



School Improvement Plan

Mason High School

Mason Public Schools (Ingham)

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Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

Executive Summary

Introduction

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

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

Description of the School

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

Mason High School is comprised of approximately 1,000 students. We are a rural/suburban town that covers 110 square miles. The city of Mason is the county seat for Ingham county and we are located about 10 miles south of Lansing. With the economic issues that have been prevalent in Michigan, we have noticed a change in our school population with our economically disadvantaged population growing in size. At this time approximately 30% of our students are considered economically disadvantaged. We are also noticing that many of our students are moving in and out of the district more frequently.

School's Purpose

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

Mission Statement: The mission of Mason High School is to inspire students to achieve academic excellence, to empower students to acquire and develop their leadership skills, and to succeed within a school culture where all students are valued and respected.

Belief Statements: This statement of beliefs is an expression of our school district's fundamental values. Essentially, it describes the moral character of Mason Public Schools. It not only acknowledges what the organization is, but it expresses what it aspires to be. It represents the value system upon which all district plans are developed and evaluated.

We believe:

1. each individual has inherent value
2. each individual can learn
3. people learn at different rates and in different ways
4. education is the shared responsibility of the student, family, school, and community
5. appropriate challenge motivates people to learn
6. rapid change creates the need for lifelong learning
7. people are our most important resource
8. communication is vital to the quality of life
9. the quality of education suffers if basic needs are not met
10. self-esteem, motivation, and opportunity are necessary for an individual to reach potential
11. both cooperation and healthy competition play significant roles in education
12. each person bears responsibility for creating a caring community
13. the quality of public education is vital to a healthy democracy
14. education opens doors and expands opportunities
15. diversity creates strength and enriches life

Notable Achievements and Areas of Improvement

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

We have created a fully operational student / staff advisory program called TIES where students grow in their relationships with each other and with their staff advisor while at the same time being challenged to grow and develop academically.

We have expanded our Advanced Placement offerings to eight course offerings.

We have started a STEM focused Robotics program where students learn through classwork and competitions how to incorporate Science, Technology, Engineering, and Math in the development of a fully functioning robot. In two years time our number of participants has doubled and our success at competitions has greatly increased. For this upcoming year we will have four sections of robotics offered during the day for students to participate in.

With the assistance of our Mason Public Schools Foundation we have been able to expand technology to our students including the development of a fully functioning television studio.

We are continuously trying to improve our students literacy skills through reading, writing, speaking, and listening. We believe that students who possess these skills are able to learn whatever content comes their way. However, without these important communicative skills, students will struggle to find success in life even if they have strong content knowledge.

In the next three years we will also be searching for ways to increase technology so that students have a device to learn and develop with. Expansion of wireless capabilities and the purchase of additional devices will allow us to help students understand and use the ever changing technological tools that are available to them.

Additional Information

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

Despite limited resources we continue to expand our programs to meet students needs. We have programs that meet the needs of all students ranging from those who need special support to those who need advanced support. We continue to maintain and expand our elective offerings in addition to our core programs. Most of our students attend a 2 or 4 year school for higher education upon graduating from Mason High School.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

We are always seeking the input from our stakeholders either informally or formally. Students, parents, community members, and staff members are asked to provide us with feedback on how we are doing, what else we should consider doing, and whether we are making progress on the goals that we have established.

We have a building school based leadership team which consists of administrators, teachers, parents, and students who represent Mason High School. This group meets approximately 6 times each year to discuss, plan, and evaluate our school improvement initiatives.

We also have a Student Senate which meets monthly to discuss school issues from the students point of view. In addition to our Student Senate, we have a small group of 8-10 student leaders who meet with the high school administration once a month to dialogue about where we are headed as a school with the intent being on developing leadership skills in our student leaders.

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

The building school based leadership team provides counsel in the development of the school improvement plan. Subcommittees carry out the details of the school improvement plan. Every teacher serves as a member of at least one of these sub committees.

Our sub committee of students who meet with the high school administration also provides insight and creativity in examining the best ways to make the strategies work for the students they are intended to help.

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

The school improvement plan is shared with our building school based leadership team, and the entire staff. If suggestions are made and accepted we will continue to develop and modify the plan. Once the plan has been finalized it will be shared with all stakeholder groups.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data

1. In looking at the three year trend in student enrollment data, what challenges have been identified?

Our student enrollment data is very solid. We are showing slight growth. One challenge is in the area of schools of choice. Overall we break even with the number of students we gain versus the number of students we lose. However, there is one district where we are losing a great deal more than we are gaining. We will investigate the reasons that parents are making this choice to see if we can address the problem and lose fewer students.

Student Demographic Data

2. In looking at the three year trend in student attendance data, what challenges have been identified?

Improved 6% over the last 3years - nothing significant for subgroups.

Student Demographic Data

3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

Bullying/ Language issue Dress
code violations are up Calling
teachers just by last name Cell
phone abuses are up Tardiness
has increased

Student Demographic Data

4. What action(s) could be taken to address any identified challenges with student demographic data?

Consistent and swift enforcement of the handbook rules

Continue to seek ways to educate students about the universal expectations according to the PBIS rubric

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

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openness of the administration (principal and assistant principal), has created an environment of life long learning. Teachers and administrators are continuously learning and employing new skills (Reading Apprenticeship, student engagement strategies, etc). that have a direct impact on student learning.

Teacher/School Leader(s) Demographic Data

6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

Good mix of veteran and new teachers but all must keep learning to keep fresh for students

Young teachers should take direction so they can learn from the veterans and veteran teachers need to mentor the newer teachers more and be open to new ideas that newer teachers may bring to the table.

Teacher/School Leader(s) Demographic Data

7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?

We are doing well in this area. Our absence rate is very low and staff value being in front of students every day.

Teacher/School Leader(s) Demographic Data

8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

We are doing well in this area. At the high school level teachers are not missing a great deal of classroom time for professional learning.

Teacher/School Leader(s) Demographic Data

9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?

Hire higher quality subs

Develop more formalized process for absences

Develop a more formalized process for retaining new teachers

Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?

School, Family, and Community Relationships

11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?

Teaching for learning.

12. How might these challenges impact student achievement?

We need to ensure that our curriculum is aligned to the state standards. If we are not aligned our students are not being taught what they will be assessed on while taking the MME/ACT.

We need to increase the academic rigor for all students. Higher expectations will lead to higher success rates.

We need to ensure that our summative assessments are consistent across departments. We need to ensure that all teachers use the same summative assessments.

We need to have teachers using more formative assessments to determine how students are progressing in their learning rather than using them for points and grades which can be detrimental to the learning process.

We need to do a better job of using student academic data.

13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.

Require curriculum alignment and common assessments in all areas where we have school improvement goals.

14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?

We have very active special education teachers, counselors, social workers, and interventionist who regularly assist students with disabilities in accessing interventions and extended learning opportunities. These individuals meet regularly to communicate needs and issues and develop plans that are a work in progress to make sure that our students with disabilities are well served.

15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?

Special education support services are available for all qualifying students in all grades.

AP courses are available for all students.

Intervention services are primarily offered for 9th graders, however, credit recovery intervention is offered to all students in all grade levels.

Bulldog brilliance, an after school tutoring program is available for all students in all grade levels.

Most teachers are available before or after school to provide extended learning opportunities for all students in all grade levels.

16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?

AP opportunities are available for all students and parents are informed through our scheduling process.

Intervention support and enrollment in our fundamentals courses are based on middle school data including academic data, behavior data, and attendance data. Students are targeted who have a demonstrated need and who also are willing to take advantage of this assistance as demonstrated by their consistent attendance and work ethic.

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

This is an area we are focusing on for next year. While we believe our curriculum, instruction, and assessment are aligned to the content standards, we have minimal documentation to show evidence of this. We do have common assessment in many of our core areas but need to have this in place consistently across all core subject areas.

18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.

We do conduct the MIPHY every other year and some of the data is used to improve student learning. We are not using this data to the fullest extent possible but do value the information and use the data to make changes where appropriate.

Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

19a. Reading- Strengths

- * Have been at or above the State's average for the past 5 years on the 11th grade MME reading scores.
- * Our Economically Disadvantage students often score above the ISD and State's scores on the 11th grade MME reading assessment.
- * Overall, our students have scored at or above the State and ISD scores on the ACT for the past 5 years.
- * Our Economically Disadvantage students often score above the ISD and State's scores on the ACT reading assessment.
- * For the past 5 years, we have outscored the state and ISD averages on the MME and ACT science tests which is heavy with informational reading.
- * For the past 5 years, we have outscored the state and ISD averages on the MME social studies which is heavy with informational reading.
- * Library circulation has increased by 1,000 checkouts in the last year.
- * Sustained Silent Reading has been implemented in a number of classrooms.
- * Fundamentals of English has 94% growth rate on AIMSWeb MAZE and RCBM.
- * Progress monitoring in Special Education Study Skills averages a growth rate of 70% on the AIMSWEB MAZE and RCBM.
- * Seven staff are Reading Apprenticeship trained and another 10 will be this next year.
- * The Library runs book clubs.

19b. Reading- Challenges

- * Academic literacy is not a focus for all staff. Many content area teachers do not understand content literacy.
- * Reading is not explicitly taught in the content areas.
- * We are not in the top 5% of our intermediate school district in ACT/MME scores.
- * No longer offering leveled classes with reading materials targeted to the population.
- * Do not have a reading coach for the school or for the district.

19c. Reading- Trends

Our scores on ACT and MME reading assessment, though are above the ISD and State's averages, are lower than many of the neighboring districts. Teachers, specifically in the English department and those who are Reading Apprenticeship trained, are learning how to address content literacy needs. Students are reading more for pleasure, as seen by the library circulation increase, and intervention classes have proven successful.

19d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

1) Academic literacy is not a focus for all staff. Many content area teachers do not understand content literacy.

* Seventeen teachers in English, Social Studies, and Science will participate in the Reading Apprenticeship Writing Connections grant during the 2015-2106 school year.

* Title 1/Title 2 funds could be used to train all staff, including elective teachers in the Reading Apprenticeship methodology.

2) Reading is not explicitly taught in the content areas.

* Seventeen teachers in English, Social Studies, and Science will participate in the Reading Apprenticeship Writing Connections grant during the 2015-2106 school year.

* Title 1/Title 2 funds could be used to train all staff, including elective teachers in the Reading Apprenticeship methodology.

3) We are not in the top 5% of our intermediate school district in ACT/MME reading scores.

* Begin using a reading screener (such as The Scholastic Reading Inventory) to obtain reading levels of all students. This data will then be disseminated to the teachers in a effort to help begin differentiation of lessons.

4) No longer offering leveled classes with reading materials targeted to the population.

5) Do not have a reading coach for the school or for the district.(N/A)

20a. Writing- Strengths

* There is writing across the content areas. All classes have a writing component.

* Incoming 9th graders are strong in their narrative writing skills.

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* Seventeen content area teachers (English, Science and Social Studies) are participating in the WestEd Reaching Apprenticeship Writing Connections grant.

* Strong with individual paragraphing

20b. Writing- Challenges

- 1) Often below ISD and State's writing averages as assessed on the ACT.
- 2) Research and persuasive writing skills are a deficit.
- 3) No class that focuses on writing, all writing is embedded.
- 4) No literacy coach.
- 5) Content area teachers do not explicitly teach the specific kinds of writing needed for the discipline.

20c. Writing- Trends

* Writing is no longer a school wide focus.

* Score on MME are below ISD and State averages as a whole; however, our Economically Disadvantaged tend to score above the average.

20d. Writing- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

- 1) Often below ISD and State's writing averages as assessed on the ACT.
 - participate in the Reading Apprenticeship Writing Connections grant
 - establish a writing PLC
- 2) Research and persuasive writing skills are a deficit.
- 3) No class that focuses on writing, all writing is embedded.
- 4) No literacy coach.
- 5) Content area teachers do not explicitly teach the specific kinds of writing needed for the discipline.
 - pilot RAWC in core with focus on writing

21a. Math- Strengths

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- 1) above the state average on the MME
- 2) Economically disadvantaged students are just below the state and ISD average
- 3) High AP scores in Stats and Calc
- 4) many upper level math course electives
- 5) common summative assessments
- 6) student perseverance has increased with the new curriculum
- 7) math intervention course
- 8) integrated technology into more math classes

21b. Math- Challenges

- 1) trend data shows that we are below the county and state for the ED subgroup on the MME
- 2) Algebra 1 is one of the most failed freshman class
- 3) large number of credit recovery required
- 4) most difficult class to remediate due to the schedule
- 5) only 30% of students are proficient on the ACT and MME

21c. Math- Trends

- 1) new curriculum has students working collaboratively and increasing their perseverance
- 2) scores on ACT and MME continue to be below state and county averages
- 3) gap between economically disadvantaged and non-economically disadvantaged is 25%
- 4) each year there is a wide gap, the following year it closes

21d. Math- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

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- 1) trend data shows that we are below the county and state for the ED subgroup on the MME
 - be above the state average and at the high end of the county average
- 2) Algebra 1 is one of the most failed freshman class
 - create a screener that helps with the placement of students
 - work with the 8th grade to earn credit before high school
 - look at scoring method
- 3) large number of credit recovery required
 - continue with program
- 4) most difficult class to remediate due to the schedule
 - explore flexible schedule options
- 5) only 30% of students are proficient on the ACT and MME
 - raise scores above the state and county

22a. Science- Strengths

- * High school partner in Bulldog STEM
- * Robotics class
- heavy use of formative assessment
- differentiated instruction
- diverse science electives
- above the state and ISD average on the MME and ACT
- diverse science staff that meets a variety of learners' needs
- hands on lab
- many AP course offerings

22b. Science- Challenges

- do not match student with teacher for 9th graders
- didn't use data to schedule incoming 9th graders
- large gap between economically and non-Economically disadvantaged students
- No support course for science
-

22c. Science- Trends

For the past five years are MME/ACT scores have remained steady near the 30% level of proficiency.

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MME data for the past 4 years show that we are higher than the state and the ISD.

MME data for our economically disadvantaged students indicates that we are scoring higher than the state and ISD. However, the gap between our economically disadvantaged students and non-economically disadvantaged students is quite large.

ACT data indicate that we are slightly improving over the past five years. We are higher than the state and ISD averages.

ACT data for our economically disadvantaged students indicates that we are scoring higher than the state and ISD. However, the gap between our economically disadvantaged students and non-economically disadvantaged students is quite large.

22d. Science- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

1- do not match student with teacher for 9th graders

- N/A

2- didn't use data to schedule incoming 9th graders

- use PSAT data

3- large gap between economically and non-Economically disadvantaged students

- pilot Reading apprenticeship

4- No support course for science

- pilot Reading Apprenticeship

23a. Social Studies- Strengths

1) number of electives

2) uses DBQs in assessments

3) civic hearings that involve the community

4) US history week

5) choice assignments

6) research papers

7) incorporates technology

23b. Social Studies- Challenges

1) lecture based

2) dense reading

3) chapter questions are not conducive to learning

4) do not teach big ideas, but rather details

5) emphasis on recall

23c. Social Studies- Trends

Scores increase

Students take more electives

23d. Social Studies- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

1) lecture based

-N/A

2) dense reading

-N/A

3) chapter questions are not conducive to learning

-N/A

4) do not teach big ideas, but rather details

-N/A

5) emphasis on recall

-N/a

Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

24a. Student Perception Data

Which area(s) indicate the overall highest level of satisfaction among students?

- 1) students know how to get help
- 2) teachers are knowledgeable
- 3) teachers promote academic success
- 4) physically safe
- 5) building grounds are clean and safe

24b. Student Perception Data

Which area(s) indicate the overall lowest level of satisfaction among students?

- 1) students are not well behaved
- 2) asking for help from staff outside of academics (relationships)
- 3) do not feel a close connection to MHS community

24c. Student Perception Data

What actions will be taken to improve student satisfaction in the lowest area(s)?

- 1) students are not well behaved
 - continue PBIS incentives
 - continue and add more recognition
- 2) asking for help from staff outside of academics (relationships)
 - TIES- more structure
 - teacher challenge: overtly make a connection with one student each trimester
- 3) do not feel a close connection to MHS community
 - connect with outside community agencies to sponsor clubs

25a. Parent/Guardian Perception Data

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What area(s) indicate the overall highest level of satisfaction among parents/guardians?

Great teachers and staff

Caring community

Great academic options and athletics programs

25b. Parent/Guardian Perception Data

What area(s) indicate the overall lowest level of satisfaction among parents/guardians?

Need for updated technology

Better communication with parents

Parking facilities are too small

Class sizes are too large

25c. Parent/Guardian Perception Data

What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?

Improved communications

Address concerns by setting up committees to develop solutions and then implementing those solutions

26a. Teacher/Staff Perception Data

What area(s) indicate the overall highest level of satisfaction among teachers/staff?

Hard working and passionate.

Variety of course offerings.

Promotion of student diversity including disabilities.

Numerous supports in place for struggling students.

Sense of community and an ability to access the resources in the community.

26b. Teacher/Staff Perception Data

What area(s) indicate the overall lowest level of satisfaction among teachers/staff?

Budget restraints. Prevents access to build new and better programs and fund opportunities within the school.

Communication between buildings and grade levels

Lack of club or after school offerings

Parent engagement and participation to more than just sporting events

26c. Teacher/Staff Perception Data

What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?

Need for a grant writer and/or a community liaison and/or MTSS coach explore getting these into the school

Look at a more flexible schedule for conferences at the high school and perhaps try to coordinate conference time across all levels.

Develop better measures to show growth.

Align curriculum from middle to high school levels and have some curriculum days built in to accommodate that kind of PD

27a. Stakeholder/Community Perception Data

What area(s) indicate the overall highest level of satisfaction among stakeholders/community?

Teachers and staff are dedicated, qualified, and caring.

We have a caring community.

Strong athletic program.

Strong academic program with many academic options.

27b. Stakeholder/Community Perception Data

What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?

Technology, communication with parents, parking facilities and class sizes that are too big.

27c. Stakeholder/Community Perception Data

What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?

Committees formed to discuss and develop solutions to these areas of concern

Summary

28a. Summary

Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.

Strengths:

We have dedicated and caring staff who are continuously willing to become better teachers regardless of their years in the profession. As a result, all stakeholders feel safe and comfortable at MHS and pleased with the education offered. Our scores tend to be above the state average on the MME, indicating that we are performing better than many districts in Michigan.

Challenges:

Our teacher, because of their dedication, attend a number of PD opportunities which require substitute teachers. The bank of good substitutes is small and often leaves students with poor teachers. Our technology capability needs to be enhanced to most effectively utilize existing and new technologies. Though our scores are above the State average on the MME, we are often below the ISD average. Also, there remains a gap between our Economically Disadvantage students and non ED students in all areas.

28b. Summary

How might the challenges identified in the demographic, process and perception data impact student achievement?

Having poor or no subs creates a break in continuous and high levels of education instruction. This would negatively impact the students.

Technology could impact students because they will not be skilled to work with emerging technologies in the real world and on high stakes tests like the M-STEP.

Scoring below our county cohorts on the MME demonstrates that our not all our students, especially the Economically Disadvantaged students, know how to think, read, speak and write in the content areas. This impacts their ability to achieve in the classroom, on high stakes tests, and in college.

28c. Summary

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

Having poor or no subs creates a break in continuous and high levels of education instruction. This would negatively impact the students.

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- District is addressing so MHS does not have to focus on this through the SIP.

Technology could impact students because they will not be skilled to work with emerging technologies in the real world and on high stakes tests like the M-STEP.

- District is addressing so MHS does not have to focus on this through the SIP.

Scoring below our county cohorts on the MME demonstrates that our not all our students, especially the Economically Disadvantage students, know how to think, read, speak and write in the content areas. This impacts their ability to achieve in the classroom, on high stakes tests, and in college.

- Teacher will utilize Reading Apprenticeship to help students read, writing, think, and speak in the core content areas.

- Teachers will observe master RA teachers at Dearborn's Fordson High School in their content area. Those teachers will be invited to come to MHS to observe our teachers.

- Screeners will be implemented in Reading and Math to better understand where students are coming in and leaving courses.

School Additional Requirements Diagnostic

Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes	Our building does not contain first through fifth grade students however, our elementary schools do annually test first through fifth grade students in literacy and math.	

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	The building and district Annual Education Report can be found on the district website: www.masonk12.net	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	Mason High School is a 9-12 building, but all freshmen have the EDP on file that was completed in 8th grade. Every year these documents are updated.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	Our counseling staff members meet with students individually and collectively to update and modify their EDP's throughout their four years at Mason High School..	

Label	Assurance	Response	Comment	Attachment
5.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes		

School Improvement Plan

Mason High School

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Rick Brooks Director Of Human Resources Mason Public Schools 400 S. Cedar St Mason, MI 48854 517-676-6534	

Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes		parent involvement plan

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	No	N/A	

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	No		

School Improvement Plan 2015-16

Overview

Plan Name

School Improvement Plan 2015-16

Plan Description

SIP 2015-16

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Mason High School will improve academically in ELA and math.	Objectives: 2 Strategies: 6 Activities: 6	Academic	\$14000
2	Mason High School will develop a Multi-tiered System of Support to ensure that all students are on track for graduation within their four year cohort	Objectives: 1 Strategies: 3 Activities: 8	Academic	\$9000

Goal 1: All students at Mason High School will improve academically in ELA and math.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency on the assessment in English Language Arts by 06/10/2016 as measured by the MME exam..

Strategy 1:

Curriculum alignment - ELA - The English teachers will align their curriculum both vertically and horizontally to ensure full coverage of the Common Core State Standards.

Category:

Research Cited: What works in schools clearinghouse, Hattie, J. (2008) Visible Learning

Tier: Tier 1

Activity - Develop Written Curriculum Document	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A written document will be developed which will articulate how the Common Core State Standards are being covered in our high school English curriculum. This document will become a living document that will be updated on a yearly basis.	Curriculum Development	Tier 1		08/31/2015	06/10/2016	\$3000	Other	English teachers, high school and central office administration

Strategy 2:

Instruction - ELA - All teachers will develop clear learning targets and will post them on a daily basis.

Category:

Research Cited: What works in schools clearinghouse, Hattie, J. (2008) Visible Learning

Tier: Tier 1

Activity - Clear Learning Targets - ELA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English teachers will receive professional development on how to develop clear learning targets and will be expected to write, post, and discuss the developed learning targets with their students on a daily basis.	Direct Instruction	Tier 1		08/31/2015	06/10/2016	\$1000	Other	English teachers, high school and central office administration

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Strategy 3:

Assessment - ELA - English teachers will develop common assessments that are aligned to the Common Core State Standards.

Category:

Research Cited: What works in schools clearinghouse, Hattie, J. (2008) Visible Learning

Tier: Tier 1

Activity - Common Assessments - ELA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English teachers will develop common summative and formative assessments for each course that are aligned to the Common Core State Standards.	Evaluation	Tier 1	Getting Ready	08/31/2015	06/10/2016	\$3000	Other	English teachers, high school and central office administration

Measurable Objective 2:

100% of All Students will demonstrate a proficiency on the Michigan Merit Exam in Mathematics by 06/10/2016 as measured by Mason's scores being higher than the state average as well as improving our rank in Ingham County.

Strategy 1:

Curriculum Alignment - The math teachers will align their curriculum both vertically and horizontally to ensure full coverage of the Common Core State Standards. A written document will be developed which will articulate how the Common Core State Standards are being covered in our high school mathematics curriculum. This document will become a living document that will be updated on a yearly basis.

Category:

Research Cited: What works in schools clearinghouse, Hattie, J. (2008) Visible Learning

Tier: Tier 1

Activity - Develop written curriculum document	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A written document will be developed which will articulate how the Common Core State Standards are being covered in our high school mathematics curriculum. This document will become a living document that will be updated on a yearly basis.	Curriculum Development	Tier 1	Getting Ready	08/31/2015	06/10/2016	\$3000	Other	Math teachers, high school and central office administration

Strategy 2:

Instruction - All teachers will develop clear learning targets and will post them on a daily basis.

Category:

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Research Cited: What works in schools clearinghouse, Hattie, J. (2008) Visible Learning

Tier: Tier 1

Activity - Develop Clear Learning Targets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will receive professional development on how to develop clear learning targets and will be expected to write, post, and discuss the developed learning targets with their students on a daily basis.	Direct Instruction	Tier 1		08/31/2015	06/10/2016	\$1000	Other	Math teachers, high school and central office administration

Strategy 3:

Assessment - Math teachers will develop common assessments that are aligned to the Common Core State Standards.

Category:

Research Cited: What works in schools clearinghouse, Hattie, J. (2008) Visible Learning

Tier: Tier 1

Activity - Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English teachers will develop common summative and formative assessments for each course that are aligned to the Common Core State Standards.	Evaluation	Tier 1		08/31/2015	06/10/2016	\$3000	Other	Math teachers, high school and central office administration

Goal 2: Mason High School will develop a Multi-tiered System of Support to ensure that all students are on track for graduation within their four year cohort

Measurable Objective 1:

100% of All Students will demonstrate a proficiency by being on track to graduate within their 4 year cohort in Practical Living by 06/10/2016 as measured by the percentage of students graduating within the four year cohort window..

Strategy 1:

Monthly Academic Progress Checks - Tier 1/2/3 Team will monitor student progress.

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Various staff will check the academic progress of a population of students that are assigned to them:

i.e. Counselor/Social Worker-case loads; Athletic director-athletes; TIES teachers-TIES students.

Category:

Research Cited: What works in schools clearinghouse, Hattie, J. (2008) Visible Learning

Tier: Tier 1

Activity - Counselor Case load monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Counselors will monitor students within caseload	Academic Support Program	Tier 2	Monitor	08/31/2015	06/10/2016	\$0	No Funding Required	Counselors /Social Workers

Activity - TIES teachers monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
TIES teachers will consistently progress monitor their TIES Students	Academic Support Program	Tier 1	Monitor	08/31/2015	06/10/2016	\$0	No Funding Required	TIES teachers

Activity - Athletics Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Coaches and Athletic Director will monitor the academic progress of athletes.	Academic Support Program	Tier 1	Monitor	08/31/2015	06/10/2016	\$0	No Funding Required	Athletic Director

Strategy 2:

PBIS interventions - Various interventions will be implemented for the students identified by the progress monitoring groups.

Category:

Research Cited: What works in schools clearinghouse, Hattie, J. (2008) Visible Learning

Tier: Tier 2

Activity - Interventionists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interventionist will implement various activities for students who are identified by the monitoring systems.	Academic Support Program	Tier 2		08/31/2015	06/10/2016	\$0	No Funding Required	High School Interventionists

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Activity - Credit Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Various Credit recovery options will be made available to students.	Academic Support Program	Tier 2	Implement	08/31/2015	06/10/2016	\$2000	General Fund	Credit recovery teachers; Interventionist.

Activity - Transitions Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Transition teams will continue to monitor the students transitions into and out of the High School to help assure more appropriate programming and implementation of students' transitions.	Academic Support Program	Tier 2	Monitor	08/31/2015	06/10/2016	\$0	No Funding Required	Transitions committee, Administration.

Activity - Early Warning Signs Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Early Warning Signs will continue to be collected, monitored and analyzed by the Tier 1/2/3 team.	Behavioral Support Program	Tier 2	Monitor	06/15/2015	06/10/2016	\$0	No Funding Required	Tier 1/2/3 team, administration.

Strategy 3:

Classroom Engagement - Teachers will continue to be developed professionally in engagement strategies. Teachers will set school improvement goals as part of their professional growth plans. Various engagement strategies will be implemented.

Category:

Research Cited: What works in schools clearinghouse, Hattie, J. (2008) Visible Learning

Tier: Tier 1

Activity - Reading Apprenticeship	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The professional development for Reading Apprenticeship will continue to expand and implementation will expand to additional disciplines, departments, and teachers.	Direct Instruction	Tier 1		06/15/2015	06/10/2016	\$7000	General Fund	Administration, SI coordinator, Reading Apprenticeship Lead teacher.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Credit Recovery	Various Credit recovery options will be made available to students.	Academic Support Program	Tier 2	Implement	08/31/2015	06/10/2016	\$2000	Credit recovery teachers; Interventionist.
Reading Apprenticeship	The professional development for Reading Apprenticeship will continue to expand and implementation will expand to additional disciplines, departments, and teachers.	Direct Instruction	Tier 1		06/15/2015	06/10/2016	\$7000	Administration, SI coordinators, Reading Apprenticeship Lead teacher.

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Develop written curriculum document	A written document will be developed which will articulate how the Common Core State Standards are being covered in our high school mathematics curriculum. This document will become a living document that will be updated on a yearly basis.	Curriculum Development	Tier 1	Getting Ready	08/31/2015	06/10/2016	\$3000	Math teachers, high school and central office administration
Develop Clear Learning Targets	Math teachers will receive professional development on how to develop clear learning targets and will be expected to write, post, and discuss the developed learning targets with their students on a daily basis.	Direct Instruction	Tier 1		08/31/2015	06/10/2016	\$1000	Math teachers, high school and central office administration

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Clear Learning Targets - ELA	English teachers will receive professional development on how to develop clear learning targets and will be expected to write, post, and discuss the developed learning targets with their students on a daily basis.	Direct Instruction	Tier 1		08/31/2015	06/10/2016	\$1000	English teachers, high school and central office administration
Develop Written Curriculum Document	A written document will be developed which will articulate how the Common Core State Standards are being covered in our high school English curriculum. This document will become a living document that will be updated on a yearly basis.	Curriculum Development	Tier 1		08/31/2015	06/10/2016	\$3000	English teachers, high school and central office administration
Common Assessments - ELA	English teachers will develop common summative and formative assessments for each course that are aligned to the Common Core State Standards.	Evaluation	Tier 1	Getting Ready	08/31/2015	06/10/2016	\$3000	English teachers, high school and central office administration
Common Assessments	English teachers will develop common summative and formative assessments for each course that are aligned to the Common Core State Standards.	Evaluation	Tier 1		08/31/2015	06/10/2016	\$3000	Math teachers, high school and central office administration

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Counselor Case load monitoring	Counselors will monitor students within caseload	Academic Support Program	Tier 2	Monitor	08/31/2015	06/10/2016	\$0	Counselors /Social Workers
Early Warning Signs Monitoring	Early Warning Signs will continue to be collected, monitored and analyzed by the Tier 1/2/3 team.	Behavioral Support Program	Tier 2	Monitor	06/15/2015	06/10/2016	\$0	Tier 1/2/3 team, administration.
Athletics Monitoring	Coaches and Athletic Director will monitor the academic progress of athletes.	Academic Support Program	Tier 1	Monitor	08/31/2015	06/10/2016	\$0	Athletic Director
Transitions Team	Transition teams will continue to monitor the students transitions into and out of the High School to help assure more appropriate programming and implementation of students' transitions.	Academic Support Program	Tier 2	Monitor	08/31/2015	06/10/2016	\$0	Transitions committee, Administration.

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Interventionists	Interventionist will implement various activities for students who are identified by the monitoring systems.	Academic Support Program	Tier 2		08/31/2015	06/10/2016	\$0	High School Interventionists
TIES teachers monitoring	TIES teachers will consistently progress monitor their TIES Students	Academic Support Program	Tier 1	Monitor	08/31/2015	06/10/2016	\$0	TIES teachers