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**Mason Consolidated Schools Board Presentation**

**October 25, 2022**

\*in accordance with 98c of PA 144Section 98c



**Mason Consolidated Schools  
Strategic Plan  
Year 1**

<b>First Year Accomplishments</b>	<b>1st Quarter</b>	<b>2nd Quarter</b>	<b>3rd Quarter</b>	<b>4th Quarter</b>	<b>Year 1 Outcome/ Implementation Stages</b>
	<u>Through end-of-school-year 2021-2022</u>	<u>September-October-November 2022</u>	<u>December 2022 - March 2023</u>	<u>April 2023 - June 2023</u>	
NOTE: Adjust plans below attending to actual dates/quarters...the above may not apply.					
<b>Academics &amp; Programs</b>	<b>MCS SP: MCS will develop academic pathways and programs to support the lifelong learning of each learner PreK-12 by 2027.</b>				
<b>K-12 student Personalized Learning Plans (PLPs) (strategy)</b>	Research PLP options at all grade levels	Develop personalized learning plan documents at each grade level or grade band; include parent/student representatives; coordinate with Communications	Adopt PLP documents. Develop an implementation plan for PLPs - may be a phased plan; include parent and student input; include planning for training for all staff; coordinate with Communications	Begin (phased) implementation* of PLPs; coordinate with Communications; Offer parent informational sessions; engage students (*TBD per research as to when students first engage with PLPs); prepare for continued (next phase of) implementation. Monitor and seek feedback.	Y1 Outcome: V.1.0 of PLPs to be implemented Spring 2023 or Fall 2023 (some grades?)
<b>Aligned, Guaranteed, and Viable K-12 Curriculum (Strategy)</b>	Research and prepare for training staff in aligned, guaranteed, and viable curriculum work; communicate the "why" behind this work and make explicit the need for this type of curricula	Provide initial training to all educators as designed in Q1; design timelines/milestones through 2027 for each content area K-12	Provide initial training to all educators as designed in Q1; design timelines/milestones through 2027 for each content area K-12	Reflect on year one work to date; document work; identify gaps, needs, supports for success in year 2/phase 2; prepare for engaging beyond-the-core staff in phase I of their process. Monitor and seek feedback.	Y1 Outcome: Draft Course outlines, learning trajectories, and potential pathways for the core 4, with documentation; to have first "full" version 1.0 completed June 2024; written plans in place to begin engaging "beyond the core" staff.
<b>Robust student support system K-12 (strategy)</b>	Complete an "Initiative Inventory" of all student supports, initiatives, and interventions provided to students (includes in-classroom and in-lesson supports); gather data from parents, students, teachers, and community regarding perceived supports needed/wanted and any barriers to student access for these supports (remainder of 2021-2022)	Evaluate the effectiveness of existing initiatives, interventions, and supports; identify what to keep as-is and what to stop; attend to equity and access; use data to support decisions	Identify those existing initiatives, supports, and interventions to revise; determine any remaining gaps; attend to equity and access; use data to support decisions	Based on evaluation and implementation of existing initiatives, supports, and interventions, create an initial catalog of supports; train staff and parents (and students as appropriate) how to seek and use supports; attend to equity and access; coordinate with Communications. Monitor and seek feedback.	Y1 Outcome: Documentation of current reality in this area at Mason; implement PLCs focused on student outcomes

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## What is 98c?

Section 98c is federal funding to address learning loss as part of the Governor's Emergency Education Relief (GEER) Fund and part of the federal Elementary and Secondary School Emergency Relief (ESSER) II Fund.

## Eligibility Requirements

To be eligible for funding in section 98c, districts must apply to MDE no later than November 30, 2022. Eligible entities must include the following in their application:

- An assurance that by not later than October 30, 2022, at a public meeting of the board of an LEA, a presentation is provided on how funding received under section 98c will be used to address learning loss.
- A link to the plan to address learning loss that is posted on the LEA's website and an assurance to post updates to the plan on the LEA's website.
- A brief description of the district metrics to be used to determine the impact of the district's funded initiatives.

# CURRENT SUPPORTS/DATA REVIEW

Mason Consolidated Schools is focused on providing high-quality, robust supports through our Multi-Tiered System of Supports (MTSS) process. School level interventions have proven to address learning loss at several levels.

Additionally, MCS staff are working on establishing a guaranteed and viable curriculum for each course/content area to ensure student mastery of content. This will allow for focus on ensuring mastery for all students.

Current state data indicates that CES students have surpassed state and local averages at all levels and MMS students have overwhelmingly surpassed local and state averages, outperforming county peers in 7 of 8 areas. MSHS student achievement has remained consistent and staff is currently addressing needs through curriculum, instruction and targeted support.

29 parents responded to a survey inquiring about our current student supports. 82% agreed or strongly agreed that their child is being provided the necessary support for any deficiencies they may have.





# CENTRAL ELEMENTARY SUPPORTS



ELA - Tier I supports  
- all classrooms -  
Walpole Intervention  
Program (small group  
instruction)



Tier II and III -  
Reading intervention  
teacher - 3-5 days a  
week



Math: Tier I  
universal support -  
Imagine Math



Supplemental Title I  
aides (all subject  
areas) - 2 hrs. a day  
every classroom



Social Emotional -  
Social Worker on  
staff



ISD - Behavioral  
Coach referrals

# MASON MIDDLE SCHOOL SUPPORTS

**Schedule Tier II** – sleighing the 3 headed “Intervention Monster” of student apathy, lack of skills – below grade level, and social-emotional needs.

**RTI HOUR** - flexible opportunities for teachers to pull students in small groups to pre teach, re-teach, progress monitor, provide feedback, create a growth mindset with our students, mentor, build relationships, build relationships and build relationships.

**ISP – Instructional Support** – last hour of the day. At risk and “bubble” students are assigned to gen ed teacher where they focus on homework/classwork recovery, more direct re-teaching support, and fostering teacher/student relationships, relationships, and relationships. For the rest of our students we offer enrichment classes – Band, Choir, Spanish, Yearbook.

**Eagle Power Hour** – 30 minute block per week during ISP for all students. Focus on our SEL curriculum, school culture, and leadership opportunities.

# MASON MIDDLE SCHOOL SUPPORTS

CONTINUED

**NWEA and Study Island Mapping** – we have gotten better at understanding what students “know” and “don’t know” through our NWEA data.

**Intervention Coordinator/MTSS Lead** – This person oversees our data, works with teachers on Tier II strategies, provides Tier II and III support directly to students, and leads our MTSS team.



# MASON SENIOR HIGH SCHOOL SUPPORTS

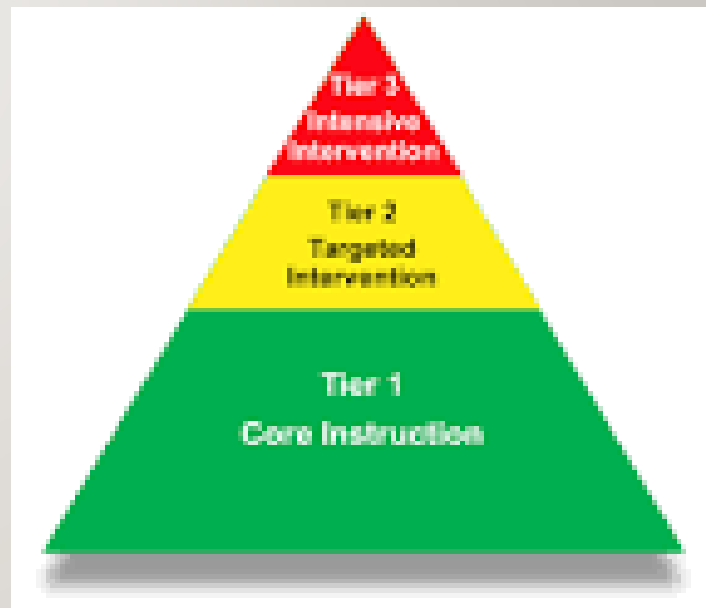
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Eagle Hour interventions to support mastery of content

Expanded Summer School (more teachers, transportation provided, breakfast and snacks)

Focus 9 and Focus 10 classes- Courses designed to target tier II academic, behavior, and social-emotional supports. A core-level teacher, school social worker, and additional staff member are assigned to each hour.

Added an additional day for after-school tutoring



# MASON STAFF SUPPORTS



MENTORING  
PROGRAM FOR  
ALL  
PROBATIONARY  
TEACHERS



JOB EMBEDDED  
PROFESSIONAL  
DEVELOPMENT  
SUPPORTS FOR  
CORE AND NON-  
CORE STAFF



MCISD  
CONSULTANT  
SUPPORT



UNIT, GRADE  
LEVEL, AND/OR  
DEPARTMENT  
MEETINGS TO  
SUPPORT  
TEACHING AND  
LEARNING



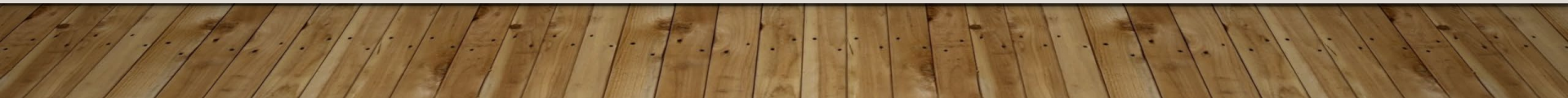
TARGETED  
DISTRICT  
PROFESSIONAL  
DEVELOPMENT IN  
RESPONSE TO  
STAFF SURVEY  
AND NEEDS

# FUTURE SUPPORTS

MCS will utilize 98c funds to continue to build staff efficacy through training on establishing a guaranteed and viable curriculum and PLCs at Work.

“Educators in a district who function as a PLC at Work benefit from clarity regarding their shared purpose, a common understanding of the school district they are trying to create, collective communities to help move all of the schools in the desired direction, and specific, measurable, attainable, results-oriented, and time-bound (SMART) goals to mark their progress.” Solution Tree

John Hattie identified Teacher Collective Efficacy as the single most influencer on impacting student achievement. <https://visible-learning.org/2018/03/collective-teacher-efficacy-hattie/>



# IMPACT/REVIEW/REVISION

The impact of teacher training in guaranteed and viable curriculum and Professional Learning Communities at Work will be evaluated by the development of pacing guides, staff meeting agendas/minutes, staff surveys, teacher observation, targeted interventions developed, and student achievement outcomes.

The plan will be reviewed after each learning session through staff feedback and observation. Learning outcomes will be assessed and targeted supports will be implemented as needed to support staff.

