# Comprehensive Improvement Plan for Hazard Middle School 2023-24

## **Rationale**

 *School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.*

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). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district’s superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required**.

## **Requirements for Building an Improvement Plan**

* The required goals for elementary/middle schools include the following:
	+ State Assessment Results in reading and mathematics
	+ State Assessment Results in science, social studies and writing
	+ Achievement Gap
	+ English Learner Progress
	+ Quality of School Climate and Safety
* The required goals for high schools include the following:
	+ State Assessment Results in reading and mathematics
	+ State Assessment Results in science, social studies and writing
	+ Achievement Gap
	+ English Learner Progress
	+ Quality of School Climate and Safety
	+ Postsecondary Readiness
	+ Graduation Rate

## Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

**Priorities/Concerns from Needs Assessment for Schools**

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

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| 1. The first priority or concern is overall mathematics scores on the Kentucky Summative Assessment. In 2022, 45% of students scored proficient or distinguished on math and in 2023, 39% of students scored proficient or distinguished on math. That is a 6% decrease. \*More specifically, 5th grade students decreased 6% on math scoring 41% in 2022 and 35% in 2023. 7th grade students decreased 9% on math scoring 57% in 2022 and 48% in 2023. Finally, 8th grade students decreased 6% on math scoring 38% in 2022 and 32% in 2023. Also, 5th grade and 8th grade math scores were both below state average. However, Hazard Middle School is still 2% higher in math grades 5-8 in 2023 than the State average of 37%.
2. Even though behavioral referrals have decreased and student attendance have increased by 3% in 2023, these areas will still remain a priority as HMS continues to improve these areas by using the PBIS program and reward system, attendance challenges, check in/check out, home visits, building rapport with students, etc.
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**Processes, Practices, or Conditions to be Addressed from Key Elements Template**

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

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| * **Design and Deliver Instruction:** The school plans to focus its resources on delivery of instruction and design. Quarterly reports will ensure that monitoring of design and delivery of instruction are maintained. \*Guiding questions for quality practice will be the following: (1) How does the teacher monitor the learning before, during, and after instruction? (2) What is the process classroom teachers use when measuring instructional effectiveness based on student data? The school will monitor using the quarterly reports and walk through data to ensure that the instructional program is intentional and of the highest quality. Tier 1 is highly effective, culturally responsive, evidence-based core instruction provided to all students in the classroom. Teachers must implement evidence-based core curriculum and strategies fidelity for both academic and behavioral instruction.
* **Review, Analyze and Apply Data:** Quarterly reports will guide the school through the review process, analysis, and application of data. \*Guiding questions for quality practice will be the following: (1) How do teachers ensure that assessments are of high quality and aligned to the rigor of the standards resulting in quality data? (2) How do teachers use data to determine students' needs? The school will have a uniform system for knowing the data. School leaders must ensure a uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities for school success. Likewise, teachers must have an established system for examining and interpreting all of the data that is in their classrooms, such as formative, summative, benchmark, and interim assessment data, in order to determine priorities for individual student success. Schools will be able to review, analyze, and apply data in order to align standards, move students through tiers of intervention, teacher placement, and scheduling.
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**Indicator Scores**

List the overall scores of status and change for each indicator.

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| **Indicator** | **Status** | **Change** |
| State Assessment Results in reading and mathematics |  High  |  Increased  |
| State Assessment Results in science, social studies and writing |  High  | Increased  |
| English Learner Progress |  N/A | N/A  |
| Quality of School Climate and Safety |  High  | Increased  |
| Postsecondary Readiness (high schools and districts only) |  N/A |  N/A |
| Graduation Rate (high schools and districts only) |  N/A | N/A |

## 1: Proficiency Goal (Reading, Math)

**Goal 1: By 2027, Hazard Middle School will increase the combined Reading and Math percentage of proficient/distinguished students from 47.5% to 73.8%.**

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| **Objective** | **Strategy** | **Activities to Deploy Strategy** | **Measure of Success** | **Progress Monitoring Date & Notes** | **Funding** |
| **Objective 1**:By 2024, Hazard Middle School will increase the Combined Reading and Math percentage of proficient/ distinguished from 47.5% to 54.1%. (All Grades)    | **\*Design & Deliver Instruction:** Ensure congruence is present between standards, learning targets, and assessment measures. | \*Professional Development for teachers to ensure teacher effectiveness and student growth. \*A Professional Development Plan for Schools will be developed and implemented this school year. \*Lesson Plans & Curriculum Maps will be developed to ensure quality instruction. \*Curriculum Maps will be posted on the school website for students and parents to view. \*Learning Targets aligned with standards will be posted in every classroom to ensure quality instruction. \*Students will be formatively assessed daily to ensure mastery and student growth. \*Analyzing data from KSA scores & categories in each subject area that needs work. \*Analyzing data from supplemental assessments, such as MAP Assessment, to address student needs and develop caseloads and RTI placement for intervention. \*Learning Loss Interventionists were placed in schools to help close the gaps that were formed during COVID-19 pandemic.\*In the event there is no school, Hazard Independent will implement NTI days so high-quality instruction can continue for students.  | \*KSA Data \*MAP Data \*Formative Assessment Data Person(s) Responsible:\*Principal\*Guidance Counselor \*Teachers \*GEAR UP\*Learning Loss Interventionists   | \*Monthly SBDM Meetings \*Monthly Board Meetings\*Bimonthly PLC Meetings\*Quarterly Reports \*Open-House  | \*SBDM \*Title 1 \*GEAR UP \*ESSER Funds  |
| **\*Design & Deliver Instruction:** Establish communication protocols for parents/guardians regarding placement and progress in intervention support systems. | \*Offer RTI (Response to Intervention) classes for student intervention and growth. \*Offer ESS (Extended School Services) for student intervention and growth.\*Offer a Study Skills class once a week for students to work on assignments, receive intervention, and work on establishing effective study skill habits. \*Monthly PBIS meetings to discuss behavioral interventions and data. \*Monthly SBDM Meetings. \*Bi-monthly PLC Meetings. \*Open-House for parents/guardians to have the opportunity to meet with teachers to discuss progress, KSA scores, MAP scores, and their child’s ILP. \*Family Engagement opportunities for students and parents/guardians, such as Literacy Night and Math Night.\*School website and Facebook page for upcoming events and news at HMS. \*Utilize GEAR UP, Learning Loss Interventionists/ Coordinator, and Family Resource. \*Learning Loss Coordinator at district level plus learning loss certified and classified positions at elementary, middle, and high to track and provide small group instruction for students who have learning loss from missing instruction due to COVID.\* Social/ emotional, wellness coordinator will track COVID incidence rates, QRS, and support students are COVID positive or quarantined.\*Additional Technology support personnel to make sure all students have technology devices and support they need to be successful.\* Programs bought and implemented to guide students who have learning loss with reading and math. | \*RTI Data\*PBIS Data Person(s) Responsible:\*Principal\*Guidance Counselor \*Teachers \*GEAR UP\*Learning Loss Interventionists \*Family Resource Director \*Social/Emotional Wellness Coordinator\*Technology Personnel  | \*Monthly SBDM Meetings \*Monthly Board Meetings\*Bimonthly PLC Meetings\*Quarterly Reports \*Open-House\*Learning Loss Progress Reports to Superintendent | \*SBDM \*Title 1\*GEAR UP \*ESSER Funds  |
| **\*Design & Deliver Instruction:** Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed. | \*Bi-monthly PLC meetings to determine instructional improvements based on student evidence/data and make planning adjustments. \*Analyzing data from KSA & MAP scores, along with the categories in each subject area that needs work.\*SBDM & Board meetings to discuss school-wide progress. \*Walk-through data to ensure teacher and instructional effectiveness. | \*KSA Data\*MAP Data \*Walk-through Data  Person(s) Responsible:\*Principal \*Guidance Counselor \*Teachers \*GEAR UP\*Learning Loss Interventionists | \*Monthly SBDM Meetings \*Monthly Board Meetings\*Bimonthly PLC Meetings\*Quarterly Reports \*Open-House | \*SBDM \*Title 1\*GEAR UP \*ESSER Funds  |
|   | **\*Review, Analyze, & Apply Data:** Ensure that teachers and the attendance clerk will monitor student attendance and report to administrators truant students.  | \*HMS will make adequate efforts to contact each absent student daily. \*Teachers will send notification letters to parents after 3 unexcused absences; three more will result in a letter from the principal, and after that, district DPP will be notified for further follow-up. \*If deemed necessary, staff will conduct a home visit. \*The attendance committee will meet monthly to discuss chronic absenteeism and identify strategies to improve attendance. \*Utilize GEAR UP, Learning Loss Interventionists/ Coordinator, and Family Resource. | Person(s) Responsible:\*DPP\*Principal\*Guidance Counselor \*Teachers \*Attendance Clerk/Parent Liaison\*GEAR UP\*Learning Loss Interventionists& Coordinator \*Family Resource Director  | \*Monthly SBDM Meetings \*Monthly Board Meetings\*Bimonthly PLC Meetings\*Quarterly Reports \*Open-House | \*SBDM \*Title 1\*GEAR UP \*ESSER Funds  |

## 2: Separate Academic Indicator (Science, Social Studies, Writing)

**Goal 2: By 2027, Hazard Middle School will increase the Separate Academic Indicator (Science, Social Studies, Combined Writing) percentage of proficient/distinguished students from 49% to 74.5%. *\*Science scores are suppressed.***

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| **Objective** | **Strategy** | **Activities to Deploy Strategy** | **Measure of Success** |  | **Funding** |
| **Objective 1**:By 2024, Hazard Middle School will increase the Separate Academic Indicator (Science, Social Studies, Combined Writing) percentage of proficient/distinguished students from 49% to 62.4%. *\*Science scores are suppressed.*    | **\*Design & Deliver Instruction:** Ensure congruence is present between standards, learning targets, and assessment measures. | \*Professional Development for teachers to ensure teacher effectiveness and student growth. \*A Professional Development Plan for Schools will be developed and implemented this school year.\*Lesson Plans & Curriculum Maps will be developed to ensure quality instruction. \*Curriculum Maps will be posted on the school website for students and parents to view.\*Learning Targets aligned with standards will be posted in every classroom to ensure quality instruction. \*Students will be formatively assessed daily to ensure mastery and student growth. \*Analyzing data from KSA scores & categories in each subject area that needs work. \*Analyzing data from supplemental assessments, such as MAP Assessment, to address student needs and develop caseloads and RTI placement for intervention. \*MAP Science Assessment will be given this school year. \*Learning Loss Interventionists were placed to schools to help close the gaps that were formed during COVID-19 pandemic.\*In the event there is no school, Hazard Independent will implement NTI days so high-quality instruction can continue for students. | \*KSA Data \*MAP Data\*Formative Assessment Data Person(s) Responsible:\*Principal\*Guidance Counselor \*Teachers \*GEAR UP\*Learning Loss Interventionists  | \*Monthly SBDM Meetings \*Monthly Board Meetings\*Bimonthly PLC Meetings\*Quarterly Reports \*Open-House  | \*SBDM \*Title 1\*GEAR UP\*ESSER Funds |
| **\*Design & Deliver Instruction:** Establish communication protocols for parents/guardians regarding placement and progress in intervention support systems. | \*Offer RTI (Response to Intervention) classes for student intervention and growth. \*Offer ESS (Extended School Services) for student intervention and growth.\*Offer Study Skills class once a week for students to work on assignments, receive intervention, and work on establishing effective study skill habits. \*Monthly PBIS meetings to discuss behavioral interventions and data. \*Monthly SBDM Meetings. \*Bi-monthly PLC Meetings. \*Open-House for parents/guardians to have the opportunity to meet with teachers to discuss progress, KSA scores, MAP scores, and their child’s ILP. \*Family Engagement opportunities for students and parents/guardians, such as Literacy Night and Math Night.\*School website and Facebook page for upcoming events and news at HMS. \*Utilize GEAR UP, Learning Loss Interventionists/ Coordinator, and Family Resource.  | \*RTI Data\*PBIS Data Person(s) Responsible:\*Principal\*Guidance Counselor \*Teachers \*GEAR UP\*Learning Loss Interventionists\*Family Resource   | \*Monthly SBDM Meetings \*Monthly Board Meetings\*Bimonthly PLC Meetings\*Quarterly Reports  | \*SBDM \*Title 1 \*GEAR UP \*ESSER Funds  |
| **\*Design & Deliver Instruction:** Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed. | \*Bi-monthly PLC meetings to determine instructional improvements based on student evidence/data and make planning adjustments. \*Analyzing data from KSA & MAP scores, along with the categories in each subject area that needs work.\*SBDM & Board meetings to discuss school-wide progress. \*Walk-through data to ensure teacher and instructional effectiveness. | \*KSA Data\*MAP Data \*Walk-through Data Person(s) Responsible:\*Principal \*Guidance Counselor \*Teachers\*GEAR UP \*Learning Loss Interventionists | \*Monthly SBDM Meetings \*Monthly Board Meetings\*Bimonthly PLC Meetings\*Quarterly Reports  | \*SBDM \*Title 1 \*GEAR UP\*ESSER Funds   |

3: Achievement Gap

**Goal 3: By 2027, Hazard Middle School will increase the average combined reading and math proficiency rates for all students in the Gap Group, Economically Disadvantaged, from 41.5% to 70.8%.**

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| **Objective** | **Strategy** | **Activities to Deploy Strategy** | **Measure of Success** | **Progress Monitoring Date & Notes** | **Funding** |
| **Objective 1**:By 2024, Hazard Middle School students in the gap group, Economically Disadvantaged, will increase the combined reading and math percentage of proficient/distinguished from 41.5% to 48.9%.   | **\*Review, Analyze, & Apply Data:** Ensure that formative, interim, and summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs. | \*Offer RTI classes for student intervention and growth. \*Professional Development for teachers to ensure teacher effectiveness and student growth. \*A Professional Development Plan for Schools will be developed and implemented this school year.\*Analyzing data from KSA scores & categories that need work. \*Analyzing data from supplemental assessments, such as MAP Assessment, to address student needs. \*Bi-monthly PLC meetings to determine instructional improvements based on student evidence/data and make planning adjustments.\*SBDM & Board meetings to discuss progress. \*Walk-through data to ensure teacher and instructional effectiveness.\*GEAR UP and Learning Loss Academic Specialists will target students who scored an Apprentice on the KSA assessment. \*Learning Loss Interventionists were placed to schools to help close the gaps that were formed during COVID-19 pandemic.\*In the event there is no school, Hazard Independent will implement NTI days so high-quality instruction can continue for students. | \*KSA Data \*MAP Data \*RTI Data\*Walk-through data Person(s) Responsible:\*Principal\*Guidance Counselor \*Teachers \*GEAR UP\*Learning Loss Interventionists | \*Monthly SBDM Meetings \*Monthly Board Meetings\*Bimonthly PLC Meetings\*Quarterly Reports  | \*SBDM \*Title 1 \*GEAR UP\*ESSER Funds |
| **\*Review, Analyze, & Apply Data:** Assess with formative and summative assessments that are aligned to the standards and learning targets. | \*Professional Development for teachers to ensure teacher effectiveness and student growth. \*Analyzing data from KSA scores & categories in each subject area that needs work. \*Analyzing data from supplemental assessments, such as MAP Assessment, to address student needs. \*Bi-monthly PLC meetings to determine instructional improvements based on student evidence/data and make planning adjustments.\*Monthly SBDM & Board meetings to discuss progress. \*Walk-through data to ensure teacher and instructional effectiveness.  | \*KSA Data \*MAP Data \*Walk-through Data Person(s) Responsible:\*Principal\*Guidance Counselor \*Teachers | \*Monthly SBDM Meetings \*Monthly Board Meetings\*Bimonthly PLC Meetings\*Quarterly Reports  | \*SBDM \*Title 1\*GEAR UP \*ESSER Funds  |
| **\*Review, Analyze, & Apply Data:** Develop a clearly defined RTI school/district-wide process with documentation tools, including such information as service frequency, intervention programs/strategies, and progress monitoring checks. | \*Offer RTI classes for student intervention and growth.\*ESS for student intervention and growth | \*RTI Data\*KSA Data \*MAP Data Person(s) Responsible:\*Teachers | \*Monthly SBDM Meetings \*Monthly Board Meetings\*Bimonthly PLC Meetings\*Quarterly Reports  | \*SBDM \*Title 1\*GEAR UP \*ESSER Funds  |
|   | **\*Design, Align, Deliver Support Processes:** Ensure that IEP services are monitored and appropriately met to maximize student achievement.  | \*Analyzing data from KSA scores & categories in each subject area that needs work. \*Analyzing data from supplemental assessments, such as MAP Assessment, to address student needs. \*ARC’s will make placement decisions that allow students to be educated in the least restrictive environment with non-disabled peers to the extent appropriate. \*Staff will input all required data for students identified with an IEP into Infinite Campus tracking system. \*Progess Monitoring will be in place to track student growth.  | \*KSA Data\*MAP Data \*RTI Data  Person(s) Responsible:\*Special Ed Director \*Principal \*Guidance Counselor Teachers\*Special Ed Teachers  | \*Monthly SBDM Meetings \*Monthly Board Meetings\*Bimonthly PLC Meetings\*Quarterly Reports  | \*SBDM \*Title 1\*GEAR UP \*ESSER Funds  |
|  |  **\*Establishing Learning Culture and Environment:** Ensure that a caring learning community in which all students have optimal opportunities for academic success is created.  | \*PBIS Program and reward system. \*Announcing school celebrations on the school Facebook page. \*Infinite Campus Early Warning tracker. \*Train staff on Trauma-Informed Care.\*Check In/Check Out with the “PAWS” Sheet created to monitor student behavior. \*Conduct home visits if necessary. \*Implement Attendance Challenges. \*Student of the Month. \*Announce student birthdays. \*Backpack program by FRYSC. \*Thanksgiving Basket program by FRYSC. \*Christmas Star program by FRYSC. \*Family Engagement opportunities for students and parents/guardians, such as Literacy Night and Math Night. | \*PBIS Data \*Attendance Data Person(s) Responsible: \*Principal \*Guidance \*Counselor \*Teachers\*Family Resource \*Learning Loss Coordinator\*Learning Loss Interventionists\*GEAR UP \*Attendance Clerk/Parent Liaison\*Social/Emotional Wellness Coordinator |   |  \*SBDM \*Title 1\*GEAR UP\*FRYSC\*ESSER Funds |

## 4: English Proficiency (Grades K-12) District-Wide

**Goal 4: English Language students will continue to reach attainment in English Proficiency.**

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| **Objective** | **Strategy** | **Activities to Deploy Strategy** | **Measure of Success** | **Progress Monitoring Date & Notes** | **Funding** |
|  Objective 1: English Language students will continue to reach attainment in English Proficiency.  | **\*Review, Analyze, & Apply Data:** Ensure that all users of assessment data use information to benefit student learning.**\*Establishing Learning Culture and Environment:** Ensure that a caring learning community in which all students have optimal opportunities for academic success is created. | \*WIDA & ACCESS for ELs Data is used to address gaps and measure growth in English Proficiency. \*KSA, MAP, CERT Assessment Data are used to address gaps and student needs. \*Each English Learner has a Program Service Plan that tracks EL Data, State Testing Data, MAP, CERT Testing Data, Grades, Attendance, and Accommodations. \*English Learners that exit the program are still academically tracked 4 years after exiting. \*Midterm Reports & Report Card Data are used to measure progress in the classroom. \*Teachers will use accommodations (if included in PSP) in classroom instruction, assignments, and summative assessments. \*Teachers will use supplemental programs, such as Google Translate, to accommodate students. \*EL Coordinator will track EL Students.  | \*WIDA Data\*ACCESS for ELs Data \*KSA Data\*MAP Data\*CERT Data (HS)\*Midterm/Report Card Data \*RTI Data  Person(s) Responsible: \*EL Coordinator\*Guidance Counselors\*Teachers \*Principals  |  \*Parent Conferences \*Teacher Conferences with EL Coordinator  | \*Title 1\*ESSER |

## 5: Quality of School Climate and Safety

**Goal 5: By 2027, Hazard Middle School will show an increase from 69.6% to 84.8% on the Quality of School Climate and Safety Survey.**

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| **Objective** | **Strategy** | **Activities to Deploy Strategy** | **Measure of Success** | **Progress Monitoring Date & Notes** | **Funding** |
|  Objective 1: By 2024, Hazard Middle School will show an increase from 69.6% to 73.4% on the Quality of School Climate and Safety Survey.  | **\*Establishing Learning Culture and Environment:** Ensure that a caring learning community in which all students have optimal opportunities for academic success is created. | \*PBIS Program and reward system. \*Announcing school celebrations on the school Facebook page. \*Train school staff on Trauma-Informed Care. \*Check In/Check Out with the “PAWS” Sheet created to monitor student behavior. \*Conduct home visits if necessary. \*Implement Attendance Challenges. \*Student of the Month. \*Announce student birthdays. \*Backpack program by FRYSC. \*Thanksgiving Basket program by FRYSC. \*Christmas Star program by FRYSC.\*Suicide Prevention training with staff and students. \*Vape Awareness classes for students. \*Hygiene classes for students.\*HMS has a full time School Guidance Counselor, a part time Mental Health Counselor, a FRYSC Director, and two school nurses. \*Building Teacher Morale through staff potlucks and Secret Bulldog Gift Exhange. \*Teachers and staff work together to build rapport and establish positive relationships with students. \*Consistent rules and procedures are practiced. \*Open-House & Family Engagement. \*Student activities such as Fun Friday, 6 week rewards, pep rallies, class field trips, school clubs create a positive learning environment school wide.  | \*Quality of School Climate & Safety Data\*Data from Check in/Check Out \*Attendance Data Person(s) Responsible:\*Principal\*Resource Officer \*Safety Team\*Guidance Counselor \*FRYSC Director \*Teachers/Staff  | \*Monthly SBDM Meetings \*Monthly Board Meetings\*Bimonthly PLC Meetings\*Quarterly Reports\*Open-House\*Family Engagement | \*Title 1\*ESSER\*SBDM |
|  | **\*Establishing Learning Culture and Environment:** Follow established school safety protocols and provide frequent reminders to students to ensure that they understand and feel that they are physically safe while at school. | \*To ensure safety for staff and students, all outside school doors are locked, classroom doors are locked during instruction, and all visitors who enter the building must enter and sign in at the front office and wear a visitor badge while in the building. \*All staff are required to wear identification badges during the school day. \*Any adult picking up a student from school must provide identification and must be on the pickup list on the student’s calling card. \*Safety drills for lock down, tornado, earthquake, and fire are practiced routinely. Safety routes and emergency procedures are posted in every classroom in the building. \*Room numbers have been placed on windows so they are visible from the outside for safety. \*A new camera system has been placed in the school for safety. \*New window shades have been added to classroom and office doors for safety. \*A School Resource Officer has been hired to ensure the safety of our students and staff. \*All staff and students have completed Suicide Prevention Training. \*All staff has completed Active Shooter Training.\*Guidance Counselor has completed Trauma-Informed Training through the University of Kentucky. \*All staff has completed Trauma-Informed Care Training by the Guidance Counselor and FRYSC Director.\*HMS has a School Safety Team in place.  | \*Quality of School Climate & Safety Data\*Data from Check in/Check Out \*Attendance DataPerson(s) Responsible:\*Principal\*Resource Officer \*Safety Team\*Guidance Counselor \*FRYSC Director \*Teachers/Staff | \*Monthly SBDM Meetings \*Monthly Board Meetings\*Bimonthly PLC Meetings\*Quarterly Reports\*Open-House\*Family Engagement  | \*Title 1\*ESSER\*SBDM |

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