



KDE Comprehensive School Improvement Plan

Hazard Middle School
Hazard Independent

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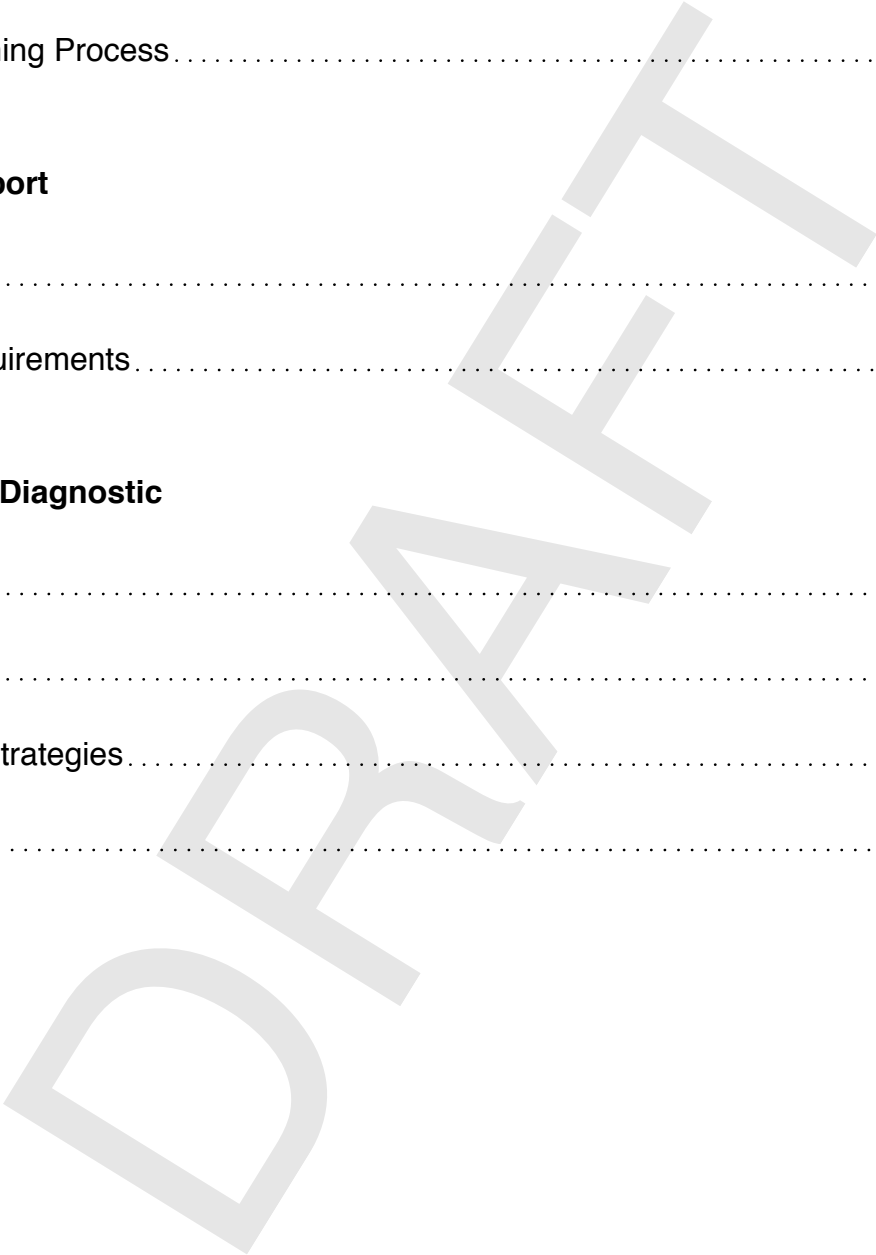
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Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools. Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

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Executive Summary

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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.

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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?

This year Hazard Middle school will be a distinguished school with the award of a High Performing School. Hazard Middle is one of three schools in the Hazard Independent School District that has just celebrated over 100 years of providing quality education to the students of Hazard, Kentucky. Hazard Middle School is also one of the three schools in the Hazard Independent school district that earned SACS (Southern Association of Colleges and Schools Council on Accreditation and School Improvement) accreditation through June 30th, 2020. Hazard is a small town in eastern Kentucky that has at times thrived because of the coal industry. However, the recent economic crisis facing our area and the coal industry has had an impact on our community. At the present time, our free and reduced lunch numbers are over fifty percent (54%) of our student population. With the layoffs from coal companies and the loss of small local businesses, that percentage is sure to increase. In addition, the impact from the struggling local economy will affect the number of referrals to the Family Resource Youth Service Center in our school. This program offers family assistance of clothing, food, school supplies and more to families struggling to make ends meet. Also, Family Resource Youth Service Center works with local agencies to bring in support for families that need the assistance. Hazard Middle School has four grade level math teachers, four Language Arts teachers, two social studies teachers, two science teachers, one practical living and P.E. teacher, three SED teachers, three instructional assistants, one guidance counselor and one principal. In addition, the middle school shares teachers with the elementary and the high school. We have a half day librarian, half day music, art, technology and band teacher. We also share a school nurse with the other schools in the district, with the nurse spending at least nine hours at the middle school. The welcome mat that meets all those who enter the front door of our school sets the tone for Hazard Middle School. "Working Together=Winning Together= Bulldog Pride" is written across the mat. We take pride in knowing that our students are and always will be our number one concern. Improving student achievement, preparing our students to be college and career ready, preparing our students for the next level of high school, instructing them on career paths/education with their ILP's, lowering discipline referrals, increasing community involvement and maintaining a positive climate that is conducive to student achievement are goals we have established. To help with the transition to high school, our school offers our 8th grade students classes for high school credit: Algebra .5, Algebra 1, Environmental Science, Integrated Science, PE I, and Computer Coding. Our vision statement, "Every student will leave HMS with the skills necessary to be successful and independent," and HMS Mission Statement: "Hazard Middle School will provide all students with the necessary knowledge and skills needed to succeed and be productive citizens" is hanging in every classroom. We celebrate our students' successes and pledge to continually seek ways to improve every aspect of our school. We buy into the philosophy of the school district/high school with "Just Win". Students understand that with education, extracurricular activities, and anything they try, they will give their best effort and will strive to be the best and give their best effort. Our faculty will always work hard to provide our student's the skills needed to "Just Win".

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.

Our school mission at Hazard Middle School is to provide all students with the necessary knowledge and skills needed to succeed and be productive citizens. The faculty and staff members work as a team to assist students in achieving their goals and meeting their needs. ESS, AIMS (Achieving in Middle School) classes, and Response to Intervention are offered to students needing additional academic assistance. PBIS, Positive Behavioral Interventions and Supports, has been implemented throughout the school. This program promotes and acknowledges good citizenship, manners, and positive reinforcement throughout the school with student success constantly recognized. Leadership and Advisor /Advisee classes are offered to all students with the use of the computer program Ripple Effects. We provide many field trip opportunities and assemblies for our students to ensure that they are exposed to a wide variety of educational experiences. Parental involvement and community partnerships continue to be an asset for our school both financially and educationally. Hazard Middle School is dedicated to providing equal services and opportunities to all students regardless of race, gender, origin or background. We currently monitor all classes to ensure that the students in each class are diverse. With no exceptions, we offer the same opportunities for each student who is enrolled in the school. In addition, all students are encouraged to become involved in extra-curricular activities and HMS is continually striving to increase participation by offering a wide variety of activities and interests. Football, basketball, baseball, softball, volleyball, soccer, track, golf and cheer-leading are athletic opportunities that exist. Last year our JV cheerleading squad made up of middle school students won the 14th region JV cheerleading championship. This year will be our first year to offer an archery club for our middle school students as well as our afternoon clubs of: art and book clubs. In addition, our Student Technology Leadership Program (STLP), Academic Team, student government, Kentucky Youth Assembly, Speech, book club, yearbook, chorus, art and band provide "extras" for students to become involved and enhance their selected interests. We even have an Avian Team or "Chicken Club" that competes with Avian Clubs at the Kentucky State Fair. Our middle school chorus has grown to over 75 members this year and are getting invites to perform at events across Eastern Kentucky. Our program reviews focus on providing education and opportunities for the total student. All students are provided exposure to Arts and Humanities classes, Practical Living /career studies and writing is stressed across the curriculum. This year we are also offering our 6th grade social studies classes the opportunity to work with High School Spanish students to incorporate language with cultural instruction and working with the same students with Economic principles as they perform an Economic Fair to showcases their ideas. Our faculty will also broaden its instruction in the areas of Art, ELA, Math, Science, and Social Studies to include the Global Competency component of our Program Review. Community partnerships and parental support continue to enable HMS to provide our students with educational experiences and resources that may have exceeded our financial means. The local police are included in our anti-bullying assemblies and help HMS in presenting "Bullying" in our schools/responsible use of technology/prevention methods/and reactive measures to inform our middle school students. The HCTC Greater Hazard Area Performing Arts Series sponsors The Missoula Children's Theater. This is another example of a community partnership that involves and offers HMS students an artistic resource and outlet for showcasing their talent.

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.

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. Hazard Middle School and Hazard Independent is accredited by the Southern Association of Colleges and Schools. Our athletic teams cheerleading squads continue to win tournaments across the state while our Avian Team competed at the Kentucky State Fair and came in second. The HMS speech team placed 4th at KHSSL State competition, 3rd at the KESDA state competition and received the Efficiency Award at KESDA. The Academic teams continue to win the Governor's Cup, district, place at region and many of the members have moved on to state competition. Members of student government presented bills at KYA (Kentucky Youth Assembly) and had them pass both the House and Senate. The chorus and the leadership class have developed, written and performed assemblies for Constitution Day, Remembering 9/11, Veteran's Day and other holiday celebrations. Several of our middle school band students are members of the high school Band of Gold. Our STLP club competed at region and moved on to state competition for the first time in school history. Preparing our students to become productive citizens is a vital component of HMS education. HMS is active in community service and has raised funds for the local veterans during our "Pennies for Patriots" campaign. Helping to give back to Coal For Kids organization with a loose change drive and raising money for the families affected by the downtown fire this past year. Shoe boxes filled with personal hygiene items were decorated and filled by the fifth grade and Thanksgiving food baskets were prepared by each homeroom at HMS. We were awarded a Fuel Up to Play 60 grant for opportunities that will empower students to take charge in making small, everyday changes at school. HMS has active community partnerships with many local agencies, businesses and organizations. ASAP, Unite, our local district health department, the local fire and police are involved in the total education of our students from drug awareness to PSI (postponing sexual involvement) classes. With the support of staff and ARH we continue to use the "Fitness Fair" that informs and encourages healthy life choices for students. The Perry County 4-H has provided curriculum guidance and support with the Reality Store, conflict resolution classes, science night and practical living education. Local churches and the backpack program and KRCC have aided our school in meeting the nutritional and emotional needs of our students. The school, with the help of Camp Nathanael, teaches morals and leadership skills once a month during the school day. KVEC plays a major role in our professional development and content leadership networks. We strive to improve as educators by participating in professional development to better able us to implement the Kentucky Core Content Standards, utilize RTI strategies and assessment for learning. Differentiation training, instructional strategies, and formation of rigorous learning targets are areas of improvement that have been targeted. Progress monitoring through Think Link have been very informative in determining instructional levels, RTI placement, and student's academic needs. Grade level PLC meetings will continue to provide collaboration and on-going discussions concerning student needs in addition to professional discussions involved in increasing student achievement. Content specific PLC teams have been formed to examine and identify gaps created and to create a scope and sequence of activities and lessons to be taught in Math Plus/RTI and Reading Plus/RTI classes. An Advisor/Advisee class has been extended to the schedule this year in order to provide consistent, caring, and continuous adult guidance at school through the organization of a planned class and supportive peer group. This year, our Advisor/Advisee classes will use KVEC sponsored Ripple Effects to help guide students through problem-solving framework for addressing behavior challenges in school settings. The class focuses on building a relationship an adult/mentor in the school to assist the adolescent and become their advocate. Intervention for at risk students is a priority for improving student achievement at HMS. Purchasing resources of IXL math/ELA for the entire student body will help move Tier 1 and Tier 2 groups toward proficiency and help close the achievement gaps. The 8th grade student body will also use the Win College Readiness System of Soft Skills, College Readiness, CRC Supplemental Skills, and Career Readiness. This program will also help meet our School Vision statement of providing the necessary skills to successful and independent as they transition to the high school. This KVEC sponsored software will give students the opportunity to help meet benchmarks in content areas and work on career readiness skills that will be outlined

in their ILP's.

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Additional Information

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

Safety is our number one priority at Hazard Middle School. HMS participates in the Safe Schools hotline. This toll-free number allows students, parents, teachers, or anyone to report suspected offenses anonymously. Exit doors are locked during the day and a security camera system has been installed that covers the inside and outside of the building. The school works with local law enforcement agencies and has an open door policy for visits from the police canine unit. Local law officers also participate in educational assemblies such as anti-bullying or the legal ramifications of bullying. The officers also patrol the school and help with dismissal routines at the end of the school day. They often do walk through visits to determine areas of concern from a safety perspective. The local fire department gets involved in our fire drills and gives us feedback on evacuation practices. The local safety teams also gets involved in our a school wide and district wide lock-down scenario every year. Students practice drills to prepare them for emergencies or situations regarding safety and teachers and staff are trained in our emergency response action plan. Bright orange emergency preparedness procedure flip charts hang in every classroom. Entrance into the school building is through a buzzer system and every door remains locked unless visitors are buzzed into the building. All visitors are monitored with a visitor tag/ID that they have to wear at all times. All staff must wear their ID badges at all times inside of the building in case of an emergency.

Comprehensive School Improvement Plan 2015- 2016

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Overview

Plan Name

Comprehensive School Improvement Plan 2015-2016

Plan Description

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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	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 43.4% in 2015-2016 to 68.6% in 2018-2019.	Objectives: 1 Strategies: 3 Activities: 9	Academic	\$6000
2	Increase the percentage of students who are college ready from 58.7% to 75.8% by 2018-2019.	Objectives: 1 Strategies: 3 Activities: 5	Academic	\$0
3	Increase the percentage of effective Principal and Teachers from % in 2015 to % in 2020.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$500
4	Ensure that the Program Review Process is an ongoing, reflective analysis used to identify strengths and areas of improvement while ensuring a school-wide natural integration of the program skills across all contents.	Objectives: 1 Strategies: 1 Activities: 5	Organizational	\$0
5	Hazard Middle School will reduce the total number of students scoring Novice in reading and math by 50% by the 2018-2019 school year.	Objectives: 3 Strategies: 4 Activities: 13	Organizational	\$7400
6	Increase the average combined reading and math KPREP scores for middle school students from 58.7% to 75.8% in 2018-2019.	Objectives: 1 Strategies: 7 Activities: 19	Organizational	\$10300

Goal 1: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 43.4% in 2015-2016 to 68.6% in 2018-2019.

Measurable Objective 1:

3% of Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in averaged combined Reading and in Mathematics by 05/13/2016 as measured by KPREP Scores.

Strategy 1:

Extended School Services - ESS will be provided after school for students in the gap groups. The goal of ESS is to increase student achievement through math and reading intervention activities designed to meet student needs. ESS will increase student achievement in targeted areas of need.

Category: Learning Systems

Research Cited: Targeted Interventions

Activity - ESS Identification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who scored Novice or Apprentice on the KPREP Test will be referred for ESS after-school tutoring.	Tutoring	08/10/2015	05/13/2016	\$0	No Funding Required	Teachers, Principal, Counselor, Other,

Activity - After School ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ESS after school tutoring will concentrate on reading and math skills. ESS will concentrate on small group instruction, guided reading, individualized assignments aimed at improving student achievement. Each grade level will have one math ESS teacher and one ESS reading teacher.	Tutoring	10/01/2015	05/13/2016	\$5000	District Funding	District Staff, Teachers, Principal, Counselor, Other

Activity - ESS Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will utilize Reading Intervention Programs and the "IXL Math Program" to increase achievement in reading and math.	Tutoring	10/01/2015	05/13/2016	\$0	No Funding Required	District Staff, Principal, Counselor, Teacher, Other

Strategy 2:

RTI Plus Curriculum Alignment - Content-specific teams will align the curriculum for the Math Plus (RTI) Classes and the Reading Plus (RTI) Classes. The content-specific teams will meet bi-monthly.

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Category: Learning Systems

Research Cited: RTI

Activity - Targeted Interventions for Gap Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Content-specific teams will design a scope and sequence of activities and lessons to be taught during Math Plus Class and/or Reading Plus Class. Team will provide all Math Plus/Reading Plus teachers with materials and resources needed to increase student achievement.	Academic Support Program	08/10/2015	05/13/2016	\$0	No Funding Required	Teachers, Principal, Other
Activity - Individualized Math/Reading Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Gap group students will be provided targeted math and reading interventions through Learning Farm, Moby Max, Edmodo, WIN Learning, IXL Math, and other resources to increase achievement in reading and math.	Academic Support Program	08/10/2015	05/13/2016	\$0	No Funding Required	Teachers, Principal, Other
Activity - Purchase Reading Intervention Program Materials	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will purchase and provide teachers with reading intervention resources in order for them to address the needs of at-risk students in Response To Intervention Activities and in Extended School Services. These materials will focus on comprehension skills and decoding skills.	Academic Support Program	08/10/2015	05/13/2016	\$1000	School Council Funds	Teachers, Principal, District Office Personnel, Other

Strategy 3:

Collaborate and Utilize Community Resources - Hazard Middle School will collaborate to increase the involvement of citizens of the community and encourage them to become more active in the educational process. School administration and faculty will foster a relationship with community services and businesses which encourages active involvement with the school and the educational process.

Category: Stakeholder Engagement

Research Cited: Community involvement strengthens the educational process and learning experience of all students.

Activity - HMS Community Outreach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Outreach to parents and community through: beginning of the year orientation, open house each midterm, daily updated teacher blogs, parent training in Infinite Campus, scheduled parent conferences, newspaper articles, and school website	Community Engagement	08/10/2015	05/13/2016	\$0	No Funding Required	Principal, Counselor, Faculty, Staff, Other
Activity - HMS Promote Citizen Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Continue Career Day as a means to introduce citizen volunteers to participate more actively in the educational process. At the present time the following community services and businesses are providing support to the school: ISBE -- a group which provides financial support; City of Hazard -- provides use of the Hazard Pavilion and services of the Hazard City Police; Kentucky River Community Care -- provides daily counseling services; Perry County Health Department -- Postponing Sexual Involvement classes; Perry County Library -- provides bookmobile services on site; 4H -- Avian Club, Science Fan Night, and Talking with TJ; McDonald's -- Acts of Kindness free Happy Meals; Appalachian Regional Hospital -- Fitness Fair.	Community Engagement	08/10/2015	05/13/2016	\$0	No Funding Required	Principal, FRYSC, Counselor, Faculty, Staff, Other
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Activity - HMS Student Community Service	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Expand community service projects conducted by students. Current projects are financial support of the Arthritis Foundation, Breast Cancer Awareness, Thanksgiving Food Boxes, etc.	Community Engagement	08/10/2015	05/13/2016	\$0	No Funding Required	Principal, Counselor, FRYSC, Faculty, Staff, Other

Goal 2: Increase the percentage of students who are college ready from 58.7% to 75.8% by 2018-2019.

Measurable Objective 1:

A 3% increase of Eighth grade students will demonstrate a proficiency in Reading, English, and in Mathematics by 05/13/2016 as measured by K-Prep data.

Strategy 1:

Explore Interventions - Teachers will administer Explore like tests to students in the 7th & 8th grade,. After reviewing results of the test, teachers will assign individual interventions for students based on those results. Teachers will utilize WIN Learning to address targeted skills.

Category: Learning Systems

Research Cited: Targeted Interventions

Activity - Targeted Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will design individual interventions according to Explore-like test results. Teachers will make folders with work that addresses targeted skills. Teachers will also utilize the WIN Learning Program to target skills.	Academic Support Program	08/10/2015	05/13/2016	\$0	No Funding Required	Teachers, Principal, Other

Strategy 2:

HMS Careers - Activities will be provided for the students which will aid in an appreciation of the variety and types of careers. Individual career development activities will also be provided.

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Category: Career Readiness Pathways

Research Cited: Best Practices

Activity - HMS Career Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
FRYSC/Counseling Department will design a career day for students in grades 5-8. Students will gain an appreciation and understanding of a variety of careers.	Career Preparation/Orientation	08/10/2015	05/13/2016	\$0	No Funding Required	FRYSC Staff, Counselor, Principal, Teachers, Other

Activity - HMS Operation Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During March 2015, trained volunteer community advisors will meet one-on-one with every 8th grade student at our school. The community advisor will receive training which will allow him/her to use the student's Individual Learning Plan or ILP (including career interest inventory and EXPLORE results) to discuss the following: 1. Student career aspirations. 2. Student EXPLORE scores which will indicate whether or not the student is on target for college and/or on target to reach goals. 3. Student course plans which will indicate whether or not the student is taking the correct courses.	Career Preparation/Orientation	08/10/2015	05/13/2016	\$0	No Funding Required	Teachers, Community Volunteers, FRYSC, Central Office Staff, Counselor, Principal, Other

Activity - HMS ILP - Individual Learning Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The technology resource teacher will collaborate with classroom teachers to assist students in completing their ILP targets. When teachers utilize the resources in the ILP during classroom instruction, students can see the relevance of the content as it relates to their plans for life after high school.	Career Preparation/Orientation	08/10/2015	05/13/2016	\$0	No Funding Required	Teachers, Principal, Counselor, Other

Strategy 3:

WIN Learning - Students will work independently on this program to prepare for the ACT and college.

Category: Continuous Improvement

Research Cited: WIN Learning

Activity - WIN Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will work daily to acquire new skills in math, locating information and reading. Awards and recognition will be given at the completion of levels.	Academic Support Program	08/10/2015	05/13/2016	\$0	GRECC Race to the Top	Technology Resource Teacher, classroom teachers & principal

Goal 3: Increase the percentage of effective Principal and Teachers from % in 2015 to % in 2020.

Measurable Objective 1:

collaborate to Ensure that all teachers are knowledgeable of Professional Growth and Effectiveness System (TPGES). Baseline data will be available after first year of implementation by 05/20/2015 as measured by Framework for Effective Teaching.

Strategy 1:

Professional Growth and Effectiveness System - Ensure that all teachers are knowledgeable of TPGES implementation components and expectations.

Category:

Research Cited: Next Generation Learners, TPGES

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal and teachers will attend ISLN meetings, and Content Network Meetings. Principal requires book study on "Framework for Teaching" by Charlotte Danielson.	Professional Learning	08/10/2015	05/13/2016	\$500	District Funding	Principal, Teachers, Other
Activity - Development of Student Growth Goals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop student growth goals based on student need identified in data analysis of assessments.	Professional Learning	08/10/2015	05/13/2016	\$0	No Funding Required	Teachers, Principal, Other
Activity - Development of Professional Growth Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop Professional Growth Plans based on self-reflection and student growth needs.	Professional Learning	08/10/2015	05/13/2016	\$0	No Funding Required	Principal, Teachers, Other

Strategy 2:

HMS Instruction by Highly Qualified Teachers - Each year the principal completes a Highly Qualified Teacher Report and submits the report to the Kentucky's Educational Professional Standards Board. At Hazard Middle School, 143 courses require a Highly Qualified Teacher and Hazard Middle School is 100% in compliance.

Category: Teacher PGES

Research Cited: Educational Professional Standards Board Highly Qualified Report (EPSB)

Activity - Highly Qualified Report	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Principal will complete a Highly Qualified Report annually.	Professional Learning	08/10/2015	05/13/2016	\$0	No Funding Required	Principal, Central Office Staff
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Goal 4: Ensure that the Program Review Process is an ongoing, reflective analysis used to identify strengths and areas of improvement while ensuring a school-wide natural integration of the program skills across all contents.

Measurable Objective 1:

collaborate to ensure that the Program Review Process is completed in an ongoing and timely manner by 05/29/2015 as measured by Assessment Results..

Strategy 1:

Monitor Curriculum Adjustments and Improvements - Teachers and leaders will make instructional planning adjustments, if needed, based on student evidence.

Curriculum adjustments and improvements will be monitored for effectiveness.

Category: Learning Systems

Research Cited: Best Practices

Activity - Program Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and leaders will utilize Program Review Components in classroom settings as required by program review curriculum and policy.	Academic Support Program	08/10/2015	05/13/2016	\$0	No Funding Required	Principal, Teachers, Counselor, FRYSC, Other

Activity - Purpose and Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide information to teachers about the purpose and process of the review. Emphasize the important role of the teacher in implementing high quality instructional programs.	Policy and Process	08/10/2015	05/13/2016	\$0	No Funding Required	Central Office Staff, Principal, Other

Activity - Expectations and Procedures	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Inform staff of the expectations and procedures as defined by the district external review process.	Professional Learning	08/10/2015	05/13/2016	\$0	No Funding Required	Central Office Staff, Principal, Other

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Activity - Rubrics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Examine the rubrics used in program review. Consider the existing sources and evidence to inform the overall program assessment.	Policy and Process	08/10/2015	05/13/2016	\$0	No Funding Required	Central Office Staff, Principal, Teachers, Other

Activity - Review Program Review Ratings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review PR ratings in ASSIST and provide feedback through identifying and analyzing gaps in particular program areas to determine next steps for continuous improvement.	Policy and Process	08/10/2015	05/13/2016	\$0	No Funding Required	Principal, Teachers, Staff, Other

Goal 5: Hazard Middle School will reduce the total number of students scoring Novice in reading and math by 50% by the 2018-2019 school year.

Measurable Objective 1:

collaborate to reduce the total number of students scoring Novice in reading (29) by 6 students per year for a total of 29 over 5 years by 05/13/2016 as measured by K-Prep data.

(shared) Strategy 1:

Plan Development - Teachers and administrators will develop a plan to reduce novice reduction.

Category: Professional Learning & Support

Research Cited: Novice Reduction for Gap Closure Training

Activity - Data Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student data will be reviewed to identify trends.	Policy and Process	08/10/2015	05/13/2016	\$0	No Funding Required	Principal, Data Team, Teachers

Activity - Identify "Big Rocks"	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will identify 3 "Big Rocks" our school will focus on to decrease our number of novice students.	Policy and Process	08/10/2015	05/13/2016	\$0	No Funding Required	Principal, Leadership Team

Activity - Create a 30-60-90 Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Develop a plan that includes evaluation and monitoring at least very 30 days on the processes and assessments that are implemented.	Policy and Process	08/10/2015	05/13/2016	\$0	No Funding Required	Principal, Leadership Team, Teachers, SBDM Council
Activity - Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The 30-60-90 plan will be monitored at each interval to evaluate effectiveness, analyze data and check implementation.	Policy and Process	08/10/2015	05/13/2016	\$0	No Funding Required	Principal, Teachers, SBDM Council

(shared) Strategy 2:

Intervention Strategies - All teachers and para-professionals will be trained in differentiated instruction and intervention strategies.

Category: Professional Learning & Support

Research Cited: KSI, RtI

Activity - Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and para-professionals will be trained on differentiating instruction and intervention strategies.	Professional Learning	08/10/2015	05/13/2016	\$0	No Funding Required	Principal, Teachers
Activity - Academic Support Continuum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will participate in grade level and vertical, content PLCs.	Professional Learning	08/10/2015	05/13/2016	\$0	No Funding Required	Principal, Teachers
Activity - RtI--Assessment and Evaluation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize RtI to support student's individual needs and base individualized instruction on both formal and benchmark assessment results.	Academic Support Program	08/10/2015	05/13/2016	\$0	No Funding Required	Principal, Teachers
Activity - Behavior Support Continuum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Behavior interventions will be discussed among the faculty and a system of incentives created to reward students who meet the criteria	Behavioral Support Program	08/10/2015	05/13/2016	\$0	No Funding Required	Principal, PBIS Committee, Teachers

Measurable Objective 2:

collaborate to reduce the total number of students scoring Novice in Mathematics (24) by 5 students per year for a total of 24 over 5 years by 05/13/2016 as measured by K-Prep data.

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(shared) Strategy 1:

Plan Development - Teachers and administrators will develop a plan to reduce novice reduction.

Category: Professional Learning & Support

Research Cited: Novice Reduction for Gap Closure Training

Activity - Data Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student data will be reviewed to identify trends.	Policy and Process	08/10/2015	05/13/2016	\$0	No Funding Required	Principal, Data Team, Teachers
Activity - Identify "Big Rocks"	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will identify 3 "Big Rocks" our school will focus on to decrease our number of novice students.	Policy and Process	08/10/2015	05/13/2016	\$0	No Funding Required	Principal, Leadership Team
Activity - Create a 30-60-90 Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a plan that includes evaluation and monitoring at least very 30 days on the processes and assessments that are implemented.	Policy and Process	08/10/2015	05/13/2016	\$0	No Funding Required	Principal, Leadership Team, Teachers, SBDM Council
Activity - Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The 30-60-90 plan will be monitored at each interval to evaluate effectiveness, analyze data and check implementation.	Policy and Process	08/10/2015	05/13/2016	\$0	No Funding Required	Principal, Teachers, SBDM Council

(shared) Strategy 2:

Intervention Strategies - All teachers and para-professionals will be trained in differentiated instruction and intervention strategies.

Category: Professional Learning & Support

Research Cited: KSI, RtI

Activity - Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and para-professionals will be trained on differentiating instruction and intervention strategies.	Professional Learning	08/10/2015	05/13/2016	\$0	No Funding Required	Principal, Teachers

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Activity - Academic Support Continuum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will participate in grade level and vertical, content PLCs.	Professional Learning	08/10/2015	05/13/2016	\$0	No Funding Required	Principal, Teachers

Activity - Rtl--Assessment and Evaluation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize Rtl to support student's individual needs and base individualized instruction on both formal and benchmark assessment results.	Academic Support Program	08/10/2015	05/13/2016	\$0	No Funding Required	Principal, Teachers

Activity - Behavior Support Continuum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Behavior interventions will be discussed among the faculty and a system of incentives created to reward students who meet the criteria	Behavioral Support Program	08/10/2015	05/13/2016	\$0	No Funding Required	Principal, PBIS Committee, Teachers

Measurable Objective 3:

collaborate to reduce the overall non-duplicated gap group from 37.9% to 46.6% by 05/13/2016 as measured by K-Prep data.

Strategy 1:

Data Analysis - HMS will use gather data about student understanding and achievement and use this information to drive instruction.

Category: Continuous Improvement

Research Cited: Data for Continuous School Improvement

Activity - Data Analysis and Reflection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use student work/data, ThinkLink Data, observations, assignments to reflect on and improve instructional strategies used with non-duplicated gap group.	Professional Learning	08/10/2015	05/13/2016	\$0	No Funding Required	Principal, Teachers

Activity - Revision of Teaching Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will revise their instructional strategies based on student achievement data and individual needs.	Direct Instruction	08/10/2015	05/13/2016	\$0	No Funding Required	Teachers

Strategy 2:

Multiple Sources of Instruction - Teachers will utilize a variety of instructional resources to aid in student achievement and the understanding/attainment of standards.

Category: Learning Systems

Research Cited: ESS, KSI, Rtl

Activity - IXL Math & Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will use IXL for instructional support in attainment of standards in reading and math.	Academic Support Program, Technology, Tutoring	08/10/2015	05/13/2016	\$5400	District Funding	Principal, Teachers
Activity - Extended School Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will refer students to attend after school ESS services, as needed. Placements in services is based on teacher observation, student performance, interim benchmarks and formative/summative data. ESS teachers will work on standards attainment and mastery.	Academic Support Program, Tutoring	10/01/2015	05/05/2016	\$2000	District Funding	Principal, Teachers
Activity - Reading Plus & Math Plus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide interventions to students based on individual need.	Academic Support Program, Direct Instruction	08/10/2015	05/13/2016	\$0	No Funding Required	Principal, Teachers

Goal 6: Increase the average combined reading and math KPREP scores for middle school students from 58.7% to 75.8% in 2018-2019.

Measurable Objective 1:

collaborate to increase the average combined Reading and Math scores by 3% by 05/13/2016 as measured by K-Prep data.

Strategy 1:

IXL Math & Reading - Teachers will implement the IXL Program in Math Classes, Math Plus, Reading Classes, Reading Plus and ESS curriculum. Students will be assessed to determine current math and reading levels and the classroom teacher will monitor progress. This program is self-paced and students will continuously revisit skills while being evaluated and get instant updates on their progress and mastery level.

Category: Integrated Methods for Learning

Research Cited: IXL

Activity - Monitor IXL Math & Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of the IXL program and track student progress on IXL math and reading for all students.	Academic Support Program	08/10/2015	05/13/2016	\$0	No Funding Required	Principal, classroom teachers

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Strategy 2:

Professional Learning Curriculum Communities - Content-specific teams will meet monthly to refine the implementation of the common core standards in all subject areas.

Category: Professional Learning & Support

Research Cited: Curriculum Assessment and Alignment

Activity - Content-Specific Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Content teams will examine and compare "working curriculum" with common core standards to identify gaps. Once gaps have been identified, modifications will be made to the curriculum to eliminate gaps.	Academic Support Program	08/10/2015	05/13/2016	\$0	No Funding Required	Content Teachers, Special Teachers, Principal, Other
Activity - Content-Specific Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Content specific professional development will be provided to promote effective instructional classroom practices. Content specific facilitators will meet with teams to enhance and develop new activities and instructional practices for further implementation of common core standards.	Professional Learning	08/10/2015	05/13/2016	\$500	District Funding	Principal, Teachers, Other
Activity - Grade Level PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade Level PLC meetings will occur bi-monthly or more as needed. Ongoing conversations concerning student needs will occur. Teachers will actively discuss new ways to increase student achievement in all subject areas, especially reading and math.	Professional Learning	08/10/2015	05/13/2016	\$0	No Funding Required	Teachers, Principal, Other

Strategy 3:

Universal Screening - Teachers will monitor student achievement through ThinkLink data.

Category: Management Systems

Research Cited: Progress Monitoring

Activity - ThinkLink Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be assessed three times a year to determine progress and areas of need. Instruction will be adjusted to meet individual needs identified by screenings.	Academic Support Program	08/10/2015	05/13/2016	\$1000	District Funding	Principal, Counselor, Teachers, Other

Strategy 4:

Supplemental Curriculum Strategies - Teachers will use differentiated instructional strategies and activities to enhance student learning.

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Category: Learning Systems

Research Cited: Best Practice

Activity - AIMS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Guided study hall (AIMS) will be provided after the regular school day. In order to increase student achievement, teachers will recommend students on an as-needed basis to AIMS.	Academic Support Program	08/10/2015	05/13/2016	\$0	No Funding Required	Principal, Teachers, Counselor, Other
Activity - Accelerated Reader (AR)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Language Arts Teachers will continue to implement and refine the Accelerated Reader Program into their regular curriculum. The AR Program will allow students to improve and/or accelerate their reading comprehension and skills. Language Arts teachers will give students an AR grade. Students who receive a certain number of points will be rewarded.	Academic Support Program	08/10/2015	05/13/2016	\$5000	Title I Schoolwide	Principal, Teachers, Librarian, Technology Staff, Other
Activity - Academic Field Trips	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will plan field trips that enhance and support the common core standards. Students will demonstrate an increased knowledge by making real world connections with classroom activities.	Field Trip	08/10/2015	05/13/2016	\$1000	Other	FRYSC Staff, Teachers Principal, Other
Activity - Student Planners	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be provided academic planners. Teachers require students to write daily academic targets for all classes.	Academic Support Program	08/10/2015	05/13/2016	\$1000	General Fund	Principal, Teachers, Other
Activity - Reality Store	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Reality Store is the real life culminating event for the financial literacy unit taught in 7th grade. The Perry County Extension Office provides the financial literacy curriculum and coordinates the Reality Store.	Academic Support Program, Community Engagement	08/10/2015	05/13/2016	\$0	No Funding Required	Teachers, Principal, Counselor, FRYSC, Other

Strategy 5:

Content Literacy - Teachers will reinforce literacy skills in all content areas.

Category: Integrated Methods for Learning

Research Cited: Literacy Initiative

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Activity - Reading Across the Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate reading in all content areas. Students will read, discuss, and use vocabulary words from the content areas. Students will define commonly used words in the content area passages.	Academic Support Program	08/10/2015	05/13/2016	\$0	No Funding Required	Teachers, Principal, KVEC - Carole Mullins, Other
Activity - Writing Across the Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate writing in all content areas and monitored through the Writing Program Review.	Academic Support Program	08/10/2015	05/13/2016	\$0	No Funding Required	Teachers, Principal, J. Roll, Other
Activity - Challenger Mission	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue Challenger Mission, increase student awareness and proficiency in science while integrating science across all curricular areas.	Academic Support Program	08/10/2015	05/13/2016	\$1800	District Funding	Teachers, Principal, Other

Strategy 6:

Classroom Instruction - All teachers will instruct students based on a curriculum aligned with the Common Core Standards. All students will receive instruction from an aligned, articulated curriculum.

Category: Continuous Improvement

Research Cited: Curriculum Assessment and Alignment

Activity - Units/Lesson Plans/Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize units of study with embedded lesson plans in their classrooms. Units of study are intentional plans for teaching and learning that address content standards in a meaningful way. All teachers in all subject areas will submit units and assessments through CIITS. Formative Assessment along with other assessments will be utilized throughout the unit. Well-designed units and formative assessments ensure that students will learn at high levels.	Direct Instruction	08/10/2015	05/13/2016	\$0	No Funding Required	Teachers, Principal, Other
Activity - Teacher Blogs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will post course/grade level daily activities on the Hazard Middle School Website. The technology resource teacher will assist teachers with this process. Parents will be asked to check the website to keep apprised of their child's assignments.	Parent Involvement	08/10/2015	05/13/2016	\$0	No Funding Required	Teachers, Parents, Principal, Other
Activity - Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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The technology resource teacher will provide follow-up and support for classroom technology integration. All students will receive instruction with appropriate technology integration. ILP'S will be implemented in all classrooms.	Technology	08/10/2015	05/13/2016	\$0	No Funding Required	Teachers, Principal, J. Clair, Other
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Activity - Program Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive instruction in Writing, Practical Living/Career Studies, and Arts/Humanities as defined by the KDE Program Review. The curriculum in each of these subject areas will define what students should know and be able to do in these content areas. All content area teachers will work to achieve the goals set forth by the Program Reviews.	Academic Support Program	08/10/2015	05/13/2016	\$0	No Funding Required	Teachers, Principal, Bobby Bowling, JoAnn Hall, Jennifer Roll, Marcia Thompson, Other

Activity - Master Schedule	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level schedules will be compiled into a master schedule. Grade level schedules will reflect maximum use of instructional time.	Academic Support Program	08/03/2015	05/20/2016	\$0	No Funding Required	Principal, Counselor, Teachers, Other

Strategy 7:

Attendance - Excessive student tardiness and absenteeism continue to be a barrier to student learning. Consequently, improved attendance will enhance the opportunities and probability of increasing student achievement. The SBDM will evaluate and revise attendance policy implementation in an effort to improve attendance.

Category: Management Systems

Research Cited: Targeted Interventions

Activity - Daily Attendance Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Attendance clerk will produce a call report of absent students. Staff will contact parents/guardians concerning the absent student.	Behavioral Support Program	08/10/2015	05/13/2016	\$0	No Funding Required	Attendance Clerk, Homeless Grant, Assistant, Principal, FRYSC, Counselor, DPP, Other

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Purchase Reading Intervention Program Materials	The school will purchase and provide teachers with reading intervention resources in order for them to address the needs of at-risk students in Response To Intervention Activities and in Extended School Services. These materials will focus on comprehension skills and decoding skills.	Academic Support Program	08/10/2015	05/13/2016	\$1000	Teachers, Principal, District Office Personnel, Other
Total					\$1000	

GRECC Race to the Top

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
WIN Learning	Students will work daily to acquire new skills in math, locating information and reading. Awards and recognition will be given at the completion of levels.	Academic Support Program	08/10/2015	05/13/2016	\$0	Technology Resource Teacher, classroom teachers & principal
Total					\$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Planners	Students will be provided academic planners. Teachers require students to write daily academic targets for all classes.	Academic Support Program	08/10/2015	05/13/2016	\$1000	Principal, Teachers, Other
Total					\$1000	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Challenger Mission	Continue Challenger Mission, increase student awareness and proficiency in science while integrating science across all curricular areas.	Academic Support Program	08/10/2015	05/13/2016	\$1800	Teachers, Principal, Other
Extended School Services	Teachers will refer students to attend after school ESS services, as needed. Placements in services is based on teacher observation, student performance, interim benchmarks and formative/summative data. ESS teachers will work on standards attainment and mastery.	Academic Support Program, Tutoring	10/01/2015	05/05/2016	\$2000	Principal, Teachers
Professional Development	Principal and teachers will attend ISLN meetings, and Content Network Meetings. Principal requires book study on "Framework for Teaching" by Charlotte Danielson.	Professional Learning	08/10/2015	05/13/2016	\$500	Principal, Teachers, Other
IXL Math & Reading	Teachers will use IXL for instructional support in attainment of standards in reading and math.	Academic Support Program, Technology, Tutoring	08/10/2015	05/13/2016	\$5400	Principal, Teachers
ThinkLink Assessment	Students will be assessed three times a year to determine progress and areas of need. Instruction will be adjusted to meet individual needs identified by screenings.	Academic Support Program	08/10/2015	05/13/2016	\$1000	Principal, Counselor, Teachers, Other
Content-Specific Professional Development	Content specific professional development will be provided to promote effective instructional classroom practices. Content specific facilitators will meet with teams to enhance and develop new activities and instructional practices for further implementation of common core standards.	Professional Learning	08/10/2015	05/13/2016	\$500	Principal, Teachers, Other
After School ESS	ESS after school tutoring will concentrate on reading and math skills. ESS will concentrate on small group instruction, guided reading, individualized assignments aimed at improving student achievement. Each grade level will have one math ESS teacher and one ESS reading teacher.	Tutoring	10/01/2015	05/13/2016	\$5000	District Staff, Teachers, Principal, Counselor, Other
Total					\$16200	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Targeted Interventions	Teachers will design individual interventions according to Explore-like test results. Teachers will make folders with work that addresses targeted skills. Teachers will also utilize the WIN Learning Program to target skills.	Academic Support Program	08/10/2015	05/13/2016	\$0	Teachers, Principal, Other
Rubrics	Examine the rubrics used in program review. Consider the existing sources and evidence to inform the overall program assessment.	Policy and Process	08/10/2015	05/13/2016	\$0	Central Office Staff, Principal, Teachers, Other

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Program Review	Students will receive instruction in Writing, Practical Living/Career Studies, and Arts/Humanities as defined by the KDE Program Review. The curriculum in each of these subject areas will define what students should know and be able to do in these content areas. All content area teachers will work to achieve the goals set forth by the Program Reviews.	Academic Support Program	08/10/2015	05/13/2016	\$0	Teachers, Principal, Bobby Bowling, JoAnn Hall, Jennifer Roll, Marcia Thompson, Other
Academic Support Continuum	All teachers will participate in grade level and vertical, content PLCs.	Professional Learning	08/10/2015	05/13/2016	\$0	Principal, Teachers
AIMS	Guided study hall (AIMS) will be provided after the regular school day. In order to increase student achievement, teachers will recommend students on an as-needed basis to AIMS.	Academic Support Program	08/10/2015	05/13/2016	\$0	Principal, Teachers, Counselor, Other
Create a 30-60-90 Plan	Develop a plan that includes evaluation and monitoring at least very 30 days on the processes and assessments that are implemented.	Policy and Process	08/10/2015	05/13/2016	\$0	Principal, Leadership Team, Teachers, SBDM Council
Targeted Interventions for Gap Students	Content-specific teams will design a scope and sequence of activities and lessons to be taught during Math Plus Class and/or Reading Plus Class. Team will provide all Math Plus/Reading Plus teachers with materials and resources needed to increase student achievement.	Academic Support Program	08/10/2015	05/13/2016	\$0	Teachers, Principal, Other
ESS Identification	Students who scored Novice or Apprentice on the KPREP Test will be referred for ESS after-school tutoring.	Tutoring	08/10/2015	05/13/2016	\$0	Teachers, Principal, Counselor, Other,
Monitoring	The 30-60-90 plan will be monitored at each interval to evaluate effectiveness, analyze data and check implementation.	Policy and Process	08/10/2015	05/13/2016	\$0	Principal, Teachers, SBDM Council
Content-Specific Teams	Content teams will examine and compare "working curriculum" with common core standards to identify gaps. Once gaps have been identified, modifications will be made to the curriculum to eliminate gaps.	Academic Support Program	08/10/2015	05/13/2016	\$0	Content Teachers, Special Teachers, Principal, Other
Identify "Big Rocks"	Administration will identify 3 "Big Rocks" our school will focus on to decrease our number of novice students.	Policy and Process	08/10/2015	05/13/2016	\$0	Principal, Leadership Team

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HMS Operation Preparation	During March 2015, trained volunteer community advisors will meet one-on-one with every 8th grade student at our school. The community advisor will receive training which will allow him/her to use the student's Individual Learning Plan or ILP (including career interest inventory and EXPLORE results) to discuss the following: 1. Student career aspirations. 2. Student EXPLORE scores which will indicate whether or not the student is on target for college and/or on target to reach goals. 3. Student course plans which will indicate whether or not the student is taking the correct courses.	Career Preparation/Orientation	08/10/2015	05/13/2016	\$0	Teachers, Community Volunteers, FRYSC, Central Office Staff, Counselor, Principal, Other
Revision of Teaching Strategies	Teachers will revise their instructional strategies based on student achievement data and individual needs.	Direct Instruction	08/10/2015	05/13/2016	\$0	Teachers
Writing Across the Curriculum	Teachers will incorporate writing in all content areas and monitored through the Writing Program Review.	Academic Support Program	08/10/2015	05/13/2016	\$0	Teachers, Principal, J. Roll, Other
Monitor IXL Math & Reading	Monitor the implementation of the IXL program and track student progress on IXL math and reading for all students.	Academic Support Program	08/10/2015	05/13/2016	\$0	Principal, classroom teachers
Reality Store	The Reality Store is the real life culminating event for the financial literacy unit taught in 7th grade. The Perry County Extension Office provides the financial literacy curriculum and coordinates the Reality Store.	Academic Support Program, Community Engagement	08/10/2015	05/13/2016	\$0	Teachers, Principal, Counselor, FRYSC, Other
Individualized Math/Reading Interventions	Gap group students will be provided targeted math and reading interventions through Learning Farm. Moby Max, Edmodo, WIN Learning, IXL Math, and other resources to increase achievement in reading and math.	Academic Support Program	08/10/2015	05/13/2016	\$0	Teachers, Principal, Other
Master Schedule	Grade level schedules will be compiled into a master schedule. Grade level schedules will reflect maximum use of instructional time.	Academic Support Program	08/03/2015	05/20/2016	\$0	Principal, Counselor, Teachers, Other
HMS Student Community Service	Expand community service projects conducted by students. Current projects are financial support of the Arthritis Foundation, Breast Cancer Awareness, Thanksgiving Food Boxes, etc.	Community Engagement	08/10/2015	05/13/2016	\$0	Principal, Counselor, FRYSC, Faculty, Staff, Other
Expectations and Procedures	Inform staff of the expectations and procedures as defined by the district external review process.	Professional Learning	08/10/2015	05/13/2016	\$0	Central Office Staff, Principal, Other
Behavior Support Continuum	Behavior interventions will be discussed among the faculty and a system of incentives created to reward students who meet the criteria	Behavioral Support Program	08/10/2015	05/13/2016	\$0	Principal, PBIS Committee, Teachers
Development of Professional Growth Plan	Teachers will develop Professional Growth Plans based on self-reflection and student growth needs.	Professional Learning	08/10/2015	05/13/2016	\$0	Principal, Teachers, Other

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Grade Level PLC	Grade Level PLC meetings will occur bi-monthly or more as needed. On- going conversations concerning student needs will occur. Teachers will actively discuss new ways to increase student achievement in all subject areas, especially reading and math.	Professional Learning	08/10/2015	05/13/2016	\$0	Teachers, Principal, Other
HMS Community Outreach	Outreach to parents and community through: beginning of the year orientation, open house each midterm, daily updated teacher blogs, parent training in Infinite Campus, scheduled parent conferences, newspaper articles, and school website	Community Engagement	08/10/2015	05/13/2016	\$0	Principal, Counselor, Faculty, Staff, Other
Technology	The technology resource teacher will provide follow-up and support for classroom technology integration. All students will receive instruction with appropriate technology integration. ILP'S will be implemented in all classrooms.	Technology	08/10/2015	05/13/2016	\$0	Teachers, Principal, J. Clair, Other
Teacher Blogs	Teachers will post course/grade level daily activities on the Hazard Middle School Website. The technology resource teacher will assist teachers with this process. Parents will be asked to check the website to keep apprised of their child's assignments.	Parent Involvement	08/10/2015	05/13/2016	\$0	Teachers, Parents, Principal, Other
Reading Across the Curriculum	Teachers will incorporate reading in all content areas. Students will read, discuss, and use vocabulary words from the content areas. Students will define commonly used words in the content area passages.	Academic Support Program	08/10/2015	05/13/2016	\$0	Teachers, Principal, KVEC - Carole Mullins, Other
Review Program Review Ratings	Review PR ratings in ASSIST and provide feedback through identifying and analyzing gaps in particular program areas to determine next steps for continuous improvement.	Policy and Process	08/10/2015	05/13/2016	\$0	Principal, Teachers, Staff, Other
HMS ILP - Individual Learning Plan	The technology resource teacher will collaborate with classroom teachers to assist students in completing their ILP targets. When teachers utilize the resources in the ILP during classroom instruction, students can see the relevance of the content as it relates to their plans for life after high school.	Career Preparation/Orientation	08/10/2015	05/13/2016	\$0	Teachers, Principal, Counselor, Other
Data Analysis and Reflection	Teachers will use student work/data, ThinkLink Data, observations, assignments to reflect on and improve instructional strategies used with non-duplicated gap group.	Professional Learning	08/10/2015	05/13/2016	\$0	Principal, Teachers
Rtl--Assessment and Evaluation	Teachers will utilize Rtl to support student's individual needs and base individualized instruction on both formal and benchmark assessment results.	Academic Support Program	08/10/2015	05/13/2016	\$0	Principal, Teachers
Development of Student Growth Goals	Teachers will develop student growth goals based on student need identified in data analysis of assessments.	Professional Learning	08/10/2015	05/13/2016	\$0	Teachers, Principal, Other

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HMS Promote Citizen Involvement	Continue Career Day as a means to introduce citizen volunteers to participate more actively in the educational process. At the present time the following community services and businesses are providing support to the school: ISBE -- a group which provides financial support; City of Hazard -- provides use of the Hazard Pavilion and services of the Hazard City Police; Kentucky River Community Care -- provides daily counseling services; Perry County Health Department -- Postponing Sexual Involvement classes; Perry County Library -- provides bookmobile services on site; 4H -- Avian Club, Science Fan Night, and Talking with TJ; McDonald's -- Acts of Kindness free Happy Meals; Appalachian Regional Hospital -- Fitness Fair.	Community Engagement	08/10/2015	05/13/2016	\$0	Principal, FRYSC, Counselor, Faculty, Staff, Other
Teacher Training	Teachers and para-professionals will be trained on differentiating instruction and intervention strategies.	Professional Learning	08/10/2015	05/13/2016	\$0	Principal, Teachers
Units/Lesson Plans/Assessment	Teachers will utilize units of study with embedded lesson plans in their classrooms. Units of study are intentional plans for teaching and learning that address content standards in a meaningful way. All teachers in all subject areas will submit units and assessments through CIITS. Formative Assessment along with other assessments will be utilized throughout the unit. Well-designed units and formative assessments ensure that students will learn at high levels.	Direct Instruction	08/10/2015	05/13/2016	\$0	Teachers, Principal, Other
Reading Plus & Math Plus	Teachers will provide interventions to students based on individual need.	Academic Support Program, Direct Instruction	08/10/2015	05/13/2016	\$0	Principal, Teachers
Data Review	Student data will be reviewed to identify trends.	Policy and Process	08/10/2015	05/13/2016	\$0	Principal, Data Team, Teachers
ESS Programs	Students will utilize Reading Intervention Programs and the "IXL Math Program" to increase achievement in reading and math.	Tutoring	10/01/2015	05/13/2016	\$0	District Staff, Principal, Counselor, Teacher, Other
HMS Career Day	FRYSC/Counseling Department will design a career day for students in grades 5-8. Students will gain an appreciation and understanding of a variety of careers.	Career Preparation/Orientation	08/10/2015	05/13/2016	\$0	FRYSC Staff, Counselor, Principal, Teachers, Other

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Hazard Middle School

Daily Attendance Monitoring	Attendance clerk will produce a call report of absent students. Staff will contact parents/guardians concerning the absent student.	Behavioral Support Program	08/10/2015	05/13/2016	\$0	Attendance Clerk, Homeless Grant, Assistant, Principal, FRYSC, Counselor, DPP, Other
Highly Qualified Report	Principal will complete a Highly Qualified Report annually.	Professional Learning	08/10/2015	05/13/2016	\$0	Principal, Central Office Staff
Purpose and Process	Provide information to teachers about the purpose and process of the review. Emphasize the important role of the teacher in implementing high quality instructional programs.	Policy and Process	08/10/2015	05/13/2016	\$0	Central Office Staff, Principal, Other
Program Review	Teachers and leaders will utilize Program Review Components in classroom settings as required by program review curriculum and policy.	Academic Support Program	08/10/2015	05/13/2016	\$0	Principal, Teachers, Counselor, FRYSC, Other
Total					\$0	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Accelerated Reader (AR)	Language Arts Teachers will continue to implement and refine the Accelerated Reader Program into their regular curriculum. The AR Program will allow students to improve and/or accelerate their reading comprehension and skills. Language Arts teachers will give students an AR grade. Students who receive a certain number of points will be rewarded.	Academic Support Program	08/10/2015	05/13/2016	\$5000	Principal, Teachers, Librarian, Technology Staff, Other
Total					\$5000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Academic Field Trips	Teachers will plan field trips that enhance and support the common core standards. Students will demonstrate an increased knowledge by making real world connections with classroom activities.	Field Trip	08/10/2015	05/13/2016	\$1000	FRYSC Staff, Teachers, Principal, Other
Total					\$1000	

KDE Needs Assessment

Introduction

The purpose of the School Needs Assessment is to use data and information to prioritize allocation of resources and activities.

DRAFT

Data Analysis

What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?

What does the data/information not tell you?

1. The questions we are trying to answer with the data and information provided to us are:

- * Does the data indicate gaps in/between the general population and the gap group?
- * Does the data indicate areas of strengths and weaknesses?
- * How can we use the data to reduce gaps and increase student achievement?
- * Based on the data, can we identify and target at risk students that are scoring below proficient?
- * Does the data supply us with enough information to set measurable goals for improvement?

2. By analyzing the data provided, we have concluded the following:

*Our school needs to increase the averaged combined reading and math KPREP scores for all students (grade 5-8) from a 58.7 to a 75.8 by the 2018-2019 school year.

* Our school needs to increase the averaged combined reading and math proficiency for all students (grade 5-8) in the non-duplicated gap group from a 46.4 to a 68.6 by the 2018-2019 school year.

*

3. By analyzing the data provided, we concluded that the data did not give us enough information on the following:

*The data did not provide information on sub-domains for each content area; this was previously provided on state assessments.

*The data did not provide information about student performance on specific types of assessment items - Extended Response, Multiple Choice, etc; this was previously provided on state assessments.

Areas of Strengths

What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?

1. The areas of strength we noted were:

- *As a school, our reading scores exceeded the Delivery Target of 60.0 with a score of 65.4
- *As a school, our percentage Proficient/Distinguished is 11% above state average in Reading.
- *As a school, our percentage Proficient/Distinguished is 9% above state average in Mathematics.
- *As a school, our percentage Proficient/Distinguished is above state average in Social Studies.
- *As a school, our percentage Proficient/Distinguished is above state average in Reading.
- *As a school, our percentage Proficient/Distinguished is above state average in Writing and Language Mechanics.

2. We are implementing the following actions to sustain our areas of strength:

- *School-wide discipline initiative - PBIS (Positive Behavior Interventions and Support).
- *Guided study hall - AIMS (Achieving In Middle School).
- *Academic Field Trips
- *WinLearning
- *IXL--Reading and math
- *Mondopad distance learning
- *Progress Monitoring- ThinkLink Data
- *Specific instruction in the Kentucky Common Core Standards
- *Working with KVEC offices on new science and social studies standards and testing
- *Techniques to review previous content such as bell ringers, how to write productive learning targets and monitor progress *Professional Development
- *PLC - Professional Learning Communities- agendas for grade level and content areas
- *Additional instructional resources.
- *ESS - Extended School Services
- *RTI - Response To Intervention
- *Formative Assessment
- *Clear Learning Targets
- *Targets aligned by assessments
- *Teacher Blogs
- *Increase Parental Involvement
- *Improve Student Attendance

3. The following gives us cause to celebrate:

- *As a school, our percentage Proficient/Distinguished is above state average in Math, Reading, Language Mechanics, and Writing. *As a school, our percentage novice is below state average in Math, Reading, Language Mechanics, Writing and Science.

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Opportunities for Improvement

What were areas in need of improvement? What plans are you making to improve the areas of need?

The following areas are in need of improvement:

- *Our school needs to increase the averaged combined reading and math KPREP scores for elementary and middle school students.
- *Our school needs to increase the averaged combined reading and math proficiency for all students in the non-duplicated gap group.
- *Our school needs to increase the fifth grade Social Studies Proficient/Distinguished

We are making the following plans to improve our areas of needs:

- *Implement the use of the IXL Online Math, Reading and Social Studies Programs for the classroom and blended learning *Professional Development
- *Supplemental curriculum strategies
- *Literacy Initiatives
- *Instructional practices aligned with the Kentucky Common Core Standards
- *Progress Monitoring
- *PLC (Professional Learning Communities) - Content Area Specific and Grade Level Specific
- *ESS (Extended School Services)
- *RTI (Response to Intervention) - curriculum alignment of targeted interventions
- *Writing Across the Curriculum
- *Reading Across the Curriculum
- *LDC (Literacy Design Collaborative)
- *Technology integration
- *Improve student attendance
- *Program Review Plan - Writing, Practical Living/Career Studies (ILP's Individual Learning Plans), Arts & Humanities
- *School-wide discipline plan - PBIS (Positive Behavior Interventions and Support)
- *Teach, Review, Monitor, Reteach *Accelerated Reader
- *Teacher Blogs - Communication with parents
- *Parental Involvement
- *Community Partnership
- *Leadership Opportunities
- *Citizen involvement
- *Making weekly announcements to promote interest in Social Studies "This day in History"
- *WINLearning

Conclusion

Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?

After analyzing our needs assessment, we will utilize the data to establish measurable and achievable goals. We will develop and implement a specific plan to address areas of concern which will guide us in achieving our goals.

We will strive to improve as educators by participating in professional development to better equip us to implement the Kentucky Core Content Standards, utilize RTI strategies and assessment for learning. Differentiation training and content specific strategies and activities are areas of improvement that have been targeted. Progress monitoring through ThinkLink have been very informative in determining instructional levels, RTI placement, and student's academic needs. Grade level PLC meetings will continue to provide collaboration and on-going discussions concerning student needs in addition to professional discussions involved in increasing student achievement. Content specific PLC teams are formed to examine and identify gaps created and to create a scope and sequence of activities and lessons to be taught in Math Plus/RTI and Reading Plus/RTI classes. Staff will work in PLC meetings with other teachers to collaborate on strategies on ways students can be moved academically from one tier group to a higher tier group. Student planners have provided a tool for teachers and students to focus of daily academic targets and to see if students are mastering these targets. Creative scheduling has enabled student exposure to a wider variety of classes and curriculum including AIMS, Reading and Math plus, practical living, arts and humanities and career studies.

Intervention for at risk students is a priority for improving student achievement at HMS. Resources that focus on building a foundation in math and reading are lacking at the middle school level. A lack of fluency in simple math functions and basic decoding skills in reading is detrimental to the understanding and cognition of higher level middle school standards. Purchasing resources for Tier 1 and Tier 2 interventions will be a priority. 8th grade teachers will be WIN Learning program to help 8th grade students gather the necessary skills to prepare students in career readiness, college readiness and soft skills. These programs and data will follow the students to the high school level and will help them earn benchmarks that will help them succeed and be productive citizens beyond the middle school level. The WIN Math program will prepare students and teachers for the NEXT Generation Classrooms with Effective Teaching strategies.

KDE Compliance and Accountability - Schools

DRAFT

Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

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Planning and Accountability Requirements

The school has identified specific strategies to address areas for improvement identified in the TELLKY Survey results.

Goal 1:

PL/CS Curriculum and Instruction: Aligned and Rigorous Curriculum

Measurable Objective 1:

50% of Fifth, Sixth, Seventh and Eighth grade students will demonstrate a behavior that shows students knowledge of historical and current leaders. in Social Studies by 05/08/2013 as measured by classroom teachers assessments..

Strategy1:

Collaboration of Content Areas - Social Studies teachers will collaborate with other disciplines to integrate knowledge about historical and current leaders.

Category:

Research Cited: null

Activity - Historical and Current Leaders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will bring in current news articles about world events and their respective governmental leaders.	Direct Instruction	08/13/2012	05/08/2013	\$0 - No Funding Required	Social Studies Teachers

Measurable Objective 2:

75% of Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in seven or more of the NHES Standards as defined by NASPE in Health/Physical Education by 05/08/2013 as measured by formative and summative assessments.

Strategy1:

Health/PE Comprehensive Program - The health and PE curriculum will provide a school-based program that will include FITT principles, PECAT, and expand the health/physical education content areas as defined by NHES, NASPE, and NSPE.

Category:

Research Cited: null

Activity - Getting Fit	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will actively participate in a PE program that is aligned with ten national expectations as defined by NASPE.	Direct Instruction	08/08/2012	05/08/2013	\$0 - No Funding Required	Health/PE teacher

Measurable Objective 3:

80% of Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency their knowledge of how tax revenue is used and to become more aware of what our financial system has to offer.. in Mathematics by 05/13/2013 as measured by teacher observations and assessments..

Strategy1:

Career Day - Guest speakers from various financial institutions will discuss role in finances.

Category:

Research Cited: null

Activity - Career Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will listen to guest speakers discuss financial careers/systems.	Community Engagement	08/08/2012	12/13/2012	\$0 - No Funding Required	Guidance Counselor/FRYSC

Measurable Objective 4:

75% of Fifth, Sixth, Seventh and Eighth grade students will demonstrate a behavior where students will regularly use problem-solving and critical thinking skills to interpret and analyze data in Health/Physical Education by 05/06/2013 as measured by teacher observation/assessments and evaluation of student work..

Strategy1:

Classroom Instruction/Active Participation - Students will use problem solving skills and critical thinking skills to analyze data about the present state of their physical wellness and use these skills and all available information to come up with ways to improve their physical wellness.

Category:

Research Cited: null

Activity - Physical Wellness Chart	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor student progress through individual physical achievement awareness charts. Students will complete charts to build awareness and motivation of their progress. The emphasis here is on progress so even students working at different levels can chart significant gains.	Academic Support Program	08/13/2012	05/06/2013	\$0 - No Funding Required	Physical Education Teacher

Goal 2:

PL/CS Curriculum and Instruction: Student Performance

Measurable Objective 1:

demonstrate a behavior by using the ILP to research career options. by 05/08/2013 as measured by annual review conducted by teacher

and advisors as well as ILP completion status report.

Strategy1:

Career research across the curriculum - Teachers will implement the ILP into the course work in multiple subject areas as well as in the PL/CS classrooms.

Category:

Research Cited: null

Activity - Implementation of ILP across the curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have access to the ILP in courses across the curriculum.	Career Preparation/Orientation	08/08/2012	05/08/2013	\$0 - No Funding Required	Technology instructor and other staff

Measurable Objective 2:

collaborate to use assessment data as a guide, teachers and students work together to construct the Individual Learning Plan. by 05/06/2013 as measured by Evaluation of student work.

Strategy1:

Classroom Instruction/Hands On Active Participation. - career awareness teachers will utilize assessment data to assist students in completing their Individual Learning Plan.

Category:

Research Cited: null

Activity - ILP Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will work on their ILP's individual with guidance and assistance from their Career teacher. Students will discuss their ILP individually with at least one person.	Career Preparation/Orientation	08/13/2012	05/06/2013	\$0 - No Funding Required	Career Studies Teacher and Guidance Counselor.

Goal 3:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 43.4% in 2015-2016 to 68.6% in 2018-2019.

Measurable Objective 1:

10% of Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in averaged combined Reading and in Mathematics by 05/29/2015 as measured by KPREP Scores.

Strategy1:

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RTI Plus Curriculum Alignment - Content-specific teams will align the curriculum for the Math Plus (RTI) Classes and the Reading Plus (RTI) Classes. The content-specific teams will meet bi-monthly.

Category: Learning Systems

Research Cited: RTI

Activity - Individualized Math/Reading Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Gap group students will be provided targeted math and reading interventions through Learning Farm, Moby Max, Edmodo, WIN Learning, IXL Math, and other resources to increase achievement in reading and math.	Academic Support Program	08/07/2014	05/20/2015	\$0 - No Funding Required	Teachers, Principal, Other

Activity - Targeted Interventions for Gap Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content-specific teams will design a scope and sequence of activities and lessons to be taught during Math Plus Class and/or Reading Plus Class. Team will provide all Math Plus/Reading Plus teachers with materials and resources needed to increase student achievement.	Academic Support Program	08/07/2014	05/20/2015	\$0 - No Funding Required	Teachers, Principal, Other

Activity - Purchase Reading Intervention Program Materials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will purchase and provide teachers with reading intervention resources in order for them to address the needs of at-risk students in Response To Intervention Activities and in Extended School Services. These materials will focus on comprehension skills and decoding skills.	Academic Support Program	08/07/2014	05/20/2015	\$1000 - School Council Funds	Teachers, Principal, District Office Personnel, Other

Strategy2:

Extended School Services - ESS will be provided after school for students in the gap groups. The goal of ESS is to increase student achievement through math and reading intervention activities designed to meet student needs. ESS will increase student achievement in targeted areas of need.

Category: Learning Systems

Research Cited: Targeted Interventions

Activity - ESS Identification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who scored Novice or Apprentice on the KPREP Test will be referred for ESS after-school tutoring.	Tutoring	08/07/2014	05/20/2015	\$0 - No Funding Required	Teachers, Principal, Counselor, Other,

Activity - ESS Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize Reading Intervention Programs and the "IXL Math Program" to increase achievement in reading and math.	Tutoring	08/07/2014	05/20/2015	\$0 - No Funding Required	District Staff, Principal, Counselor, Teacher, Other

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Activity - After School ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ESS after school tutoring will concentrate on reading and math skills. ESS will concentrate on small group instruction, guided reading, individualized assignments aimed at improving student achievement. Each grade level will have one math ESS teacher and one ESS reading teacher.	Tutoring	08/07/2014	05/20/2015	\$5000 - District Funding	District Staff, Teachers, Principal, Counselor, Other

Strategy3:

Collaborate and Utilize Community Resources - Hazard Middle School will collaborate to increase the involvement of citizens of the community and encourage them to become more active in the educational process. School administration and faculty will foster a relationship with community services and businesses which encourages active involvement with the school and the educational process.

Category: Stakeholder Engagement

Research Cited: Community involvement strengthens the educational process and learning experience of all students.

Activity - HMS Promote Citizen Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue Career Day as a means to introduce citizen volunteers to participate more actively in the educational process. At the present time the following community services and businesses are providing support to the school: ISBE -- a group which provides financial support; City of Hazard -- provides use of the Hazard Pavilion and services of the Hazard City Police; Kentucky River Community Care -- provides daily counseling services; Perry County Health Department -- Postponing Sexual Involvement classes; Perry County Library -- provides bookmobile services on site; 4H -- Avian Club, Science Fan Night, and Talking with TJ; McDonald's -- Acts of Kindness free Happy Meals; Appalachian Regional Hospital -- Fitness Fair.	Community Engagement	08/07/2014	05/29/2015	\$0 - No Funding Required	Principal, FRYSC, Counselor, Faculty, Staff, Other

Activity - HMS Student Community Service	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Expand community service projects conducted by students. Current projects are financial support of the Arthritis Foundation, Breast Cancer Awareness, Thanksgiving Food Boxes, etc.	Community Engagement	08/07/2014	05/29/2015	\$0 - No Funding Required	Principal, Counselor, FRYSC, Faculty, Staff, Other

Activity - HMS Community Outreach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Outreach to parents and community through: beginning of the year orientation, open house each midterm, daily updated teacher blogs, parent training in Infinite Campus, scheduled parent conferences, newspaper articles, and school website	Community Engagement	08/07/2014	05/29/2015	\$0 - No Funding Required	Principal, Counselor, Faculty, Staff, Other

Goal 4:

SY 2015-2016

KDE Comprehensive School Improvement Plan

Hazard Middle School

Increase the averaged combined reading and math KPREP scores for middle school students from 55.3% to 74.5% in 2017.

Measurable Objective 1:

A 7% increase of Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in averaged combined Reading and in Mathematics by 05/13/2015 as measured by KPREP Scores.

Strategy1:

IXL Online Math Program - Teachers will implement the IXL Program in Math Classes, Math Plus and ESS curriculum. Students will be assessed to determine math level and progress will be monitored by the classroom teacher. This program is self-paced and students will continuously revisit skills while being evaluated and get instant updates on their progress and mastery level.

Category: Integrated Methods for Learning

Research Cited: Experts agree that successful math instruction requires a strong foundation in the fundamentals, as a lack of fluency in simple math functions is detrimental to the understanding of more challenging standards. The best method for developing these skills is practice. IXL offers a multitude of practice skills designed to increase math fluency.

Once basic math fluency is attained, best practices recommend carefully monitored progression from easier to more difficult skills.

Activity - Purchase IXL Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School will purchase the IXL Program which will be used by math teachers to increase math proficiency for students in grades 5-8.	Technology	08/07/2014	05/20/2015	\$1000 - School Council Funds	Principal Personnel

Activity - Teacher Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate in the use and implementation of IXL.	Professional Learning	08/07/2014	05/20/2015	\$0 - No Funding Required	Math Teachers Special Education Teachers/Instructional Assistants ESS Teachers Technology Teachers Principal

Activity - Student Involvement With IXL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will work independently at their own pace. Opportunities will be provided in Regular Math Classes, Math Plus classes, ESS and at home. Student progress will be monitored by the classroom teacher.	Technology	05/08/2014	05/20/2015	\$0 - No Funding Required	Teachers, Instructional Assistants, Principal, Other

Activity - Parent/Community Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will feature a Parent Night used to train parents and community partners in the use of the IXL Online Math Program.	Parent Involvement	08/07/2014	05/22/2015	\$0 - No Funding Required	Math Teachers Principal

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Strategy2:

Attendance - Excessive student tardiness and absenteeism continue to be a barrier to student learning. Consequently, improved attendance will enhance the opportunities and probability of increasing student achievement. The SBDM will evaluate and revise attendance policy implementation in an effort to improve attendance.

Category: Management Systems

Research Cited: Targeted Interventions

Activity - Daily Attendance Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Attendance clerk will produce a call report of absent students. Staff will contact parents/guardians concerning the absent student.	Behavioral Support Program	08/07/2014	05/20/2015	\$0 - No Funding Required	Attendance Clerk, Homeless Grant Assistant, Principal, FRYSC, Counselor, DPP, Other

Strategy3:

Classroom Instruction - All teachers will instruct students based on a curriculum aligned with the Common Core Standards. All students will receive instruction from an aligned, articulated curriculum.

Category:

Research Cited: Curriculum Assessment and Alignment

Activity - Teacher Blogs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will post course/grade level daily activities on the Hazard Middle School Website. The technology resource teacher will assist teachers with this process. Parents will be asked to check the website to keep apprised of their child's assignments.	Parent Involvement	08/07/2014	05/20/2015	\$0 - No Funding Required	Teachers, Parents, Principal, Other

Activity - Master Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level schedules will be compiled into a master schedule. Grade level schedules will reflect maximum use of instructional time.	Academic Support Program	08/07/2014	08/20/2015	\$0 - No Funding Required	Principal, Counselor, Teachers, Other

Activity - Units/Lesson Plans/Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize units of study with embedded lesson plans in their classrooms. Units of study are intentional plans for teaching and learning that address content standards in a meaningful way. All teachers in all subject areas will submit units and assessments through catts. Formative Assessment along with other assessments will be utilized throughout the unit. Well-designed units and formative assessments ensure that students will learn at high levels..	Direct Instruction	08/07/2014	05/20/2015	\$0 - No Funding Required	Teachers, Principal, Other

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Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The technology resource teacher will provide follow-up and support for classroom technology integration. All students will receive instruction with appropriate technology integration. ILP'S will be implemented in all classrooms.	Technology	08/07/2014	05/20/2015	\$0 - No Funding Required	Teachers, Principal, J. Clair, Other

Activity - Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive instruction in Writing, Practical Living/Career Studies, and Arts/Humanities as defined by the KDE Program Review. The curriculum in each of these subject areas will define what students should know and be able to do in these content areas. All content area teachers will work to achieve the goals set forth by the Program Reviews.	Academic Support Program	08/07/2014	05/20/2015	\$0 - No Funding Required	Teachers, Principal, Bobby Bowling, JoAnn Hall, Jennifer Roll, Letha Patterson, Other

Strategy4:

Content Literacy - Teachers will reinforce literacy skills in all content areas.

Category:

Research Cited: Literacy Initiatives.

Activity - Writing Across the Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate writing in all content areas and monitored through the Writing Program Review.	Academic Support Program	08/07/2014	05/20/2015	\$0 - No Funding Required	Teachers, Principal, J. Roll, Other

Activity - Reading Across the Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate reading in all content areas. Students will read, discuss, and use vocabulary words from the content areas. Students will define commonly used words in the content area passages.	Academic Support Program	08/07/2014	05/20/2015	\$0 - No Funding Required	Teachers, Principal, KVEC - Carole Mullins, Other

Strategy5:

Supplemental Curriculum Strategies - Teachers will use differentiated instructional strategies and activities to enhance student learning.

Category: Learning Systems

Research Cited: Best Practice

Activity - Reality Store	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Reality Store is the real life culminating event for the financial literacy unit taught in 7th grade. The Perry County Extension Office provides the financial literacy curriculum and coordinates the Reality Store.	Community Engagement	08/07/2014	05/20/2015	\$0 - No Funding Required	Teachers, Principal, Counselor, FRYSC, Other

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Activity - Accelerated Reader (AR)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Language Arts Teachers will continue to implement and refine the Accelerated Reader Program into their regular curriculum. The AR Program will allow students to improve and/or accelerate their reading comprehension and skills. Language Arts teachers will give students an AR grade. Students who receive a certain number of points will be rewarded.	Academic Support Program	08/07/2014	05/20/2015	\$5000 - Title I Schoolwide	Principal, Teachers, Librarian, Technology Staff, Other

Activity - Academic Field Trips	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan field trips that enhance and support the common core standards. Students will demonstrate an increased knowledge by making real world connections with classroom activities.	Field Trip	08/07/2014	05/20/2015	\$1000 - Other	FRYSC Staff, Teachers Principal, Other

Strategy6:

Professional Learning Curriculum Communities - Content-specific teams will meet monthly to refine the implementation of the common core standards in all subject areas.

Category: Professional Learning & Support

Research Cited: Curriculum Assessment and Alignment.

Activity - Content-Specific Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content teams will examine and compare "working curriculum" with common core standards to identify gaps. Once gaps have been identified, modifications will be made to the curriculum to eliminate gaps.	Academic Support Program	08/07/2014	05/20/2015	\$0 - No Funding Required	Content Teachers, Special Teachers, Principal, Other

Activity - Grade Level PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade Level PLC meetings will occur bi-monthly or more as needed. On-going conversations concerning student needs will occur. Teachers will actively discuss new ways to increase student achievement in all subject areas, especially reading and math.	Professional Learning	08/07/2014	05/20/2015	\$0 - No Funding Required	Teachers, Principal, Other

Activity - Content Specific Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content specific professional development will be provided to promote effective instructional classroom practices. Content specific facilitators will meet with teams to enhance and develop new activities and instructional practices for further implementation of common core standards.	Professional Learning	08/07/2014	05/20/2015	\$500 - District Funding	Principal, Teachers, Other

Goal 5:

PL/CS Formative and Summative Assessment

Measurable Objective 1:

100% of Sixth, Seventh and Eighth grade students will demonstrate a proficiency in ILP completion that will provide teacher's access to ILP data and interest inventories in Career & Technical by 05/08/2013 as measured by classroom teachers ability to integrate information into the classroom.

Strategy1:

Teacher ILP Collaboration - Information shared and used in monthly PLC meetings.

Category:

Research Cited: null

Activity - PLC Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During PLC meetings, examine ILP data and interest inventory results to plan lessons that will improve student performance.	Career Preparation/ Orientation	08/08/2012	05/08/2013	\$0 - No Funding Required	All staff.

Goal 6:

PL/CS Professional Development and Support Services

Measurable Objective 1:

collaborate to provide training to staff regarding the use of ILPs by students by 05/08/2013 as measured by teacher evaluations.

Strategy1:

Teacher ILP Training - Teachers will be provided training in the use of student ILPs.

Category:

Research Cited: null

Activity - ILP PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend a training on how to use ILPs to help students develop career goals.	Professional Learning	08/08/2012	04/10/2013	\$0 - No Funding Required	All staff.

Measurable Objective 2:

collaborate to include all teachers and staff in PLC meetings held after school by 05/08/2013 as measured by sign-in sheets and minutes of the meetings after school.

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Strategy1:

100% PLC Participation - PL/CS teachers and core subject teachers will collaborate on a monthly basis.

Category:

Research Cited: null

Activity - Faculty Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will participate in PLC activities after school as needed.	Professional Learning	08/08/2012	05/08/2013	\$0 - No Funding Required	All staff.

Measurable Objective 3:

collaborate to provide opportunities for professional development to work with community partners relating to PL/CS by 05/08/2013 as measured by documentation of professional development participation..

Strategy1:

Professional Development - Teachers will participate in various professional development opportunities.

Category:

Research Cited: null

Activity - Teachers Choice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During afterschool PD's, community partners will provide information on PL/CS topics.	Professional Learning	08/08/2012	05/08/2013	\$600 - General Fund	All staff.

Goal 7:

Increase the percentage of students who are college ready from 58.7% to 75.8% by 2018-2019.

Measurable Objective 1:

A 5% increase of Eighth grade students will demonstrate a proficiency in Reading, English, and in Mathematics by 05/13/2016 as measured by K-Prep data.

Strategy1:

Explore Interventions - Teachers will administer Explore like tests to students in the 7th & 8th grade,. After reviewing results of the test, teachers will assign individual interventions for students based on those results. Teachers will utilize WIN Learning to address targeted skills.

Category: Learning Systems

Research Cited: Targeted Interventions

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Activity - Targeted Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will design individual interventions according to Explore-like test results. Teachers will make folders with work that addresses targeted skills. Teachers will also utilize the WIN Learning Program to target skills.	Academic Support Program	08/07/2014	05/20/2015	\$0 - No Funding Required	Teachers, Principal, Other

Strategy2:

WIN Learning - Students will work independently on this program to prepare for the ACT and college.

Category: Continuous Improvement

Research Cited: WIN Learning

Activity - WIN Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will work daily to acquire new skills in math, locating information and reading. Awards and recognition will be given at the completion of levels.	Academic Support Program	08/10/2015	05/13/2016	\$0 - GRECC Race to the Top	Technology Resource Teacher, classroom teachers & principal

Strategy3:

HMS Careers - Activities will be provided for the students which will aid in an appreciation of the variety and types of careers. Individual career development activities will also be provided.

Category: Career Readiness Pathways

Research Cited: Best Practices

Activity - HMS Career Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FRYSC/Counseling Department will design a career day for students in grades 5-8. Students will gain an appreciation and understanding of a variety of careers.	Career Preparation/Orientation	08/07/2014	05/29/2015	\$0 - No Funding Required	FRYSC Staff, Counselor, Principal, Teachers, Other

Activity - HMS Operation Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During March 2015, trained volunteer community advisors will meet one-on-one with every 8th grade student at our school. The community advisor will receive training which will allow him/her to use the student's Individual Learning Plan or ILP (including career interest inventory and EXPLORE results) to discuss the following: 1. Student career aspirations. 2. Student EXPLORE scores which will indicate whether or not the student is on target for college and/or on target to reach goals. 3. Student course plans which will indicate whether or not the student is taking the correct courses.	Career Preparation/Orientation	08/07/2014	05/29/2015	\$0 - No Funding Required	Teachers, Community Volunteers, FRYSC, Central Office Staff, Counselor, Principal, Other

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Activity - HMS ILP - Individual Learning Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The technology resource teacher will collaborate with classroom teachers to assist students in completing their ILP targets. When teachers utilize the resources in the ILP during classroom instruction, students can see the relevance of the content as it relates to their plans for life after high school.	Career Preparation/Orientation	08/07/2014	05/29/2015	\$0 - No Funding Required	Teachers, Principal, Counselor, Other

Goal 8:

In order to promote academic achievement through good behavior, there will be a 9% decrease in the number of office referrals for all students at Hazard Middle School by June 2017.

Measurable Objective 1:

collaborate to obtain a 3% decrease in office referrals for all students at Hazard Middle School by 06/15/2015 as measured by PBIS documentation and SWIS data..

Strategy1:

Student Rewards - Teachers will reinforce and reward students who demonstrate appropriate behavior. The students will be recognized through Student of the Week, Six Weeks Incentive Reward, PBIS Effective Reward System (tickets), Good News postcards sent to homes, Act of Kindness awards, and recognition on the school website and local newspaper.

Category: Continuous Improvement

Research Cited: Valuing and celebrating appropriate behavior reinforces those who exhibit good behavior and encourages those who engage in inappropriate behavior to improve thus improving the overall learning environment.

Activity - Student Rewards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who exhibit appropriate behavior will be rewarded through a variety of programs.	Behavioral Support Program	08/07/2014	05/20/2015	\$0 - No Funding Required	Principal, Teachers, Family Resource, contributions from the community.

Strategy2:

Consistency among staff - All certified and classified staff will receive training and/or review during PD on school wide expectations in order to provide consistent behavior responses. Grade level teams will meet to refine classroom behavior routines and expectations.

Category: Stakeholder Engagement

Research Cited: Consistency from all staff in enforcing the PBIS program has shown a decrease in inappropriate behaviors among students.

Activity - PBIS/SWIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PBIS Committee will conduct an annual training and review of the PBIS program with all staff. PBIS committee will meet throughout year to analyze behavior trends and identify problem areas and meet with staff to revise or create procedures.	Behavioral Support Program	08/07/2014	05/20/2015	\$0 - No Funding Required	Principal, Counselor, PBIS Committee, PLC Team Leaders, Faculty and Staff

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Strategy3:

Teach/Review/Reteach - Teachers and staff will teach/review behavior expectations and consequences at the beginning of the school year and after an extended absence for school breaks.

Category: Learning Systems

Research Cited: Reviewing and reteaching behavior expectations reinforces and embeds behavior expectations.

Activity - Teach/Review/Reteach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will teach/review/reteach behavior expectations through a series of lesson plans.	Behavioral Support Program	08/20/2014	05/20/2015	\$0 - No Funding Required	Principal, Teachers, other

Strategy4:

Advisor/Advisee - The Advisor/Advisee program is a weekly class consisting of a small group of students and a teacher . Advisor/Advisee is intended to build a relationship between students and the teacher which gives emotional, academic and behavioral support.

Category: Career Readiness Pathways

Research Cited: Advisor/Advisee gives students a trusted adult within the school who can help them with a variety of issues and lend support.

Activity - Advisor/Advisee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weekly small group class designed to lend emotional, academic and behavioral support from a trusted adult. Classes are customized to the needs of the group and may consist of character education, study skills, organizational strategies, learning styles, effective problem solving, community service, effective transition from elementary to middle and middle to high school.	Behavioral Support Program	08/20/2014	05/20/2015	\$0 - No Funding Required	Guidance Counselor, Teachers

Goal 9:

Increase the percentage of effective Principal and Teachers from % in 2015 to % in 2020.

Measurable Objective 1:

collaborate to Ensure that all teachers are knowledgeable of Professional Growth and Effectiveness System (TPGES). Baseline data will be available after first year of implementation by 05/20/2015 as measured by Framework for Effective Teaching.

Strategy1:

Professional Growth and Effectiveness System - Ensure that all teachers are knowledgeable of TPGES implementation components and expectations.

Category:

Research Cited: Next Generation Learners, TPGES

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Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and teachers will attend ISLN meetings, and Content Network Meetings. Principal requires book study on "Framework for Teaching" by Charlotte Danielson.	Professional Learning	08/07/2014	05/20/2015	\$500 - District Funding	Principal, Teachers, Other

Activity - Development of Student Growth Goals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop student growth goals based on student need identified in data analysis of assessments.	Professional Learning	08/07/2014	05/20/2015	\$0 - No Funding Required	Teachers, Principal, Other

Activity - Development of Professional Growth Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop Professional Growth Plans based on self-reflection and student growth needs.	Professional Learning	08/07/2014	05/20/2015	\$0 - No Funding Required	Principal, Teachers, Other

Strategy2:

HMS Instruction by Highly Qualified Teachers - Each year the principal completes a Highly Qualified Teacher Report and submits the report to the Kentucky's Educational Professional Standards Board. At Hazard Middle School, 143 courses require a Highly Qualified Teacher and Hazard Middle School is 100% in compliance.

Category: Teacher PGES

Research Cited: Educational Professional Standards Board Highly Qualified Report (EPSB)

Activity - Highly Qualified Report	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal will complete a Highly Qualified Report annually.	Professional Learning	08/07/2014	05/29/2015	\$0 - No Funding Required	Principal, Central Office Staff

Goal 10:

Hazard Middle School will reduce the total number of students scoring Novice in reading and math by 50% by the 2018-2019 school year.

Measurable Objective 1:

collaborate to reduce the total number of students scoring Novice in reading (29) by 6 students per year for a total of 29 over 5 years by 05/13/2016 as measured by K-Prep data.

Strategy1:

Instruction by Highly Qualified Teachers - Each year the principal completes a Highly Qualified Teacher Report and submits the report to the Kentucky's Educational Professional Standards Board. At the Hazard Middle School, 143 courses require a Highly Qualified Teacher and Hazard Middle School is 100% in compliance.

Category: Teacher PGES

Research Cited: Educational Professional Standards Board Highly Qualified Report (EPSB)

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Activity - Highly Qualified Report	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal will complete Highly Qualified Report annually.	Professional Learning	08/07/2014	05/20/2015	\$0 - No Funding Required	Principal

Measurable Objective 2:

collaborate to reduce the total number of students scoring Novice in Mathematics (24) by 5 students per year for a total of 24 over 5 years by 05/13/2016 as measured by K-Prep data.

Strategy1:

Instruction by Highly Qualified Teachers - Each year the principal completes a Highly Qualified Teacher Report and submits the report to the Kentucky's Educational Professional Standards Board. At the Hazard Middle School, 143 courses require a Highly Qualified Teacher and Hazard Middle School is 100% in compliance.

Category: Teacher PGES

Research Cited: Educational Professional Standards Board Highly Qualified Report (EPSB)

Activity - Highly Qualified Report	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal will complete Highly Qualified Report annually.	Professional Learning	08/07/2014	05/20/2015	\$0 - No Funding Required	Principal

Goal 11:

Increase the average combined reading and math KPREP scores for middle school students from 58.7% to 75.8% in 2018-2019.

Measurable Objective 1:

collaborate to increase the average combined Reading and Math scores by 3% by 05/13/2016 as measured by K-Prep data.

Strategy1:

Professional Learning Curriculum Communities - Content-specific teams will meet monthly to refine the implementation of the common core standards in all subject areas.

Category: Professional Learning & Support

Research Cited: Curriculum Assessment and Alignment

Activity - Content-Specific Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content teams will examine and compare "working curriculum" with common core standards to identify gaps. Once gaps have been identified, modifications will be made to the curriculum to eliminate gaps.	Academic Support Program	08/10/2015	05/13/2016	\$0 - No Funding Required	Content Teachers, Special Teachers, Principal, Other

Strategy2:

IXL Math & Reading - Teachers will implement the IXL Program in Math Classes, Math Plus, Reading Classes, Reading Plus and ESS

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curriculum. Students will be assessed to determine current math and reading levels and the classroom teacher will monitor progress. This program is self-paced and students will continuously revisit skills while being evaluated and get instant updates on their progress and mastery level.

Category: Integrated Methods for Learning

Research Cited: IXL

Activity - Monitor IXL Math & Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of the IXL program and track student progress on IXL math and reading for all students.	Academic Support Program	08/10/2015	05/13/2016	\$0 - No Funding Required	Principal, classroom teachers

The school identified specific strategies to increase the average combined reading and math K-Prep proficiency scores.

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 43.4% in 2015-2016 to 68.6% in 2018-2019.

Measurable Objective 1:

10% of Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in averaged combined Reading and in Mathematics by 05/29/2015 as measured by KPREP Scores.

Strategy1:

RTI Plus Curriculum Alignment - Content-specific teams will align the curriculum for the Math Plus (RTI) Classes and the Reading Plus (RTI) Classes. The content-specific teams will meet bi-monthly.

Category: Learning Systems

Research Cited: RTI

Activity - Individualized Math/Reading Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Gap group students will be provided targeted math and reading interventions through Learning Farm, Moby Max, Edmodo, WIN Learning, IXL Math, and other resources to increase achievement in reading and math.	Academic Support Program	08/07/2014	05/20/2015	\$0 - No Funding Required	Teachers, Principal, Other

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Activity - Purchase Reading Intervention Program Materials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will purchase and provide teachers with reading intervention resources in order for them to address the needs of at-risk students in Response To Intervention Activities and in Extended School Services. These materials will focus on comprehension skills and decoding skills.	Academic Support Program	08/07/2014	05/20/2015	\$1000 - School Council Funds	Teachers, Principal, District Office Personnel, Other

Activity - Targeted Interventions for Gap Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content-specific teams will design a scope and sequence of activities and lessons to be taught during Math Plus Class and/or Reading Plus Class. Team will provide all Math Plus/Reading Plus teachers with materials and resources needed to increase student achievement.	Academic Support Program	08/07/2014	05/20/2015	\$0 - No Funding Required	Teachers, Principal, Other

Strategy2:

Collaborate and Utilize Community Resources - Hazard Middle School will collaborate to increase the involvement of citizens of the community and encourage them to become more active in the educational process. School administration and faculty will foster a relationship with community services and businesses which encourages active involvement with the school and the educational process.

Category: Stakeholder Engagement

Research Cited: Community involvement strengthens the educational process and learning experience of all students.

Activity - HMS Promote Citizen Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue Career Day as a means to introduce citizen volunteers to participate more actively in the educational process. At the present time the following community services and businesses are providing support to the school: ISBE -- a group which provides financial support; City of Hazard -- provides use of the Hazard Pavilion and services of the Hazard City Police; Kentucky River Community Care -- provides daily counseling services; Perry County Health Department -- Postponing Sexual Involvement classes; Perry County Library -- provides bookmobile services on site; 4H -- Avian Club, Science Fan Night, and Talking with TJ; McDonald's -- Acts of Kindness free Happy Meals; Appalachian Regional Hospital -- Fitness Fair.	Community Engagement	08/07/2014	05/29/2015	\$0 - No Funding Required	Principal, FRYSC, Counselor, Faculty, Staff, Other

Activity - HMS Community Outreach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Outreach to parents and community through: beginning of the year orientation, open house each midterm, daily updated teacher blogs, parent training in Infinite Campus, scheduled parent conferences, newspaper articles, and school website	Community Engagement	08/07/2014	05/29/2015	\$0 - No Funding Required	Principal, Counselor, Faculty, Staff, Other

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Activity - HMS Student Community Service	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Expand community service projects conducted by students. Current projects are financial support of the Arthritis Foundation, Breast Cancer Awareness, Thanksgiving Food Boxes, etc.	Community Engagement	08/07/2014	05/29/2015	\$0 - No Funding Required	Principal, Counselor, FRYSC, Faculty, Staff, Other

Strategy3:

Extended School Services - ESS will be provided after school for students in the gap groups. The goal of ESS is to increase student achievement through math and reading intervention activities designed to meet student needs. ESS will increase student achievement in targeted areas of need.

Category: Learning Systems

Research Cited: Targeted Interventions

Activity - ESS Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize Reading Intervention Programs and the "IXL Math Program" to increase achievement in reading and math.	Tutoring	08/07/2014	05/20/2015	\$0 - No Funding Required	District Staff, Principal, Counselor, Teacher, Other

Activity - After School ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ESS after school tutoring will concentrate on reading and math skills. ESS will concentrate on small group instruction, guided reading, individualized assignments aimed at improving student achievement. Each grade level will have one math ESS teacher and one ESS reading teacher.	Tutoring	08/07/2014	05/20/2015	\$5000 - District Funding	District Staff, Teachers, Principal, Counselor, Other

Activity - ESS Identification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who scored Novice or Apprentice on the KPREP Test will be referred for ESS after-school tutoring.	Tutoring	08/07/2014	05/20/2015	\$0 - No Funding Required	Teachers, Principal, Counselor, Other,

Goal 2:

Increase the percentage of students who are college ready from 58.7% to 75.8% by 2018-2019.

Measurable Objective 1:

A 5% increase of Eighth grade students will demonstrate a proficiency in Reading, English, and in Mathematics by 05/13/2016 as measured by K-Prep data.

Strategy1:

HMS Careers - Activities will be provided for the students which will aid in an appreciation of the variety and types of careers. Individual career development activities will also be provided.

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Category: Career Readiness Pathways

Research Cited: Best Practices

Activity - HMS ILP - Individual Learning Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The technology resource teacher will collaborate with classroom teachers to assist students in completing their ILP targets. When teachers utilize the resources in the ILP during classroom instruction, students can see the relevance of the content as it relates to their plans for life after high school.	Career Preparation/ Orientation	08/07/2014	05/29/2015	\$0 - No Funding Required	Teachers, Principal, Counselor, Other

Activity - HMS Career Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FRYSC/Counseling Department will design a career day for students in grades 5-8. Students will gain an appreciation and understanding of a variety of careers.	Career Preparation/ Orientation	08/07/2014	05/29/2015	\$0 - No Funding Required	FRYSC Staff, Counselor, Principal, Teachers, Other

Activity - HMS Operation Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During March 2015, trained volunteer community advisors will meet one-on-one with every 8th grade student at our school. The community advisor will receive training which will allow him/her to use the student's Individual Learning Plan or ILP (including career interest inventory and EXPLORE results) to discuss the following: 1. Student career aspirations. 2. Student EXPLORE scores which will indicate whether or not the student is on target for college and/or on target to reach goals. 3. Student course plans which will indicate whether or not the student is taking the correct courses.	Career Preparation/ Orientation	08/07/2014	05/29/2015	\$0 - No Funding Required	Teachers, Community Volunteers, FRYSC, Central Office Staff, Counselor, Principal, Other

Strategy2:

WIN Learning - Students will work independently on this program to prepare for the ACT and college.

Category: Continuous Improvement

Research Cited: WIN Learning

Activity - WIN Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will work daily to acquire new skills in math, locating information and reading. Awards and recognition will be given at the completion of levels.	Academic Support Program	08/10/2015	05/13/2016	\$0 - GRECC Race to the Top	Technology Resource Teacher, classroom teachers & principal

Strategy3:

Explore Interventions - Teachers will administer Explore like tests to students in the 7th & 8th grade,. After reviewing results of the test, teachers will assign individual interventions for students based on those results. Teachers will utilize WIN Learning to address targeted skills.

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Category: Learning Systems

Research Cited: Targeted Interventions

Activity - Targeted Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will design individual interventions according to Explore-like test results. Teachers will make folders with work that addresses targeted skills. Teachers will also utilize the WIN Learning Program to target skills.	Academic Support Program	08/07/2014	05/20/2015	\$0 - No Funding Required	Teachers, Principal, Other

Goal 3:

Increase the percentage of effective Principal and Teachers from % in 2015 to % in 2020.

Measurable Objective 1:

collaborate to Ensure that all teachers are knowledgeable of Professional Growth and Effectiveness System (TPGES). Baseline data will be available after first year of implementation by 05/20/2015 as measured by Framework for Effective Teaching.

Strategy1:

HMS Instruction by Highly Qualified Teachers - Each year the principal completes a Highly Qualified Teacher Report and submits the report to the Kentucky's Educational Professional Standards Board. At Hazard Middle School, 143 courses require a Highly Qualified Teacher and Hazard Middle School is 100% in compliance.

Category: Teacher PGES

Research Cited: Educational Professional Standards Board Highly Qualified Report (EPSB)

Activity - Highly Qualified Report	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal will complete a Highly Qualified Report annually.	Professional Learning	08/07/2014	05/29/2015	\$0 - No Funding Required	Principal, Central Office Staff

Strategy2:

Professional Growth and Effectiveness System - Ensure that all teachers are knowledgeable of TPGES implementation components and expectations.

Category:

Research Cited: Next Generation Learners, TPGES

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and teachers will attend ISLN meetings, and Content Network Meetings. Principal requires book study on "Framework for Teaching" by Charlotte Danielson.	Professional Learning	08/07/2014	05/20/2015	\$500 - District Funding	Principal, Teachers, Other

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Activity - Development of Professional Growth Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop Professional Growth Plans based on self-reflection and student growth needs.	Professional Learning	08/07/2014	05/20/2015	\$0 - No Funding Required	Principal, Teachers, Other

Activity - Development of Student Growth Goals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop student growth goals based on student need identified in data analysis of assessments.	Professional Learning	08/07/2014	05/20/2015	\$0 - No Funding Required	Teachers, Principal, Other

Goal 4:

Ensure that the Program Review Process is an ongoing, reflective analysis used to identify strengths and areas of improvement while ensuring a school-wide natural integration of the program skills across all contents.

Measurable Objective 1:

collaborate to ensure that the Program Review Process is completed in an ongoing and timely manner by 05/29/2015 as measured by Assessment Results..

Strategy1:

Monitor Curriculum Adjustments and Improvements - Teachers and leaders will make instructional planning adjustments, if needed, based on student evidence. Curriculum adjustments and improvements will be monitored for effectiveness.

Category: Learning Systems

Research Cited: Best Practices

Activity - Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and leaders will utilize Program Review Components in classroom settings as required by program review curriculum and policy.	Academic Support Program	08/07/2014	05/29/2015	\$0 - No Funding Required	Principal, Teachers, Counselor, FRYSC, Other

Activity - Purpose and Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide information to teachers about the purpose and process of the review. Emphasize the important role of the teacher in implementing high quality instructional programs.	Policy and Process	08/07/2014	05/29/2015	\$0 - No Funding Required	Central Office Staff, Principal, Other

Activity - Review Program Review Ratings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review PR ratings in ASSIST and provide feedback through identifying and analyzing gaps in particular program areas to determine next steps for continuous improvement.	Policy and Process	08/07/2014	05/29/2015	\$0 - No Funding Required	Principal, Teachers, Staff, Other

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Activity - Rubrics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Examine the rubrics used in program review. Consider the existing sources and evidence to inform the overall program assessment.	Policy and Process	08/07/2014	05/29/2015	\$0 - No Funding Required	Central Office Staff, Principal, Teachers, Other

Activity - Expectations and Procedures	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Inform staff of the expectations and procedures as defined by the district external review process.	Professional Learning	08/07/2014	05/29/2015	\$0 - No Funding Required	Central Office Staff, Principal, Other

Goal 5:

Hazard Middle School will reduce the total number of students scoring Novice in reading and math by 50% by the 2018-2019 school year.

Measurable Objective 1:

collaborate to reduce the total number of students scoring Novice in reading (29) by 6 students per year for a total of 29 over 5 years by 05/13/2016 as measured by K-Prep data.

Strategy1:

Instruction by Highly Qualified Teachers - Each year the principal completes a Highly Qualified Teacher Report and submits the report to the Kentucky's Educational Professional Standards Board. At the Hazard Middle School, 143 courses require a Highly Qualified Teacher and Hazard Middle School is 100% in compliance.

Category: Teacher PGES

Research Cited: Educational Professional Standards Board Highly Qualified Report (EPSB)

Activity - Highly Qualified Report	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal will complete Highly Qualified Report annually.	Professional Learning	08/07/2014	05/20/2015	\$0 - No Funding Required	Principal

Measurable Objective 2:

collaborate to reduce the total number of students scoring Novice in Mathematics (24) by 5 students per year for a total of 24 over 5 years by 05/13/2016 as measured by K-Prep data.

Strategy1:

Instruction by Highly Qualified Teachers - Each year the principal completes a Highly Qualified Teacher Report and submits the report to the Kentucky's Educational Professional Standards Board. At the Hazard Middle School, 143 courses require a Highly Qualified Teacher and Hazard Middle School is 100% in compliance.

Category: Teacher PGES

Research Cited: Educational Professional Standards Board Highly Qualified Report (EPSB)

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Activity - Highly Qualified Report	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal will complete Highly Qualified Report annually.	Professional Learning	08/07/2014	05/20/2015	\$0 - No Funding Required	Principal

Goal 6:

Increase the average combined reading and math KPREP scores for middle school students from 58.7% to 75.8% in 2018-2019.

Measurable Objective 1:

collaborate to increase the average combined Reading and Math scores by 3% by 05/13/2016 as measured by K-Prep data.

Strategy1:

IXL Math & Reading - Teachers will implement the IXL Program in Math Classes, Math Plus, Reading Classes, Reading Plus and ESS curriculum. Students will be assessed to determine current math and reading levels and the classroom teacher will monitor progress. This program is self-paced and students will continuously revisit skills while being evaluated and get instant updates on their progress and mastery level.

Category: Integrated Methods for Learning

Research Cited: IXL

Activity - Monitor IXL Math & Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of the IXL program and track student progress on IXL math and reading for all students.	Academic Support Program	08/10/2015	05/13/2016	\$0 - No Funding Required	Principal, classroom teachers

Strategy2:

Professional Learning Curriculum Communities - Content-specific teams will meet monthly to refine the implementation of the common core standards in all subject areas.

Category: Professional Learning & Support

Research Cited: Curriculum Assessment and Alignment

Activity - Content-Specific Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content teams will examine and compare "working curriculum" with common core standards to identify gaps. Once gaps have been identified, modifications will be made to the curriculum to eliminate gaps.	Academic Support Program	08/10/2015	05/13/2016	\$0 - No Funding Required	Content Teachers, Special Teachers, Principal, Other

All children were screened for kindergarten readiness. If yes, name the assessment.

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N/A (this question does not apply)

The school identified specific strategies to increase the percentage of students who are Kindergarten ready.

N/A (this question does not apply)

The school identified specific K-3 strategies to increase the average 3rd grade math and reading combined K-Prep proficiency scores.

N/A (this question does not apply)

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 43.4% in 2015-2016 to 68.6% in 2018-2019.

Measurable Objective 1:

10% of Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in averaged combined Reading and in Mathematics by 05/29/2015 as measured by KPREP Scores.

Strategy1:

RTI Plus Curriculum Alignment - Content-specific teams will align the curriculum for the Math Plus (RTI) Classes and the Reading Plus (RTI) Classes. The content-specific teams will meet bi-monthly.

Category: Learning Systems

Research Cited: RTI

Activity - Individualized Math/Reading Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Gap group students will be provided targeted math and reading interventions through Learning Farm, Moby Max, Edmodo, WIN Learning, IXL Math, and other resources to increase achievement in reading and math.	Academic Support Program	08/07/2014	05/20/2015	\$0 - No Funding Required	Teachers, Principal, Other

Activity - Purchase Reading Intervention Program Materials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will purchase and provide teachers with reading intervention resources in order for them to address the needs of at-risk students in Response To Intervention Activities and in Extended School Services. These materials will focus on comprehension skills and decoding skills.	Academic Support Program	08/07/2014	05/20/2015	\$1000 - School Council Funds	Teachers, Principal, District Office Personnel, Other

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Activity - Targeted Interventions for Gap Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content-specific teams will design a scope and sequence of activities and lessons to be taught during Math Plus Class and/or Reading Plus Class. Team will provide all Math Plus/Reading Plus teachers with materials and resources needed to increase student achievement.	Academic Support Program	08/07/2014	05/20/2015	\$0 - No Funding Required	Teachers, Principal, Other

Strategy2:

Collaborate and Utilize Community Resources - Hazard Middle School will collaborate to increase the involvement of citizens of the community and encourage them to become more active in the educational process. School administration and faculty will foster a relationship with community services and businesses which encourages active involvement with the school and the educational process.

Category: Stakeholder Engagement

Research Cited: Community involvement strengthens the educational process and learning experience of all students.

Activity - HMS Promote Citizen Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue Career Day as a means to introduce citizen volunteers to participate more actively in the educational process. At the present time the following community services and businesses are providing support to the school: ISBE -- a group which provides financial support; City of Hazard -- provides use of the Hazard Pavilion and services of the Hazard City Police; Kentucky River Community Care -- provides daily counseling services; Perry County Health Department -- Postponing Sexual Involvement classes; Perry County Library -- provides bookmobile services on site; 4H -- Avian Club, Science Fan Night, and Talking with TJ; McDonald's -- Acts of Kindness free Happy Meals; Appalachian Regional Hospital -- Fitness Fair.	Community Engagement	08/07/2014	05/29/2015	\$0 - No Funding Required	Principal, FRYSC, Counselor, Faculty, Staff, Other

Activity - HMS Student Community Service	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Expand community service projects conducted by students. Current projects are financial support of the Arthritis Foundation, Breast Cancer Awareness, Thanksgiving Food Boxes, etc.	Community Engagement	08/07/2014	05/29/2015	\$0 - No Funding Required	Principal, Counselor, FRYSC, Faculty, Staff, Other

Activity - HMS Community Outreach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Outreach to parents and community through: beginning of the year orientation, open house each midterm, daily updated teacher blogs, parent training in Infinite Campus, scheduled parent conferences, newspaper articles, and school website	Community Engagement	08/07/2014	05/29/2015	\$0 - No Funding Required	Principal, Counselor, Faculty, Staff, Other

Strategy3:

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Extended School Services - ESS will be provided after school for students in the gap groups. The goal of ESS is to increase student achievement through math and reading intervention activities designed to meet student needs. ESS will increase student achievement in targeted areas of need.

Category: Learning Systems

Research Cited: Targeted Interventions

Activity - ESS Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize Reading Intervention Programs and the "IXL Math Program" to increase achievement in reading and math.	Tutoring	08/07/2014	05/20/2015	\$0 - No Funding Required	District Staff, Principal, Counselor, Teacher, Other

Activity - ESS Identification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who scored Novice or Apprentice on the KPREP Test will be referred for ESS after-school tutoring.	Tutoring	08/07/2014	05/20/2015	\$0 - No Funding Required	Teachers, Principal, Counselor, Other,

Activity - After School ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ESS after school tutoring will concentrate on reading and math skills. ESS will concentrate on small group instruction, guided reading, individualized assignments aimed at improving student achievement. Each grade level will have one math ESS teacher and one ESS reading teacher.	Tutoring	08/07/2014	05/20/2015	\$5000 - District Funding	District Staff, Teachers, Principal, Counselor, Other

Goal 2:

Hazard Middle School will reduce the total number of students scoring Novice in reading and math by 50% by the 2018-2019 school year.

Measurable Objective 1:

collaborate to reduce the total number of students scoring Novice in Mathematics (24) by 5 students per year for a total of 24 over 5 years by 05/13/2016 as measured by K-Prep data.

Strategy1:

Instruction by Highly Qualified Teachers - Each year the principal completes a Highly Qualified Teacher Report and submits the report to the Kentucky's Educational Professional Standards Board. At the Hazard Middle School, 143 courses require a Highly Qualified Teacher and Hazard Middle School is 100% in compliance.

Category: Teacher PGES

Research Cited: Educational Professional Standards Board Highly Qualified Report (EPSB)

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Activity - Highly Qualified Report	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal will complete Highly Qualified Report annually.	Professional Learning	08/07/2014	05/20/2015	\$0 - No Funding Required	Principal

Measurable Objective 2:

collaborate to reduce the total number of students scoring Novice in reading (29) by 6 students per year for a total of 29 over 5 years by 05/13/2016 as measured by K-Prep data.

Strategy1:

Instruction by Highly Qualified Teachers - Each year the principal completes a Highly Qualified Teacher Report and submits the report to the Kentucky's Educational Professional Standards Board. At the Hazard Middle School, 143 courses require a Highly Qualified Teacher and Hazard Middle School is 100% in compliance.

Category: Teacher PGES

Research Cited: Educational Professional Standards Board Highly Qualified Report (EPSB)

Activity - Highly Qualified Report	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal will complete Highly Qualified Report annually.	Professional Learning	08/07/2014	05/20/2015	\$0 - No Funding Required	Principal

Goal 3:

Increase the average combined reading and math KPREP scores for middle school students from 58.7% to 75.8% in 2018-2019.

Measurable Objective 1:

collaborate to increase the average combined Reading and Math scores by 3% by 05/13/2016 as measured by K-Prep data.

Strategy1:

Professional Learning Curriculum Communities - Content-specific teams will meet monthly to refine the implementation of the common core standards in all subject areas.

Category: Professional Learning & Support

Research Cited: Curriculum Assessment and Alignment

Activity - Content-Specific Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content teams will examine and compare "working curriculum" with common core standards to identify gaps. Once gaps have been identified, modifications will be made to the curriculum to eliminate gaps.	Academic Support Program	08/10/2015	05/13/2016	\$0 - No Funding Required	Content Teachers, Special Teachers, Principal, Other

Strategy2:

IXL Math & Reading - Teachers will implement the IXL Program in Math Classes, Math Plus, Reading Classes, Reading Plus and ESS

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curriculum. Students will be assessed to determine current math and reading levels and the classroom teacher will monitor progress. This program is self-paced and students will continuously revisit skills while being evaluated and get instant updates on their progress and mastery level.

Category: Integrated Methods for Learning

Research Cited: IXL

Activity - Monitor IXL Math & Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of the IXL program and track student progress on IXL math and reading for all students.	Academic Support Program	08/10/2015	05/13/2016	\$0 - No Funding Required	Principal, classroom teachers

The school identified specific strategies to increase the average freshman graduation rate.

N/A (this question does not apply)

The school identified specific strategies to increase the percentage of students who are college and career ready.

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 43.4% in 2015-2016 to 68.6% in 2018-2019.

Measurable Objective 1:

10% of Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in averaged combined Reading and in Mathematics by 05/29/2015 as measured by KPREP Scores.

Strategy1:

RTI Plus Curriculum Alignment - Content-specific teams will align the curriculum for the Math Plus (RTI) Classes and the Reading Plus (RTI) Classes. The content-specific teams will meet bi-monthly.

Category: Learning Systems

Research Cited: RTI

Activity - Individualized Math/Reading Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Gap group students will be provided targeted math and reading interventions through Learning Farm, Moby Max, Edmodo, WIN Learning, IXL Math, and other resources to increase achievement in reading and math.	Academic Support Program	08/07/2014	05/20/2015	\$0 - No Funding Required	Teachers, Principal, Other

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Activity - Purchase Reading Intervention Program Materials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will purchase and provide teachers with reading intervention resources in order for them to address the needs of at-risk students in Response To Intervention Activities and in Extended School Services. These materials will focus on comprehension skills and decoding skills.	Academic Support Program	08/07/2014	05/20/2015	\$1000 - School Council Funds	Teachers, Principal, District Office Personnel, Other

Activity - Targeted Interventions for Gap Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content-specific teams will design a scope and sequence of activities and lessons to be taught during Math Plus Class and/or Reading Plus Class. Team will provide all Math Plus/Reading Plus teachers with materials and resources needed to increase student achievement.	Academic Support Program	08/07/2014	05/20/2015	\$0 - No Funding Required	Teachers, Principal, Other

Strategy2:

Extended School Services - ESS will be provided after school for students in the gap groups. The goal of ESS is to increase student achievement through math and reading intervention activities designed to meet student needs. ESS will increase student achievement in targeted areas of need.

Category: Learning Systems

Research Cited: Targeted Interventions

Activity - ESS Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize Reading Intervention Programs and the "IXL Math Program" to increase achievement in reading and math.	Tutoring	08/07/2014	05/20/2015	\$0 - No Funding Required	District Staff, Principal, Counselor, Teacher, Other

Activity - After School ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ESS after school tutoring will concentrate on reading and math skills. ESS will concentrate on small group instruction, guided reading, individualized assignments aimed at improving student achievement. Each grade level will have one math ESS teacher and one ESS reading teacher.	Tutoring	08/07/2014	05/20/2015	\$5000 - District Funding	District Staff, Teachers, Principal, Counselor, Other

Activity - ESS Identification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who scored Novice or Apprentice on the KPREP Test will be referred for ESS after-school tutoring.	Tutoring	08/07/2014	05/20/2015	\$0 - No Funding Required	Teachers, Principal, Counselor, Other,

Strategy3:

Collaborate and Utilize Community Resources - Hazard Middle School will collaborate to increase the involvement of citizens of the community and encourage them to become more active in the educational process. School administration and faculty will foster a relationship with community services and businesses which encourages active involvement with the school and the educational process.

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Category: Stakeholder Engagement

Research Cited: Community involvement strengthens the educational process and learning experience of all students.

Activity - HMS Promote Citizen Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue Career Day as a means to introduce citizen volunteers to participate more actively in the educational process. At the present time the following community services and businesses are providing support to the school: ISBE -- a group which provides financial support; City of Hazard -- provides use of the Hazard Pavilion and services of the Hazard City Police; Kentucky River Community Care -- provides daily counseling services; Perry County Health Department -- Postponing Sexual Involvement classes; Perry County Library -- provides bookmobile services on site; 4H -- Avian Club, Science Fan Night, and Talking with TJ; McDonald's -- Acts of Kindness free Happy Meals; Appalachian Regional Hospital -- Fitness Fair.	Community Engagement	08/07/2014	05/29/2015	\$0 - No Funding Required	Principal, FRYSC, Counselor, Faculty, Staff, Other

Activity - HMS Community Outreach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Outreach to parents and community through: beginning of the year orientation, open house each midterm, daily updated teacher blogs, parent training in Infinite Campus, scheduled parent conferences, newspaper articles, and school website	Community Engagement	08/07/2014	05/29/2015	\$0 - No Funding Required	Principal, Counselor, Faculty, Staff, Other

Activity - HMS Student Community Service	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Expand community service projects conducted by students. Current projects are financial support of the Arthritis Foundation, Breast Cancer Awareness, Thanksgiving Food Boxes, etc.	Community Engagement	08/07/2014	05/29/2015	\$0 - No Funding Required	Principal, Counselor, FRYSC, Faculty, Staff, Other

Goal 2:

Increase the percentage of students who are college ready from 58.7% to 75.8% by 2018-2019.

Measurable Objective 1:

A 5% increase of Eighth grade students will demonstrate a proficiency in Reading, English, and in Mathematics by 05/13/2016 as measured by K-Prep data.

Strategy1:

Explore Interventions - Teachers will administer Explore like tests to students in the 7th & 8th grade,. After reviewing results of the test, teachers will assign individual interventions for students based on those results. Teachers will utilize WIN Learning to address targeted skills.

Category: Learning Systems

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Research Cited: Targeted Interventions

Activity - Targeted Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will design individual interventions according to Explore-like test results. Teachers will make folders with work that addresses targeted skills. Teachers will also utilize the WIN Learning Program to target skills.	Academic Support Program	08/07/2014	05/20/2015	\$0 - No Funding Required	Teachers, Principal, Other

Strategy2:

HMS Careers - Activities will be provided for the students which will aid in an appreciation of the variety and types of careers. Individual career development activities will also be provided.

Category: Career Readiness Pathways

Research Cited: Best Practices

Activity - HMS Operation Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During March 2015, trained volunteer community advisors will meet one-on-one with every 8th grade student at our school. The community advisor will receive training which will allow him/her to use the student's Individual Learning Plan or ILP (including career interest inventory and EXPLORE results) to discuss the following: 1. Student career aspirations. 2. Student EXPLORE scores which will indicate whether or not the student is on target for college and/or on target to reach goals. 3. Student course plans which will indicate whether or not the student is taking the correct courses.	Career Preparation/Orientation	08/07/2014	05/29/2015	\$0 - No Funding Required	Teachers, Community Volunteers, FRYSC, Central Office Staff, Counselor, Principal, Other

Activity - HMS ILP - Individual Learning Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The technology resource teacher will collaborate with classroom teachers to assist students in completing their ILP targets. When teachers utilize the resources in the ILP during classroom instruction, students can see the relevance of the content as it relates to their plans for life after high school.	Career Preparation/Orientation	08/07/2014	05/29/2015	\$0 - No Funding Required	Teachers, Principal, Counselor, Other

Activity - HMS Career Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FRYSC/Counseling Department will design a career day for students in grades 5-8. Students will gain an appreciation and understanding of a variety of careers.	Career Preparation/Orientation	08/07/2014	05/29/2015	\$0 - No Funding Required	FRYSC Staff, Counselor, Principal, Teachers, Other

Strategy3:

WIN Learning - Students will work independently on this program to prepare for the ACT and college.

Category: Continuous Improvement

Research Cited: WIN Learning

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Activity - WIN Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will work daily to acquire new skills in math, locating information and reading. Awards and recognition will be given at the completion of levels.	Academic Support Program	08/10/2015	05/13/2016	\$0 - GRECC Race to the Top	Technology Resource Teacher, classroom teachers & principal

Goal 3:

Increase the percentage of effective Principal and Teachers from % in 2015 to % in 2020.

Measurable Objective 1:

collaborate to Ensure that all teachers are knowledgeable of Professional Growth and Effectiveness System (TPGES). Baseline data will be available after first year of implementation by 05/20/2015 as measured by Framework for Effective Teaching.

Strategy1:

HMS Instruction by Highly Qualified Teachers - Each year the principal completes a Highly Qualified Teacher Report and submits the report to the Kentucky's Educational Professional Standards Board. At Hazard Middle School, 143 courses require a Highly Qualified Teacher and Hazard Middle School is 100% in compliance.

Category: Teacher PGES

Research Cited: Educational Professional Standards Board Highly Qualified Report (EPSB)

Activity - Highly Qualified Report	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal will complete a Highly Qualified Report annually.	Professional Learning	08/07/2014	05/29/2015	\$0 - No Funding Required	Principal, Central Office Staff

Strategy2:

Professional Growth and Effectiveness System - Ensure that all teachers are knowledgeable of TPGES implementation components and expectations.

Category:

Research Cited: Next Generation Learners, TPGES

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and teachers will attend ISLN meetings, and Content Network Meetings. Principal requires book study on "Framework for Teaching" by Charlotte Danielson.	Professional Learning	08/07/2014	05/20/2015	\$500 - District Funding	Principal, Teachers, Other

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Activity - Development of Professional Growth Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop Professional Growth Plans based on self-reflection and student growth needs.	Professional Learning	08/07/2014	05/20/2015	\$0 - No Funding Required	Principal, Teachers, Other

Activity - Development of Student Growth Goals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop student growth goals based on student need identified in data analysis of assessments.	Professional Learning	08/07/2014	05/20/2015	\$0 - No Funding Required	Teachers, Principal, Other

Goal 4:
Ensure that the Program Review Process is an ongoing, reflective analysis used to identify strengths and areas of improvement while ensuring a school-wide natural integration of the program skills across all contents.

Measurable Objective 1:
collaborate to ensure that the Program Review Process is completed in an ongoing and timely manner by 05/29/2015 as measured by Assessment Results..

Strategy1:
Monitor Curriculum Adjustments and Improvements - Teachers and leaders will make instructional planning adjustments, if needed, based on student evidence. Curriculum adjustments and improvements will be monitored for effectiveness.

Category: Learning Systems

Research Cited: Best Practices

Activity - Purpose and Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide information to teachers about the purpose and process of the review. Emphasize the important role of the teacher in implementing high quality instructional programs.	Policy and Process	08/07/2014	05/29/2015	\$0 - No Funding Required	Central Office Staff, Principal, Other

Activity - Rubrics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Examine the rubrics used in program review. Consider the existing sources and evidence to inform the overall program assessment.	Policy and Process	08/07/2014	05/29/2015	\$0 - No Funding Required	Central Office Staff, Principal, Teachers, Other

Activity - Review Program Review Ratings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review PR ratings in ASSIST and provide feedback through identifying and analyzing gaps in particular program areas to determine next steps for continuous improvement.	Policy and Process	08/07/2014	05/29/2015	\$0 - No Funding Required	Principal, Teachers, Staff, Other

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Activity - Expectations and Procedures	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Inform staff of the expectations and procedures as defined by the district external review process.	Professional Learning	08/07/2014	05/29/2015	\$0 - No Funding Required	Central Office Staff, Principal, Other

Activity - Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and leaders will utilize Program Review Components in classroom settings as required by program review curriculum and policy.	Academic Support Program	08/07/2014	05/29/2015	\$0 - No Funding Required	Principal, Teachers, Counselor, FRYSC, Other

Goal 5:

Hazard Middle School will reduce the total number of students scoring Novice in reading and math by 50% by the 2018-2019 school year.

Measurable Objective 1:

collaborate to reduce the total number of students scoring Novice in Mathematics (24) by 5 students per year for a total of 24 over 5 years by 05/13/2016 as measured by K-Prep data.

Strategy1:

Instruction by Highly Qualified Teachers - Each year the principal completes a Highly Qualified Teacher Report and submits the report to the Kentucky's Educational Professional Standards Board. At the Hazard Middle School, 143 courses require a Highly Qualified Teacher and Hazard Middle School is 100% in compliance.

Category: Teacher PGES

Research Cited: Educational Professional Standards Board Highly Qualified Report (EPSB)

Activity - Highly Qualified Report	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal will complete Highly Qualified Report annually.	Professional Learning	08/07/2014	05/20/2015	\$0 - No Funding Required	Principal

Measurable Objective 2:

collaborate to reduce the total number of students scoring Novice in reading (29) by 6 students per year for a total of 29 over 5 years by 05/13/2016 as measured by K-Prep data.

Strategy1:

Instruction by Highly Qualified Teachers - Each year the principal completes a Highly Qualified Teacher Report and submits the report to the Kentucky's Educational Professional Standards Board. At the Hazard Middle School, 143 courses require a Highly Qualified Teacher and Hazard Middle School is 100% in compliance.

Category: Teacher PGES

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Research Cited: Educational Professional Standards Board Highly Qualified Report (EPSB)

Activity - Highly Qualified Report	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal will complete Highly Qualified Report annually.	Professional Learning	08/07/2014	05/20/2015	\$0 - No Funding Required	Principal

Goal 6:

Increase the average combined reading and math KPREP scores for middle school students from 58.7% to 75.8% in 2018-2019.

Measurable Objective 1:

collaborate to increase the average combined Reading and Math scores by 3% by 05/13/2016 as measured by K-Prep data.

Strategy1:

IXL Math & Reading - Teachers will implement the IXL Program in Math Classes, Math Plus, Reading Classes, Reading Plus and ESS curriculum. Students will be assessed to determine current math and reading levels and the classroom teacher will monitor progress. This program is self-paced and students will continuously revisit skills while being evaluated and get instant updates on their progress and mastery level.

Category: Integrated Methods for Learning

Research Cited: IXL

Activity - Monitor IXL Math & Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of the IXL program and track student progress on IXL math and reading for all students.	Academic Support Program	08/10/2015	05/13/2016	\$0 - No Funding Required	Principal, classroom teachers

Strategy2:

Professional Learning Curriculum Communities - Content-specific teams will meet monthly to refine the implementation of the common core standards in all subject areas.

Category: Professional Learning & Support

Research Cited: Curriculum Assessment and Alignment

Activity - Content-Specific Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content teams will examine and compare "working curriculum" with common core standards to identify gaps. Once gaps have been identified, modifications will be made to the curriculum to eliminate gaps.	Academic Support Program	08/10/2015	05/13/2016	\$0 - No Funding Required	Content Teachers, Special Teachers, Principal, Other

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The school identified specific strategies to increase the percentage of distinguished programs in the arts and humanities, PL/CS and writing.

Goal 1:

PL/CS Curriculum and Instruction: Aligned and Rigorous Curriculum

Measurable Objective 1:

50% of Fifth, Sixth, Seventh and Eighth grade students will demonstrate a behavior that shows students knowledge of historical and current leaders. in Social Studies by 05/08/2013 as measured by classroom teachers assessments..

Strategy1:

Collaboration of Content Areas - Social Studies teachers will collaborate with other disciplines to integrate knowledge about historical and current leaders.

Category:

Research Cited: null

Activity - Historical and Current Leaders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will bring in current news articles about world events and their respective governmental leaders.	Direct Instruction	08/13/2012	05/08/2013	\$0 - No Funding Required	Social Studies Teachers

Measurable Objective 2:

80% of Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency their knowledge of how tax revenue is used and to become more aware of what our financial system has to offer.. in Mathematics by 05/13/2013 as measured by teacher observations and assessments..

Strategy1:

Tax/Revenue Unit - Guest speakers.

Category:

Research Cited: null

Activity - Tax/Revenue Unit	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Guest speakers will discuss tax revenue and how it applies to students and the city of Hazard's budget in determining what the money is used for.	Academic Support Program	08/08/2012	05/08/2013	\$0 - No Funding Required	Math teachers.

Strategy2:

Career Day - Guest speakers from various financial institutions will discuss role in finances.

Category:

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Research Cited: null

Activity - Career Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will listen to guest speakers discuss financial careers/systems.	Community Engagement	08/08/2012	12/13/2012	\$0 - No Funding Required	Guidance Counselor/FRYSC

Measurable Objective 3:

75% of Fifth, Sixth, Seventh and Eighth grade students will demonstrate a behavior where students will regularly use problem-solving and critical thinking skills to interpret and analyze data in Health/Physical Education by 05/06/2013 as measured by teacher observation/assessments and evaluation of student work..

Strategy1:

Classroom Instruction/Active Participation - Students will use problem solving skills and critical thinking skills to analyze data about the present state of their physical wellness and use these skills and all available information to come up with ways to improve their physical wellness.

Category:

Research Cited: null

Activity - Physical Wellness Chart	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor student progress through individual physical achievement awareness charts. Students will complete charts to build awareness and motivation of their progress. The emphasis here is on progress so even students working at different levels can chart significant gains.	Academic Support Program	08/13/2012	05/06/2013	\$0 - No Funding Required	Physical Education Teacher

Measurable Objective 4:

75% of Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency by successfully completing formative and summative assessments aligned with 7 or more NHES standards and are consistent with national expectations as defined by NASPE in Health/Physical Education by 05/08/2013 as measured by students scoring at or above 70% cumulative progress.

Strategy1:

Collaboration - The majority of the health education curriculum will be implemented during specific health/PE education classes, there will also be collaboration with other disciplines and classroom teachers.

Category:

Research Cited: null

Activity - PD for all teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will become familiar with NHES and health/PE content areas.	Academic Support Program	08/08/2012	05/08/2013	\$0 - No Funding Required	PE teacher/faculty and staff

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Strategy2:

NSPE Standards - Students will demonstrate three or more of the NSPE standards

Category:

Research Cited: null

Activity - Demonstration of Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will perform tasks demonstrating three or more NSPE standards at a proficiency level as measured through instructional assessments.	Direct Instruction	08/08/2012	05/08/2013	\$0 - No Funding Required	Faculty and Staff

Strategy3:

FITT Plans - Students will develop and implement individual FITT plans using skill and health related components of fitness, self-assess and adjust plans according to fitness goals

Category:

Research Cited: null

Activity - Implementation of FITT plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will create a personal fitness plan using the FITT principle to guide their fitness goals	Direct Instruction	08/08/2012	05/08/2013	\$0 - No Funding Required	Physical Education Instructor

Strategy4:

NASPE Expectations - The physical education instructor will use instructional strategies that are consistent with national expectations as defined by NASPE

Category:

Research Cited: null

Activity - Alignment of Instructional Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The physical education instructor will review NASPE standards and align instructional strategies to those standards	Professional Learning	08/08/2012	05/08/2013	\$0 - No Funding Required	Physical Education Instructor

Strategy5:

PECAT - The physical education curriculum will more closely align with the CDC expectations of the PECAT

Category:

Research Cited: null

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Activity - Aligned of Physical Education Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Physical education instructor will examine CDC expectations for the PECAT and will align the physical education curriculum to those expectations	Other	08/08/2012	05/08/2013	\$0 - No Funding Required	Physical Education instructor

Strategy6:

Student choice/PE program - Students will have the opportunity to participate in three or more components of a comprehensive school-based physical activity program

Category:

Research Cited: null

Activity - School based activity program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have access to physical education classes, extra-curricular activities and intramural programs	Academic Support Program	08/08/2012	05/08/2013	\$0 - No Funding Required	Faculty and Community Partners

Measurable Objective 5:

75% of Fifth, Sixth, Seventh and Eighth grade students will demonstrate a behavior by choosing to purchase consumer savvy products in Practical Living by 05/08/2013 as measured by teacher observation and assessments.

Strategy1:

Classroom Instruction - Teacher will model consumer savvy techniques and also utilize direct instruction.

Category:

Research Cited: null

Activity - Savvy Shoppers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will make consumer decisions based on product value and safety.	Career Preparation/Orientation	08/20/2012	03/08/2013	\$0 - No Funding Required	All Staff

Measurable Objective 6:

75% of Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in seven or more of the NHES Standards as defined by NASPE in Health/Physical Education by 05/08/2013 as measured by formative and summative assessments.

Strategy1:

Health/PE Comprehensive Program - The health and PE curriculum will provide a school-based program that will include FITT principles, PECAT, and expand the health/physical education content areas as defined by NHES, NASPE, and NSPE.

Category:

Research Cited: null

KDE Comprehensive School Improvement Plan

Hazard Middle School

Activity - Getting Fit	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will actively participate in a PE program that is aligned with ten national expectations as defined by NASPE.	Direct Instruction	08/08/2012	05/08/2013	\$0 - No Funding Required	Health/PE teacher

Goal 2:

PL/CS Curriculum and Instruction: Student Performance

Measurable Objective 1:

demonstrate a behavior to develop a wellness advisory committee. by 05/08/2013 as measured by minutes of the wellness advisory committee..

Strategy1:

Wellness Committee Meetings - Wellness committee will meet once a month.

Category:

Research Cited: null

Activity - Advisory Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Stakeholders will meet once a month to discuss wellness issues and physical education issues.	Academic Support Program	09/05/2012	05/08/2013	\$0 - No Funding Required	Bobby Bowling, Chairperson

Measurable Objective 2:

demonstrate a behavior by using the ILP to research career options. by 05/08/2013 as measured by annual review conducted by teacher and advisors as well as ILP completion status report.

Strategy1:

Career research across the curriculum - Teachers will implement the ILP into the course work in multiple subject areas as well as in the PL/CS classrooms.

Category:

Research Cited: null

Activity - Implementation of ILP across the curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have access to the ILP in courses across the curriculum.	Career Preparation/Orientation	08/08/2012	05/08/2013	\$0 - No Funding Required	Technology instructor and other staff

Measurable Objective 3:

collaborate to use assessment data as a guide, teachers and students work together to construct the Individual Learning Plan. by 05/06/2013 as measured by Evaluation of student work.

Strategy1:

Classroom Instruction/Hands On Active Participation. - career awareness teachers will utilize assessment data to assist students in completing their Individual Learning Plan.

Category:

Research Cited: null

Activity - ILP Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will work on their ILP's individual with guidance and assistance from their Career teacher. Students will discuss their ILP individually with at least one person.	Career Preparation/Orientation	08/13/2012	05/06/2013	\$0 - No Funding Required	Career Studies Teacher and Guidance Counselor.

Measurable Objective 4:

collaborate to ensure that all teachers are infomed as to what portion of the PL/CS curriculum they are responsible for. by 04/01/2013 as measured by completion of assigned curriculum.

Strategy1:

Teacher PL/CS Responsibilites - The PL/CS committee will decide which demonstrators each teacher is responsible for.

Category:

Research Cited: null

Activity - PL/CS Demonstrators	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be given responsibilities as to which part of the PL/CS program they are responsible for.	Academic Support Program	08/08/2012	05/08/2013	\$0 - No Funding Required	Administrator and staff

Goal 3:

Arts & Humanities Goal 1

Measurable Objective 1:

75% of Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency Performance in Art & Humanities by 03/01/2013 as measured by Count of the number of students involved..

Strategy1:

Offer try outs - 1233343

Category:

Research Cited: null

KDE Comprehensive School Improvement Plan

Hazard Middle School

Activity - Performance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Plays, Chorus, Music	Extra Curricular	05/01/2012	03/01/2013	\$5000 - General Fund	Patterson, Thompson

Goal 4:

Curriculum and Instruction: Student Access

Measurable Objective 1:

80% of Fifth, Sixth, Seventh and Eighth grade students will complete a portfolio or performance in all four arts disciplines in Art & Humanities by 05/10/2013 as measured by Program Review Committee.

Strategy1:

Improving the access to drama and dance - Dance will be incorporated in P.E. and drama will be incorporated in content areas.

Category:

Research Cited: null

Activity - Dance and Drama	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in scripted performances and respond/reflect in content area classes. Dance elements will be taught as a unit in P.E. class.	Direct Instruction	08/24/2012	05/10/2013	\$0 - No Funding Required	P.E. teacher and content area teachers

Goal 5:

Curriculum and Instruction: Instructional Strategies

Measurable Objective 1:

80% of Fifth, Sixth, Seventh and Eighth grade students will collaborate to Participate in peer review and self reflection in Art & Humanities by 05/10/2013 as measured by Arts and Humanities Program Review Committee.

Strategy1:

Peer review and reflection of student products/performances - Students will participate in peer review activities and reflect upon their own products and performances.

Category:

Research Cited: null

Activity - Peer review/reflection document creation and completion	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Arts teachers will create peer review/self reflection documents appropriate to products/performances.	Academic Support Program	08/24/2012	05/10/2013	\$0 - No Funding Required	Arts Teachers

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Goal 6:

Formative and Summative Assessment: Response to Assessment

Measurable Objective 1:

80% of Fifth, Sixth, Seventh and Eighth grade students will complete a portfolio or performance of authentic assessment tasks for the creation, performances, and response in all the arts in Art & Humanities by 05/10/2013 as measured by Program Review Committee.

Strategy1:

Arts Assessment - Students regularly receive a variety of assessments to demonstrate their abilities for the creation, performance, and response of the arts.

Category:

Research Cited: null

Activity - Arts Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Arts teachers will create a variety of assessments which measure students ability to create, perform, and respond to the arts.	Academic Support Program	08/24/2012	05/10/2013	\$0 - No Funding Required	Arts Teachers

Goal 7:

PL/CS Curriculum and Instruction: Aligned and Rigorous Curriculum. Take Out

Measurable Objective 1:

75% of Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency by successfully completing formative and summative assessments aligned with 7 or more NHES Standards and are consistent with national expectations as defined by NASPE.. in Health/Physical Education by 05/08/2013 as measured by Students scoring at or above 70% cumulative progress..

Strategy1:

Strategy One - While the majority of the health education curriculum will be implemented during specific health/physical education classes, there will be collaboration with other disciplines and classroom teachers.

Category:

Research Cited: null

Activity - Professional Development for Non-Health education teachers.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Non-health education teachers will become familiar with NHES and health/physical education content areas.	Professional Learning	08/30/2012	05/08/2013	\$0 - Other	Faculty and Staff

Strategy2:

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Strategy Four - Students will have the opportunity to participate in 3 or more components of a comprehensive school based physical activity program.

Category:

Research Cited: null

Activity - School based physical activity programs.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have access to physical education classes, extra-curricular activities and intramural programs.	Other	08/30/2012	05/08/2013	\$0 - Other	Faculty, Staff and Community Partners.

Strategy3:

Strategy Two - Students will develop and implement individual FITT plans using skill and health related components of fitness and self assess and adjust plans according to fitness goals.

Category:

Research Cited: null

Activity - Implementation of FITT Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will create a personal fitness plan using the FITT Principle to guide their fitness goals.	Direct Instruction	08/30/2012	05/08/2013	\$0 - Other	Physical Education Instructor

Strategy4:

Strategy 6 - Students will demonstrate 3 or more of the NSPE.

Category:

Research Cited: null

Activity - Demonstration of Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will perform tasks demonstrating 3 or more NSPE at a proficiency level as measured through instructional assessments.	Direct Instruction	08/30/2012	05/30/2013	\$0 - Other	Faculty and Staff

Strategy5:

Strategy Five - The physical education instructor will uses instructional strategies that are consistent with national expectations as defined by NASPE.

Category:

Research Cited: null

Activity - Alignment of instructional strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The physical education instructor will review NASPE standards and align instructional strategies to those standards.	Professional Learning	08/30/2012	05/08/2013	\$0 - Other	Physical Education Instructor.

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Strategy6:

Strategy Three - The physical education curriculum will more closely align with the CDC expectations of the PECAT.

Category:

Research Cited: null

Activity - Alignment of Physical Education Curriculum.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Physical education instructor will examine CDC expectations for the PECAT and will align the physical education curriculum more closely to those expectations.	Other	08/30/2012	05/08/2013	\$0 - Other	Physical Education Instructor

Measurable Objective 2:

75% of Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in seven or more of the NHES Standards as defined by NASPE in Health/Physical Education by 05/08/2013 as measured by formative and summative assessments.

Strategy1:

Direct Instruction - The health and P.E. curriculum will provide a comprehensive school based program that will include FITT Principle, PECAT, and expand the health/physical education content areas as defined by NHES, NASPE, and NSPE

Category:

Research Cited: null

Activity - Getting Fit	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will actively participate in a P.E. program that is aligned with the national expectations as defined by NASPE	Academic Support Program	08/08/2012	05/08/2013	\$0 - No Funding Required	Health/ P.E. Teacher

Goal 8:

Formative and Summative Assessment: Expectations for Student Learning

Measurable Objective 1:

100% of Fifth, Sixth, Seventh and Eighth grade students will collaborate to co-develop scoring guides and rubrics to assess writing and communication in English Language Arts by 05/10/2013 as measured by Writing Program Review Committee.

Strategy1:

Collaboration on student assessment - Teachers will implement instructional strategies that require teacher/student collaboration on developing rubrics/scoring guides to assess writing and communication.

Category:

Research Cited: null

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Activity - Collaboration to Develop Rubrics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and students will collaborate to create a rubric for specific writing assignments; for example, the teacher could use a standard rubric and discuss with students the best way to adapt it for a particular piece.	Direct Instruction	08/13/2012	05/10/2013	\$0 - No Funding Required	All teachers with assistance from language arts teachers

Goal 9:

Curriculum and Instruction: Instructional Strategies

Measurable Objective 1:

80% of Fifth, Sixth, Seventh and Eighth grade students will complete a portfolio or performance that exhibits the appropriate use of technology for communicating ideas. in English Language Arts by 05/10/2013 as measured by All teachers and Writing Program Review Committee.

Strategy1:

Implementing Technology - Teachers plan a variety of lessons that incorporate the use of various forms of technology.

Category:

Research Cited: null

Activity - Collaboration with Technology Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate with the technology teacher to plan a lesson(s)/activities that incorporate technology; for example, web quests, PREZI Presentations, Power Points, Rubistar, etc.	Technology	08/13/2012	05/10/2013	\$0 - No Funding Required	All teachers, technology staff, and Writing Program Review Committee

Goal 10:

Professional Development and Support Services: Teacher Leadership

Measurable Objective 1:

collaborate to learn and model the best practices for instruction in writing and communication skills by 05/10/2013 as measured by teacher participation during faculty meetings, PLC meetings, and teacher growth plans..

Strategy1:

Empowering teacher leaders - Teachers support the professional development action plan by presenting/modeling best practices for instruction in writing and communication skills.

Category:

Research Cited: null

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Activity - Teacher Team Presentations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher teams will present and model best practices for instruction in writing and communication skills on a rotational basis at faculty meetings, and/or growth/PD days.	Professional Learning	08/13/2012	05/10/2013	\$0 - No Funding Required	All faculty and staff

Goal 11:

PL/CS Formative and Summative Assessment

Measurable Objective 1:

100% of Sixth, Seventh and Eighth grade students will demonstrate a proficiency in ILP completion that will provide teacher's access to ILP data and interest inventories in Career & Technical by 05/08/2013 as measured by classroom teachers ability to integrate information into the classroom.

Strategy1:

Teacher ILP Collaboration - Information shared and used in monthly PLC meetings.

Category:

Research Cited: null

Activity - PLC Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During PLC meetings, examine ILP data and interest inventory results to plan lessons that will improve student performance.	Career Preparation/ Orientation	08/08/2012	05/08/2013	\$0 - No Funding Required	All staff.

Measurable Objective 2:

100% of Fifth, Sixth, Seventh and Eighth grade students will collaborate to to codevelop scoring guides and rubrics to assess writing and communication in English/Language Arts in Career & Technical by 08/08/2012 as measured by Writing Program Review Committee.

Strategy1:

Collaboration on Student Assessment - Teachers will implement instructional strategies that require teacher/student collaboration on developing rubrics/scoring guides to assess writing and communication.

Category:

Research Cited: null

Activity - Collaboration to Develop Rubrics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and students will collaborate to create a rubric for specific writing assignments; for example, the teacher could use a standard rubric and discuss with students the best way to adapt it to a particular piece.	Direct Instruction	08/08/2012	05/08/2013	\$0 - No Funding Required	All teachers with assistance from language arts teachers.

Measurable Objective 3:

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100% of Fifth, Sixth, Seventh and Eighth grade students will collaborate to give all students a grade based on student performance PL/CS classes at mid-term and each nine weeks in Practical Living by 05/08/2013 as measured by evaluation of student work.

Strategy1:

Student Evaluation - Teachers will measure student performance on daily targets by utilizing formative and summative assessments. Grades will be recorded on infinite campus.

Category:

Research Cited: null

Activity - Student Progress	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will monitor student progress in all PL/CS classes by recording scores on infinite campus.	Academic Support Program	08/08/2012	05/08/2013	\$0 - No Funding Required	All staff.

Goal 12:

PL/CS Professional Development and Support Services

Measurable Objective 1:

collaborate to provide opportunities for professional development to work with community partners relating to PL/CS by 05/08/2013 as measured by documentation of professional development participation..

Strategy1:

Professional Development - Teachers will participate in various professional development opportunities.

Category:

Research Cited: null

Activity - Teachers Choice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During afterschool PD's, community partners will provide information on PL/CS topics.	Professional Learning	08/08/2012	05/08/2013	\$600 - General Fund	All staff.

Measurable Objective 2:

collaborate to include all teachers and staff in PLC meetings held after school by 05/08/2013 as measured by sign-in sheets and minutes of the meetings after school.

Strategy1:

100% PLC Participation - PL/CS teachers and core subject teachers will collaborate on a monthly basis.

Category:

Research Cited: null

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Activity - Faculty Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will participate in PLC activities after school as needed.	Professional Learning	08/08/2012	05/08/2013	\$0 - No Funding Required	All staff.

Measurable Objective 3:

collaborate to provide training to staff regarding the use of ILPs by students by 05/08/2013 as measured by teacher evaluations.

Strategy1:

Teacher ILP Training - Teachers will be provided training in the use of student ILPs.

Category:

Research Cited: null

Activity - ILP PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend a training on how to use ILPs to help students develop career goals.	Professional Learning	08/08/2012	04/10/2013	\$0 - No Funding Required	All staff.

Goal 13:

Increase the percentage of effective Principal and Teachers from % in 2015 to % in 2020.

Measurable Objective 1:

collaborate to Ensure that all teachers are knowledgeable of Professional Growth and Effectiveness System (TPGES). Baseline data will be available after first year of implementation by 05/20/2015 as measured by Framework for Effective Teaching.

Strategy1:

HMS Instruction by Highly Qualified Teachers - Each year the principal completes a Highly Qualified Teacher Report and submits the report to the Kentucky's Educational Professional Standards Board. At Hazard Middle School, 143 courses require a Highly Qualified Teacher and Hazard Middle School is 100% in compliance.

Category: Teacher PGES

Research Cited: Educational Professional Standards Board Highly Qualified Report (EPSB)

Activity - Highly Qualified Report	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal will complete a Highly Qualified Report annually.	Professional Learning	08/07/2014	05/29/2015	\$0 - No Funding Required	Principal, Central Office Staff

Strategy2:

Professional Growth and Effectiveness System - Ensure that all teachers are knowledgeable of TPGES implementation components and expectations.

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Category:

Research Cited: Next Generation Learners, TPGES

Activity - Development of Professional Growth Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop Professional Growth Plans based on self-reflection and student growth needs.	Professional Learning	08/07/2014	05/20/2015	\$0 - No Funding Required	Principal, Teachers, Other

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and teachers will attend ISLN meetings, and Content Network Meetings. Principal requires book study on "Framework for Teaching" by Charlotte Danielson.	Professional Learning	08/07/2014	05/20/2015	\$500 - District Funding	Principal, Teachers, Other

Activity - Development of Student Growth Goals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop student growth goals based on student need identified in data analysis of assessments.	Professional Learning	08/07/2014	05/20/2015	\$0 - No Funding Required	Teachers, Principal, Other

Goal 14:

Art and Humanities Goal/2013/14

Measurable Objective 1:

75% of Fifth grade students will collaborate to Social Studies in Art & Humanities by 05/18/2015 as measured by Teacher assessment, performance product, and the relation to the social studies content testing. .

Strategy1:

Product/Performance - Students will use hands on activities in music and art to help them understand the similarities and differences in the cultures they study in the social studies. Students will learn the content area of the arts to reinforce the social studies topic.

Category:

Research Cited: Younger students will benefit from physical hands on learning as a way to remember facts.

Activity - Arts and Humanities Fifth Grade Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will make products and performances during the nine weeks to illustrate their understanding of art and humanities core content and social studies core.	Academic Support Program	08/12/2013	05/19/2014	\$400 - District Funding	Letha Patterson, Pauletta Smith, and Joanna Thompson...

Goal 15:

Ensure that the Program Review Process is an ongoing, reflective analysis used to identify strengths and areas of improvement while ensuring a school-wide natural integration of the program skills across all contents.

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Measurable Objective 1:

collaborate to ensure that the Program Review Process is completed in an ongoing and timely manner by 05/29/2015 as measured by Assessment Results..

Strategy1:

Monitor Curriculum Adjustments and Improvements - Teachers and leaders will make instructional planning adjustments, if needed, based on student evidence. Curriculum adjustments and improvements will be monitored for effectiveness.

Category: Learning Systems

Research Cited: Best Practices

Activity - Rubrics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Examine the rubrics used in program review. Consider the existing sources and evidence to inform the overall program assessment.	Policy and Process	08/07/2014	05/29/2015	\$0 - No Funding Required	Central Office Staff, Principal, Teachers, Other

Activity - Review Program Review Ratings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review PR ratings in ASSIST and provide feedback through identifying and analyzing gaps in particular program areas to determine next steps for continuous improvement.	Policy and Process	08/07/2014	05/29/2015	\$0 - No Funding Required	Principal, Teachers, Staff, Other

Activity - Purpose and Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide information to teachers about the purpose and process of the review. Emphasize the important role of the teacher in implementing high quality instructional programs.	Policy and Process	08/07/2014	05/29/2015	\$0 - No Funding Required	Central Office Staff, Principal, Other

Activity - Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and leaders will utilize Program Review Components in classroom settings as required by program review curriculum and policy.	Academic Support Program	08/07/2014	05/29/2015	\$0 - No Funding Required	Principal, Teachers, Counselor, FRYSC, Other

Activity - Expectations and Procedures	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Inform staff of the expectations and procedures as defined by the district external review process.	Professional Learning	08/07/2014	05/29/2015	\$0 - No Funding Required	Central Office Staff, Principal, Other

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KDE Assurances - School

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Introduction

KDE Assurances - School

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Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes		

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes		

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	N/A		

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes		

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes		

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Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes		

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	Yes		

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	Yes		

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Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	Yes		

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Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes	www.hazard.kyschools.us	

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.	N/A	All teachers are highly qualified.	

Label	Assurance	Response	Comment	Attachment
Professional Development	The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes		

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

KDE Comprehensive School Improvement Plan

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Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for para-educators demonstrating that the duties are on a limited basis only.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only.	Yes		

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes		

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes		

The Missing Piece

DRAFT

Introduction

This report provides a comprehensive response to the six objectives of The Missing Piece set for the by the Commissioner's Parent Advisory Council (CPAC). This diagnostic uses performance measurement and progress, as well as relationship building, resources and support to build capacity within schools and districts measure parent involvement and the desired outcome being made. Use the links below to navigate the diagnostic content and respond to the questions.

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Stakeholders

What stakeholders (name and title) did you engage for the purpose of completing the Missing Piece diagnostic?

Superintendent and School board, Hazard Independent faculty, Site Base Members, parents, families, Police/Fire Departments, KVEC, Gifted/Talented Student Planning, FRYSC, PLC team/grade level, local Health Departments, local churches, Camp Nathaniel, Star-Land after-school services, LPC members

DRAFT

Relationship Building

Overall Rating: 3.86

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Teachers and staff have developed collaborative partnering relationships with all parents and students to improve teaching and learning.	Distinguished

	Statement or Question	Response	Rating
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	Administrators and school staff welcome and actively seek parents of all new and ESL students to encourage early relationship building.	Distinguished

	Statement or Question	Response	Rating
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	District and school staff provide training to involve all stakeholders in the process of improving the interaction between school, home and community.	Distinguished

	Statement or Question	Response	Rating
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Parents and community stakeholders have authentic participation, help plan and implement school and district improvement activities.	Distinguished

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	District and school staffs encourage continuous and meaningful communication with all parents about their student's academic goals and progress.	Distinguished

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	District and school staff identify family interests, needs and barriers and provides services to ensure academic success.	Distinguished

	Statement or Question	Response	Rating
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	All parents are asked for feedback on school's efforts to welcome and engage parents, and the feedback is used to improve school's efforts.	Proficient

Communications

Overall Rating: 3.0

	Statement or Question	Response	Rating
3.1	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, using classroom contracts, student assignment books, homework websites, and online grade books.)	Proficient

	Statement or Question	Response	Rating
3.2	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	School staff offers varied ways to that parent can see share information with teachers about their children's learning needs. (For example, phone and email contact, offering parent conferences, and making home visits).	Proficient

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement.	Proficient

	Statement or Question	Response	Rating
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Proficient

	Statement or Question	Response	Rating
3.5	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, opportunities for student-led conferences).	Proficient

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	At least 50% of parents respond to annual school and/or district stakeholder surveys.	Proficient

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	Statement or Question	Response	Rating
3.7	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Proficient

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Decision Making

Overall Rating: 3.0

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	School staff offers professional learning community opportunities, workshops, and accessible written information to equip parents for service on SBDM council and committees.	Proficient

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials, setting convenient meeting times, seeking wide parent input. At least 40% of parents vote in SBDM parent election.	Proficient

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council chair reports feedback to head of largest parent organization who then decides further dissemination methods or input. There is no provision for parent input other than as required by school law.	Apprentice

	Statement or Question	Response	Rating
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	Proficient

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

	Statement or Question	Response	Rating
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient

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	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff fosters a community of stakeholders and parents who continually sustain and support each other in school council and committee work.	Distinguished

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Advocacy

Overall Rating: 2.67

	Statement or Question	Response	Rating
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the students' academic goals and learning needs.	Proficient

	Statement or Question	Response	Rating
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Some parents are involved in informal conversation with school staff to address their child's individual learning needs.	Apprentice

	Statement or Question	Response	Rating
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Proficient

	Statement or Question	Response	Rating
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Proficient

	Statement or Question	Response	Rating
5.5	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff ensures that parents and community members are well informed about how to become an educational advocate or how to access an educational advocate when needed.	Proficient

	Statement or Question	Response	Rating
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	Novice level students are identified by school staff to receive targeted strategies for academic improvement. Parents are informed of the strategies but do not receive training on how to use those strategies or how progress will be measured.	Apprentice

Learning Opportunities

Overall Rating: 3.17

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such as the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	Parents have multiple opportunities to learn about and discuss: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities to participate on SBDM councils and committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning. • Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	Proficient

	Statement or Question	Response	Rating
6.2	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	School staff makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school.	Proficient

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff exhibits and rotates proficient and distinguished work and provides resources to achieve at higher levels.	Distinguished

	Statement or Question	Response	Rating
6.4	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	School staff offers parent workshops or meetings in convenient locations to help parents develop skills in supporting their children's learning and school's improvement efforts.	Proficient

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School council has a classroom observation policy that welcomes families to visit all classrooms.	Proficient

	Statement or Question	Response	Rating
6.6	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	Proficient

Community Partnerships

Overall Rating: 3.5

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School staff networks and partners with multiple businesses and organizations to support student achievement at a school council and a programmatic level.	Distinguished

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Proficient

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Proficient

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	District and school staffs collaborate with all willing organizations to support parents and advocates in addressing individual student needs.	Distinguished

	Statement or Question	Response	Rating
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	School staff and parents have seamless integration of consistent and sustained family support services from school and the community to reduce student barriers to learning.	Distinguished

	Statement or Question	Response	Rating
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff offers and publicizes community-based learning activities, such as tutoring linked to the curriculum, for all students and parents.	Proficient

Reflection

Reflect upon your responses to each of the Missing Piece objectives.

Areas of strength- parent involvement, staff reaching out to the community for student needs,

Areas of improvement- setting up community partnership to promote adult advocacy

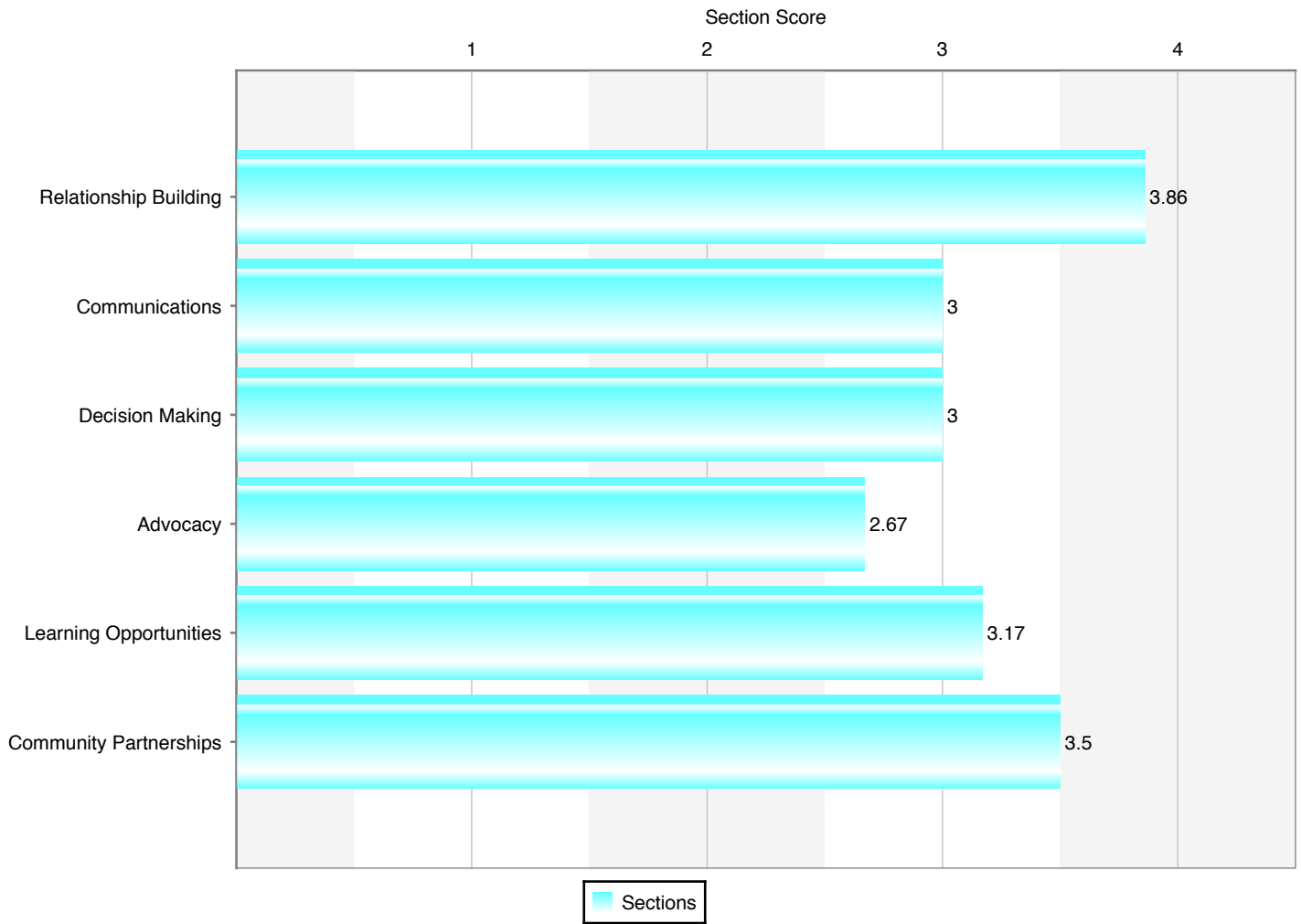
The work with community resources to help resolve family challenges, the school staff and leadership team do a great job of involving business and community leader in efforts to improve the school. The school is trying to find new ways to bring in other community organizations that can help our students with and help resolve issues outside of school. HMS staff are finding new and creative ways of getting parents more involved in their students success by planning ILP and IXL Math Night to walk parents through computer based programs that can help improve student achievement.

The staff and stakeholders are working on communication networks that will make it easier for parents to take and participate in surveys and using that data to make school improvement.

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Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

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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.

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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.

Hazard Middle School engaged stakeholders in the development of the school improvement plan (CSIP). The stakeholders utilized data in the development of the CSIP which is a dynamic, living document that responds to data points throughout the year. Stakeholders were selected and informed of their roles by the principal; they were placed in groups and were encouraged to meet on a schedule that accommodated the various members of the group.

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

Hazard Middle School Stakeholders annually develop, review and revise a comprehensive school improvement plan CSIP.

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 final comprehensive school improvement plan (CSIP) is communicated to all stakeholders in following ways: District Web Site, Faculty Meetings, SBDM Meetings, Etc...

School Safety Report

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Introduction

In response to recent tragic events in our nation's schools, during the 2013 legislative session the Kentucky General Assembly took action, through the passage of Senate Bill 8/House Bill 354, to assure that our schools are safer places for students and staff to work and learn. Among other things, SB8/HB354 required changes to emergency plan requirements, the development of school safety practices, and additional severe weather, lockdown and earthquake drills. The bill also required local school district superintendents to verify to the Kentucky Department of Education that all schools in the district are in compliance with these requirements. This diagnostic is the means by which this reporting is accomplished.

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School Safety Requirements

Label	Assurance	Response	Comment	Attachment
1.	Does each school have a written Emergency Management Plan (EMP)?	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes	October 12, 2015	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	October 12, 2015	

Label	Assurance	Response	Comment	Attachment
4.	Has each school provided the local first responders with a copy of the school's EMP and a copy of the school's floor plan?	Yes		

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes	October 7, 2015	

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes	August 5, 2015	

Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	Yes	October 7, 2015	

Label	Assurance	Response	Comment	Attachment
8.	Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?	Yes		

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Label	Assurance	Response	Comment	Attachment
9.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	August 30, 2013	

Label	Assurance	Response	Comment	Attachment
10.	Have practices been developed for students to follow during an earthquake?	Yes		

Label	Assurance	Response	Comment	Attachment
11.	Has each school developed and adhered to practices designed to ensure control of access to each school (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?	Yes		

Label	Assurance	Response	Comment	Attachment
12.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes	September 5, 2015	

Label	Assurance	Response	Comment	Attachment
13.	Are processes in place to ensure all four emergency response drills (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	Yes		

Equitable Access Diagnostic

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Introduction

As part of No Child Left Behind (NCLB) each state is required to develop strategies to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. The results of this effort became a national push to ensure all teachers were highly qualified (HQT); meaning each teacher holds the appropriate certification for the content and/or grade level for which they are assigned. National data show that poor and minority continue to be taught by inexperienced, unqualified, or out-of-field teachers. As a result, in 2014, the United States Department of Education (USDOE) required states to develop equity plans and use evidence based strategies to address this issue. The focus of the plan is to move away from the concept of “highly qualified” to “high effective”.

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Needs Assessment

Label	Assurance	Response	Comment	Attachment
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the school?	Yes		

What are the barriers identified?

Novice in overall 5th grade reading performance , novice reduction in 5th grade Reading Disability with IEP, Novice reduction in 7th grade female reading scores from 11% in 6th grade to 22.9% in 7th grade, Novice reduction in 5th grade Math scores 16%; above state average of 14.5%,

What sources of data were used to determine the barriers?

KPREP scores, Discovery Ed ThinkLink scores, Rtl data, IXL Math & Reading, AR data

What are the root causes of those identified barriers?

Transition from the elementary school-- 4th grade to new school environment in the 5th grade, gaps in the curriculum and a large number of intervention students.

What does the Professional Growth and Effectiveness System data say about the effectiveness of teachers in the school?

Teachers are very good in the environment of the classroom Domain 2. Teachers are improving in areas of Domain 3 with assessments and questioning. Teachers do a great job of reflecting on lessons, re-teaching and pre-planning in Domain 1. Teachers use their PLCs and work time in committees to increase student performance.

Equitable Access Strategies

Placement: Describe school policies or procedures that address the assignment of students to ensure low income and minority students are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers who are not identified as low income or minority students.

We are a Title I Schoolwide school. All students work with all teachers.

Placement: How is data used to make student assignment decisions to ensure low income, minority, Limited English Proficient and Exceptional Children and Youth are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers?

Every grade level student will work with all teachers for Math, Science, Social Studies, Reading and Writing. Elective courses are offered on a rotation for Art, Library, Arts/Humanities, Computer Skills, Practical Living and PE.

Recruitment and Retention: How does the school analyze student level data to design targeted recruitment of effective and diverse teachers?

School data is disaggregated to look for gaps and trends. Teachers are targeted based on student needs, content area and certification.

Recruitment and Retention: How does the school recruit teachers who are effective in implementing practices that are targeted to support the diverse learning needs of minority students, low income students, Limited English Proficient and Exceptional Children and Youth?

Teacher recruitment is based on student needs and areas of specialization. When creating positions and hiring teachers, HMS looks for highly qualified candidates in content-specific areas.

Recruitment and Retention: How does the school retain effective teachers? Identify any incentives.

HMS provides every teacher a daily planning period, values their opinion when creating and revisiting student schedules and allows flexibility to choose professional development on an individualized basis.

Professional Learning: Identify supports, including mentoring and/or induction, provided to meet the needs of first year, inexperienced and out-of-field teachers.

In addition to KTIP, inexperienced teachers are assigned to an experienced teacher as a mentor and strategically placed on PLC's to provide proper support.

Professional Learning: Utilizing PGES data, how are the professional learning needs of teachers with an effectiveness rating below accomplished addressed?

To date, HMS has no teachers below accomplished.

Working Conditions: How are TELL Kentucky results being addressed to increase recruitment, retention and professional learning needs of staff?

HMS addresses TELL Survey results as a group to generate ideas and ways to improve on working conditions.

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Questions

Identify all goals, objectives, strategies and activities created that support equitable access and the responses in this diagnostic.

See CSIP.

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