructional coach that assists our Math, English, Science, and Social Studies departments in developing assessments and lessons to increase rigor and relevance in the classroom. Chromebooks have been purchased and assigned to all of our students to allow MCSHS to be a 1:1 technology school.

Current State of Academics and Climate and Culture

4. Describe in narrative form the current academic state of the school using precise numbers and percentages as revealed by multiple sources of your most recent outcome data. Cite the source of data used. Consider the following data sources:

- Kentucky Summative Assessments
- Benchmark assessments
- Formative assessments
- Graduation rate
- Progress in achieving English language proficiency
- Student access to high quality instructional resources, advanced placement courses, dual credit courses, career and technical education courses, before/after school and summer programs, preschool, full day kindergarten

Example of Current Academic Narratives:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading. Local benchmark data indicates that 32% of all students receive Tier II intervention in reading.
- Fifty-four percent (54%) of our students scored proficient in math on the KSA compared to the state average of 57%. Local formative assessments show 53% of students are on grade level in math.

Data used to determine the current academic state of Mercer County Senior High School was taken from the Kentucky Department of Education's Kentucky Summative Assessment results and accountability system. With the 2024-25 school year data being the fourth year of consecutive data from the same accountability model from the Kentucky Department of Education, Mercer County Senior High School was able to evaluate trends in our academic areas and compare them on a level comparison basis with years past.

Mercer County Senior High school has maintained the rating of a "high-performing" (Blue or Green) high school each of the past 3 years. The 2022-23 and 2024-25 school years both culminated with a top level "blue" status rating by the Kentucky Department of Education. In 2023-24, Mercer County Senior High school narrowly missed the "blue" rating by only 3.2 points.

As part of the priority plan at Mercer County Senior High School, we have set goals to lower the percent of novice KSA scores, in both Reading and Math, to 15%.

The ACT given to 11th grade students in the spring of 2025 showed a composite score of 18.8, in comparison to a 19.2, the previous year. With the state moving to the SAT, we have set a composite goal score of 1030 for our current 2025-26 11th grade students on their March state assessment (which is the equivalent ACT composite score of 20).

From the 2024-25 SY data, Mercer County Senior High School did see a small dip in ACT scores compared to the prior year. ACT Reading score maintained a 19.4 in comparison to the 19.4 from the previous year. ACT English dropped 0.6 points, at a 17.4 in comparison to 18.0 the previous year. ACT Math increased 0.1 points to an 18.8 in comparison to a 18.7 from the previous year. ACT Science composite dropped 0.9 points, at a 19.1 in comparison to a 20.0 from the previous year. The percentage of MCSHS students meeting the state benchmarks on the ACT actually went up slightly from the previous year with Reading coming in at 47%, English coming in at 47%, and Math coming in at 44%. The Math percent was an 8% gain over the previous year's data.

Kentucky Summative Assessment saw some major gains in overall indicator ratings from the 2024-25 school year scores, compared to the previous 2023-24 school year.

In 10th grade Reading, the academic indicator increased from 70.5 to 74.9. In 10th grade Math, the academic indicator increased from 66.5 to 73.4. In 11th grade Science, the academic indicator increased from 36.9 to 49.2. In 11th grade Social Studies, the academic indicator increased from 64.3 to 69.0. In 11th grade Combined Writing, the academic indicator fell slightly from 76.5 to 75.6.

In reference to novice reduction on the Kentucky Summative Assessment test, novice in Reading fell from 24% to 16 % with the state average being 26%. Novice Math fell from 22% to 19%, with the state average being 30%. Novice Science fell from 37% to 36%, with the state average being 47%. Novice Social Studies fell from 28% to 23%, with the state average being 37%. Novice Combined Writing fell from 13% to 10%, with the state average being 18%.

In reference to proficiency rates (the percent of students in the testing grade that scored proficient or distinguished), English was 59%, which was a 4% gain from the previous year. Math was 54%, which was a great gain at 8% from the previous year. Science was 32%, which was an unbelievable 21% gain from the previous year. Social Studies was 52%, which was a 4% increase from the previous year. Combined Writing was 54%, which ended up being a 7% decline from the previous year.

In regards to Graduation rate, Mercer County Senior High School has posted 95% plus rates over each of the past four cohorts.

2021-22 - 98.3%; 2022-23 - 95.7%; 2023-24 - 95.7%; 2024-25 - 97.1%

Mercer County Senior High school boasts up to date and current High-Quality Instructional Resources. Recently, the science curriculum was updated with new textbooks and supplemental resources in grades 9 through 11.

Dual Credit and **AP** classes are mainly available to students after the 9th grade with a few Agriculture dual credit courses offered at the Freshman level. During 2024-25, MCSHS had 179 students enrolled in 637 Dual Credit courses. Also, last school year, there were 69 AP tests taken, across 8 AP courses, with a 76% pass rate, the highest in school history when there were at least 20 tests taken.

5. Describe in narrative form the current climate and culture conditions of the school using precise numbers and percentages as revealed by multiple sources of your most recent data. Cite the source of data used. Consider the following data sources:

- Educator and school staff retention rates
- High-quality professional learning opportunities
- Chronic absenteeism
- School climate
- Behavior
- Staff and student access to mental healthcare
- Family and community involvement

Example of Current Climate and Culture Narratives:

- Teacher attendance rate was 84% for the 2024-2025 academic year. 2023-2024 Impact survey data shows that 71% of staff feel like they belong at our school.
- Fifty-eight percent (58%) of families participated in a family engagement activity during the 2024-2025 school year.

The current climate and culture of Mercer County Senior High School is extremely high based on student survey data. When looking at the Quality of School Climate Safety survey answered by all students in grades 10 and 11 during the 2024-25 Kentucky Summative Testing cycle, MCSHS tallied record high numbers in both reported categories.

Climate scores came in at 80.3 from the 2024-25 SY, compared to the following 3 years scores, at 75.1, 74.7, and 64.4.

Safety scores came in at 74.2 from the 2024-25 SY, compared to the following 3 years scores, at 68.0, 68.7, and 58.7.

Major Behavior Referrals have been on a downward trend for each of the past 7 school years at Mercer County Senior High School. Data reported from Infinite Campus and the school's SWISS behavior software show the following results:

2018-19 - 833 referrals

2019-20 - 792 referrals

2020-21 - data excluded due to pandemic

2021-22 - 652 referrals

2022-23 - 582 referrals

2023-24 - 657 referrals

2024-25 - 560 referrals

Strengths

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths of the school.

Example:

- We have active partnerships with twelve community organizations and businesses.
- Eighty-three percent (83%) of certified staff have participated in high-quality professional learning through the Kentucky Reading Academies.

Mercer County Senior High School had **all-time high** scores in Reading, Math, Science, and Social Studies from the 2024-25 Kentucky Summative Assessment Data.

Mercer County Senior High School had an all-time low percentage of students score "novice"

Mercer County Senior High School had the **lowest** number of major behavior referrals (since data tracking began 7 years ago) during the 2024-25 school year.

Mercer County Senior High School has achieved a "**high-performance**" school rating each of the past 3 years, with a top "**BLUE**" rating from the Kentucky Department of Education in 2024-25 and 2022-23.

Mercer County Senior High School had **all-time high** numbers of students enrolled in Dual Credit courses during the 2024-25 school year.

Mercer County Senior High School had **all-time high** pass rates on Advanced Placement Exams during the 2024-25 school year.

Mercer County Senior High School had 14 students score a 30 or higher on the ACT during the 2024-25 school year.

Mercer County Senior High school has 48 certified staff members with an average of 12 years teaching experience per teacher.

Mercer County Senior High School offers 20 in-person Dual Credit courses taught, in-house, by MCSHS teachers.

Leverages/Assets

7. Explain how the district will utilize its strengths and leverages, including community resources and assets (i.e., colleges, community partnerships, businesses, industry, etc.) to improve areas for improvement listed above.

Examples:

- We will coordinate efforts with our community partners to meet the behavior needs of more students.
- We will utilize the knowledge gained from the Kentucky Reading Academies to develop a reading action plan to target students in our achievement gap groups.

Mercer County Senior High School will continue to build upon the success achieved in Academics, the Arts, and Athletics during the 2025-26 School year.

Our district has instituted a reduced rate, \$2 a mile field trip rate, for all instructional field trips for the 2025-26 school year. This reduced cost field trip opportunity will aid in making all of our students more well-rounded, giving them educational opportunities outside of the traditional classroom.

Mercer County Senior High School will utilize Daytime ESS funds to provide Tier II interventions for students struggling in Reading and Math.

Mercer County Senior High School will begin the preliminary stages of partnering with community partners to develop a local accountability system.

Mercer County Senior High School will continue to utilize and expand on partnering with our vocational school, The Trailblazer Academy, to provide its students with trade skills and industry certifications from the Career and Technical Education Pathways.

Evaluate the Teaching and Learning Environment

Consider the processes, practices and conditions evident in the teaching and learning environment as identified in the six Key Core Work Processes outlined below:

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data Results

KCWP 5: Design, Align and Deliver Support Processes

KCWP 6: Establish Learning Environment and Culture

8a. KCWP 1: Design and Deploy Standards

Schools continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☐ No

☒ Yes

COMMENTS

In order to reduce Novice performance across the board at Mercer County Senior High School, all curriculum must be cross-referenced to be in congruence with Kentucky Academic Standards and CTE Pathway Course Standards. All teachers at Mercer County Senior High School are required to have an Instructional Planner for each course they teach. This document encompasses not only pacing, but standards and target congruence, assessment congruence to standards, and daily agenda lesson design information. By leading staff to teach with a growth mindset, all Instructional Planners are continuously updated and improved upon.

This area of the Key Core Work Processes will always be a focus for Mercer County Senior High School. It is the belief of the current school administration that KCWP-1 provides the groundwork for all classroom instruction and will always be at the forefront when it comes to monitoring continuous school improvement.

8b. KCWP 2: Design and Deliver Instruction

Instructional programs include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☐ No

☒ Yes

COMMENTS

Mercer County Senior High School will continue to investigate and implement "Best Practices" in the classroom in order to increase rigor and engagement on a daily basis. It is the belief of all stake-holders at Mercer County Senior High School, that increased rigor and engagement will continue to drive success in all academic areas, which will directly lead to a reduction of novice performance in Reading and Math.

Mercer County High School, in partnership with other district schools, sent several teachers, on multiple dates, to The Ron Clark Academy in Atlanta, Georgia to study ways to increase rigor and engagement in the classroom.

During the summer of 2025, all Mercer County District Employees attended a Professional Development training that focused on **15 "Titan Pillars" and "13 Titan Ways"**. These Titan Pillars and Titan Ways were created by Mercer County teachers who attended the Ron Clark Academy. The 15 philosophies or "**Titan Pillars**" were what the attendees at Ron Clark Academy felt all of their teacher's embodied. The 13 "**Titan Ways**" were instructional strategies observed throughout classroom observations at Ron Clark.

Also during the summer of 2025, Mercer County Senior High School staff attended a Professional Development, where David Young, Executive Director of the CKEC, came to MCSHS and presented a seminar to staff on the 3 components of an ideal Lesson.

Throughout the 2025-26 school year, Mercer County Senior High School teachers will continue to revise and update their Instructional Planners to ensure incorporation of these "Pillars" and "Ways". While doing this, our teachers will also cross-referencing the planners to Kentucky Academic Standards and the components of an ideal lesson to ensure perfect alignment.

8c. KCWP 3: Design and Deliver Assessment Literacy

Schools have a comprehensive, balanced assessment system that provides a variety of evidence to support educational decision making and includes four primary assessment purposes: formative, diagnostic, interim/benchmark, and summative.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☒ No

☐ Yes

COMMENTS

N/A

8d. KCWP 4: Review, Analyze and Apply Data Results

Schools communicate and implement a sustainable system for reviewing, analyzing, and

applying data results to ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☒ No

☐ Yes

COMMENTS

N/A

8e. KCWP 5: Design, Align and Deliver Support Processes

Schools establish a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☒ No

☐ Yes

COMMENTS

N/A

8f. KCWP 6: Establish Learning Environment and Culture

Schools intentionally design the learning environment to be inclusive and accessible for all students within a culture where learning and continued growth is the primary focus and foundation for all actions.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☒ No

☐ Yes

COMMENTS

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
-----------------	-------------	--------------------



2025-2026 Phase Two: School Assurances_11072025_09:22

2025-2026 Phase Two: School Assurances

Mercer County Senior High School
Michael Floro
1124 Moberly Rd
Harrodsburg, Kentucky, 40330
United States of America

Table of Contents

2025-2026 Phase Two: School Assurances	3
--	---

2025-2026 Phase Two: School Assurances

Introduction

Assurances are a required component of the improvement planning process (703 KAR 5:225). Please read each assurance carefully and indicate whether your school complies by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

Federal Programs

1. If the school receives Title II, Part A funds, the school provides professional development for staff that is in accordance with the purpose of Title II, Part A of ESSA (Every Student Succeeds Act) (job-embedded, evidence-based, sustainable, data-driven and classroom-focused); addresses the needs of all students; and, strives to ensure all students are transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II, Part A funding.

☒ Yes

☐ No

☐ N/A

COMMENTS

2. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR (Code of Federal Regulations) 200.403 and 200.405.

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Programs

3. The school distributes to parents and family members of participating children in a targeted assistance program, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, and describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. For reference, Section 1116(b) of

ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

☐ Yes

☐ No

☒ N/A

COMMENTS

4. The school convenes an annual meeting, at a convenient time, to which all parents of participating children in a targeted assistance program, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

☐ Yes

☐ No

☒ N/A

COMMENTS

5. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2)).

☐ Yes

☐ No

☒ N/A

COMMENTS

6. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I. This includes the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b). If a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

☐ Yes

☐ No

☒ N/A

COMMENTS

7. The school provides parents of participating children in a targeted assistance program, or all children in a schoolwide program—

A. timely information about programs under Title I;

B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and

C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

☐ Yes

☐ No

☒ N/A

COMMENTS

8. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

☐ Yes

☐ No

☒ N/A

COMMENTS

9. The school provides assistance to parents of children served by the school in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

☐ Yes

☐ No

● N/A

COMMENTS

10. The school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

☐ Yes

☐ No

● N/A

COMMENTS

11. The school educates teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

☐ Yes

☐ No

● N/A

COMMENTS

12. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

☐ Yes

☐ No

● N/A

COMMENTS

13. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all

children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

☐ Yes

☐ No

☒ N/A

COMMENTS

14. To the extent practicable, the school provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

☐ Yes

☐ No

☒ N/A

COMMENTS

Title I Schoolwide Programs

15. In a schoolwide program, the school developed a comprehensive plan (the Comprehensive School Improvement Plan, or CSIP) during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

☐ Yes

☐ No

☒ N/A

COMMENTS

16. In a schoolwide program, the school developed a comprehensive plan (CSIP) with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

17. In a schoolwide program, the school developed a comprehensive plan (CSIP) that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

18. In a schoolwide program, the school developed a comprehensive plan (CSIP) that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

19. In a schoolwide program, the school developed a comprehensive plan (CSIP) that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

20. In a schoolwide program, the school developed a comprehensive plan (CSIP) that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents

how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 CFR 200.26 (Code of Federal Regulations).

☐ Yes

☐ No

☒ N/A

COMMENTS

21. In a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan (CSIP) that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

☐ Yes

☐ No

☒ N/A

COMMENTS

22. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the state's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging state academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging state academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

☐ Yes

☐ No

☒ N/A

COMMENTS

Title I Targeted Assistance School Programs

23. In a targeted assistance school program, participating students are identified in accordance with ESSA Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

☐ Yes

☐ No

☒ N/A

COMMENTS

24. In a targeted assistance school program, the school serves participating students using resources under Title I, Part A of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

25. In a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

☐ Yes

☐ No

☒ N/A

COMMENTS

26. In a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

27. In a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

28. In a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

29. In a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

30. In a targeted assistance school program, the school provides assurances to the local educational agency (district) that the school will—

- (i) help provide an accelerated, high-quality curriculum;
- (ii) minimize the removal of children from the regular classroom during regular school hours for instruction provided under Title I;
- (iii) serve participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

Schools Identified for Targeted Support and Improvement

31. If identified for targeted support and improvement in the previous year, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

☐ Yes

☐ No

☒ N/A

COMMENTS

32. If identified this school year for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school will develop and implement a plan to improve student outcomes that, among other items, is informed by all indicators, including student performance against long-term goals; includes evidence-based interventions; and, is approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

☐ Yes

☐ No

☒ N/A

COMMENTS

33. If identified in the previous year for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

☐ Yes

☐ No

☒ N/A

COMMENTS

34. If identified this school year for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school will develop and implement a plan to improve student outcomes that also identifies resource inequities to be addressed through implementation of such plan.

☐ Yes

☒ No

☐ N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
-----------------	-------------	--------------------

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: _____

BUDGET AND SPENDING POLICY

SPENDING AREAS

This policy covers procedures to be used in the areas where the law gives the council the responsibility for spending decisions. These areas include the following:

1. Number of Employees
2. Student Support Services
3. Textbooks/Instructional Resources
4. Instructional Materials
5. Activity Funds

NUMBER OF EMPLOYEES

All procedures involved in the determination of the number of employees on staff will only include discussion of positions, not individuals. The following procedures will be used to determine the number of positions for each job classification:

March to May

- The Superintendent will notify the council by March 1st of its tentative allocation of the next school year, including staff funding.
- Beginning with the current staffing plan, the council or an assigned committee will draft a tentative plan for how many staff members the school will have in each subject, grade level, and each other type of position. The tentative plan will take into account an effective student/teacher ratio for meeting the needs of all students, identified gaps, and school improvement initiatives.
- After input from shareholders, revisions will be made necessary and the tentative plan will be submitted to the council for official action.
- Once the council receives the final allocation from the superintendent on May 1, the council will make a final decision and notify the superintendent of its choices by the district deadline.

STUDENT SUPPORT SERVICES

Student support service choices will be made annually by the council through the adoption of the budget. The council will consider recommendations made by any concerned party for additional services.

TEXTBOOK/INSTRUCTIONAL RESOURCES SELECTION

The council will appoint an ad hoc committee to review materials. The materials may come from any subject area. The committee will include teachers, and a good faith effort will be made to also involve parents on the committee. The committee will take the following steps:

- Review our school improvement plan, curriculum, and the Kentucky Academic Standards.
- Develop criteria for textbooks/instructional resources that will help the school move students to proficiency and beyond.
- Review available textbooks/instructional resources to identify those that will best meet their criteria.
- Report to the council on its choices for council approval.
- Respecting all regulatory requirements governing textbook/instructional resources funds, determine quantities of each item to be ordered within the school's textbook/instructional resources budget.
- The principal (or principal designee) will check that each purchase order fits the funds available, respects any existing contracts or bid lists, and will complete the purchase.

INSTRUCTIONAL MATERIALS

The following procedures will be used to determine the spending needs for instructional materials:

February to June

The principal and/or a committee will review our school improvement plan and other indicators of student needs and develop a tentative plan for spending on instructional materials. This spending plan will consider an estimate of funds available from all sources, designate who will be responsible for the choices, and include amounts for:

- specific items to implement the school improvement plan
- shared supplies
- the library
- ~~the computer lab~~
- distinctive needs of each teaching team
- distinctive needs of each teacher not assigned to a team
- electronic materials
- the principal's discretionary fund
- any other category of items the principal or committee believes is needed

By March 1 the council will be notified by the superintendent of its tentative allocation for the next school year, including instructional materials. The tentative plan will be revised to fit the allocation and presented to shareholders for input. After the council receives a final allocation from the superintendent on May 1 and in light of any input from shareholders, the tentative plan will be further revised if necessary and presented to the council for official action.

The council will approve a final spending plan organized by categories of spending.

- In accordance with the district timeline and procedures, the council will submit a request for Section 7 money.
- The principal (or principal designee) will reformat the spending plan to fit the MUNIS accounting system and submit it to the superintendent.
- All groups or individuals designated in the approved council-spending plan will select items for purchase and fill out purchase orders for those items.
- The principal (or principal designee) will check that each purchase order fits the funds available, respects any existing contracts or bid lists, and will complete the purchases. No further council approval will be needed.

ACTIVITY FUNDS

The following procedures will be followed for activity funds:

Each club, organization, and activity account shall prepare a tentative budget for the next school year on the Individual Activity Account Budget Worksheet.

- The Individual Activity Account Budget Worksheets are due to the principal by April 15.
- The sponsor shall work with the officers of the club in this process to assure continuity of programs.
- The principal or designee shall prepare budgets for activity accounts without sponsors for SBDM approval.

The council, with input from the appropriate committee, club, or organization, will approve the school general activity fund budget and other office activity fund budgets. Staying consistent with district policy, the council, with input from the appropriate committee, club, or organization, will determine use of school general activity funds from bookstore sales, snack and beverage sales, and other office activity funds not raised by a school organization for a specific purpose. These sales are mainly to students and, therefore, the profits will be used for the benefit of students and not for the school's basic routine operating expenses or for renovations or maintenance of school facilities. If the employee lounge has vending machines or other concessions, those profits may be used for employee purposes. The SBDM council can approve other allowable expenditures for accounts without student involvement. This would be any expenditure that would benefit all the students, but not a specific student group, for example, picture sales.

Caution: School activity funds shall not be expended for any operational costs of the school, including salaries/stipends for a SBDM secretary, even the funds in the general account of the school.

The council, with input from the appropriate committee, club, or organization, will also:

- Determine the use of cash donations for general purposes.
- Oversee the expenditure of instructional funds from school fees and dues and any other funds not raised for a specific purpose.
- Participate in the creation of bid specifications and conditions, serve on bid evaluation committees, and participate in formulation of policies and procedures concerning activity funds IF requested by the board.

The Title IX report must include all expenditures for student athletics, including external support/booster organizations, school activity fund monies, SBDM allocations, and grants. The school or district, with approval of the local board of education, may establish additional guidelines/requirements for the external support/booster organizations. This doesn't state the SBDM council, but that is what is meant by "school."

SPENDING CATEGORIES AND MUNIS ACCOUNTING

Whenever possible in budgets and financial reports, we will use spending categories that will make sense to most shareholders in our school, even if those categories are not part of the state and district accounting system known as "MUNIS".

DRAFT BUDGET

December to February

All EXPENSES will be estimated for the coming year that are needed to:

- Implement our CSIP fully, including staffing, materials, professional development/learning, and other needs.
- Maintain other programs at the current level of quality including staffing, materials, professional development/learning and other needs.

The FUNDING will be estimated for the coming year from:

- Our allocation for certified and classified staff.
- Our allocation for instructional materials.
- Any additional allocations that we have reason to believe are likely to continue.
- Our allocation for professional development/learning.
- Funds from any fundraising activities (activity funds) that are not designated for specific student group use and any fundraising activity money that we expect to carry over.
- Grants that seem reasonably likely from any source.
- Categorical dollars from programs listed as sources in our CSIP, based on past funding and consultation with the principal about what is being considered for next year.

Expenses and revenues will be estimated separately and no attempt will be made to match the two at this time. If necessary, any SHORTFALLS will be shared with the council for a discussion on possible solutions.

A DRAFT BUDGET will be developed that:

- Includes a clear statement of the number of persons to be employed in each job classification.
- Lists dollar amounts
- Addresses the expenses for fully implementing our CSIP and maintaining other programs at their current level.
- Describes which sources will be used to cover expenses.
- Designates the person or group responsible for selecting specific items to be purchased in each spending category, with the media librarian as the person or a member of the group responsible for items for the library media center.
- Identifies any further expenses and/or needs that cannot be covered within currently expected funding and/or are not being met by the current Budget.

The draft budget will be circulated to the school Council, the school staff, and all parents serving on council committees, and will be posted for public review.

REVISING THE DRAFT BUDGET

March to May

The council will:

- Review the draft Budget either in a regular or a special meeting.
- Compare the draft budget to the tentative budget provided by the school board by March 1.

- Identify areas that may need adjustment to further reflect school priorities, new spending information, stakeholder input on the impact of the spending proposed plan, or other relevant information.
- If necessary, charge a committee or ask the principal to consider areas that may need adjustment and submit a revised budget for council adoption.
- Discuss whether the council needs to request Section 7 funding for additional expenses, and what needs would be designated for such funding.
- Charge a committee or ask the principal to write up the Section 7 requests for formal council adoption.
- Set a timetable for adopting a revised budget and official Section 7 requests that are compatible with any district timetable.

May and June

After the council receives the final allocation from the superintendent by May 1 and adopts its budget and its Section 7 requests, the following procedures will be completed:

- Notify the Superintendent and local board of the council's decision on the number of persons to be employed in each job classification and any Section 7 request.
- Ensure that the portion of the council's budget that governs its general fund allocations is converted into a standardized Budget using the MUNIS accounting codes and that it is sent to the district central office.
- Ensure that all relevant Budgets are clearly reflected in the school's CSIP and that the person or group listed as responsible for selecting specific items have been notified of the dollar amounts allocated to them.

IMPLEMENTATION AND MONITORING

Every Month

The Principal (or principal's designee) will:

- Ensure that all spending records required by the state and district are maintained, including but not limited to all Redbook requirements.
- Submit a report to the council comparing planned spending, spending so far, outstanding purchase orders, and amount remaining available in each category.

July to September

The Principal (or principal's designee) will ensure that:

- In accordance with Redbook procedures/requirements, all booster organizations have submitted to the principal in their annual financial report for the previous year that ends June 30th.
- All booster organizations have completed all Redbook requirements including submitting to the principal the following documentation required in the Redbook:
- Names of officers (due within the first 30 days of school)
- Annual budget worksheets showing estimated revenues and expenditures for the coming year (due within the first 30 days of school or within thirty days of the first transaction for the group)

October

After the second school month, when the council allocation is updated, the principal (or principal designee) will ensure that:

- If the allocation will be adjusted and reductions have to occur in the budget, the principal will work with the council to approve a new budget.
- If extra allocations become available to the school, all committee chairs as well as the contact person(s) for all MUNIS accounts will be notified of the availability of these additional funds.
- Submissions of additional funding requests will be required to be submitted on the appropriate forms in a timely manner by the process established in this policy.

January and April

- The following procedures will be completed in January and then again in April:
- Notify each individual and group designated to select items for purchase of the amount they were authorized to spend, the amount spent so far, their outstanding purchase orders, and the amount in each category.
- Ask each individual and group to check those figures and report anything that may need adjustment and report whether they will need the full remaining amount to address the needs in question.
- From these responses, identify any amounts that will not be needed as budgeted and make recommendations to the council for budget adjustments to maximize the use of those funds.

BUDGET CHANGES

Individuals or groups who identify spending needs that are not addressed in the current budget will submit a written explanation of the need and the amount to the council.

The Principal will inform the council promptly of:

- Any change in the council's General Fund allocations received on March 2. Any Section 7 funds to be allocated based on Council requests and Board action and/or any allocation of Section 7 funds to the school based ADA.
- Any change in the school's professional development allocation.
- Any decision regarding categorical funding for the school.
- Any change in actual or expected activity fund resources.

The Council will consider amending the Budget to respond to funding changes only after receiving the input of the Budget Committee on the financial impact of how the change would affect the success of our CSIP.

PROFESSIONAL DEVELOPMENT

Professional development shall:

Planning and Evaluation

- Use a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning
- Be related to instructional assignments and professional responsibilities
- Be aligned with the school or district improvement plan or the individual professional growth plans of teachers
- Be facilitated by skillful leaders who develop capacity and advocate and create support systems for the professional learning

Conducting and Implementing

- Occur within learning communities committed to continuous improvement
- Apply current research on systems change and sustain support for implementation of professional learning for long-term instructional improvement as evidenced by student growth
- Integrate theories, research, and models of human learning to achieve its intended outcomes
- Align its outcomes with educator performance and student curriculum standards
- Focus resources on areas of identified need

ORGANIZATION AND BUDGET CONSIDERATIONS

- Each year's updated SIP will be approved by the council and include components with PD/L activities for PD/L days in the district calendar and other appropriate learning opportunities for teachers based upon SIP and professional growth plan needs.
- Where needed to achieve the SIP goals, the components may also propose use of the flexible PD/L time option to replace some or all of the PD/L days with local school board approval.
- Any PD funds not needed to implement the SIP will be used with advance approval, which must be obtained before the professional development/learning activities take place. These activities may include:
 - Flexible professional development/learning time needed to implement a staff member's individual growth, which must have principal approval, or

- Other professional development/learning that supports the SIP, which must have either council or principal approval
- Priority needs will be written in an individual growth plan as approved by the principal (in the event of conflicting approvals)
- The council's annual budget will identify resources available for each type of need.
- For needs identified in the SIP, the person listed in the SIP as responsible will make all the needed arrangements for the activity to take place and will complete purchase orders for any required expenditures.
- For needs identified in an individual professional growth plan, the individual identified in the growth plan will make any necessary arrangements and will complete any required purchase orders for expenditures.
- The principal (or principal designee) will check that each purchase order fits the funds available, respects any existing contracts or bid lists, and fits any other criteria established by the council. If those requirements are met, he or she (or a designee) will complete the purchase and no further council approval will be needed.

EVALUATION OF PROFESSIONAL DEVELOPMENT/LEARNING ACTIVITIES

The following procedures will be followed to evaluate PD/L Plan and funds:

- PD/L activities will be evaluated by those participating. Evaluations will be designed to indicate how well the PD/L activity met the Criteria for Professional Development/Learning section in this policy.
- The principal (or principal designee) will report to the council on the results of all PD/L evaluations at least once a year to help inform future planning of PD/L activities.
- Our SIP will ensure an ongoing process that evaluates the impact of professional development/learning on the staff, school improvement, and on student academic progress.

POLICY EVALUATION

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

Date Adopted: _____

Date(s) Reviewed or Revised: _____

COMMITTEE POLICY

LEADERSHIP TEAM/AD HOC COMMITTEES

As needed, the Council may approve ad hoc committees to help address needs as identified by the Council. The School Leadership team, which is composed of members of the Math department, English department, Science department, Social Studies department, Career and Technical Education department, Fine Arts department, Special Education department, and head grade level advisors, will serve as the primary group to address needs in the high school.

There are also three additional Multi-tiered Systems of Support committees that meet monthly. These committees have representation from every department and every staff member is assigned to either the Instructional committee, Procedural committee, or PBIS committee.

For these ad hoc committees, the Council will identify the specific topic to be addressed.

The principal (or principal's designee) will invite persons to serve on the ad hoc committee and will also designate a committee member to convene the committee for its first meeting.

Ad hoc committees automatically dissolve when they have completed their tasks.

OPERATING RULES FOR ALL COMMITTEES

All committees established by the SBDM Council are public agencies subject to Kentucky's Open Meetings Law. To comply with that law, each committee must:

- Establish a regular meeting schedule at its first meeting of each school year and make that schedule available to the public by posting it in a place convenient to the public.
- Hold meetings that are not on the regular schedule only after following these special meeting procedures:
 - The committee chair or a majority of members decide the date, time, place, and agenda.
 - Those who make the decision put the date, time, place, and agenda in a written notice, which they must post in a place convenient to the public at least 24 hours before the meeting.
 - Notice of a special meeting must be hand-delivered, faxed, or mailed to all members of the committee early enough so that they will receive it 24 hours before the meeting. E-mail cannot be used to deliver these notices.
 - If any media organization has asked for notice of special meetings, those calling the meeting must hand-deliver, fax, or mail copies of the written notice to the agency requesting the notice so that they will receive it 24 hours before the meeting. E-mail cannot be used to deliver these notices.
- Take minutes of the actions and decisions at every meeting.
- Review the minutes of each meeting and approve them at the very next meeting, after deciding on any needed correction.
- Make committee minutes for each meeting available to the Council and to any interested party, after final approval of the minutes.

POLICY EVALUATION

This policy will be evaluated by the SBDM Council 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 _____

CONSULTATION POLICY

For each vacancy that occurs at our school, the Council will appoint an ad hoc Interview Committee of no more than five people. The Interview Committee membership will include the Principal, at least one parent and at least one certified staff member who will work directly with the person to be hired. No more than three Council Members (including the Principal) may serve on any Interview Committee. The following process will then be followed:

- Within two weeks of their appointment, the Interview Committee will meet in OPEN SESSION(S) to:
 - 1) Develop a set of criteria for a strong candidate. These criteria shall not discriminate based on race, ethnicity, gender, marriage or family status, religion, political affiliation, disability, or age.
 - 2) Use the criteria they have developed to write standard interview questions that fit those criteria. These questions will be asked of all candidates.
 - 3) Decide on methods to use to gather information about the candidates. The methods will include (but not be limited to) some or all of the following: reviewing applications and resumes, in-person interviews, references, written interviews, portfolios, and performance events (written responses to a hypothetical work related challenge).
- As soon as possible after reviewing a list of applicants and finishing the procedures in number 1 above, the Interview Committee will meet in CLOSED SESSION (S) to:
 - 1) Review all applications and written references and select applicants to interview
 - 2) Determine if information in the written application or resumes point to any specialized questions that should be asked of a particular applicant and to develop those questions if they are necessary.
- Within a week of the Interview Committee's selection of candidates to interview, the Principal (or designee) will schedule an interview with each selected applicant at a time when all Interview Committee members can attend and call special meetings of the Interview Committee for each of those interview times.
- Each interview will occur in a CLOSED SESSION of the Interview Committee in which they will:
 - 1) Ask all the standardized questions in the same order of each candidate.
 - 2) Ask any specialized question after that.
 - 3) Ask any follow-up questions after that.
- Within a week after all interviews are complete, the Interview Committee will meet in CLOSED SESSION to discuss how well each applicant meets the criteria, offer comments on the contributions each could make, and provide any additional input requested by the Principal. The Principal will then have consultation with the Council regarding the interviews. This consultation process could be in-person or through a conference call if not all members are available to be present for an in-person meeting. After considering the Interview Committee's comments and consultation with the Council, the Principal will select the person he/she believes will contribute most to the success of the school's students and notify the superintendent and Council of his/her choice. The superintendent will complete the hiring process.
- If necessary, the Principal may review additional applicants and repeat the bulleted steps above.

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 MCSHS MTSS instructional team 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: _____

PLANNING POLICY

PLAN DEVELOPMENT/REVISION

In the fall of each year we will use the planning process recommended by the Kentucky Department of Education to revise our on-going Comprehensive School Improvement Plan (CSIP) by:

- Analyzing our state assessment results and conducting needs assessments.
- Identifying new and/or continuing priority needs and the causes that created the needs.
- Setting goals for removing the needs and objectives for tackling each cause.
- Selecting strategies and activities for reaching each objective and committing responsible persons, timetables, and needed funding to implement those strategies and activities.
- Selecting measures that will show strategies are being implemented and progress is being made in student performance.
- Developing a written plan using a clear, concise component format to communicate the above.
- Obtaining widespread input from our school community and then adopting the components after considering and responding to that input.

At the October meeting of the SBDM Council each year, a timetable for the steps above will be set by the council that also includes:

- Process guidelines explaining how the work will be done and how the Council will learn about it.
- Participation guidelines explaining how parents, classified staff and other interested parties representing the diversity of our community will be involved.
- Guidelines explaining how each group of participants will learn about their roles.

The Council will review the timeline, revise it if necessary, and approve it as a statement of how the school will conduct its planning. The Leadership Team will then implement the process according to the timeline, reporting to the Council at each regular meeting on their progress.

ADDRESSING ACHIEVEMENT GAPS

Starting in the fall of every year, we will revise our plan to address substantive achievement gaps, using these steps:

- Identifying substantive gaps and working with the superintendent to set targets for reducing each substantive gap. This step will be completed no later than December 31st.
- Reviewing and if necessary revise our long-term time schedule for eliminating all the substantive gaps.
- Revising or completing a new CSIP to fully support reducing any identified substantive gaps.
- Holding a public meeting to present the school draft CSIP for input and then adopt the plan no later than December 31st of each year.

IMPLEMENTATION AND IMPACT OF PLAN

To make sure our CSIP is on track and making a difference:

- The SBDM Council will set a schedule for two implementation and impact checks during the next year and will review the data for those checks during regularly scheduled meetings and identify any needed adjustments to keep the plan on track.
- These dates will be prior to required district board meetings reports during the year.
- The Council will stay informed by receiving regular reports from the Leadership Team concerning upcoming work needed to carry out the Plan during the coming month(s).

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: _____

CURRICULUM POLICY

The School Based Decision Making Council at Mercer County Senior High School 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. The students will adhere to the standards set forth in the MCSHS student handbook, which will include addressing bullying/harassment that aligns with district policies. The district code of conduct/school handbook will address student, parent, teacher, counselor, and principal responsibilities regarding discipline and school safety.

Every teacher will:

- Establish specific standards of conduct for his/her own classroom and post them in their room.
- Teach the MCSH 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. Any resolution of issues would be resolved with the criteria of this policy.

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
- staff are provided with continuing education (professional development) opportunities to facilitate best instructional practices

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: _____

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: _____

Upcoming Dates

November 17	ASVAB Test @ MCSHS for interested Juniors/Seniors
November 17	SBDM 3:15 pm
November 18	All State Band Auditions @ MCSHS 5:30 to 8:30 pm
November 18	BOE Meeting - @ MCIS 5:30 pm
November 19	Club Day
November 20	Fall Play - School Performance #1 - 9:00 am to 11:00 am
November 20	Meet the Titans 7:00 pm to 9:00 pm
November 21	Fall Play - School Performance #2 - 9:00 am to 11:00 am
November 21	Fall Play - Community Performance #1 - 7:00 pm to 10:00 pm
November 22	Fall Play - Community Performance #2 - 2:00 pm to 5:00 pm
November 22	Fall Play - Community Performance #3 - 7:00 pm to 10:00 pm
November 23	FALL Play - Community Performance #4 - 2:00 pm to 5:00 pm
November 24	Leadership Team Meeting - 3:00 pm
November 24	NHS Induction Ceremony 6:00PM
November 26-28	Thanksgiving Break
December 1	Department Meetings - 3:00 pm
December 3	Staff Meeting - 3:00 pm
December 4	Santa's Floral Shop in the Greenhouse 9:00 am to 5:00PM
December 6	SAT National Test Date @ MCSHS
December 8	Piano Showcase - Harrodsburg Christian Church 6:00 pm
December 8	Harlem Wizards - Community Performance MCSHS Gym
December 9	Entrepreneur Fair - MCSHS Gym
December 10	MTSS Meetings - 3:00 pm
December 11	Band - Winter Concert - Auditorium - 7:00 pm
December 12	KMS / MCSHS Winter Choir Concert - Auditorium - 7:00 pm
December 13	ACT National Test Date @ MCSHS
December 15	SBDM - 3:15 pm
December 16	BOE Meeting @ MC Board of Education 5:30 pm
December 19	Staff Potluck - Breakfast in the Media Center 7:15 am
January 7	Staff Meeting - 3:00 pm
January 12	SBDM 3:15 pm
January 24	Homecoming Dance 8:00 pm to 11:00 pm