



Comprehensive School Improvement Plan

Hazard High School
Hazard Independent

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Introduction

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: <http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf>

Goals: <http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf>

Objectives: <http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf>

Strategies: <http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf>

Activities: <http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf>

Executive Summary: <http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf>

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive School Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

<http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf>

Equitable Access to Effective Educators - School

Label	Assurance	Response	Comment	Attachment
School Equity Data (1)	<p>Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration.</p> <p>*Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover.</p> <p>**The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:</p>	I acknowledge that I have uploaded the School Equity Data.		HHS School Equity Diagnostic

Provide a brief analysis the school data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.

Hazard High School has around 305 students with 28 certified teachers. That is a ratio of 10.89:1. HHS has 29 students who are considered as minority students which is around 29% of our student body, none of which are English Language Learners. 59.34% of our student body are considered to come from poverty. We service 30 students with disabilities. The majority of our teachers (24) have more that four years of experience with only 4 having fewer.

After the data analysis is complete, the school will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.

Our biggest barrier is reaching the gap group students, those with disabilities, those living in poverty, and minority students. In order to address this barrier, we have devised interventions in all areas in order to ensure that these gap group students are receiving the best education available, as well as being provided every opportunity available to them. In the areas of reading and math, teachers are meeting weekly to discuss student growth for students within the gap group, maintaining RTI type files on each student that monitors student attendance, tutoring logs, formative assessment scores, and average grades.

The root cause for such a high number of students within the gap group can be partially related to the decline in the economy of Eastern Kentucky, specifically the decline in coal mining in the area. Additionally, we are a city school with several housing projects within the city limits.

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Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover. ***Goals should reflect an analysis of barriers, root causes and strategies.	I acknowledge that I have uploaded the School Equity Goal Data.		School Equity Goals Hazard High School

Equitable access to effective educators must be reflected in the Comprehensive School Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the school in meeting the goals set in the previous section.

If there are strategies and activities within one of the five major goals of the CSIP, which adequately addresses equitable access, the school may select the appropriate goal, objective, strategies and activities.

OR

The school may create a new goal to address equitable access to effective educators. Once a new goal has been created, the school will need to include appropriate objectives, strategies and activities.

The school may choose to provide an optional narrative response to include any additional information, but this is not required.

Goal 1:

Increase the number of students scoring Proficient or Distinguished on the English II EOC test by 2% each year.

Measurable Objective 1:

demonstrate a proficiency in English II EOC Testing by 05/17/2017 as measured by disseminating scores each year and targeting students we feel may fall into the Novice or Apprentice category for extra guidance and instruction.

Strategy1:

Operation English 10 EOC Success - ELA teachers will work together to align the curriculum for English II with the Kentucky CCS as well as recommendations from Quality Core. Teachers will work to incorporate rigor and relevance into the content as well as experiment with ways to approach differentiated instruction and assessment in the classroom based on students' needs and their learning preference. A variety of educational tools will be used such as WIN Software and individualized tutoring. An RTI program will also be incorporated throughout English II courses and will be co-taught to meet the needs of a more diverse audience. We will also incorporate LDC Modules into the English curriculum in order to raise rigor.

Category: Career Readiness Pathways

Research Cited: Course & Assessment Alignment, Curriculum Assessment & Alignment, Program Review, Best Practices, Progress Monitoring, Kentucky Common Core Standards, KVEC.

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Activity - Text Complexity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>ELA teachers will use Text Complexity: Raising Rigor in Reading by Douglas Fisher to increase students comprehension abilities with higher Lexile leveled readings. This will involve teaching students how to perform close readings of materials as well as how to disseminate complex texts in a timed setting. More reading will also be required of students. Teachers will push students to go outside their comfort zone in reading. All Sophomores will complete summer reading assignments prior to Sophomore year as well as a reading project that is on-going throughout the school year. This will involve students reading four self-selected texts of appropriate reading level.</p>	Direct Instruction	08/10/2016	05/17/2017	\$100 - General Fund	Jennifer Adams, Effie Stidham, Jocelyn White

Goal 2:

Increase the College and Career Readiness from 71.6% to TBD.

Measurable Objective 1:

demonstrate a proficiency in reading comprehension of complex texts in English Language Arts by 10% of Eleventh grade students meeting benchmarks by 05/17/2017 as measured by ACT and Compass.

Strategy1:

Reading for College - Reading for College Success will incorporate a variety of strategies for building reading skills using complex texts. Teachers will incorporate texts that have higher Lexile levels along with implementing text dependent activities and analysis. This will lead students to make inferences about what a text says explicitly as well as determining where the text leaves matters uncertain.

Category: Career Readiness Pathways

Research Cited: ELA Network, Text Complexity: Raising Rigor in Reading by: Douglas Fisher, Kentucky Common Core Standards for Informational Reading

Activity - Teacher Training on Text Complexity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers in the English Department as well as Department Chairs in other disciplines will be provided with the book Text Complexity: Raising Rigor in Reading by Douglas Fisher, Nancy Frey, and Diane Lapp. (A section in the library has been designated as a professional library available to all teachers.) The text will give strategies for teaching students how to do close readings of informational texts and disseminate what they are reading. Additional books will be ordered as needed.</p>	Direct Instruction	08/10/2016	05/17/2017	\$100 - General Fund	Department Chairs and ELA Teachers

Measurable Objective 2:

collaborate to increase student CCR from 71.6% to TBD. by 05/17/2017 as measured by State Guidelines.

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Strategy1:

Career Readiness Pathways - Monitor and support the implementation of the CTE programs to create career pathways for each CTE program that leads to an industry certification or KOSAA certification.

Category: Management Systems

Research Cited: TEDS

College and Career Readiness Requirements

Activity - Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incorporate the goals and strategies in the PL/CS Program Review Rubric. Monitor progress in weekly PLC meetings.	Policy and Process	08/10/2016	05/17/2017	\$0 - Perkins	Mrs. M. Combs, Ms. Muncy, and Mrs. Patrick, Mr. Fannin, Ms. Muncy, Mrs. D. Combs, Mr. Holland

Activity - Professional Development ILP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers who are responsible for the ILP will receive appropriate training updates.	Professional Learning	08/10/2016	05/17/2017	\$0 - No Funding Required	Mrs. Patrick, Ms. Muncy, Mrs. Combs, Mr. Day

Goal 3:

Increase the school average ACT score 1 point in Reading.

Measurable Objective 1:

A 10% increase of Eleventh grade students will demonstrate a proficiency in reading comprehension of complex texts in English Language Arts by 03/30/2017 as measured by ACT and Compass scores .

Strategy1:

Reading for College Success - Reading for College Success will incorporate a variety of strategies for building reading skills using complex texts. Teachers will incorporate texts that have higher Lexile levels along with implementing text dependent activities and analysis. This will lead students to make inferences about what a text says explicitly as well as determining where the text leaves matters uncertain.

Category:

Research Cited: ELA Network, Text Complexity: Raising Rigor in Reading by: Douglas Fisher, Kentucky Common Core Standards for Informational Reading

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Activity - Teacher Training on Text Complexity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in the English Department as well as Department Chairs in other disciplines will be provided with the book Text Complexity: Raising Rigor in Reading by Douglas Fisher, Nancy Frey, and Diane Lapp. (A section in the library has been designated for these and similar books that are available to all teachers.) The text will give strategies for teaching students how to do close readings of informational texts and disseminate what they are reading. Additional books will be ordered as needed.	Professional Learning	08/11/2015	05/11/2016	\$100 - General Fund	Department Chair & ELA Teachers

Goal 4:
Increase the averaged combined reading and math EOC scores for high school non-duplicated gap group from 47.6 to 78.7 in 2018-2019.

Measurable Objective 1:
demonstrate a proficiency in English II EOC Testing by disseminating scores each year and targeting students we feel may fall into the Novice or Apprentice category for extra guidance and instruction. by 05/17/2017 as measured by -End of Course Scores.

Strategy1:
Operation English 10 EOC Success - ELA teachers will work together to align the curriculum for English II with the Kentucky CCS as well as recommendations from Quality Core. Teachers will work to incorporate rigor and relevance into the content as well as experiment ways to approach differentiated instruction and assessment in the classroom based on students' needs and their learning preference. A variety of educational tools will be used.

Category: Continuous Improvement

Research Cited: Course & Assessment Alignment, Curriculum Assessment & Alignment, Program Review, Best Practices, Progress Monitoring, Kentucky Common Core Standards, KVEC.

Activity - Text Complexity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA teachers will use Text Complexity: Raising Rigor in Reading by Douglas Fisher to increase students comprehension abilities with higher Lexile leveled readings. This will involve teaching students how to perform close readings of materials as well as how to disseminate complex texts in a timed setting. Students will also be given summer reading assignments as well as a reading project to be completed throughout the school year.	Direct Instruction	08/10/2016	05/17/2017	\$100 - General Fund	Jennifer Adams, Effie Stidham, Jocelyn White

Goal 5:
Increase the percentage of effective principals and teachers to 100% in 2017.

Measurable Objective 1:
demonstrate a proficiency in measuring teacher effectiveness by 05/26/2016 as measured by Professional Growth and Effectiveness System.

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Strategy1:

Danielson Framework Training - Develop common language and understanding of the five domains in effective teaching for the TPGES.

Category: Continuous Improvement

Research Cited: Danileson Framework /TPGES

Activity - Development of Student Growth Goals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Development of Student Growth Goals based on student need as identified in School Improvement Plans and corresponding rubric to identify level of success in achieving intermediate goals toward long range target.	Professional Learning	08/03/2015	09/30/2015	\$0 - No Funding Required	Principal/District Office Staff

Activity - ISLN Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Attend ISLN meeting to maintain updates in instructional practices.	Professional Learning	08/03/2015	05/11/2016	\$0 - No Funding Required	Instructional supervisors, principals and administrators

Activity - Peer Observation Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained in correct protocol for peer observations.	Professional Learning	08/05/2015	05/26/2016	\$0 - No Funding Required	Principal/ District Office staff

Strategy2:

Analysis of PGES implementation plan - District and school level analysis of implemetation monitoring plan results and PGES data.

Category: Continuous Improvement

Research Cited: PGES

Activity - Identify professional learning needs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify professional learning needs.	Professional Learning	08/03/2015	05/11/2016	\$0 - No Funding Required	Principals/teachers

Activity - Schedules	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Potential shifts in calendars and schedules/daily use of time, roles and responsibilities for administrators and teacher leaders	Professional Learning	08/03/2015	05/26/2016	\$0 - No Funding Required	Principals/teachers

Goal 6:

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 05/12/2017 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: Continuous Improvement

Research Cited: Assessment Results

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. Encourage all teachers to participate in each area of Program Review.	Policy and Process	08/10/2016	05/17/2017	\$0 - No Funding Required	principal/staff

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. PLC meetings will be held to discuss necessary documentation for each area.	Professional Learning	08/10/2016	05/17/2017	\$0 - No Funding Required	Principal and Staff

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. Maintain all Distinguished categories.	Policy and Process	08/10/2016	05/17/2017	\$0 - No Funding Required	Principal and Staff

Activity - Rubrics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Examine the rubrics used in a program review. Consider the existing sources and evidence to inform the overall program assessment.	Policy and Process	08/10/2016	05/17/2017	\$0 - No Funding Required	Principal and Staff

Phase I - The Missing Piece

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.

Stakeholders

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

In the Hazard High School Missing Piece 2016-17, we consulted with numerous stakeholders throughout the community. Those stakeholders include parents/guardians, community officials, teachers, school staff, community members, SBDM Council, FRYSC, local school officials, local businesses and churches, and Hazard Community and Technical College. These individuals include:

Betsy Clemons - Hazard Chamber of Commerce

Linda Teague - SBDM, Teacher

Helen Wicker - FRYSC

James Whitaker - School Board Member

Dr. Ronald Collier - Hazard Clinic

Dale Williams - Parent/Local Business Owner

Mark Combs - Summit Community Church Minister

Sandra Johnson - Superintendent, Hazard City Schools

Sondra Combs - Central Office Staff

Nathan Johnson - Central Office Staff

Cindy Williams - Complete Care Pharmacy/Parent

Dr. Jennifer Lindon - President, Hazard Community & Technical College

Bubaker Kablan - SBDM Parent

Betsy Clemons - City Counsel Member

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.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Proficient

	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.	Students/family feedback data on school welcoming and engagement efforts is retained in a usable confidential format and can be retrieved for district or school assistance to families.	Distinguished

Communications

Overall Rating: 3.57

	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).	Multiple two-way communications in the home language are used to communicate academic goals, class work, and homework, and grades. (See Proficient Examples)	Distinguished

	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).	District/school staff, parents and community stakeholder's work together to learn from the use of all resources available to meet the student's and parent's learning needs.	Distinguished

	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 and district staffs use several strategies to involve community leaders to assist in parent education on issues directly related to student achievement.	Distinguished

	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.	District and school leadership ensure that student achievement is discussed each semester with all parents.	Distinguished

	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

Decision Making

Overall Rating: 3.43

	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 have all stakeholder groups represented, provide interpreters and translated materials, meetings are well publicized and convenient. At least 60% of parents vote in SBDM parent election.	Distinguished

	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 actively recruits parents to serve on committees related to school improvement that review and revise objectives continuously and is informed by data.	Distinguished

	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 and stakeholders are trained to create, measure and sustain authentic participation in all areas of school improvement at School and district level.	Distinguished

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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

Advocacy

Overall Rating: 3.83

	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.	District and school staff supports a community of trained parents and advocates who work together to ensure all students are meeting their academic goals and learning needs.	Distinguished

	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.	District and school staff partners with all parents and advocates to discuss, monitor and share successful strategies for meeting individual learning needs.	Distinguished

	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 collaborates with stakeholders in developing policies and procedures to resolve issues and complaints and to identify needed improvements.	Distinguished

	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 educational advocates, or how to access a trained educational advocate when needed.	Distinguished

	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.	District and school staff partners with advocates of students with disabilities and/or novice level performance to improve the way school meets student learning needs.	Distinguished

Learning Opportunities

Overall Rating: 3.0

	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 displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	Proficient

	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 allows parents access to most classrooms by appointment only.	Apprentice

	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.	Distinguished

Community Partnerships

Overall Rating: 3.67

	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.	District and school staff leverages all partnerships to gain maximum benefit to support all students learning from the human and financial resources available.	Distinguished

	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.

Objective 1 - Relationship Building

As far as Relationship-Building, some strengths of Hazard High School include our ability to create and sustain strong and effective relationships between parents and staff, our welcoming atmosphere, the steps we take to ensure that all parents feel encouraged to attend school activities and participate in decision making, the personal communication between parents and teachers regarding student progress, needs assessments for parents and students that are on-going, and our ability to gather feedback from parents and community members in order to improve upon our school. We have also worked in the area of welcoming new parents and ESL students. Although we do not have any current ESL students in our student body, we strive to make sure that new student parents feel welcome in our school and that they understand how our school functions. Our principal loves giving school tours and talking with new parents about our current renovations and new things to come for our school. Bonds are strong between parents, teachers, staff, and students. Having a working relationship between parents/teachers and students/teachers is what makes our school successful.

In order to sustain our success with Relationship-Building in our school we will work on several areas. First of all, we want to have a more formal way of documenting parent contact (email, phone calls, face-to-face, virtually). Just because we say we communicate regularly doesn't always mean we do. We also want to build upon the premise that parents should not only be contacted when there is a problem. Having positive interactions is key to promoting a positive school culture and environment. Having consistency in documentation would help greatly.

In order to maintain our current performance level as well as improve upon our steps to welcome new and ESL parents, we need to take several actions. First of all, we need to ensure that each new parent and student is offered an orientation, as well as the student being paired with a current student for a tour of the school. We also need to ensure that students have a student mentor for questions they wouldn't feel comfortable asking a teacher. As we do not currently have ESL students/parents, we have not completely finished the addition of a Spanish language Student/Parent Handbook. We need to finish this project. Additionally, in order to maintain our high standards for communication, we need to utilize our new school website which includes teacher blogs. This is a great communication tool that would be accessible to all students and parents.

Objective 2 - Communication

The areas of strength in Communications include our varied ways of communication between parents and teachers, our partnerships with community leaders and organizations to build parent understanding, the opportunities to discuss school-wide achievement issues, and the systematic effort to maximize parent-teacher conference participation.

The areas of need that we will be addressing as far as communication includes incorporating a way of documenting parent contact. This will give us proof as well as a source of information on what forms of communication works best for our parents. We also want to improve upon our parent surveys and the distribution of those. Additionally, we need to raise the number of parents who participate in stakeholder surveys. While we saw an increase in numbers this past year, we would like to continue to see gains in the amount of parents who participate. Offering these surveys during Open House events on paper as well as an online survey would be most helpful.

To ensure that we maintain and improve our current level of performance in Communication we plan to build upon our current forms of communication (teacher blogs) and document communication. We also plan on incorporating new forms of parent surveys (digital and

written) to provide ease of access to all parents and stakeholders. We also plan to continue promoting the use of the Parent Portal through Infinite Campus to maintain communication.

Objective 3 - Decision Making

Decision Making strengths include having a diverse membership of School Council members, council monitoring or decisions regarding school improvement, valued parent members of SBDM, and the fact that we have a plan for identifying new and experience parent leaders for serving on school councils, committees, and in decision making processes.

Our weakest area of Decision Making is that we do not currently have a strong mentoring program for parents. We don't have many parent groups since we are a small school and therefore it is hard to find parents who are available, responsible, and willing to serve on committees for the school.

To maintain and improve upon our current level we need to continue our current practices and then refine plans for a SBDM Parent mentoring program. Parents often know each other better than we can know them and parents generally share similar opinions and ideas as other parents. We need to find a way to incorporate a mentoring program which involves SBDM parents and parents of all students throughout the school. This will allow for better communication and a more positive attitude toward education.

Objective 4 - Advocacy

Advocacy is a strong point for Hazard High School. We are the best at not only advocating for our school needs, but as well as the needs of our student body. We strive to ensure that all students have equal access to the educational resources they need to be successful. One of our strengths involving advocacy is ensuring that each student has a parent or guardian knowledgeable in advocating for their academic goals. In our small, rural town, sometimes we become the advocates for our students who don't have anyone else at home to advocate for them. We excel in making sure that most parents participate actively in student led conferences to ensure that they are meeting their academic goals. This takes place in IEP meetings, parent/teacher conferences, FRYSC conferences, and ILP meetings. Our school staff is knowledgeable in the area of becoming advocates for child success and we are training in identifying students who could benefit from the use of an educational advocate. We want to make sure that all parents, guardians, and advocates know the proper channels in which to ensure that proper steps are taken in finding help for all of our students in areas of need.

An area of need in Advocacy would be that we need to reach out to the community and train those who are close to our school in how to become educational advocates as well as encourage more to become advocates. Several students and their parents have utilized educational advocates, but none of them are local which makes communication and meeting times hard to schedule. Having local advocates would be most beneficial for the students and their parents.

To maintain our current level of performance in Advocacy, we need to continue to offer educational opportunities for those who are interested in becoming an education advocate as well as recruit more community members/stakeholders into this office.

Objective 5 - Learning Opportunities

Learning Opportunities is an area in which we still have room to show much growth. One area of strength is that our school staff makes use of written communication to help parents understand their child's progress as well as the overall progress of the school. Many teachers stay in constant contact with parents regarding education and behavior. We can hope to see growth in this area if we work to continue to add more technology into communication.

Our weaknesses include the fact that at our Open House and Orientation events we tend to still focus on students' academic progress and we tend to not give parents the information they need to understand why certain things, like College and Career Readiness, is important. We

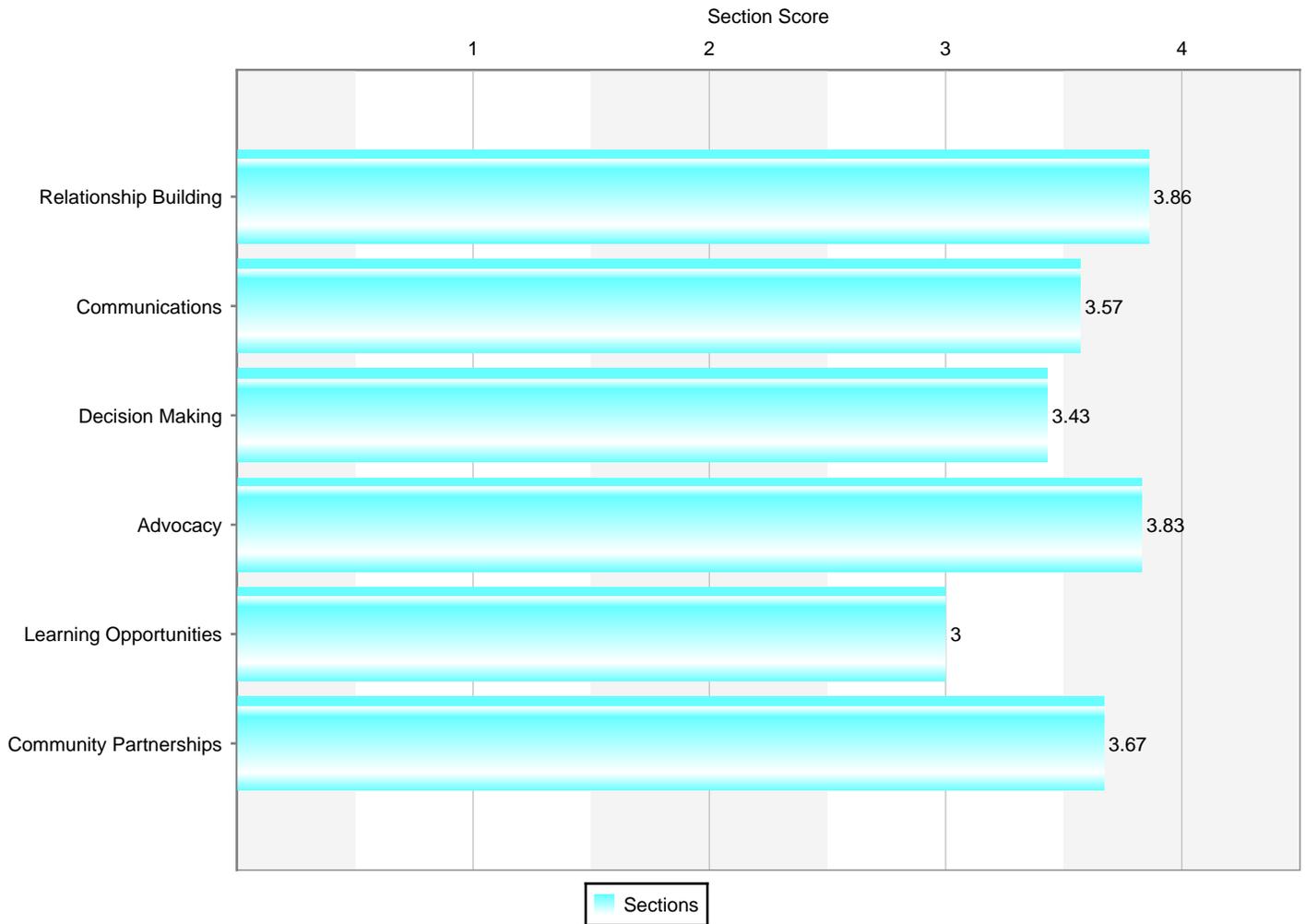
need to reach a larger number of parents by offering workshops and meetings at convenient times and places throughout the community. This would allow more parents and guardians to see the importance in education and allow for an understanding of why their students' are doing certain things within school. We also need to work on creating more clear guidelines for having parents visit within classrooms. To this date, we have not had a parent request to sit in on a class. However, we need to be prepared should the interest arise.

Objective 6 - Community Partnerships

Hazard High School would not be what it is today without the help from all of our community partners. A large portion of our stakeholders are local business owners. We make an effort to share information on student achievements and involving businesses and community leaders in school improvement efforts. Our local businesses provide assistance in helping students who have financial need, who need housing, or who need work. Our community partners are invaluable. These partners know the value of education and are willing to go the extra mile to help ensure that our students have all they need to be successful; they celebrate success when we celebrate success. Our local community college, Hazard Community and Technical College, is one of our best assets. Our students are given the opportunity to take college level courses throughout high school at a deeply discounted rate. Professors come to our school to teach as well as offer online courses. Our Special Education Department also works with several community businesses to do a job shadowing program so that students can see what it is like in a field they have interest. Our community partners know how important they are to us and are welcome in our building and at our meetings anytime they want to attend. As far as improvement, we are always looking for more ways to include the community in what we are working on at school. At a small school, we really couldn't function without the outside help from these willing partners.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

Hazard High 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 living document that responds and evolves to data variants throughout the year. The CSIP is open for viewing on the district web page and also at Central Office at any time. Community members were encouraged to be active participants in our plan. Many community members and stakeholders were engaged in the creation of The Missing Piece. Stakeholders were selected and informed of their roles by the principal. These stakeholders met in groups to discuss the needs and progress throughout the building of the plan. The groups schedule was flexible to accommodate 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 High School's stakeholders (parents, staff, community members, business owners, etc.) annually consult in the development, review and revising of the CSIP. Their responsibilities were to give advice on implementation, offer assistance in providing examples of implementation, as well as to help in new endeavors involving the CSIP and our school success. Implementation checks are done several times throughout the school year.

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 CSIP is communicated to all stakeholders in several ways. First of all, it is approved at the SBDM meeting and then approved by the school board. Both of these meetings are open to the public and publicized. The document is placed on the Hazard Independent Schools district website and made available at the district office. The plan is reviewed at faculty meetings as well as available at parent meetings such as Open House events.

Phase I - Needs Assessment

Introduction

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

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?

The faculty of Hazard High School reviewed and analyzed all assessment and accountability data to determine student need focusing especially on the areas of reading, math, and College and Career Readiness. Data shows that EOC English 10 percent P/D is 65.7% and EOC Algebra II percent P/D is 41.4%. While reading scores saw a rise in P/D over last year, we still did not meet our target for the year. Algebra II scores saw a significant decline in P/D.

Therefore, our question then becomes, how can we meet the needs of students that fall into the gap group category? and what strategies can be utilized to increase combine reading/math scores?

Data tells us that we need to make a more concentrated effort in meeting the needs of students who are considered in the gap group, utilize new strategies to increase student understanding and success, and create ways to better track students progress throughout the year.

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?

The faculty of Hazard High School reviewed and analyzed all assessment and accountability data to determine student needs with special focus in the areas of reading and math. Our English 10 EOC scores were at 65.8% P/D and Algebra II EOC scores were 41.4% P/D. While reading scores were higher than the previous years scores, we still did not meet our target in reading. Algebra scores saw a drop in P/D.

After analysis, the questions that arise are: 1.) How do we ensure that students who fall into the gap categories are succeeding in the areas of math and reading? and 2.) What methods of teaching are available for teachers to utilize in order to reach all students, including those in the gap group?

By analyzing data, it has been determined that professional development may be required in order to supply teachers with better ways to reach gap group students. It has also been determined that we need to work on maintaining records of student growth throughout the school year to ensure that students are on track to be P/D in the areas of math and reading before taking the end of the year assessments. This RTI would be beneficial to both students and teachers.

Opportunities for Improvement

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

Reading and math are our main point of concern as well as college and career readiness. We are diligently working on improving all three areas.

In the area of reading, we are doing the following actions in order to improve reading assessment scores:

- Enhanced PLC meetings that focus on gap analysis, assessment data, and RTI
- Tutoring offered for all English classes during the school day
- Adding an Independent Reading Project for students in 9th and 10th grades which asks students to read four books of different genres throughout the school year and complete specific tasks for each reading.
- Utilize research-based strategies to improve reading comprehension

In the area of math, we are doing the following actions in order to improve math assessment scores:

- Tutoring offered for students in Pre-Calc/Calc, Algebra II, and Geometry
- Smaller class sizes so that students receive more one-on-one instruction
- Enhanced PLC meetings that focus on math RTI programs in place and data analysis
- Progress monitoring
- Peer tutoring

In the area of College and Career Readiness, we are doing the following actions in order to improve our CCR numbers:

- More frequent PLC meetings to analyze student growth in the area of CCR
- Smaller class sizes for students who need intervention in the areas of reading, math and english
- CCR courses designed to help students in one area at a time
- Utilization of WIN Software for college readiness

Conclusion

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

In conclusion, in order to see growth in the areas of math and reading, we need to continue to evaluate assessment data, tutoring logs, classroom assignment grades, and RTI interventions to ensure that students are benefiting from the work. This will provide the necessary information for any changes that may need to take place in a timely manner. This especially applies to at-risk/GAP students and their achievement growth.

As a school, we will continue to strive to become well-rounded educators, able to better serve our students through the utilization of professional development opportunities. Our goal is to ensure that all students receive the information they need in order to be successful not only on state assessments, but also in life. We work on improving our skills on a personal basis as well as a school as a whole. This helps ensure that our students are being prepared for a successful transition from high school to career or post-secondary education.

Goals & Plan 2016-17

Overview

Plan Name

Goals & Plan 2016-17

Plan Description

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 number of students scoring Proficient or Distinguished on the English II EOC test by 2% each year.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$212
2	Increase the averaged combined reading and math EOC scores for high school non-duplicated gap group from 47.6 to 78.7 in 2018-2019.	Objectives: 2 Strategies: 5 Activities: 6	Organizational	\$212
3	Increase the averaged combined reading and math K-PREP EOC scores for high school from 59.7% to 78.7% by 2018-19.	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$0
4	Increase the College and Career Readiness from 71.6% to TBD.	Objectives: 2 Strategies: 3 Activities: 15	Organizational	\$3100
5	Increase the school average ACT score 1 point in Reading.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$100
6	Maintain the cohort graduation rate at 100%	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$0
7	Title I	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$5000
8	Increase the percentage of effective principals and teachers to 100% in 2017.	Objectives: 1 Strategies: 2 Activities: 5	Organizational	\$0
9	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: 4	Organizational	\$0
10	Reduce the percentage of students scoring novice by 50% in 2019-2020.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$0

Goal 1: Increase the number of students scoring Proficient or Distinguished on the English II EOC test by 2% each year.

Measurable Objective 1:

demonstrate a proficiency in English II EOC Testing by 05/05/2016 as measured by disseminating scores each year and targeting students we feel may fall into the Novice or Apprentice category for extra guidance and instruction.

Strategy 1:

Operation English 10 EOC Success - ELA teachers will work together to align the curriculum for English II with the Kentucky CCS as well as recommendations from Quality Core. Teachers will work to incorporate rigor and relevance into the content as well as experiment with ways to approach differentiated instruction and assessment in the classroom based on students' needs and their learning preference. A variety of educational tools will be used such as WIN Software and individualized tutoring. An RTI program will also be incorporated throughout English II courses and will be co-taught to meet the needs of a more diverse audience. We will also incorporate LDC Modules into the English curriculum in order to raise rigor.

Category: Career Readiness Pathways

Research Cited: Course & Assessment Alignment, Curriculum Assessment & Alignment, Program Review, Best Practices, Progress Monitoring, Kentucky Common Core Standards, KVEC.

Activity - Text Complexity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA teachers will use Text Complexity: Raising Rigor in Reading by Douglas Fisher to increase students comprehension abilities with higher Lexile leveled readings. This will involve teaching students how to perform close readings of materials as well as how to disseminate complex texts in a timed setting. More reading will also be required of students. Teachers will push students to go outside their comfort zone in reading. All Sophomores will complete summer reading assignments prior to Sophomore year as well as a reading project that is on-going throughout the school year. This will involve students reading four self-selected texts of appropriate reading level.	Direct Instruction	05/29/2015	05/11/2016	\$100	General Fund	Jennifer Adams, Effie Stidham, Jocelyn White
Activity - EOC Test Prep	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA teachers will use Passing the Kentucky Quality Core English 10 End-of-Course Assessment text in order to better prepare students for what they will see on the EOC test. This includes diagnostic tests which can be used to measure areas of need, strategies for success, reading strategies, as well as specific information about test readings.	Direct Instruction	03/01/2013	05/16/2014	\$112	District Funding	Linda Teague, Jennifer Adams, Effie Stidham, Jocelyn White

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Activity - English II RTI Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This activity will involve pulling small groups of students from their 2nd period elective course three days a week, rotated between three teachers. This will average out to seeing our RTI kids for more intense prep work once a month. In the program, we will focus on reading skills by using WIN software as well as practice EOC tests. This will allow students to feel more comfortable with the online testing situation as well as let the students have a more one-on-one learning experience. Co-Teaching for Gap Closure will also be utilized as the course will be a collaborative effort between three English II teachers. Areas for improvement will be discussed within PLC meetings as well as success of our students.	Direct Instruction, Academic Support Program, Class Size Reduction	08/19/2015	05/11/2016	\$0	No Funding Required	Jennifer Adams, Effie Stidham, Jocelyn White

Goal 2: Increase the averaged combined reading and math EOC scores for high school non-duplicated gap group from 47.6 to 78.7 in 2018-2019.

Measurable Objective 1:

collaborate to increase combined reading and math EOC for high school non-duplicated gap group from 47.6 to 55 in 2016. by 05/13/2016 as measured by the School Report Card.

Strategy 1:

Peer Tutoring - Advanced math students will tutor at-risk/Gap students in ACT math skills two times per week until the March ACT testing date. We have found that both the students who are tutoring and those who are tutored receive benefits from this practice.

Category: Learning Systems

Research Cited: CIITS, Blooms Taxonomy, KY Common Core Standards for Math, RTI

Activity - One-To-One	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Novice and Apprentice students will benefit from one on one peer tutoring and Proficient/Distinguished students will gain better proficiency through review. The students will use the ACT prep book from Cambridge ACT/PLAN/Explore Victory Vol. 1 and various other texts. The math teachers direct this plan matching the students and directing the focus of the math tutoring. The students are in the library with teachers circulating to offer guidance, answer questions, and ensure students are on-task.	Tutoring	01/01/2016	05/26/2016	\$0	No Funding Required	Math Department, Principal

Strategy 2:

ACT Practice Testing - Students will be given two separate ACT Practice tests for review.

Category:

Research Cited: CIITS, Math Initiative KDE

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Activity - Practice Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The students will be taken to a room and administered the practice test to help them with managing their test taking skills. This will also better prepare them for testing conditions. Teachers will review their scores and use that information as formative assessments to guide instruction in the classroom and with the one-to-one tutoring.	Direct Instruction	08/11/2015	05/11/2016	\$0	No Funding Required	Math Department, Principal

Strategy 3:

Curriculum Alignment - The math department will review the Algebra curriculum and will align it with the math expectations given by the state through Common Core Standards.

Category:

Research Cited: Kentucky Common Core Standards, Professional Development, Course and Assessment Alignment, Program Reviews, Consolidated Planning

Activity - Algebra Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Math PLC will meet weekly to align and map the Algebra 1, Algebra 1.5, and Algebra 2 Curriculum.	Other	08/03/2015	05/20/2016	\$0	No Funding Required	Math Department

Strategy 4:

Formative Assessment Review - The math department & ELA Department will review formative assessments in the PLC meetings. The evaluation of the students will be discussed and used to increase the abilities of the students individually.

Category: Continuous Improvement

Research Cited: Progress Monitoring, Program Reviews, Targeted Interventions

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The students will be given assessments throughout the course to assess where they are and where they need to go. The teachers will monitor the implementation of instruction by walk through and assessment checks. WIN Software will also be used to gauge growth.	Academic Support Program	08/11/2015	05/11/2016	\$0	No Funding Required	Math Department, ELA Department, Principal

Measurable Objective 2:

demonstrate a proficiency in English II EOC Testing by disseminating scores each year and targeting students we feel may fall into the Novice or Apprentice category for extra guidance and instruction. by 05/27/2016 as measured by -End of Course Scores.

Strategy 1:

Operation English 10 EOC Success - ELA teachers will work together to align the curriculum for English II with the Kentucky CCS as well as recommendations from Quality Core. Teachers will work to incorporate rigor and relevance into the content as well as experiment ways to approach differentiated instruction and assessment in the classroom based on students' needs and their learning preference. A variety of educational tools will be used.

Category: Continuous Improvement

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Research Cited: Course & Assessment Alignment, Curriculum Assessment & Alignment, Program Review, Best Practices, Progress Monitoring, Kentucky Common Core Standards, KVEC.

Activity - Text Complexity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA teachers will use Text Complexity: Raising Rigor in Reading by Douglas Fisher to increase students comprehension abilities with higher Lexile leveled readings. This will involve teaching students how to perform close readings of materials as well as how to disseminate complex texts in a timed setting. Students will also be given summer reading assignments as well as a reading project to be completed throughout the school year.	Direct Instruction	08/06/2015	05/27/2016	\$100	General Fund	Jennifer Adams, Effie Stidham, Jocelyn White
Activity - EOC Test Prep	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA teachers will use Passing the Kentucky Quality Core English 10 End-of-Course Assessment text in order to better prepare students for what they will see on the EOC test. This includes diagnostic tests which can be used to measure areas of need, strategies for success in reading. Sophomore students will also take part in an RTI program that will incorporate reading strategies and skills necessary to do well on the English II EOC.	Direct Instruction	08/06/2015	05/27/2016	\$112	District Funding	Jennifer Adams, Effie Stidham, Jocelyn White

Goal 3: Increase the averaged combined reading and math K-PREP EOC scores for high school from 59.7% to 78.7% by 2018-19.

Measurable Objective 1:

6% of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency in the combined reading and math scores in Mathematics by 05/27/2016 as measured by EOC.

Strategy 1:

Curriculum Assessment and Alignment - Identify and establish curriculum teams (PLC's)

Category: Professional Learning & Support

Research Cited: KY Common Core Standards

Activity - Analyze Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-Analyze curriculum to identify gaps -Make necessary adjustments to curriculum -utilize instructional resources, -disseminate updated/revised curriculum to teachers -ensure teachers implement curriculum - monitor implementation	Policy and Process	08/03/2015	05/27/2016	\$0	No Funding Required	District Staff

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Strategy 2:

RTI/KSI - Monitor academic and behavior benchmarks and cut scores.

Category: Integrated Methods for Learning

Research Cited: RTI/KSI

Activity - Benchmarks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor academic and behavior benchmarks and cut scores.	Policy and Process	08/03/2015	05/27/2016	\$0	No Funding Required	District Staff

Strategy 3:

Literacy/Math Initiative - Students will have multiple opportunities to read in class as well as independently. RTI program has been created to help monitor students in reading. Math tutoring will be available, especially in EOC/ACT tested areas.

Category: Integrated Methods for Learning

Research Cited: CIITS/RTI

Activity - Literacy & Math RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RTI program will be established in reading for Sophomore level students as well as Seniors who need to meet the reading benchmark. Math will also offer tutoring services as well as peer tutoring opportunities for students. Both programs will utilize WIN Software.	Extra Curricular, Tutoring, Direct Instruction, Academic Support Program, Class Size Reduction	08/03/2015	05/27/2016	\$0	No Funding Required	High School English and Math teachers, District Staff, Principal

Goal 4: Increase the College and Career Readiness from 71.6% to TBD.

Measurable Objective 1:

collaborate to increase student CCR from 71.6% to TBD. by 05/11/2016 as measured by State Guidelines.

Strategy 1:

Career Readiness Pathways - Monitor and support the implementation of the CTE programs to create career pathways for each CTE program that leads to an industry certification or KOSAA certification.

Category: Management Systems

Research Cited: TEDS

Comprehensive School Improvement Plan

Hazard High School

College and Career Readiness Requirements

Activity - ILP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Career and Interest Inventory from student ILP will be used to find students who have expressed interest in FCS, Nursing, and Office Technology and these students will be scheduled for at least 4 of the appropriate classes in order to qualify for the KOSSA and IC3 tests.	Career Preparation/Orientation	06/12/2015	05/13/2016	\$0	Perkins	Ms. Patrick, Ms. Muncy, Ms. Combs, Mr. Day
Activity - Student Scheduling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students at Hazard High School will be encouraged to take at least 4 courses in the vocational studies curriculum.	Career Preparation/Orientation	08/10/2015	05/11/2016	\$0	No Funding Required	Mr. Mobelini, Mr. Day, Mrs. Combs
Activity - Career Pathways	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As a freshman, students will be assigned to a teacher-mentor in one of the career pathways they have chosen with their ILP. Teachers will offer career preparation advice using an educational plan of courses for students to reach their desired goal in the ILP. Students will then have a planned course of study that can be altered if their interests change.	Academic Support Program	08/10/2015	05/11/2016	\$0	No Funding Required	Appropriate number of Faculty from each department Mr. Day Mrs. Combs
Activity - ILP Career Matchmaker/Career Clusters	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use results of ILP Career Interest Inventory from 8th-11th grade to guide student course of study.	Career Preparation/Orientation	06/30/2015	05/11/2016	\$0	No Funding Required	Mrs. Combs Mrs. Patrick Ms. Muncy Mr. Day Mr. Mobelini
Activity - Meet Benchmarks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use of the KYC3R Program, EverFi, Win Software, ACT practice tests and other appropriate tests for formative assessments to determine student academic needs. Use the results to address reading and math interventions in CCR and RTI classes. Students who need to meet a specific benchmark will be placed, in small groups, with a teacher in that field. There will be more rigorous work as well as one-on-one tutoring opportunities.	Direct Instruction	08/06/2015	05/11/2016	\$0	No Funding Required	Math Department; English Department; Mrs. Patrick, Mrs. Combs, Ms. Muncy
Activity - Additional Vocational Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Offer additional career pathways/vocational courses for students both on-site and at HCTC.	Academic Support Program	08/06/2015	05/11/2016	\$0	No Funding Required	Vocational Department/HCTC Staff members
Activity - Professional Development ILP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers who are responsible for the ILP will receive appropriate training updates.	Professional Learning	08/05/2015	05/11/2016	\$0	No Funding Required	Mrs. Patrick, Ms. Muncy, Mrs. Combs, Mr. Day
Activity - Program Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incorporate the goals and strategies in the PL/CS Program Review Rubric. Monitor progress in weekly PLC meetings.	Policy and Process	08/05/2015	05/11/2016	\$0	Perkins	Mrs. Combs, Ms. Muncy, and Mrs. Patrick, Mr. Fannin, Ms. Muncy
Activity - Work Keys/ASVAB Benchmarks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of remediation strategies for students not meeting Work Keys or ASVAB benchmarks. Files will be created and maintained for all students in the form of RTI forms with complete interventions taking place.	Academic Support Program	08/05/2015	05/11/2016	\$0	No Funding Required	District Staff
Activity - Industry Certification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MSoftware Specialist will be offered as a course to facilitate students passing the IC3 assessment. Students in 4th period will be given the tests by the end of 1st semester. Students in the 5th period class will be given the tests during the school year.	Career Preparation/Orientation	08/06/2015	05/11/2016	\$3000	Perkins	Kathy Patrick Denise Combs
Activity - Transition Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Offer effective transition courses for students not meeting benchmarks.	Career Preparation/Orientation	08/07/2015	05/13/2016	\$0	Other	Counselor, Principal and teachers

Strategy 2:

Benchmarks - Hazard High School will continue efforts to improve the number of students who are able to achieve the benchmarks on the ACT and COMPASS assessments.

Category: Continuous Improvement

Research Cited: RTI, CIITS, Targeted Intervention,

SY 2016-2017

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Activity - Academic Benchmarks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use of the WIN Program, EverFi, and ACT practice tests and other appropriate tests for formative assessments to determine student academic needs. Use the results to address reading and math interventions in CCR and RTI classes.	Academic Support Program	08/06/2015	05/11/2016	\$0	No Funding Required	Math and English/Reading Faculty, RTI teachers

Measurable Objective 2:

demonstrate a proficiency in reading comprehension of complex texts in English Language Arts by 10% of Eleventh grade students meeting benchmarks by 05/11/2016 as measured by ACT and Compass.

Strategy 1:

Reading for College - Reading for College Success will incorporate a variety of strategies for building reading skills using complex texts. Teachers will incorporate texts that have higher Lexile levels along with implementing text dependent activities and analysis. This will lead students to make inferences about what a text says explicitly as well as determining where the text leaves matters uncertain.

Category:

Research Cited: ELA Network, Text Complexity: Raising Rigor in Reading by: Douglas Fisher, Kentucky Common Core Standards for Informational Reading

Activity - Teacher Training on Text Complexity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in the English Department as well as Department Chairs in other disciplines will be provided with the book Text Complexity: Raising Rigor in Reading by Douglas Fisher, Nancy Frey, and Diane Lapp. (A section in the library has been designated as a professional library available to all teachers.) The text will give strategies for teaching students how to do close readings of informational texts and disseminate what they are reading. Additional books will be ordered as needed.	Direct Instruction	08/11/2015	05/11/2016	\$100	General Fund	Department Chairs and ELA Teachers

Activity - Reading for College Success	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Courses for Reading for College Success will be offered for juniors and seniors who need to meet the benchmark in reading on the ACT. Through this course, students will learn strategies for success on the ACT as well as have the opportunity to take the COMPASS test. This course will also show students how to connect what they are reading with their schema in order to form a better understanding of the texts. Students will use available technology: WIN Software and EverFi	Direct Instruction	08/11/2015	05/11/2016	\$0	No Funding Required	Mr. Glaser, Ms. Muncy, Mrs. White, Mr. Meehan, Mrs. Roll

Activity - Junior English Rotation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The junior class is divided between three ELA teachers and rotates each nine weeks. This allows for a smaller class size and for more one-on-one interaction with students. This also allows individual teachers to teach in an area of their expertise (drama, short stories, novels, poetry, informational) in reading which are part of the ACT. An entire 9 week period is also dedicated to grammar.	Class Size Reduction	08/11/2015	05/11/2016	\$0	No Funding Required	Linda Teague, Effie Stidham, Jennifer Adams

Goal 5: Increase the school average ACT score 1 point in Reading.

Measurable Objective 1:

A 10% increase of Eleventh grade students will demonstrate a proficiency in reading comprehension of complex texts in English Language Arts by 03/25/2016 as measured by ACT and Compass scores .

Strategy 1:

Reading for College Success - Reading for College Success will incorporate a variety of strategies for building reading skills using complex texts. Teachers will incorporate texts that have higher Lexile levels along with implementing text dependent activities and analysis. This will lead students to make inferences about what a text says explicitly as well as determining where the text leaves matters uncertain.

Category:

Research Cited: ELA Network, Text Complexity: Raising Rigor in Reading by: Douglas Fisher, Kentucky Common Core Standards for Informational Reading

Activity - Teacher Training on Text Complexity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in the English Department as well as Department Chairs in other disciplines will be provided with the book Text Complexity: Raising Rigor in Reading by Douglas Fisher, Nancy Frey, and Diane Lapp. (A section in the library has been designated for these and similar books that are available to all teachers.) The text will give strategies for teaching students how to do close readings of informational texts and disseminate what they are reading. Additional books will be ordered as needed.	Professional Learning	08/11/2015	05/11/2016	\$100	General Fund	Department Chair & ELA Teachers

Activity - Reading for College Success	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Courses for Reading for College Success will be offered for juniors and seniors who need to meet the benchmark in reading on the ACT. Through this course, students will learn strategies for success on the ACT as well as have the opportunity to take the COMPASS test. This course will also show students how to connect what they are reading with their schema in order to form a better understanding of the texts. Students will use available technology: John Baylor Test Prep, Discovery Ed; OdeysseyWare; and KYC3R.	Direct Instruction	08/11/2015	05/11/2016	\$0	No Funding Required	Mr. Glaser, Ms. Muncy, Mrs. White, Mr. Meehan, Mrs. Roll

Activity - Junior English Rotation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The junior class is divided between three ELA teachers and rotate each nine weeks. This allows for a smaller class size and for more one-on-one interaction with students. This also allows individual teachers to teach in an area of their expertise (drama, short stories, novels, poetry, informational) in reading which are part of the ACT.	Class Size Reduction	08/11/2015	05/11/2016	\$0	No Funding Required	Linda Teague, Effie Fugate, Jennifer Adams,

Goal 6: Maintain the cohort graduation rate at 100%

Measurable Objective 1:

collaborate to maintain graduation rate at 100% by 05/26/2016 as measured by tracking Infinite Campus data.

Strategy 1:

Addressing Different Learning Styles - Students needs will be met by using different learning styles through seeing, hearing, and touching (Bloom's Taxonomy) thereby keeping students engaged and involved thus preventing students from dropping out.

Category: Integrated Methods for Learning

Research Cited: Common Core Standards, Blooms Taxonomy

Activity - Performance Based Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in each department will offer performance based activities to allow students a choice of activities demonstrating mastery.	Academic Support Program	08/11/2015	05/11/2016	\$0	No Funding Required	Teachers, Principal, Guidance Counselor

Activity - ILP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ILP's are monitored and updated as needed	Academic Support Program	08/11/2015	05/11/2016	\$0	No Funding Required	Principal, teachers

Strategy 2:

8th Grade Orientation - 8th grade students will participate in an 9th grade orientation during the last week of their 8th grade year. They will visit the high school, spend time with administration, teachers and students in order to become familiar with their surroundings. Orientation will also be offered in the fall before school begins so they have another chance to become familiar with the school and how the schedule runs. Junior and senior students will guide building tours for the 8th graders forming a connection along with a familiar face at Hazard High School. The ARI Student Senate Members have also developed a short film for 8th graders to watch to familiarize themselves with the school culture of HHS.

Category: Management Systems

Research Cited: www.mentoring.org, FYRSC's, School Report Card, KDE Graduation Rate data.

Activity - Transition to High School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

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Incoming freshmen will visit the high school in late spring for Mentoring/Orientation. Rising juniors and seniors will be matched with groups of 8th graders. These students will be given a tour of the building, oriented to the schedule, policies, be allowed to have Q & A time, meet teachers, and allowed to investigate extracurricular opportunities. This will allow the incoming freshman to form relationships with their mentors. These students will remain "paired" for the next two years to allow for guidance from peers.	Recruitment and Retention	04/01/2016	05/26/2016	\$0	No Funding Required	Guidance Counselor, Faculty, Principal, Students
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Goal 7: Title I

Measurable Objective 1:

collaborate to use the School-Wide Title I program to serve the needs of the students at Hazard High School by 05/26/2016 as measured by 95% successful transition for graduating seniors..

Strategy 1:

Check Programs, Schedules, Grades - All student transcripts will be checked at least twice at the end of the semester or school year to evaluate student needs and create schedules and programs that will address those needs. This will include graduation requirements, career pathways, ILP completions, and GPA to be sure that students are on track for a successful graduation and preparation for college/career success.

Category:

Activity - Student Checks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student transcripts and student records, ILP's will be checked each summer to evaluate student needs. The results will influence student schedules, (AP courses, RTI courses, CCR courses, and vocational school placement). All students will be allowed to take any of the courses offered. Graduation requirements will take priority--all students may choose to take any of the other classes including electives or honors/AP classes.	Other	08/05/2015	05/26/2016	\$0	No Funding Required	Mr. Day, Ms. Combs, Mr. Mobelini

Strategy 2:

Tutoring - Tutoring will be offered before school and during 7th period for all students.

Category:

Research Cited: CIITS, Ky Common Core Standards for Math, Reading, English, RTI

Activity - Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English and Math tutoring is offered before school and during 7th period. All students are encouraged to go to tutoring as they have need. Students who have a specific academic need will be required to go to tutoring to improve their grades.	Academic Support Program	08/11/2015	05/26/2016	\$5000	General Fund	Mrs. Teague, Mr. Glaser, Mrs. Croll, Mrs. Wilder, Mr. Mobelini

Goal 8: Increase the percentage of effective principals and teachers to 100% in 2017.

Measurable Objective 1:

demonstrate a proficiency in measuring teacher effectiveness by 05/26/2016 as measured by Professional Growth and Effectiveness System.

Strategy 1:

Danielson Framework Training - Develop common language and understanding of the five domains in effective teaching for the TPGES.

Category: Continuous Improvement

Research Cited: Danileson Framework /TPGES

Activity - Peer Observation Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in correct protocol for peer observations.	Professional Learning	08/05/2015	05/26/2016	\$0	No Funding Required	Principal/ District Office staff

Activity - Development of Student Growth Goals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Development of Student Growth Goals based on student need as identified in School Improvement Plans and corresponding rubric to identify level of success in achieving intermediate goals toward long range target.	Professional Learning	08/03/2015	09/30/2015	\$0	No Funding Required	Principal/District Office Staff

Activity - ISLN Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Attend ISLN meeting to maintain updates in instructional practices.	Professional Learning	08/03/2015	05/11/2016	\$0	No Funding Required	Instructional supervisors, principals and administrators

Strategy 2:

Analysis of PGES implementation plan - District and school level analysis of implementation monitoring plan results and PGES data.

Category: Continuous Improvement

Research Cited: PGES

Activity - Identify professional learning needs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify professional learning needs.	Professional Learning	08/03/2015	05/11/2016	\$0	No Funding Required	Principals/teachers

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Activity - Schedules	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Potential shifts in calendars and schedules/daily use of time, roles and responsibilities for administrators and teacher leaders	Professional Learning	08/03/2015	05/26/2016	\$0	No Funding Required	Principals/teachers

Goal 9: 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 05/27/2016 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: Continuous Improvement

Research Cited: Assessment Results

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. Encourage all teachers to participate in each area of Program Review.	Policy and Process	08/03/2015	05/26/2016	\$0	No Funding Required	principal/staff

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. PLC meetings will be held to discuss necessary documentation for each area.	Professional Learning	08/03/2015	05/26/2016	\$0	No Funding Required	Principal and Staff

Activity - Rubrics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Examine the rubrics used in a program review. Consider the existing sources and evidence to inform the overall program assessment.	Policy and Process	08/03/2015	09/30/2015	\$0	No Funding Required	Principal and Staff

Activity - Review Program Review Ratings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Hazard High School

Review PR ratings in ASSIST and provide feedback through identifying and analyzing gaps in particular program areas to determine next steps for continuous improvement. Maintain all Distinguished categories.	Policy and Process	08/03/2015	05/26/2016	\$0	No Funding Required	Principal and Staff
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Goal 10: Reduce the percentage of students scoring novice by 50% in 2019-2020.

Measurable Objective 1:

10% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a behavior of proficiency in reading in Reading by 05/26/2016 as measured by English 10 EOC as well as by ACT Reading scores.

Strategy 1:

Literacy RTI - Continuous, rigorous RTI work to ensure students meet proficiency in reading.

Category: Continuous Improvement

Research Cited: RTI, Literacy Initiatives

Activity - Literacy RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All sophomore students will participate in an RTI program to increase reading proficiency. This program will consist of English teachers pulling sophomore students in small groups for intense reading practice as well as utilizing WIN Software for College and Career Readiness. Additionally, tutoring in reading will be offered for all students before school, during 7th period study hall, and after school on an as needed basis.	Tutoring, Direct Instruction, Academic Support Program, Class Size Reduction	08/06/2015	05/26/2016	\$0	No Funding Required	Donald Mobelini, Jennifer Adams, Effie Stidham, Linda Teague, Jocelyn White

Strategy 2:

Math RTI - This strategy will incorporate one-on-one instruction as well as RTI approaches to ensure that students meet math proficiency.

Category: Continuous Improvement

Research Cited: RTI, CCR, Math Initiatives

Activity - Math RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Math teachers will work with students on an individual basis in tutoring. Tutoring is open to all students before school, during 7th period study hall, as well as after school on an as needed basis. Tutoring will be required for upper level math courses. All juniors will additionally be placed in a peer tutoring program during school hours. Juniors will be paired with seniors who have met the state benchmark in math. They will have tutoring sessions two days a week for two hours each day.</p>	<p>Tutoring, Direct Instruction, Academic Support Program, Class Size Reduction</p>	<p>08/06/2015</p>	<p>05/26/2016</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Donald Mobelini, Luke Glaser, Mark Dixon, Anne Kuhnen, Carla Croll</p>
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
EOC Test Prep	ELA teachers will use Passing the Kentucky Quality Core English 10 End-of-Course Assessment text in order to better prepare students for what they will see on the EOC test. This includes diagnostic tests which can be used to measure areas of need, strategies for success in reading. Sophomore students will also take part in an RTI program that will incorporate reading strategies and skills necessary to do well on the English II EOC.	Direct Instruction	08/06/2015	05/27/2016	\$112	Jennifer Adams, Effie Stidham, Jocelyn White
EOC Test Prep	ELA teachers will use Passing the Kentucky Quality Core English 10 End-of-Course Assessment text in order to better prepare students for what they will see on the EOC test. This includes diagnostic tests which can be used to measure areas of need, strategies for success, reading strategies, as well as specific information about test readings.	Direct Instruction	03/01/2013	05/16/2014	\$112	Linda Teague, Jennifer Adams, Effie Stidham, Jocelyn White
Total					\$224	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development ILP	Teachers who are responsible for the ILP will receive appropriate training updates.	Professional Learning	08/05/2015	05/11/2016	\$0	Mrs. Patrick, Ms. Muncy, Mrs. Combs, Mr. Day
Schedules	Potential shifts in calendars and schedules/daily use of time, roles and responsibilities for administrators and teacher leaders	Professional Learning	08/03/2015	05/26/2016	\$0	Principals/teachers
One-To-One	Novice and Apprentice students will benefit from one on one peer tutoring and Proficient/Distinguished students will gain better proficiency through review. The students will use the ACT prep book from Cambridge ACT/PLAN/Explore Victory Vol. 1 and various other texts. The math teachers direct this plan matching the students and directing the focus of the math tutoring. The students are in the library with teachers circulating to offer guidance, answer questions, and ensure students are on-task.	Tutoring	01/01/2016	05/26/2016	\$0	Math Department, Principal

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Academic Benchmarks	Use of the WIN Program, EverFi, and ACT practice tests and other appropriate tests for formative assessments to determine student academic needs. Use the results to address reading and math interventions in CCR and RTI classes.	Academic Support Program	08/06/2015	05/11/2016	\$0	Math and English/Reading Faculty, RTI teachers
Expectations and Procedures	Inform staff of the expectations and procedures as defined by the district external review process. PLC meetings will be held to discuss necessary documentation for each area.	Professional Learning	08/03/2015	05/26/2016	\$0	Principal and Staff
Practice Testing	The students will be taken to a room and administered the practice test to help them with managing their test taking skills. This will also better prepare them for testing conditions. Teachers will review their scores and use that information as formative assessments to guide instruction in the classroom and with the one-to-one tutoring.	Direct Instruction	08/11/2015	05/11/2016	\$0	Math Department, Principal
Development of Student Growth Goals	Development of Student Growth Goals based on student need as identified in School Improvement Plans and corresponding rubric to identify level of success in achieving intermediate goals toward long range target.	Professional Learning	08/03/2015	09/30/2015	\$0	Principal/District Office Staff
Junior English Rotation	The junior class is divided between three ELA teachers and rotate each nine weeks. This allows for a smaller class size and for more one-on-one interaction with students. This also allows individual teachers to teach in an area of their expertise (drama, short stories, novels, poetry, informational) in reading which are part of the ACT.	Class Size Reduction	08/11/2015	05/11/2016	\$0	Linda Teague, Effie Fugate, Jennifer Adams,
ILP Career Matchmaker/Career Clusters	Use results of ILP Career Interest Inventory from 8th-11th grade to guide student course of study.	Career Preparation/Orientation	06/30/2015	05/11/2016	\$0	Mrs. Combs Mrs. Patrick Ms. Muncy Mr. Day Mr. Mobelini
Literacy RTI	All sophomore students will participate in an RTI program to increase reading proficiency. This program will consist of English teachers pulling sophomore students in small groups for intense reading practice as well as utilizing WIN Software for College and Career Readiness. Additionally, tutoring in reading will be offered for all students before school, during 7th period study hall, and after school on an as needed basis.	Tutoring, Direct Instruction, Academic Support Program, Class Size Reduction	08/06/2015	05/26/2016	\$0	Donald Mobelini, Jennifer Adams, Effie Stidham, Linda Teague, Jocelyn White
Algebra Alignment	The Math PLC will meet weekly to align and map the Algebra 1, Algebra 1.5, and Algebra 2 Curriculum.	Other	08/03/2015	05/20/2016	\$0	Math Department
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. Encourage all teachers to participate in each area of Program Review.	Policy and Process	08/03/2015	05/26/2016	\$0	principal/staff

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Math RTI	Math teachers will work with students on an individual basis in tutoring. Tutoring is open to all students before school, during 7th period study hall, as well as after school on an as needed basis. Tutoring will be required for upper level math courses. All juniors will additionally be placed in a peer tutoring program during school hours. Juniors will be paired with seniors who have met the state benchmark in math. They will have tutoring sessions two days a week for two hours each day.	Tutoring, Direct Instruction, Academic Support Program, Class Size Reduction	08/06/2015	05/26/2016	\$0	Donald Mobelini, Luke Glaser, Mark Dixon, Anne Kuhnen, Carla Croll
Work Keys/ASVAB Benchmarks	Monitor the implementation of remediation strategies for students not meeting Work Keys or ASVAB benchmarks. Files will be created and maintained for all students in the form of RTI forms with complete interventions taking place.	Academic Support Program	08/05/2015	05/11/2016	\$0	District Staff
Rubrics	Examine the rubrics used in a program review. Consider the existing sources and evidence to inform the overall program assessment.	Policy and Process	08/03/2015	09/30/2015	\$0	Principal and Staff
Meet Benchmarks	Use of the KYC3R Program, EverFi, Win Software, ACT practice tests and other appropriate tests for formative assessments to determine student academic needs. Use the results to address reading and math interventions in CCR and RTI classes. Students who need to meet a specific benchmark will be placed, in small groups, with a teacher in that field. There will be more rigorous work as well as one-on-one tutoring opportunities.	Direct Instruction	08/06/2015	05/11/2016	\$0	Math Department; English Department; Mrs. Patrick, Mrs. Combs, Ms. Muncy
Student Checks	Student transcripts and student records, ILP's will be checked each summer to evaluate student needs. The results will influence student schedules, (AP courses, RTI courses, CCR courses, and vocational school placement). All students will be allowed to take any of the courses offered. Graduation requirements will take priority--all students may choose to take any of the other classes including electives or honors/AP classes.	Other	08/05/2015	05/26/2016	\$0	Mr. Day, Ms. Combs, Mr. Mobelini
Reading for College Success	Courses for Reading for College Success will be offered for juniors and seniors who need to meet the benchmark in reading on the ACT. Through this course, students will learn strategies for success on the ACT as well as have the opportunity to take the COMPASS test. This course will also show students how to connect what they are reading with their schema in order to form a better understanding of the texts. Students will use available technology: John Baylor Test Prep, Discovery Ed; OdeysseyWare; and KYC3R.	Direct Instruction	08/11/2015	05/11/2016	\$0	Mr. Glaser, Ms. Muncy, Mrs. White, Mr. Meehan, Mrs. Roll
Peer Observation Training	Teachers will be trained in correct protocol for peer observations.	Professional Learning	08/05/2015	05/26/2016	\$0	Principal/ District Office staff
Student Scheduling	All students at Hazard High School will be encouraged to take at least 4 courses in the vocational studies curriculum.	Career Preparation/Orientation	08/10/2015	05/11/2016	\$0	Mr. Mobelini, Mr. Day, Mrs. Combs

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English II RTI Program	This activity will involve pulling small groups of students from their 2nd period elective course three days a week, rotated between three teachers. This will average out to seeing our RTI kids for more intense prep work once a month. In the program, we will focus on reading skills by using WIN software as well as practice EOC tests. This will allow students to feel more comfortable with the online testing situation as well as let the students have a more one-on-one learning experience. Co-Teaching for Gap Closure will also be utilized as the course will be a collaborative effort between three English II teachers. Areas for improvement will be discussed within PLC meetings as well as success of our students.	Direct Instruction, Academic Support Program, Class Size Reduction	08/19/2015	05/11/2016	\$0	Jennifer Adams, Effie Stidham, Jocelyn White
ISLN Meetings	Attend ISLN meeting to maintain updates in instructional practices.	Professional Learning	08/03/2015	05/11/2016	\$0	Instructional supervisors, principals and administrators
Benchmarks	Monitor academic and behavior benchmarks and cut scores.	Policy and Process	08/03/2015	05/27/2016	\$0	District Staff
Career Pathways	As a freshman, students will be assigned to a teacher-mentor in one of the career pathways they have chosen with their ILP. Teachers will offer career preparation advice using an educational plan of courses for students to reach their desired goal in the ILP. Students will then have a planned course of study that can be altered if their interests change.	Academic Support Program	08/10/2015	05/11/2016	\$0	Appropriate number of Faculty from each department Mr. Day Mrs. Combs
Identify professional learning needs	Identify professional learning needs.	Professional Learning	08/03/2015	05/11/2016	\$0	Principals/teachers
Additional Vocational Programs	Offer additional career pathways/vocational courses for students both on-site and at HCTC.	Academic Support Program	08/06/2015	05/11/2016	\$0	Vocational Department/HCTC Staff members
Junior English Rotation	The junior class is divided between three ELA teachers and rotates each nine weeks. This allows for a smaller class size and for more one-on-one interaction with students. This also allows individual teachers to teach in an area of their expertise (drama, short stories, novels, poetry, informational) in reading which are part of the ACT. An entire 9 week period is also dedicated to grammar.	Class Size Reduction	08/11/2015	05/11/2016	\$0	Linda Teague, Effie Stidham, Jennifer Adams
Literacy & Math RTI	RTI program will be established in reading for Sophomore level students as well as Seniors who need to meet the reading benchmark. Math will also offer tutoring services as well as peer tutoring opportunities for students. Both programs will utilize WIN Software.	Extra Curricular, Tutoring, Direct Instruction, Academic Support Program, Class Size Reduction	08/03/2015	05/27/2016	\$0	High School English and Math teachers, District Staff, Principal

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Hazard High School

Analyze Curriculum	-Analyze curriculum to identify gaps -Make necessary adjustments to curriculum -utilize instructional resources, - disseminate updated/revised curriculum to teachers -ensure teachers implement curriculum - monitor implementation	Policy and Process	08/03/2015	05/27/2016	\$0	District Staff
Transition to High School	Incoming freshmen will visit the high school in late spring for Mentoring/Orientation. Rising juniors and seniors will be matched with groups of 8th graders. These students will be given a tour of the building, oriented to the schedule, policies, be allowed to have Q & A time, meet teachers, and allowed to investigate extracurricular opportunities. This will allow the incoming freshman to form relationships with their mentors. These students will remain "paired" for the next two years to allow for guidance from peers.	Recruitment and Retention	04/01/2016	05/26/2016	\$0	Guidance Counselor, Faculty, Principal, Students
ILP	ILP's are monitored and updated as needed	Academic Support Program	08/11/2015	05/11/2016	\$0	Principal, teachers
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. Maintain all Distinguished categories.	Policy and Process	08/03/2015	05/26/2016	\$0	Principal and Staff
Progress Monitoring	The students will be given assessments throughout the course to assess where they are and where they need to go. The teachers will monitor the implementation of instruction by walk through and assessment checks. WIN Software will also be used to gauge growth.	Academic Support Program	08/11/2015	05/11/2016	\$0	Math Department, ELA Department, Principal
Performance Based Activities	Teachers in each department will offer performance based activities to allow students a choice of activities demonstrating mastery.	Academic Support Program	08/11/2015	05/11/2016	\$0	Teachers, Principal, Guidance Counselor
Reading for College Success	Courses for Reading for College Success will be offered for juniors and seniors who need to meet the benchmark in reading on the ACT. Through this course, students will learn strategies for success on the ACT as well as have the opportunity to take the COMPASS test. This course will also show students how to connect what they are reading with their schema in order to form a better understanding of the texts. Students will use available technology: WIN Software and EverFi	Direct Instruction	08/11/2015	05/11/2016	\$0	Mr. Glaser, Ms. Muncy, Mrs. White, Mr. Meehan, Mrs. Roll
Total					\$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Comprehensive School Improvement Plan

Hazard High School

Text Complexity	ELA teachers will use Text Complexity: Raising Rigor in Reading by Douglas Fisher to increase students comprehension abilities with higher Lexile leveled readings. This will involve teaching students how to perform close readings of materials as well as how to disseminate complex texts in a timed setting. Students will also be given summer reading assignments as well as a reading project to be completed throughout the school year.	Direct Instruction	08/06/2015	05/27/2016	\$100	Jennifer Adams, Effie Stidham, Jocelyn White
Tutoring	English and Math tutoring is offered before school and during 7th period. All students are encouraged to go to tutoring as they have need. Students who have a specific academic need will be required to go to tutoring to improve their grades.	Academic Support Program	08/11/2015	05/26/2016	\$5000	Mrs. Teague, Mr. Glaser, Mrs. Croll, Mrs. Wilder, Mr. Mobelini
Text Complexity	ELA teachers will use Text Complexity: Raising Rigor in Reading by Douglas Fisher to increase students comprehension abilities with higher Lexile leveled readings. This will involve teaching students how to perform close readings of materials as well as how to disseminate complex texts in a timed setting. More reading will also be required of students. Teachers will push students to go outside their comfort zone in reading. All Sophomores will complete summer reading assignments prior to Sophomore year as well as a reading project that is on-going throughout the school year. This will involve students reading four self-selected texts of appropriate reading level.	Direct Instruction	05/29/2015	05/11/2016	\$100	Jennifer Adams, Effie Stidham, Jocelyn White
Teacher Training on Text Complexity	Teachers in the English Department as well as Department Chairs in other disciplines will be provided with the book Text Complexity: Raising Rigor in Reading by Douglas Fisher, Nancy Frey, and Diane Lapp. (A section in the library has been designated as a professional library available to all teachers.) The text will give strategies for teaching students how to do close readings of informational texts and disseminate what they are reading. Additional books will be ordered as needed.	Direct Instruction	08/11/2015	05/11/2016	\$100	Department Chairs and ELA Teachers
Teacher Training on Text Complexity	Teachers in the English Department as well as Department Chairs in other disciplines will be provided with the book Text Complexity: Raising Rigor in Reading by Douglas Fisher, Nancy Frey, and Diane Lapp. (A section in the library has been designated for these and similar books that are available to all teachers.) The text will give strategies for teaching students how to do close readings of informational texts and disseminate what they are reading. Additional books will be ordered as needed.	Professional Learning	08/11/2015	05/11/2016	\$100	Department Chair & ELA Teachers
Total					\$5400	

Perkins

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Comprehensive School Improvement Plan

Hazard High School

Program Review	Incorporate the goals and strategies in the PL/CS Program Review Rubric. Monitor progress in weekly PLC meetings.	Policy and Process	08/05/2015	05/11/2016	\$0	Mrs. Combs, Ms. Muncy, and Mrs. Patrick, Mr. Fannin, Ms. Muncy
ILP	Career and Interest Inventory from student ILP will be used to find students who have expressed interest in FCS, Nursing, and Office Technology and these students will be scheduled for at least 4 of the appropriate classes in order to qualify for the KOSSA and IC3 tests.	Career Preparation/Orientation	06/12/2015	05/13/2016	\$0	Ms. Patrick, Ms. Muncy, Ms. Combs, Mr. Day
Industry Certification	MSoftware Specialist will be offered as a course to facilitate students passing the IC3 assessment. Students in 4th period will be given the tests by the end of 1st semester. Students in the 5th period class will be given the tests during the school year.	Career Preparation/Orientation	08/06/2015	05/11/2016	\$3000	Kathy Patrick Denise Combs
Total					\$3000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Transition Activities	Offer effective transition courses for students not meeting benchmarks.	Career Preparation/Orientation	08/07/2015	05/13/2016	\$0	Counselor, Principal and teachers
Total					\$0	

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

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	Assessment data (KPREP, EOC tests, ACT, CCR, School Report Card, Gap Group Analysis) were desegregated to determine areas of need within our school.	

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	PLCs have worked together to strengthen the core academic program to ensure rigorous content is covered. A district-wide instructional ladder is used to ensure that gaps in curriculum do not exist between grade levels and teachers within the district communicate often when issues arise in newly found gaps. More strenuous courses continue to be added to the curriculum to push students toward College and Career Readiness. RTI programs have been revamped to address needs in math and reading.	

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	We have an RTI program in place for reading and math. First of all, seniors who have not met the state benchmarks are placed in small, one-on-one instruction with math and English teachers. Within these CCR courses, students also have access to WIN Software which is a college readiness program. Sophomore students also have a built in RTI program to increase reading abilities. Lastly, tutoring is available for all students 7th period.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	All teachers are certified in their area of teaching. We have 7 non-tenured teachers, with two completed their KTIP internship.	

Comprehensive School Improvement Plan

Hazard High School

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		

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	Parent's Night (Open House events) each midterm for the four grading periods, District-Wide Parent's Night, Literacy Nights, Parent Orientation prior to the beginning of the school year.	

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	District-level PD was provided as well as school-level PD. Teachers also have access to PD through CIITS to address areas of individual need noted in TELL surveys or through reflections on their teaching.	

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	PLC and RTI programs address needs and plan accordingly to develop research-based strategies for student success.	

Comprehensive School Improvement Plan

Hazard High School

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		

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	RTI program for students who fall into the gap group has been developed and will be closely monitored and evaluated as an on-going process for improving instruction to meet the needs of these identified students.	

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		

Comprehensive School Improvement Plan

Hazard High School

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		

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	http://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 current teachers are considered 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	PD is based upon current needs of the faculty. Need is determined by academic achievement data, college and career readiness, and TELL Survey results.	

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	Para-Educator works with two highly qualified teachers within the same classroom setting.	

Comprehensive School Improvement PlanHazard High School

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		

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		

Phase II - KDE Compliance and Accountability - Schools

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.

Planning and Accountability Requirements

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

Goal 1:

Increase the number of students scoring Proficient or Distinguished on the English II EOC test by 2% each year.

Measurable Objective 1:

demonstrate a proficiency in English II EOC Testing by 05/17/2017 as measured by disseminating scores each year and targeting students we feel may fall into the Novice or Apprentice category for extra guidance and instruction.

Strategy1:

Operation English 10 EOC Success - ELA teachers will work together to align the curriculum for English II with the Kentucky CCS as well as recommendations from Quality Core. Teachers will work to incorporate rigor and relevance into the content as well as experiment with ways to approach differentiated instruction and assessment in the classroom based on students' needs and their learning preference. A variety of educational tools will be used such as WIN Software and individualized tutoring. An RTI program will also be incorporated throughout English II courses and will be co-taught to meet the needs of a more diverse audience. We will also incorporate LDC Modules into the English curriculum in order to raise rigor.

Category: Career Readiness Pathways

Research Cited: Course & Assessment Alignment, Curriculum Assessment & Alignment, Program Review, Best Practices, Progress Monitoring, Kentucky Common Core Standards, KVEC.

Activity - Text Complexity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA teachers will use Text Complexity: Raising Rigor in Reading by Douglas Fisher to increase students comprehension abilities with higher Lexile leveled readings. This will involve teaching students how to perform close readings of materials as well as how to disseminate complex texts in a timed setting. More reading will also be required of students. Teachers will push students to go outside their comfort zone in reading. All Sophomores will complete summer reading assignments prior to Sophomore year as well as a reading project that is on-going throughout the school year. This will involve students reading four self-selected texts of appropriate reading level.	Direct Instruction	08/10/2016	05/17/2017	\$100 - General Fund	Jennifer Adams, Effie Stidham, Jocelyn White

Comprehensive School Improvement Plan

Hazard High School

Activity - EOC Test Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA teachers will use Passing the Kentucky Quality Core English 10 End-of-Course Assessment text in order to better prepare students for what they will see on the EOC test. This includes diagnostic tests which can be used to measure areas of need, strategies for success, reading strategies, as well as specific information about test readings.	Direct Instruction	08/10/2016	05/17/2017	\$112 - District Funding	Linda Teague, Jennifer Adams, Effie Stidham, Jocelyn White

Goal 2:

Increase the College and Career Readiness from 71.6% to TBD.

Measurable Objective 1:

demonstrate a proficiency in reading comprehension of complex texts in English Language Arts by 10% of Eleventh grade students meeting benchmarks by 05/17/2017 as measured by ACT and Compass.

Strategy1:

Reading for College - Reading for College Success will incorporate a variety of strategies for building reading skills using complex texts. Teachers will incorporate texts that have higher Lexile levels along with implementing text dependent activities and analysis. This will lead students to make inferences about what a text says explicitly as well as determining where the text leaves matters uncertain.

Category: Career Readiness Pathways

Research Cited: ELA Network, Text Complexity: Raising Rigor in Reading by: Douglas Fisher, Kentucky Common Core Standards for Informational Reading

Activity - Junior English Rotation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The junior class is divided between three ELA teachers and rotates each nine weeks. This allows for a smaller class size and for more one-on-one interaction with students. This also allows individual teachers to teach in an area of their expertise (drama, short stories, novels, poetry, informational) in reading which are part of the ACT. An entire 9 week period is also dedicated to grammar.	Class Size Reduction	08/10/2016	05/17/2017	\$0 - No Funding Required	Linda Teague, Effie Stidham, Jennifer Adams

Measurable Objective 2:

collaborate to increase student CCR from 71.6% to TBD. by 05/17/2017 as measured by State Guidelines.

Strategy1:

Career Readiness Pathways - Monitor and support the implementation of the CTE programs to create career pathways for each CTE program that leads to an industry certification or KOSAA certification.

Category: Management Systems

Research Cited: TEDS

College and Career Readiness Requirements

Comprehensive School Improvement Plan

Hazard High School

Activity - Industry Certification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MSoftware Specialist will be offered as a course to facilitate students passing the IC3 assessment. Students in 4th period will be given the tests by the end of 1st semester. Students in the 5th period class will be given the tests during the school year.	Career Preparation/ Orientation	08/10/2016	05/17/2017	\$3000 - Perkins	Kathy Patrick Denise Combs

Activity - Additional Vocational Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Offer additional career pathways/vocational courses for students both on-site (Nursing) and at HCTC.	Academic Support Program	08/10/2016	05/10/2017	\$0 - No Funding Required	Vocational Department/HCTC Staff members

Goal 3:

Increase the school average ACT score 1 point in Reading.

Measurable Objective 1:

A 10% increase of Eleventh grade students will demonstrate a proficiency in reading comprehension of complex texts in English Language Arts by 03/30/2017 as measured by ACT and Compass scores .

Strategy1:

Reading for College Success - Reading for College Success will incorporate a variety of strategies for building reading skills using complex texts. Teachers will incorporate texts that have higher Lexile levels along with implementing text dependent activities and analysis. This will lead students to make inferences about what a text says explicitly as well as determining where the text leaves matters uncertain.

Category:

Research Cited: ELA Network, Text Complexity: Raising Rigor in Reading by: Douglas Fisher, Kentucky Common Core Standards for Informational Reading

Activity - Junior English Rotation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The junior class is divided between three ELA teachers and rotate each nine weeks. This allows for a smaller class size and for more one-on-one interaction with students. This also allows individual teachers to teach in an area of their expertise (drama, short stories, novels, poetry, informational) in reading which are part of the ACT.	Class Size Reduction	08/11/2015	05/11/2016	\$0 - No Funding Required	Linda Teague, Effie Fugate, Jennifer Adams,

Goal 4:

Maintain the cohort graduation rate at 100%

Measurable Objective 1:

collaborate to maintain graduation rate at 100% by 05/30/2017 as measured by tracking Infinite Campus data.

Comprehensive School Improvement Plan

Hazard High School

Strategy1:

8th Grade Orientation - 8th grade students will participate in an 9th grade orientation during the last week of their 8th grade year. They will visit the high school, spend time with administration, teachers and students in order to become familiar with their surroundings. Orientation will also be offered in the fall before school begins so they have another chance to become familiar with the school and how the schedule runs. Junior and senior students will guide building tours for the 8th graders forming a connection along with a familiar face at Hazard High School. The ARI Student Senate Members have also developed a short film for 8th graders to watch to familiarize themselves with the school culture of HHS.

Category: Management Systems

Research Cited: www.mentoring.org, FYRSC's, School Report Card, KDE Graduation Rate data.

Activity - Transition to High School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incoming freshmen will visit the high school in late spring for Mentoring/Orientation. Rising juniors and seniors will be matched with groups of 8th graders. These students will be given a tour of the building, oriented to the schedule, policies, be allowed to have Q & A time, meet teachers, and allowed to investigate extracurricular opportunities. This will allow the incoming freshman to form relationships with their mentors. These students will remain "paired" for the next two years to allow for guidance from peers.	Recruitment and Retention	08/10/2016	05/17/2017	\$0 - No Funding Required	Guidance Counselor, Faculty, Principal, Students

Strategy2:

Addressing Different Learning Styles - Students needs will be met by using different learning styles through seeing, hearing, and touching (Bloom's Taxonomy) thereby keeping students engaged and involved thus preventing students from dropping out.

Category: Integrated Methods for Learning

Research Cited: Common Core Standards, Blooms Taxonomy

Activity - ILP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ILP's are monitored and updated as needed	Academic Support Program	08/10/2016	05/17/2017	\$0 - No Funding Required	Principal, teachers

Activity - Performance Based Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in each department will offer performance based activities to allow students a choice of activities demonstrating mastery.	Academic Support Program	08/10/2016	05/17/2017	\$0 - No Funding Required	Teachers, Principal, Guidance Counselor

Goal 5:

Increase the averaged combined reading and math EOC scores for high school non-duplicated gap group from 47.6 to 78.7 in 2018-2019.

Measurable Objective 1:

Comprehensive School Improvement Plan

Hazard High School

collaborate to increase combined reading and math EOC for high school non-duplicated gap group from 47.6 to 55 in 2016. by 05/17/2017 as measured by the School Report Card.

Strategy1:

Peer Tutoring - Advanced math students will tutor at-risk/Gap students in ACT math skills two times per week until the March ACT testing date. We have found that both the students who are tutoring and those who are tutored receive benefits from this practice.

Category: Learning Systems

Research Cited: CIITS, Blooms Taxonomy, KY Common Core Standards for Math, RTI

Activity - One-To-One	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Novice and Apprentice students will benefit from one on one peer tutoring and Proficient/Distinguished students will gain better proficiency through review. The students will use the ACT prep book from Cambridge ACT/PLAN/Explore Victory Vol. 1 and various other texts. The math teachers direct this plan matching the students and directing the focus of the math tutoring. The students are in the library with teachers circulating to offer guidance, answer questions, and ensure students are on-task.	Tutoring	08/10/2016	05/01/2017	\$0 - No Funding Required	Math Department, Principal

Strategy2:

ACT Practice Testing - Students will be given two separate ACT Practice tests for review.

Category:

Research Cited: CIITS, Math Initiative KDE

Activity - Practice Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The students will be taken to a room and administered the practice test to help them with managing their test taking skills. This will also better prepare them for testing conditions. Teachers will review their scores and use that information as formative assessments to guide instruction in the classroom and with the one-to-one tutoring.	Direct Instruction	08/10/2016	05/17/2017	\$0 - No Funding Required	Math Department, Principal

Measurable Objective 2:

demonstrate a proficiency in English II EOC Testing by disseminating scores each year and targeting students we feel may fall into the Novice or Apprentice category for extra guidance and instruction. by 05/17/2017 as measured by -End of Course Scores.

Strategy1:

Operation English 10 EOC Success - ELA teachers will work together to align the curriculum for English II with the Kentucky CCS as well as recommendations from Quality Core. Teachers will work to incorporate rigor and relevance into the content as well as experiment ways to approach differentiated instruction and assessment in the classroom based on students' needs and their learning preference. A variety of educational tools will be used.

Comprehensive School Improvement Plan

Hazard High School

Category: Continuous Improvement

Research Cited: Course & Assessment Alignment, Curriculum Assessment & Alignment, Program Review, Best Practices, Progress Monitoring, Kentucky Common Core Standards, KVEC.

Activity - Text Complexity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA teachers will use Text Complexity: Raising Rigor in Reading by Douglas Fisher to increase students comprehension abilities with higher Lexile leveled readings. This will involve teaching students how to perform close readings of materials as well as how to disseminate complex texts in a timed setting. Students will also be given summer reading assignments as well as a reading project to be completed throughout the school year.	Direct Instruction	08/10/2016	05/17/2017	\$100 - General Fund	Jennifer Adams, Effie Stidham, Jocelyn White

Activity - EOC Test Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA teachers will use Passing the Kentucky Quality Core English 10 End-of-Course Assessment text in order to better prepare students for what they will see on the EOC test. This includes diagnostic tests which can be used to measure areas of need, strategies for success in reading. Sophomore students will also take part in an RTI program that will incorporate reading strategies and skills necessary to do well on the English II EOC.	Direct Instruction	08/10/2016	05/17/2017	\$112 - District Funding	Jennifer Adams, Effie Stidham, Jocelyn White

Goal 6:

Increase the averaged combined reading and math K-PREP EOC scores for high school from 59.7% to 78.7% by 2018-19.

Measurable Objective 1:

6% of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency in the combined reading and math scores in Mathematics by 05/27/2016 as measured by EOC.

Strategy1:

RTI/KSI - Monitor academic and behavior benchmarks and cut scores.

Category: Integrated Methods for Learning

Research Cited: RTI/KSI

Activity - Benchmarks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor academic and behavior benchmarks and cut scores.	Policy and Process	08/03/2015	05/27/2016	\$0 - No Funding Required	District Staff

Strategy2:

Literacy/Math Initiative - Students will have multiple opportunities to read in class as well as independently. RTI program has been created to

Comprehensive School Improvement Plan

Hazard High School

help monitor students in reading. Math tutoring will be available, especially in EOC/ACT tested areas.

Category: Integrated Methods for Learning

Research Cited: CIITS/RTI

Activity - Literacy & Math RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI program will be established in reading for Sophomore level students as well as Seniors who need to meet the reading benchmark. Math will also offer tutoring services as well as peer tutoring opportunities for students. Both programs will utilize WIN Software.	Direct Instruction Academic Support Program Tutoring Extra Curricular Class Size Reduction	08/03/2015	05/27/2016	\$0 - No Funding Required	High School English and Math teachers, District Staff, Principal

Goal 7:

Hazard High School Collaboration in the Arts

Measurable Objective 1:

A total of 100 Ninth, Tenth, Eleventh and Twelfth grade students will complete a portfolio or performance in the area of arts & humanities based on their enrollment in chorus, advanced art, and band in Art & Humanities by 05/26/2016 as measured by the completion of a portfolio or similar performance by either participating in a talent show events/All State Chorus, marching band competitions/All-State Band, or state sponsored Art Contests as well as school displays..

Strategy1:

Encouraging Arts - This strategy will encourage students to participate in the arts and take an active roll locally as well as throughout the state in arts and humanities events. Chorus, Art, and Band teachers will work together to encourage students of all age levels to get interested in the arts and to refine their skills.

Category: Continuous Improvement

Research Cited: Arts & Humanities Program Review

Activity - Art Club	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An Art Club will be created to inspire students to pursue their artistic skills. Students will meet after school and will complete projects throughout the school year.	Extra Curricular	08/11/2015	05/26/2016	\$0 - No Funding Required	Joanna Thompson

Activity - Drama Club	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Drama Club will be created and perform at least two production within the school year. They will also be required to participate in community drama events.	Extra Curricular	08/11/2015	05/26/2016	\$500 - General Fund	Luke Glaser

Comprehensive School Improvement Plan

Hazard High School

Goal 8:

Title I

Measurable Objective 1:

collaborate to use the School-Wide Title I program to serve the needs of the students at Hazard High School by 05/17/2017 as measured by 95% successful transition for graduating seniors..

Strategy1:

Tutoring - Tutoring will be offered before school and during 7th period for all students.

Category: Persistence to Graduation

Research Cited: CIITS, Ky Common Core Standards for Math, Reading, English, RTI

Activity - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English and Math tutoring is offered before school and during 7th period. All students are encouraged to go to tutoring as they have need. Students who have a specific academic need will be required to go to tutoring to improve their grades.	Academic Support Program	08/10/2016	05/17/2017	\$5000 - General Fund	Mrs. Teague, Mr. Glaser, Mrs. Croll, Mrs. Wilder, Mr. Mobelini, Mrs. Stidham, Mrs. Wolfe

Strategy2:

Check Programs, Schedules, Grades - All student transcripts will be checked at least twice at the end of the semester or school year to evaluate student needs and create schedules and programs that will address those needs. This will include graduation requirements, career pathways, ILP completions, and GPA to be sure that students are on track for a successful graduation and preparation for college/career success.

Category: Continuous Improvement

Research Cited:

Activity - Student Checks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student transcripts and student records, ILP's will be checked each summer to evaluate student needs. The results will influence student schedules, (AP courses, RTI courses, CCR courses, and vocational school placement). All students will be allowed to take any of the courses offered. Graduation requirements will take priority--all students may choose to take any of the other classes including electives or honors/AP classes.	Other	08/10/2016	05/17/2017	\$0 - No Funding Required	Mr. Day, Ms. Combs, Mr. Mobelini

Goal 9:

Reduce the percentage of students scoring novice by 50% in 2019-2020.

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Measurable Objective 1:

10% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a behavior of proficiency in reading in Reading by 05/17/2017 as measured by English 10 EOC as well as by ACT Reading scores.

Strategy1:

Math RTI - This strategy will incorporate one-on-one instruction as well as RTI approaches to ensure that students meet math proficiency.

Category: Continuous Improvement

Research Cited: RTI, CCR, Math Initiatives

Activity - Math RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will work with students on an individual basis in tutoring. Tutoring is open to all students before school, during 7th period study hall, as well as after school on an as needed basis. Tutoring will be required for upper level math courses. All juniors will additionally be placed in a peer tutoring program during school hours. Juniors will be paired with seniors who have met the state benchmark in math. They will have tutoring sessions two days a week for two hours each day.	Tutoring Class Size Reduction Academic Support Program Direct Instruction	08/10/2016	05/17/2017	\$0 - No Funding Required	Donald Mobelini, Luke Glaser, Mark Dixon, Anne Kuhnen, Carla Croll

Strategy2:

Literacy RTI - Continuous, rigorous RTI work to ensure students meet proficiency in reading.

Category: Continuous Improvement

Research Cited: RTI, Literacy Initiatives

Activity - Literacy RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All sophomore students will participate in an RTI program to increase reading proficiency. This program will consist of English teachers pulling sophomore students in small groups for intense reading practice as well as utilizing WIN Software for College and Career Readiness. Additionally, tutoring in reading will be offered for all students before school, during 7th period study hall, and after school on an as needed basis.	Direct Instruction Class Size Reduction Tutoring Academic Support Program	08/10/2016	05/17/2017	\$0 - No Funding Required	Donald Mobelini, Jennifer Adams, Effie Stidham, Linda Teague, Jocelyn White

Goal 10:

Maintain a 94% daily attendance rate for the 2016-17 school year.

Measurable Objective 1:

collaborate to maintain 94% attendance rate by 05/12/2017 as measured by monthly attendance data.

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Strategy1:

Attendance Committee - The committee will meet on a monthly basis unless otherwise needed. The committee will look at attendance data, discuss students who seem to have an attendance problem, and arrange meetings with these students and their parents/guardians to discuss interventions. The committee consists of the principal, assistant principal, central office staff members, school secretary, guidance counselor, and teacher representative.

Category: Persistence to Graduation

Research Cited: Balfanz, R. (2013). Meeting the Challenge of Combating Chronic Absenteeism. John Hopkins School of Education.

Activity - Daily Absentee Calls	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The secretary will call each students' home on the absentee list each day to check in with parents to determine the reason for absence.	Behavioral Support Program Policy and Process	08/10/2016	05/12/2017	\$0 - No Funding Required	Secretary, Attendance Committee

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

Goal 1:

Increase the number of students scoring Proficient or Distinguished on the English II EOC test by 2% each year.

Measurable Objective 1:

demonstrate a proficiency in English II EOC Testing by 05/17/2017 as measured by disseminating scores each year and targeting students we feel may fall into the Novice or Apprentice category for extra guidance and instruction.

Strategy1:

Operation English 10 EOC Success - ELA teachers will work together to align the curriculum for English II with the Kentucky CCS as well as recommendations from Quality Core. Teachers will work to incorporate rigor and relevance into the content as well as experiment with ways to approach differentiated instruction and assessment in the classroom based on students' needs and their learning preference. A variety of educational tools will be used such as WIN Software and individualized tutoring. An RTI program will also be incorporated throughout English II courses and will be co-taught to meet the needs of a more diverse audience. We will also incorporate LDC Modules into the English curriculum in order to raise rigor.

Category: Career Readiness Pathways

Research Cited: Course & Assessment Alignment, Curriculum Assessment & Alignment, Program Review, Best Practices, Progress Monitoring, Kentucky Common Core Standards, KVEC.

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Activity - Text Complexity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA teachers will use Text Complexity: Raising Rigor in Reading by Douglas Fisher to increase students comprehension abilities with higher Lexile leveled readings. This will involve teaching students how to perform close readings of materials as well as how to disseminate complex texts in a timed setting. More reading will also be required of students. Teachers will push students to go outside their comfort zone in reading. All Sophomores will complete summer reading assignments prior to Sophomore year as well as a reading project that is on-going throughout the school year. This will involve students reading four self-selected texts of appropriate reading level.	Direct Instruction	08/10/2016	05/17/2017	\$100 - General Fund	Jennifer Adams, Effie Stidham, Jocelyn White

Activity - EOC Test Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA teachers will use Passing the Kentucky Quality Core English 10 End-of-Course Assessment text in order to better prepare students for what they will see on the EOC test. This includes diagnostic tests which can be used to measure areas of need, strategies for success, reading strategies, as well as specific information about test readings.	Direct Instruction	08/10/2016	05/17/2017	\$112 - District Funding	Linda Teague, Jennifer Adams, Effie Stidham, Jocelyn White

Goal 2:

Increase the averaged combined reading and math EOC scores for high school non-duplicated gap group from 47.6 to 78.7 in 2018-2019.

Measurable Objective 1:

demonstrate a proficiency in English II EOC Testing by disseminating scores each year and targeting students we feel may fall into the Novice or Apprentice category for extra guidance and instruction. by 05/17/2017 as measured by -End of Course Scores.

Strategy1:

Operation English 10 EOC Success - ELA teachers will work together to align the curriculum for English II with the Kentucky CCS as well as recommendations from Quality Core. Teachers will work to incorporate rigor and relevance into the content as well as experiment ways to approach differentiated instruction and assessment in the classroom based on students' needs and their learning preference. A variety of educational tools will be used.

Category: Continuous Improvement

Research Cited: Course & Assessment Alignment, Curriculum Assessment & Alignment, Program Review, Best Practices, Progress Monitoring, Kentucky Common Core Standards, KVEC.

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Activity - Text Complexity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA teachers will use Text Complexity: Raising Rigor in Reading by Douglas Fisher to increase students comprehension abilities with higher Lexile leveled readings. This will involve teaching students how to perform close readings of materials as well as how to disseminate complex texts in a timed setting. Students will also be given summer reading assignments as well as a reading project to be completed throughout the school year.	Direct Instruction	08/10/2016	05/17/2017	\$100 - General Fund	Jennifer Adams, Effie Stidham, Jocelyn White

Activity - EOC Test Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA teachers will use Passing the Kentucky Quality Core English 10 End-of-Course Assessment text in order to better prepare students for what they will see on the EOC test. This includes diagnostic tests which can be used to measure areas of need, strategies for success in reading. Sophomore students will also take part in an RTI program that will incorporate reading strategies and skills necessary to do well on the English II EOC.	Direct Instruction	08/10/2016	05/17/2017	\$112 - District Funding	Jennifer Adams, Effie Stidham, Jocelyn White

Measurable Objective 2:

collaborate to increase combined reading and math EOC for high school non-duplicated gap group from 47.6 to 55 in 2016. by 05/17/2017 as measured by the School Report Card.

Strategy1:

Curriculum Alignment - The math department will review the Algebra curriculum and will align it with the math expectations given by the state through Common Core Standards.

Category:

Research Cited: Kentucky Common Core Standards, Professional Development, Course and Assessment Alignment, Program Reviews, Consolidated Planning

Activity - Algebra Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Math PLC will meet weekly to align and map the Algebra 1, Algebra 1.5, and Algebra 2 Curriculum.	Other	08/10/2016	05/17/2017	\$0 - No Funding Required	Math Department

Strategy2:

Formative Assessment Review - The math department & ELA Department will review formative assessments in the PLC meetings. The evaluation of the students will be discussed and used to increase the abilities of the students individually.

Category: Continuous Improvement

Research Cited: Progress Monitoring, Program Reviews, Targeted Interventions

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Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The students will be given assessments throughout the course to assess where they are and where they need to go. The teachers will monitor the implementation of instruction by walk through and assessment checks. WIN Software will also be used to gauge growth.	Academic Support Program	08/10/2016	05/17/2017	\$0 - No Funding Required	Math Department, ELA Department, Principal

Strategy3:

ACT Practice Testing - Students will be given two separate ACT Practice tests for review.

Category:

Research Cited: CIITS, Math Initiative KDE

Activity - Practice Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The students will be taken to a room and administered the practice test to help them with managing their test taking skills. This will also better prepare them for testing conditions. Teachers will review their scores and use that information as formative assessments to guide instruction in the classroom and with the one-to-one tutoring.	Direct Instruction	08/10/2016	05/17/2017	\$0 - No Funding Required	Math Department, Principal

Strategy4:

Peer Tutoring - Advanced math students will tutor at-risk/Gap students in ACT math skills two times per week until the March ACT testing date. We have found that both the students who are tutoring and those who are tutored receive benefits from this practice.

Category: Learning Systems

Research Cited: CIITS, Blooms Taxonomy, KY Common Core Standards for Math, RTI

Activity - One-To-One	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Novice and Apprentice students will benefit from one on one peer tutoring and Proficient/Distinguished students will gain better proficiency through review. The students will use the ACT prep book from Cambridge ACT/PLAN/Explore Victory Vol. 1 and various other texts. The math teachers direct this plan matching the students and directing the focus of the math tutoring. The students are in the library with teachers circulating to offer guidance, answer questions, and ensure students are on-task.	Tutoring	08/10/2016	05/01/2017	\$0 - No Funding Required	Math Department, Principal

Goal 3:

Increase the averaged combined reading and math K-PREP EOC scores for high school from 59.7% to 78.7% by 2018-19.

Measurable Objective 1:

6% of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency in the combined reading and math scores in Mathematics by 05/27/2016 as measured by EOC.

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Strategy1:

Curriculum Assessment and Alignment - Identify and establish curriculum teams (PLC's)

Category: Professional Learning & Support

Research Cited: KY Common Core Standards

Activity - Analyze Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
-Analyze curriculum to identify gaps -Make necessary adjustments to curriculum -utilize instructional resources, -disseminate updated/revised curriculum to teachers -ensure teachers implement curriculum - monitor implementation	Policy and Process	08/03/2015	05/27/2016	\$0 - No Funding Required	District Staff

Strategy2:

Literacy/Math Initiative - Students will have multiple opportunities to read in class as well as independently. RTI program has been created to help monitor students in reading. Math tutoring will be available, especially in EOC/ACT tested areas.

Category: Integrated Methods for Learning

Research Cited: CIITS/RTI

Activity - Literacy & Math RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI program will be established in reading for Sophomore level students as well as Seniors who need to meet the reading benchmark. Math will also offer tutoring services as well as peer tutoring opportunities for students. Both programs will utilize WIN Software.	Academic Support Program Class Size Reduction Direct Instruction Extra Curricular Tutoring	08/03/2015	05/27/2016	\$0 - No Funding Required	High School English and Math teachers, District Staff, Principal

Strategy3:

RTI/KSI - Monitor academic and behavior benchmarks and cut scores.

Category: Integrated Methods for Learning

Research Cited: RTI/KSI

Activity - Benchmarks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor academic and behavior benchmarks and cut scores.	Policy and Process	08/03/2015	05/27/2016	\$0 - No Funding Required	District Staff

Goal 4:

Reduce the percentage of students scoring novice by 50% in 2019-2020.

Measurable Objective 1:

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10% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a behavior of proficiency in reading in Reading by 05/17/2017 as measured by English 10 EOC as well as by ACT Reading scores.

Strategy1:

Literacy RTI - Continuous, rigorous RTI work to ensure students meet proficiency in reading.

Category: Continuous Improvement

Research Cited: RTI, Literacy Initiatives

Activity - Literacy RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All sophomore students will participate in an RTI program to increase reading proficiency. This program will consist of English teachers pulling sophomore students in small groups for intense reading practice as well as utilizing WIN Software for College and Career Readiness. Additionally, tutoring in reading will be offered for all students before school, during 7th period study hall, and after school on an as needed basis.	Tutoring Direct Instruction Class Size Reduction Academic Support Program	08/10/2016	05/17/2017	\$0 - No Funding Required	Donald Mobelini, Jennifer Adams, Effie Stidham, Linda Teague, Jocelyn White

Strategy2:

Math RTI - This strategy will incorporate one-on-one instruction as well as RTI approaches to ensure that students meet math proficiency.

Category: Continuous Improvement

Research Cited: RTI, CCR, Math Initiatives

Activity - Math RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will work with students on an individual basis in tutoring. Tutoring is open to all students before school, during 7th period study hall, as well as after school on an as needed basis. Tutoring will be required for upper level math courses. All juniors will additionally be placed in a peer tutoring program during school hours. Juniors will be paired with seniors who have met the state benchmark in math. They will have tutoring sessions two days a week for two hours each day.	Direct Instruction Academic Support Program Class Size Reduction Tutoring	08/10/2016	05/17/2017	\$0 - No Funding Required	Donald Mobelini, Luke Glaser, Mark Dixon, Anne Kuhnen, Carla Croll

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

N/A (this question does not apply)

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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 number of students scoring Proficient or Distinguished on the English II EOC test by 2% each year.

Measurable Objective 1:

demonstrate a proficiency in English II EOC Testing by 05/17/2017 as measured by disseminating scores each year and targeting students we feel may fall into the Novice or Apprentice category for extra guidance and instruction.

Strategy1:

Operation English 10 EOC Success - ELA teachers will work together to align the curriculum for English II with the Kentucky CCS as well as recommendations from Quality Core. Teachers will work to incorporate rigor and relevance into the content as well as experiment with ways to approach differentiated instruction and assessment in the classroom based on students' needs and their learning preference. A variety of educational tools will be used such as WIN Software and individualized tutoring. An RTI program will also be incorporated throughout English II courses and will be co-taught to meet the needs of a more diverse audience. We will also incorporate LDC Modules into the English curriculum in order to raise rigor.

Category: Career Readiness Pathways

Research Cited: Course & Assessment Alignment, Curriculum Assessment & Alignment, Program Review, Best Practices, Progress Monitoring, Kentucky Common Core Standards, KVEC.

Activity - EOC Test Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA teachers will use Passing the Kentucky Quality Core English 10 End-of-Course Assessment text in order to better prepare students for what they will see on the EOC test. This includes diagnostic tests which can be used to measure areas of need, strategies for success, reading strategies, as well as specific information about test readings.	Direct Instruction	08/10/2016	05/17/2017	\$112 - District Funding	Linda Teague, Jennifer Adams, Effie Stidham, Jocelyn White

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Activity - Text Complexity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>ELA teachers will use Text Complexity: Raising Rigor in Reading by Douglas Fisher to increase students comprehension abilities with higher Lexile leveled readings. This will involve teaching students how to perform close readings of materials as well as how to disseminate complex texts in a timed setting. More reading will also be required of students. Teachers will push students to go outside their comfort zone in reading. All Sophomores will complete summer reading assignments prior to Sophomore year as well as a reading project that is on-going throughout the school year. This will involve students reading four self-selected texts of appropriate reading level.</p>	Direct Instruction	08/10/2016	05/17/2017	\$100 - General Fund	Jennifer Adams, Effie Stidham, Jocelyn White

Goal 2:

Increase the College and Career Readiness from 71.6% to TBD.

Measurable Objective 1:

demonstrate a proficiency in reading comprehension of complex texts in English Language Arts by 10% of Eleventh grade students meeting benchmarks by 05/17/2017 as measured by ACT and Compass.

Strategy1:

Reading for College - Reading for College Success will incorporate a variety of strategies for building reading skills using complex texts. Teachers will incorporate texts that have higher Lexile levels along with implementing text dependent activities and analysis. This will lead students to make inferences about what a text says explicitly as well as determining where the text leaves matters uncertain.

Category: Career Readiness Pathways

Research Cited: ELA Network, Text Complexity: Raising Rigor in Reading by: Douglas Fisher, Kentucky Common Core Standards for Informational Reading

Activity - Teacher Training on Text Complexity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers in the English Department as well as Department Chairs in other disciplines will be provided with the book Text Complexity: Raising Rigor in Reading by Douglas Fisher, Nancy Frey, and Diane Lapp. (A section in the library has been designated as a professional library available to all teachers.) The text will give strategies for teaching students how to do close readings of informational texts and disseminate what they are reading. Additional books will be ordered as needed.</p>	Direct Instruction	08/10/2016	05/17/2017	\$100 - General Fund	Department Chairs and ELA Teachers

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Activity - Reading for College Success	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Courses for Reading for College Success will be offered for juniors and seniors who need to meet the benchmark in reading on the ACT. Through this course, students will learn strategies for success on the ACT as well as have the opportunity to take the COMPASS test. This course will also show students how to connect what they are reading with their schema in order to form a better understanding of the texts. Students will use available technology: WIN Software and EverFi	Direct Instruction	08/11/2015	05/11/2016	\$0 - No Funding Required	Mr. Glaser, Ms. Muncy, Mrs. White Mr. Meehan, Mrs. Roll

Activity - Junior English Rotation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The junior class is divided between three ELA teachers and rotates each nine weeks. This allows for a smaller class size and for more one-on-one interaction with students. This also allows individual teachers to teach in an area of their expertise (drama, short stories, novels, poetry, informational) in reading which are part of the ACT. An entire 9 week period is also dedicated to grammar.	Class Size Reduction	08/10/2016	05/17/2017	\$0 - No Funding Required	Linda Teague, Effie Stidham, Jennifer Adams

Measurable Objective 2:

collaborate to increase student CCR from 71.6% to TBD. by 05/17/2017 as measured by State Guidelines.

Strategy1:

Benchmarks - Hazard High School will continue efforts to improve the number of students who are able to achieve the benchmarks on the ACT and COMPASS assessments.

Category: Continuous Improvement

Research Cited: RTI, CIITS, Targeted Intervention,

Activity - Academic Benchmarks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use of the WIN Program, EverFi, and ACT practice tests and other appropriate tests for formative assessments to determine student academic needs. Use the results to address reading and math interventions in CCR and RTI classes.	Academic Support Program	08/10/2016	05/17/2017	\$0 - No Funding Required	Math and English/Reading Faculty, RTI teachers

Strategy2:

Career Readiness Pathways - Monitor and support the implementation of the CTE programs to create career pathways for each CTE program that leads to an industry certification or KOSAA certification.

Category: Management Systems

Research Cited: TEDS

College and Career Readiness Requirements

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Activity - Transition Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Offer effective transition courses for students not meeting benchmarks.	Career Preparation/Orientation	08/10/2016	05/17/2017	\$0 - Other	Counselor, Principal and teachers

Activity - Industry Certification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MSoftware Specialist will be offered as a course to facilitate students passing the IC3 assessment. Students in 4th period will be given the tests by the end of 1st semester. Students in the 5th period class will be given the tests during the school year.	Career Preparation/Orientation	08/10/2016	05/17/2017	\$3000 - Perkins	Kathy Patrick Denise Combs

Activity - Student Scheduling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students at Hazard High School will be encouraged to take at least 4 courses in the vocational studies curriculum.	Career Preparation/Orientation	08/10/2015	05/11/2016	\$0 - No Funding Required	Mr. Mobelini, Mr. Day, Mrs. Combs

Activity - ILP Career Matchmaker/Career Clusters	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use results of ILP Career Interest Inventory from 8th-11th grade to guide student course of study.	Career Preparation/Orientation	08/10/2016	05/17/2017	\$0 - No Funding Required	Mrs. Combs Mrs. Patrick Ms. Muncy Mr. Day Mr. Mobelini

Activity - Meet Benchmarks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use of the Knowledge Matters, EverFi, Win Software, ACT practice tests and other appropriate tests for formative assessments to determine student academic needs. Use the results to address reading and math interventions in CCR and RTI classes. Students who need to meet a specific benchmark will be placed, in small groups, with a teacher in that field. There will be more rigorous work as well as one-on-one tutoring opportunities.	Direct Instruction	08/10/2016	05/17/2017	\$0 - No Funding Required	Mrs. Patrick, Mrs. Combs, Ms. Muncy, Mrs. White, Mr. Glaser, Mrs. Roll, Mr. Meehan, Mr. Mobelini

Activity - ILP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Career and Interest Inventory from student ILP will be used to find students who have expressed interest in FCS, Nursing, and Office Technology and these students will be scheduled for at least 4 of the appropriate classes in order to qualify for the KOSSA and IC3 tests.	Career Preparation/Orientation	08/10/2016	05/17/2017	\$0 - Perkins	Mrs. Combs, Mr. Day, Mrs. Teague, Mrs. Patrick, Mrs. Muncy

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Activity - Additional Vocational Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Offer additional career pathways/vocational courses for students both on-site (Nursing) and at HCTC.	Academic Support Program	08/10/2016	05/10/2017	\$0 - No Funding Required	Vocational Department/HCTC Staff members

Activity - Work Keys/ASVAB Benchmarks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of remediation strategies for students not meeting Work Keys or ASVAB benchmarks. Files will be created and maintained for all students in the form of RTI forms with complete interventions taking place.	Academic Support Program	08/10/2016	05/17/2017	\$0 - No Funding Required	District Staff, Mr. Meehan, Mr. Dixon, Ms. Muncy, Mrs. Patrick

Activity - Professional Development ILP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers who are responsible for the ILP will receive appropriate training updates.	Professional Learning	08/10/2016	05/17/2017	\$0 - No Funding Required	Mrs. Patrick, Ms. Muncy, Mrs. Combs, Mr. Day

Activity - Career Pathways	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As a freshman, students will be assigned to a teacher-mentor in one of the career pathways they have chosen with their ILP. Teachers will offer career preparation advice using an educational plan of courses for students to reach their desired goal in the ILP. Students will then have a planned course of study that can be altered if their interests change.	Academic Support Program	08/10/2016	05/17/2017	\$0 - No Funding Required	Appropriate number of Faculty from each department Mr. Day Mrs. Combs

Activity - Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incorporate the goals and strategies in the PL/CS Program Review Rubric. Monitor progress in weekly PLC meetings.	Policy and Process	08/10/2016	05/17/2017	\$0 - Perkins	Mrs. M. Combs, Ms. Muncy, and Mrs. Patrick, Mr. Fannin, Ms. Muncy, Mrs. D. Combs, Mr. Holland

Goal 3:

Increase the school average ACT score 1 point in Reading.

Measurable Objective 1:

A 10% increase of Eleventh grade students will demonstrate a proficiency in reading comprehension of complex texts in English Language Arts by 03/30/2017 as measured by ACT and Compass scores .

Strategy1:

Reading for College Success - Reading for College Success will incorporate a variety of strategies for building reading skills using complex texts. Teachers will incorporate texts that have higher Lexile levels along with implementing text dependent activities and analysis. This will

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lead students to make inferences about what a text says explicitly as well as determining where the text leaves matters uncertain.

Category:

Research Cited: ELA Network, Text Complexity: Raising Rigor in Reading by: Douglas Fisher, Kentucky Common Core Standards for Informational Reading

Activity - Teacher Training on Text Complexity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in the English Department as well as Department Chairs in other disciplines will be provided with the book Text Complexity: Raising Rigor in Reading by Douglas Fisher, Nancy Frey, and Diane Lapp. (A section in the library has been designated for these and similar books that are available to all teachers.) The text will give strategies for teaching students how to do close readings of informational texts and disseminate what they are reading. Additional books will be ordered as needed.	Professional Learning	08/11/2015	05/11/2016	\$100 - General Fund	Department Chair & ELA Teachers

Activity - Reading for College Success	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Courses for Reading for College Success will be offered for juniors and seniors who need to meet the benchmark in reading on the ACT. Through this course, students will learn strategies for success on the ACT as well as have the opportunity to take the COMPASS test. This course will also show students how to connect what they are reading with their schema in order to form a better understanding of the texts. Students will use available technology: John Baylor Test Prep, Discovery Ed; OdeysseyWare; and KYC3R.	Direct Instruction	08/11/2015	05/11/2016	\$0 - No Funding Required	Mr. Glaser, Ms. Muncy, Mrs. White, Mr. Meehan, Mrs. Roll

Activity - Junior English Rotation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The junior class is divided between three ELA teachers and rotate each nine weeks. This allows for a smaller class size and for more one-on-one interaction with students. This also allows individual teachers to teach in an area of their expertise (drama, short stories, novels, poetry, informational) in reading which are part of the ACT.	Class Size Reduction	08/11/2015	05/11/2016	\$0 - No Funding Required	Linda Teague, Effie Fugate, Jennifer Adams,

Goal 4:

Increase the averaged combined reading and math EOC scores for high school non-duplicated gap group from 47.6 to 78.7 in 2018-2019.

Measurable Objective 1:

demonstrate a proficiency in English II EOC Testing by disseminating scores each year and targeting students we feel may fall into the Novice or Apprentice category for extra guidance and instruction. by 05/17/2017 as measured by -End of Course Scores.

Comprehensive School Improvement Plan

Hazard High School

Strategy1:

Operation English 10 EOC Success - ELA teachers will work together to align the curriculum for English II with the Kentucky CCS as well as recommendations from Quality Core. Teachers will work to incorporate rigor and relevance into the content as well as experiment ways to approach differentiated instruction and assessment in the classroom based on students' needs and their learning preference. A variety of educational tools will be used.

Category: Continuous Improvement

Research Cited: Course & Assessment Alignment, Curriculum Assessment & Alignment, Program Review, Best Practices, Progress Monitoring, Kentucky Common Core Standards, KVEC.

Activity - EOC Test Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA teachers will use Passing the Kentucky Quality Core English 10 End-of-Course Assessment text in order to better prepare students for what they will see on the EOC test. This includes diagnostic tests which can be used to measure areas of need, strategies for success in reading. Sophomore students will also take part in an RTI program that will incorporate reading strategies and skills necessary to do well on the English II EOC.	Direct Instruction	08/10/2016	05/17/2017	\$112 - District Funding	Jennifer Adams, Effie Stidham, Jocelyn White

Activity - Text Complexity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA teachers will use Text Complexity: Raising Rigor in Reading by Douglas Fisher to increase students comprehension abilities with higher Lexile leveled readings. This will involve teaching students how to perform close readings of materials as well as how to disseminate complex texts in a timed setting. Students will also be given summer reading assignments as well as a reading project to be completed throughout the school year.	Direct Instruction	08/10/2016	05/17/2017	\$100 - General Fund	Jennifer Adams, Effie Stidham, Jocelyn White

Measurable Objective 2:

collaborate to increase combined reading and math EOC for high school non-duplicated gap group from 47.6 to 55 in 2016. by 05/17/2017 as measured by the School Report Card.

Strategy1:

Curriculum Alignment - The math department will review the Algebra curriculum and will align it with the math expectations given by the state through Common Core Standards.

Category:

Research Cited: Kentucky Common Core Standards, Professional Development, Course and Assessment Alignment, Program Reviews, Consolidated Planning

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Activity - Algebra Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Math PLC will meet weekly to align and map the Algebra 1, Algebra 1.5, and Algebra 2 Curriculum.	Other	08/10/2016	05/17/2017	\$0 - No Funding Required	Math Department

Strategy2:

Peer Tutoring - Advanced math students will tutor at-risk/Gap students in ACT math skills two times per week until the March ACT testing date. We have found that both the students who are tutoring and those who are tutored receive benefits from this practice.

Category: Learning Systems

Research Cited: CIITS, Blooms Taxonomy, KY Common Core Standards for Math, RTI

Activity - One-To-One	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Novice and Apprentice students will benefit from one on one peer tutoring and Proficient/Distinguished students will gain better proficiency through review. The students will use the ACT prep book from Cambridge ACT/PLAN/Explore Victory Vol. 1 and various other texts. The math teachers direct this plan matching the students and directing the focus of the math tutoring. The students are in the library with teachers circulating to offer guidance, answer questions, and ensure students are on-task.	Tutoring	08/10/2016	05/01/2017	\$0 - No Funding Required	Math Department, Principal

Strategy3:

ACT Practice Testing - Students will be given two separate ACT Practice tests for review.

Category:

Research Cited: CIITS, Math Initiative KDE

Activity - Practice Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The students will be taken to a room and administered the practice test to help them with managing their test taking skills. This will also better prepare them for testing conditions. Teachers will review their scores and use that information as formative assessments to guide instruction in the classroom and with the one-to-one tutoring.	Direct Instruction	08/10/2016	05/17/2017	\$0 - No Funding Required	Math Department, Principal

Strategy4:

Formative Assessment Review - The math department & ELA Department will review formative assessments in the PLC meetings. The evaluation of the students will be discussed and used to increase the abilities of the students individually.

Category: Continuous Improvement

Research Cited: Progress Monitoring, Program Reviews, Targeted Interventions

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Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The students will be given assessments throughout the course to assess where they are and where they need to go. The teachers will monitor the implementation of instruction by walk through and assessment checks. WIN Software will also be used to gauge growth.	Academic Support Program	08/10/2016	05/17/2017	\$0 - No Funding Required	Math Department, ELA Department, Principal

Goal 5:

Increase the averaged combined reading and math K-PREP EOC scores for high school from 59.7% to 78.7% by 2018-19.

Measurable Objective 1:

6% of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency in the combined reading and math scores in Mathematics by 05/27/2016 as measured by EOC.

Strategy1:

RTI/KSI - Monitor academic and behavior benchmarks and cut scores.

Category: Integrated Methods for Learning

Research Cited: RTI/KSI

Activity - Benchmarks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor academic and behavior benchmarks and cut scores.	Policy and Process	08/03/2015	05/27/2016	\$0 - No Funding Required	District Staff

Strategy2:

Literacy/Math Initiative - Students will have multiple opportunities to read in class as well as independently. RTI program has been created to help monitor students in reading. Math tutoring will be available, especially in EOC/ACT tested areas.

Category: Integrated Methods for Learning

Research Cited: CIITS/RTI

Activity - Literacy & Math RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI program will be established in reading for Sophomore level students as well as Seniors who need to meet the reading benchmark. Math will also offer tutoring services as well as peer tutoring opportunities for students. Both programs will utilize WIN Software.	Direct Instruction Tutoring Class Size Reduction Extra Curricular Academic Support Program	08/03/2015	05/27/2016	\$0 - No Funding Required	High School English and Math teachers, District Staff, Principal

Strategy3:

Curriculum Assessment and Alignment - Identify and establish curriculum teams (PLC's)

Category: Professional Learning & Support

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Research Cited: KY Common Core Standards

Activity - Analyze Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
-Analyze curriculum to identify gaps -Make necessary adjustments to curriculum -utilize instructional resources, -disseminate updated/revised curriculum to teachers -ensure teachers implement curriculum - monitor implementation	Policy and Process	08/03/2015	05/27/2016	\$0 - No Funding Required	District Staff

Goal 6:

Reduce the percentage of students scoring novice by 50% in 2019-2020.

Measurable Objective 1:

10% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a behavior of proficiency in reading in Reading by 05/17/2017 as measured by English 10 EOC as well as by ACT Reading scores.

Strategy1:

Literacy RTI - Continuous, rigorous RTI work to ensure students meet proficiency in reading.

Category: Continuous Improvement

Research Cited: RTI, Literacy Initiatives

Activity - Literacy RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All sophomore students will participate in an RTI program to increase reading proficiency. This program will consist of English teachers pulling sophomore students in small groups for intense reading practice as well as utilizing WIN Software for College and Career Readiness. Additionally, tutoring in reading will be offered for all students before school, during 7th period study hall, and after school on an as needed basis.	Class Size Reduction Tutoring Direct Instruction Academic Support Program	08/10/2016	05/17/2017	\$0 - No Funding Required	Donald Mobelini, Jennifer Adams, Effie Stidham, Linda Teague, Jocelyn White

Strategy2:

Math RTI - This strategy will incorporate one-on-one instruction as well as RTI approaches to ensure that students meet math proficiency.

Category: Continuous Improvement

Research Cited: RTI, CCR, Math Initiatives

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Activity - Math RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will work with students on an individual basis in tutoring. Tutoring is open to all students before school, during 7th period study hall, as well as after school on an as needed basis. Tutoring will be required for upper level math courses. All juniors will additionally be placed in a peer tutoring program during school hours. Juniors will be paired with seniors who have met the state benchmark in math. They will have tutoring sessions two days a week for two hours each day.	Tutoring Direct Instruction Class Size Reduction Academic Support Program	08/10/2016	05/17/2017	\$0 - No Funding Required	Donald Mobelini, Luke Glaser, Mark Dixon, Anne Kuhnen, Carla Croll

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

Goal 1:

Maintain the cohort graduation rate at 100%

Measurable Objective 1:

collaborate to maintain graduation rate at 100% by 05/30/2017 as measured by tracking Infinite Campus data.

Strategy1:

8th Grade Orientation - 8th grade students will participate in an 9th grade orientation during the last week of their 8th grade year. They will visit the high school, spend time with administration, teachers and students in order to become familiar with their surroundings. Orientation will also be offered in the fall before school begins so they have another chance to become familiar with the school and how the schedule runs. Junior and senior students will guide building tours for the 8th graders forming a connection along with a familiar face at Hazard High School. The ARI Student Senate Members have also developed a short film for 8th graders to watch to familiarize themselves with the school culture of HHS.

Category: Management Systems

Research Cited: www.mentoring.org, FYRSC's, School Report Card, KDE Graduation Rate data.

Activity - Transition to High School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incoming freshmen will visit the high school in late spring for Mentoring/Orientation. Rising juniors and seniors will be matched with groups of 8th graders. These students will be given a tour of the building, oriented to the schedule, policies, be allowed to have Q & A time, meet teachers, and allowed to investigate extracurricular opportunities. This will allow the incoming freshman to form relationships with their mentors. These students will remain "paired" for the next two years to allow for guidance from peers.	Recruitment and Retention	08/10/2016	05/17/2017	\$0 - No Funding Required	Guidance Counselor, Faculty, Principal, Students

Strategy2:

Addressing Different Learning Styles - Students needs will be met by using different learning styles through seeing, hearing, and touching

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(Bloom's Taxonomy) thereby keeping students engaged and involved thus preventing students from dropping out.

Category: Integrated Methods for Learning

Research Cited: Common Core Standards, Blooms Taxonomy

Activity - ILP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ILP's are monitored and updated as needed	Academic Support Program	08/10/2016	05/17/2017	\$0 - No Funding Required	Principal, teachers

Activity - Performance Based Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in each department will offer performance based activities to allow students a choice of activities demonstrating mastery.	Academic Support Program	08/10/2016	05/17/2017	\$0 - No Funding Required	Teachers, Principal, Guidance Counselor

Goal 2:

Title I

Measurable Objective 1:

collaborate to use the School-Wide Title I program to serve the needs of the students at Hazard High School by 05/17/2017 as measured by 95% successful transition for graduating seniors..

Strategy1:

Tutoring - Tutoring will be offered before school and during 7th period for all students.

Category: Persistence to Graduation

Research Cited: CIITS, Ky Common Core Standards for Math, Reading, English, RTI

Activity - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English and Math tutoring is offered before school and during 7th period. All students are encouraged to go to tutoring as they have need. Students who have a specific academic need will be required to go to tutoring to improve their grades.	Academic Support Program	08/10/2016	05/17/2017	\$5000 - General Fund	Mrs. Teague, Mr. Glaser, Mrs. Croll, Mrs. Wilder, Mr. Mobelini, Mrs. Stidham, Mrs. Wolfe

Strategy2:

Check Programs, Schedules, Grades - All student transcripts will be checked at least twice at the end of the semester or school year to evaluate student needs and create schedules and programs that will address those needs. This will include graduation requirements, career pathways, ILP completions, and GPA to be sure that students are on track for a successful graduation and preparation for college/career success.

Category: Continuous Improvement

Research Cited:

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Activity - Student Checks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student transcripts and student records, ILP's will be checked each summer to evaluate student needs. The results will influence student schedules, (AP courses, RTI courses, CCR courses, and vocational school placement). All students will be allowed to take any of the courses offered. Graduation requirements will take priority--all students may choose to take any of the other classes including electives or honors/AP classes.	Other	08/10/2016	05/17/2017	\$0 - No Funding Required	Mr. Day, Ms. Combs, Mr. Mobelini

Goal 3:

Maintain a 94% daily attendance rate for the 2016-17 school year.

Measurable Objective 1:

collaborate to maintain 94% attendance rate by 05/12/2017 as measured by monthly attendance data.

Strategy1:

Attendance Committee - The committee will meet on a monthly basis unless otherwise needed. The committee will look at attendance data, discuss students who seem to have an attendance problem, and arrange meetings with these students and their parents/guardians to discuss interventions. The committee consists of the principal, assistant principal, central office staff members, school secretary, guidance counselor, and teacher representative.

Category: Persistence to Graduation

Research Cited: Balfanz, R. (2013). Meeting the Challenge of Combating Chronic Absenteeism. John Hopkins School of Education.

Activity - Daily Absentee Calls	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The secretary will call each students' home on the absentee list each day to check in with parents to determine the reason for absence.	Behavioral Support Program Policy and Process	08/10/2016	05/12/2017	\$0 - No Funding Required	Secretary, Attendance Committee

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

Goal 1:

Increase the College and Career Readiness from 71.6% to TBD.

Measurable Objective 1:

collaborate to increase student CCR from 71.6% to TBD. by 05/17/2017 as measured by State Guidelines.

Strategy1:

SY 2016-2017

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Career Readiness Pathways - Monitor and support the implementation of the CTE programs to create career pathways for each CTE program that leads to an industry certification or KOSAA certification.

Category: Management Systems

Research Cited: TEDS

College and Career Readiness Requirements

Activity - Meet Benchmarks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use of the Knowledge Matters, EverFi, Win Software, ACT practice tests and other appropriate tests for formative assessments to determine student academic needs. Use the results to address reading and math interventions in CCR and RTI classes. Students who need to meet a specific benchmark will be placed, in small groups, with a teacher in that field. There will be more rigorous work as well as one-on-one tutoring opportunities.	Direct Instruction	08/10/2016	05/17/2017	\$0 - No Funding Required	Mrs. Patrick, Mrs. Combs, Ms. Muncy, Mrs. White, Mr. Glaser, Mrs. Roll, Mr. Meehan, Mr. Mobelini

Activity - Transition Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Offer effective transition courses for students not meeting benchmarks.	Career Preparation/ Orientation	08/10/2016	05/17/2017	\$0 - Other	Counselor, Principal and teachers

Activity - Professional Development ILP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers who are responsible for the ILP will receive appropriate training updates.	Professional Learning	08/10/2016	05/17/2017	\$0 - No Funding Required	Mrs. Patrick, Ms. Muncy, Mrs. Combs, Mr. Day

Activity - ILP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Career and Interest Inventory from student ILP will be used to find students who have expressed interest in FCS, Nursing, and Office Technology and these students will be scheduled for at least 4 of the appropriate classes in order to qualify for the KOSAA and IC3 tests.	Career Preparation/ Orientation	08/10/2016	05/17/2017	\$0 - Perkins	Mrs. Combs, Mr. Day, Mrs. Teague, Mrs. Patrick, Mrs. Muncy

Activity - Additional Vocational Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Offer additional career pathways/vocational courses for students both on-site (Nursing) and at HCTC.	Academic Support Program	08/10/2016	05/10/2017	\$0 - No Funding Required	Vocational Department/HCTC Staff members

Activity - Student Scheduling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students at Hazard High School will be encouraged to take at least 4 courses in the vocational studies curriculum.	Career Preparation/ Orientation	08/10/2015	05/11/2016	\$0 - No Funding Required	Mr. Mobelini, Mr. Day, Mrs. Combs

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Activity - Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incorporate the goals and strategies in the PL/CS Program Review Rubric. Monitor progress in weekly PLC meetings.	Policy and Process	08/10/2016	05/17/2017	\$0 - Perkins	Mrs. M. Combs, Ms. Muncy, and Mrs. Patrick, Mr. Fannin, Ms. Muncy, Mrs. D. Combs, Mr. Holland

Activity - Industry Certification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MSoftware Specialist will be offered as a course to facilitate students passing the IC3 assessment. Students in 4th period will be given the tests by the end of 1st semester. Students in the 5th period class will be given the tests during the school year.	Career Preparation/ Orientation	08/10/2016	05/17/2017	\$3000 - Perkins	Kathy Patrick Denise Combs

Activity - Career Pathways	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As a freshman, students will be assigned to a teacher-mentor in one of the career pathways they have chosen with their ILP. Teachers will offer career preparation advice using an educational plan of courses for students to reach their desired goal in the ILP. Students will then have a planned course of study that can be altered if their interests change.	Academic Support Program	08/10/2016	05/17/2017	\$0 - No Funding Required	Appropriate number of Faculty from each department Mr. Day Mrs. Combs

Activity - ILP Career Matchmaker/Career Clusters	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use results of ILP Career Interest Inventory from 8th-11th grade to guide student course of study.	Career Preparation/ Orientation	08/10/2016	05/17/2017	\$0 - No Funding Required	Mrs. Combs Mrs. Patrick Ms. Muncy Mr. Day Mr. Mobelini

Activity - Work Keys/ASVAB Benchmarks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of remediation strategies for students not meeting Work Keys or ASVAB benchmarks. Files will be created and maintained for all students in the form of RTI forms with complete interventions taking place.	Academic Support Program	08/10/2016	05/17/2017	\$0 - No Funding Required	District Staff, Mr. Meehan, Mr. Dixon, Ms. Muncy, Mrs. Patrick

Strategy2:

Benchmarks - Hazard High School will continue efforts to improve the number of students who are able to achieve the benchmarks on the ACT and COMPASS assessments.

Category: Continuous Improvement

Research Cited: RTI, CIITS, Targeted Intervention,

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Activity - Academic Benchmarks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use of the WIN Program, EverFi, and ACT practice tests and other appropriate tests for formative assessments to determine student academic needs. Use the results to address reading and math interventions in CCR and RTI classes.	Academic Support Program	08/10/2016	05/17/2017	\$0 - No Funding Required	Math and English/Reading Faculty, RTI teachers

Measurable Objective 2:

demonstrate a proficiency in reading comprehension of complex texts in English Language Arts by 10% of Eleventh grade students meeting benchmarks by 05/17/2017 as measured by ACT and Compass.

Strategy1:

Reading for College - Reading for College Success will incorporate a variety of strategies for building reading skills using complex texts. Teachers will incorporate texts that have higher Lexile levels along with implementing text dependent activities and analysis. This will lead students to make inferences about what a text says explicitly as well as determining where the text leaves matters uncertain.

Category: Career Readiness Pathways

Research Cited: ELA Network, Text Complexity: Raising Rigor in Reading by: Douglas Fisher, Kentucky Common Core Standards for Informational Reading

Activity - Junior English Rotation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The junior class is divided between three ELA teachers and rotates each nine weeks. This allows for a smaller class size and for more one-on-one interaction with students. This also allows individual teachers to teach in an area of their expertise (drama, short stories, novels, poetry, informational) in reading which are part of the ACT. An entire 9 week period is also dedicated to grammar.	Class Size Reduction	08/10/2016	05/17/2017	\$0 - No Funding Required	Linda Teague, Effie Stidham, Jennifer Adams

Activity - Reading for College Success	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Courses for Reading for College Success will be offered for juniors and seniors who need to meet the benchmark in reading on the ACT. Through this course, students will learn strategies for success on the ACT as well as have the opportunity to take the COMPASS test. This course will also show students how to connect what they are reading with their schema in order to form a better understanding of the texts. Students will use available technology: WIN Software and EverFi	Direct Instruction	08/11/2015	05/11/2016	\$0 - No Funding Required	Mr. Glaser, Ms. Muncy, Mrs. White, Mr. Meehan, Mrs. Roll

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Activity - Teacher Training on Text Complexity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in the English Department as well as Department Chairs in other disciplines will be provided with the book Text Complexity: Raising Rigor in Reading by Douglas Fisher, Nancy Frey, and Diane Lapp. (A section in the library has been designated as a professional library available to all teachers.) The text will give strategies for teaching students how to do close readings of informational texts and disseminate what they are reading. Additional books will be ordered as needed.	Direct Instruction	08/10/2016	05/17/2017	\$100 - General Fund	Department Chairs and ELA Teachers

Goal 2:

Increase the school average ACT score 1 point in Reading.

Measurable Objective 1:

A 10% increase of Eleventh grade students will demonstrate a proficiency in reading comprehension of complex texts in English Language Arts by 03/30/2017 as measured by ACT and Compass scores .

Strategy1:

Reading for College Success - Reading for College Success will incorporate a variety of strategies for building reading skills using complex texts. Teachers will incorporate texts that have higher Lexile levels along with implementing text dependent activities and analysis. This will lead students to make inferences about what a text says explicitly as well as determining where the text leaves matters uncertain.

Category:

Research Cited: ELA Network, Text Complexity: Raising Rigor in Reading by: Douglas Fisher, Kentucky Common Core Standards for Informational Reading

Activity - Reading for College Success	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Courses for Reading for College Success will be offered for juniors and seniors who need to meet the benchmark in reading on the ACT. Through this course, students will learn strategies for success on the ACT as well as have the opportunity to take the COMPASS test. This course will also show students how to connect what they are reading with their schema in order to form a better understanding of the texts. Students will use available technology: John Baylor Test Prep, Discovery Ed; OdeysseyWare; and KYC3R.	Direct Instruction	08/11/2015	05/11/2016	\$0 - No Funding Required	Mr. Glaser, Ms. Muncy, Mrs. White, Mr. Meehan, Mrs. Roll

Activity - Junior English Rotation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The junior class is divided between three ELA teachers and rotate each nine weeks. This allows for a smaller class size and for more one-on-one interaction with students. This also allows individual teachers to teach in an area of their expertise (drama, short stories, novels, poetry, informational) in reading which are part of the ACT.	Class Size Reduction	08/11/2015	05/11/2016	\$0 - No Funding Required	Linda Teague, Effie Fugate, Jennifer Adams,

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Activity - Teacher Training on Text Complexity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in the English Department as well as Department Chairs in other disciplines will be provided with the book Text Complexity: Raising Rigor in Reading by Douglas Fisher, Nancy Frey, and Diane Lapp. (A section in the library has been designated for these and similar books that are available to all teachers.) The text will give strategies for teaching students how to do close readings of informational texts and disseminate what they are reading. Additional books will be ordered as needed.	Professional Learning	08/11/2015	05/11/2016	\$100 - General Fund	Department Chair & ELA Teachers

Goal 3:

Increase the number of students scoring Proficient or Distinguished on the English II EOC test by 2% each year.

Measurable Objective 1:

demonstrate a proficiency in English II EOC Testing by 05/17/2017 as measured by disseminating scores each year and targeting students we feel may fall into the Novice or Apprentice category for extra guidance and instruction.

Strategy1:

Operation English 10 EOC Success - ELA teachers will work together to align the curriculum for English II with the Kentucky CCS as well as recommendations from Quality Core. Teachers will work to incorporate rigor and relevance into the content as well as experiment with ways to approach differentiated instruction and assessment in the classroom based on students' needs and their learning preference. A variety of educational tools will be used such as WIN Software and individualized tutoring. An RTI program will also be incorporated throughout English II courses and will be co-taught to meet the needs of a more diverse audience. We will also incorporate LDC Modules into the English curriculum in order to raise rigor.

Category: Career Readiness Pathways

Research Cited: Course & Assessment Alignment, Curriculum Assessment & Alignment, Program Review, Best Practices, Progress Monitoring, Kentucky Common Core Standards, KVEC.

Activity - Text Complexity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA teachers will use Text Complexity: Raising Rigor in Reading by Douglas Fisher to increase students comprehension abilities with higher Lexile leveled readings. This will involve teaching students how to perform close readings of materials as well as how to disseminate complex texts in a timed setting. More reading will also be required of students. Teachers will push students to go outside their comfort zone in reading. All Sophomores will complete summer reading assignments prior to Sophomore year as well as a reading project that is on-going throughout the school year. This will involve students reading four self-selected texts of appropriate reading level.	Direct Instruction	08/10/2016	05/17/2017	\$100 - General Fund	Jennifer Adams, Effie Stidham, Jocelyn White

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Activity - EOC Test Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA teachers will use Passing the Kentucky Quality Core English 10 End-of-Course Assessment text in order to better prepare students for what they will see on the EOC test. This includes diagnostic tests which can be used to measure areas of need, strategies for success, reading strategies, as well as specific information about test readings.	Direct Instruction	08/10/2016	05/17/2017	\$112 - District Funding	Linda Teague, Jennifer Adams, Effie Stidham, Jocelyn White

Goal 4:

Increase the averaged combined reading and math EOC scores for high school non-duplicated gap group from 47.6 to 78.7 in 2018-2019.

Measurable Objective 1:

demonstrate a proficiency in English II EOC Testing by disseminating scores each year and targeting students we feel may fall into the Novice or Apprentice category for extra guidance and instruction. by 05/17/2017 as measured by -End of Course Scores.

Strategy1:

Operation English 10 EOC Success - ELA teachers will work together to align the curriculum for English II with the Kentucky CCS as well as recommendations from Quality Core. Teachers will work to incorporate rigor and relevance into the content as well as experiment ways to approach differentiated instruction and assessment in the classroom based on students' needs and their learning preference. A variety of educational tools will be used.

Category: Continuous Improvement

Research Cited: Course & Assessment Alignment, Curriculum Assessment & Alignment, Program Review, Best Practices, Progress Monitoring, Kentucky Common Core Standards, KVEC.

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ELA teachers will use Passing the Kentucky Quality Core English 10 End-of-Course Assessment text in order to better prepare students for what they will see on the EOC test. This includes diagnostic tests which can be used to measure areas of need, strategies for success in reading. Sophomore students will also take part in an RTI program that will incorporate reading strategies and skills necessary to do well on the English II EOC.	Direct Instruction	08/10/2016	05/17/2017	\$112 - District Funding	Jennifer Adams, Effie Stidham, Jocelyn White

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Activity - Text Complexity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA teachers will use Text Complexity: Raising Rigor in Reading by Douglas Fisher to increase students comprehension abilities with higher Lexile leveled readings. This will involve teaching students how to perform close readings of materials as well as how to disseminate complex texts in a timed setting. Students will also be given summer reading assignments as well as a reading project to be completed throughout the school year.	Direct Instruction	08/10/2016	05/17/2017	\$100 - General Fund	Jennifer Adams, Effie Stidham, Jocelyn White

Measurable Objective 2:

collaborate to increase combined reading and math EOC for high school non-duplicated gap group from 47.6 to 55 in 2016. by 05/17/2017 as measured by the School Report Card.

Strategy1:

ACT Practice Testing - Students will be given two separate ACT Practice tests for review.

Category:

Research Cited: CIITS, Math Initiative KDE

Activity - Practice Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The students will be taken to a room and administered the practice test to help them with managing their test taking skills. This will also better prepare them for testing conditions. Teachers will review their scores and use that information as formative assessments to guide instruction in the classroom and with the one-to-one tutoring.	Direct Instruction	08/10/2016	05/17/2017	\$0 - No Funding Required	Math Department, Principal

Strategy2:

Peer Tutoring - Advanced math students will tutor at-risk/Gap students in ACT math skills two times per week until the March ACT testing date. We have found that both the students who are tutoring and those who are tutored receive benefits from this practice.

Category: Learning Systems

Research Cited: CIITS, Blooms Taxonomy, KY Common Core Standards for Math, RTI

Activity - One-To-One	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Novice and Apprentice students will benefit from one on one peer tutoring and Proficient/Distinguished students will gain better proficiency through review. The students will use the ACT prep book from Cambridge ACT/PLAN/Explore Victory Vol. 1 and various other texts. The math teachers direct this plan matching the students and directing the focus of the math tutoring. The students are in the library with teachers circulating to offer guidance, answer questions, and ensure students are on-task.	Tutoring	08/10/2016	05/01/2017	\$0 - No Funding Required	Math Department, Principal

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Strategy3:

Formative Assessment Review - The math department & ELA Department will review formative assessments in the PLC meetings. The evaluation of the students will be discussed and used to increase the abilities of the students individually.

Category: Continuous Improvement

Research Cited: Progress Monitoring, Program Reviews, Targeted Interventions

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The students will be given assessments throughout the course to assess where they are and where they need to go. The teachers will monitor the implementation of instruction by walk through and assessment checks. WIN Software will also be used to gauge growth.	Academic Support Program	08/10/2016	05/17/2017	\$0 - No Funding Required	Math Department, ELA Department, Principal

Strategy4:

Curriculum Alignment - The math department will review the Algebra curriculum and will align it with the math expectations given by the state through Common Core Standards.

Category:

Research Cited: Kentucky Common Core Standards, Professional Development, Course and Assessment Alignment, Program Reviews, Consolidated Planning

Activity - Algebra Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Math PLC will meet weekly to align and map the Algebra 1, Algebra 1.5, and Algebra 2 Curriculum.	Other	08/10/2016	05/17/2017	\$0 - No Funding Required	Math Department

Goal 5:

Increase the averaged combined reading and math K-PREP EOC scores for high school from 59.7% to 78.7% by 2018-19.

Measurable Objective 1:

6% of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency in the combined reading and math scores in Mathematics by 05/27/2016 as measured by EOC.

Strategy1:

Curriculum Assessment and Alignment - Identify and establish curriculum teams (PLC's)

Category: Professional Learning & Support

Research Cited: KY Common Core Standards

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Activity - Analyze Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
-Analyze curriculum to identify gaps -Make necessary adjustments to curriculum -utilize instructional resources, -disseminate updated/revised curriculum to teachers -ensure teachers implement curriculum - monitor implementation	Policy and Process	08/03/2015	05/27/2016	\$0 - No Funding Required	District Staff

Strategy2:

Literacy/Math Initiative - Students will have multiple opportunities to read in class as well as independently. RTI program has been created to help monitor students in reading. Math tutoring will be available, especially in EOC/ACT tested areas.

Category: Integrated Methods for Learning

Research Cited: CIITS/RTI

Activity - Literacy & Math RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI program will be established in reading for Sophomore level students as well as Seniors who need to meet the reading benchmark. Math will also offer tutoring services as well as peer tutoring opportunities for students. Both programs will utilize WIN Software.	Direct Instruction Extra Curricular Class Size Reduction Tutoring Academic Support Program	08/03/2015	05/27/2016	\$0 - No Funding Required	High School English and Math teachers, District Staff, Principal

Strategy3:

RTI/KSI - Monitor academic and behavior benchmarks and cut scores.

Category: Integrated Methods for Learning

Research Cited: RTI/KSI

Activity - Benchmarks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor academic and behavior benchmarks and cut scores.	Policy and Process	08/03/2015	05/27/2016	\$0 - No Funding Required	District Staff

Goal 6:

Title I

Measurable Objective 1:

collaborate to use the School-Wide Title I program to serve the needs of the students at Hazard High School by 05/17/2017 as measured by 95% successful transition for graduating seniors..

Strategy1:

Tutoring - Tutoring will be offered before school and during 7th period for all students.

Category: Persistence to Graduation

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Research Cited: CIITS, Ky Common Core Standards for Math, Reading, English, RTI

Activity - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English and Math tutoring is offered before school and during 7th period. All students are encouraged to go to tutoring as they have need. Students who have a specific academic need will be required to go to tutoring to improve their grades.	Academic Support Program	08/10/2016	05/17/2017	\$5000 - General Fund	Mrs. Teague, Mr. Glaser, Mrs. Croll, Mrs. Wilder, Mr. Mobelini, Mrs. Stidham, Mrs. Wolfe

Strategy2:

Check Programs, Schedules, Grades - All student transcripts will be checked at least twice at the end of the semester or school year to evaluate student needs and create schedules and programs that will address those needs. This will include graduation requirements, career pathways, ILP completions, and GPA to be sure that students are on track for a successful graduation and preparation for college/career success.

Category: Continuous Improvement

Research Cited:

Activity - Student Checks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student transcripts and student records, ILP's will be checked each summer to evaluate student needs. The results will influence student schedules, (AP courses, RTI courses, CCR courses, and vocational school placement). All students will be allowed to take any of the courses offered. Graduation requirements will take priority--all students may choose to take any of the other classes including electives or honors/AP classes.	Other	08/10/2016	05/17/2017	\$0 - No Funding Required	Mr. Day, Ms. Combs, Mr. Mobelini

Goal 7:

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 05/12/2017 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: Continuous Improvement

Research Cited: Assessment Results

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Activity - Rubrics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Examine the rubrics used in a program review. Consider the existing sources and evidence to inform the overall program assessment.	Policy and Process	08/10/2016	05/17/2017	\$0 - No Funding Required	Principal and Staff

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. PLC meetings will be held to discuss necessary documentation for each area.	Professional Learning	08/10/2016	05/17/2017	\$0 - No Funding Required	Principal and Staff

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. Encourage all teachers to participate in each area of Program Review.	Policy and Process	08/10/2016	05/17/2017	\$0 - No Funding Required	principal/staff

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. Maintain all Distinguished categories.	Policy and Process	08/10/2016	05/17/2017	\$0 - No Funding Required	Principal and Staff

Goal 8:

Reduce the percentage of students scoring novice by 50% in 2019-2020.

Measurable Objective 1:

10% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a behavior of proficiency in reading in Reading by 05/17/2017 as measured by English 10 EOC as well as by ACT Reading scores.

Strategy1:

Literacy RTI - Continuous, rigorous RTI work to ensure students meet proficiency in reading.

Category: Continuous Improvement

Research Cited: RTI, Literacy Initiatives

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Activity - Literacy RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All sophomore students will participate in an RTI program to increase reading proficiency. This program will consist of English teachers pulling sophomore students in small groups for intense reading practice as well as utilizing WIN Software for College and Career Readiness. Additionally, tutoring in reading will be offered for all students before school, during 7th period study hall, and after school on an as needed basis.	Tutoring Direct Instruction Academic Support Program Class Size Reduction	08/10/2016	05/17/2017	\$0 - No Funding Required	Donald Mobelini, Jennifer Adams, Effie Stidham, Linda Teague, Jocelyn White

Strategy2:

Math RTI - This strategy will incorporate one-on-one instruction as well as RTI approaches to ensure that students meet math proficiency.

Category: Continuous Improvement

Research Cited: RTI, CCR, Math Initiatives

Activity - Math RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will work with students on an individual basis in tutoring. Tutoring is open to all students before school, during 7th period study hall, as well as after school on an as needed basis. Tutoring will be required for upper level math courses. All juniors will additionally be placed in a peer tutoring program during school hours. Juniors will be paired with seniors who have met the state benchmark in math. They will have tutoring sessions two days a week for two hours each day.	Class Size Reduction Direct Instruction Academic Support Program Tutoring	08/10/2016	05/17/2017	\$0 - No Funding Required	Donald Mobelini, Luke Glaser, Mark Dixon, Anne Kuhnen, Carla Croll

Goal 9:

Maintain a 94% daily attendance rate for the 2016-17 school year.

Measurable Objective 1:

collaborate to maintain 94% attendance rate by 05/12/2017 as measured by monthly attendance data.

Strategy1:

Attendance Committee - The committee will meet on a monthly basis unless otherwise needed. The committee will look at attendance data, discuss students who seem to have an attendance problem, and arrange meetings with these students and their parents/guardians to discuss interventions. The committee consists of the principal, assistant principal, central office staff members, school secretary, guidance counselor, and teacher representative.

Category: Persistence to Graduation

Research Cited: Balfanz, R. (2013). Meeting the Challenge of Combating Chronic Absenteeism. John Hopkins School of Education.

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Activity - Daily Absentee Calls	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The secretary will call each students' home on the absentee list each day to check in with parents to determine the reason for absence.	Behavioral Support Program Policy and Process	08/10/2016	05/12/2017	\$0 - No Funding Required	Secretary, Attendance Committee

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

Goal 1:

Increase the College and Career Readiness from 71.6% to TBD.

Measurable Objective 1:

collaborate to increase student CCR from 71.6% to TBD. by 05/17/2017 as measured by State Guidelines.

Strategy1:

Benchmarks - Hazard High School will continue efforts to improve the number of students who are able to achieve the benchmarks on the ACT and COMPASS assessments.

Category: Continuous Improvement

Research Cited: RTI, CIITS, Targeted Intervention,

Activity - Academic Benchmarks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use of the WIN Program, EverFi, and ACT practice tests and other appropriate tests for formative assessments to determine student academic needs. Use the results to address reading and math interventions in CCR and RTI classes.	Academic Support Program	08/10/2016	05/17/2017	\$0 - No Funding Required	Math and English/Reading Faculty, RTI teachers

Strategy2:

Career Readiness Pathways - Monitor and support the implementation of the CTE programs to create career pathways for each CTE program that leads to an industry certification or KOSAA certification.

Category: Management Systems

Research Cited: TEDS

College and Career Readiness Requirements

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Activity - Work Keys/ASVAB Benchmarks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of remediation strategies for students not meeting Work Keys or ASVAB benchmarks. Files will be created and maintained for all students in the form of RTI forms with complete interventions taking place.	Academic Support Program	08/10/2016	05/17/2017	\$0 - No Funding Required	District Staff, Mr. Meehan, Mr. Dixon, Ms. Muncy, Mrs. Patrick

Activity - Meet Benchmarks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use of the Knowledge Matters, EverFi, Win Software, ACT practice tests and other appropriate tests for formative assessments to determine student academic needs. Use the results to address reading and math interventions in CCR and RTI classes. Students who need to meet a specific benchmark will be placed, in small groups, with a teacher in that field. There will be more rigorous work as well as one-on-one tutoring opportunities.	Direct Instruction	08/10/2016	05/17/2017	\$0 - No Funding Required	Mrs. Patrick, Mrs. Combs, Ms. Muncy, Mrs. White, Mr. Glaser, Mrs. Roll, Mr. Meehan, Mr. Mobelini

Activity - ILP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Career and Interest Inventory from student ILP will be used to find students who have expressed interest in FCS, Nursing, and Office Technology and these students will be scheduled for at least 4 of the appropriate classes in order to qualify for the KOSSA and IC3 tests.	Career Preparation/ Orientation	08/10/2016	05/17/2017	\$0 - Perkins	Mrs. Combs, Mr. Day, Mrs. Teague, Mrs. Patrick, Mrs. Muncy

Activity - Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incorporate the goals and strategies in the PL/CS Program Review Rubric. Monitor progress in weekly PLC meetings.	Policy and Process	08/10/2016	05/17/2017	\$0 - Perkins	Mrs. M. Combs, Ms. Muncy, and Mrs. Patrick, Mr. Fannin, Ms. Muncy, Mrs. D. Combs, Mr. Holland

Activity - Industry Certification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MSoftware Specialist will be offered as a course to facilitate students passing the IC3 assessment. Students in 4th period will be given the tests by the end of 1st semester. Students in the 5th period class will be given the tests during the school year.	Career Preparation/ Orientation	08/10/2016	05/17/2017	\$3000 - Perkins	Kathy Patrick Denise Combs

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Activity - Career Pathways	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As a freshman, students will be assigned to a teacher-mentor in one of the career pathways they have chosen with their ILP. Teachers will offer career preparation advice using an educational plan of courses for students to reach their desired goal in the ILP. Students will then have a planned course of study that can be altered if their interests change.	Academic Support Program	08/10/2016	05/17/2017	\$0 - No Funding Required	Appropriate number of Faculty from each department Mr. Day Mrs. Combs

Activity - Additional Vocational Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Offer additional career pathways/vocational courses for students both on-site (Nursing) and at HCTC.	Academic Support Program	08/10/2016	05/10/2017	\$0 - No Funding Required	Vocational Department/HCTC Staff members

Activity - Professional Development ILP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers who are responsible for the ILP will receive appropriate training updates.	Professional Learning	08/10/2016	05/17/2017	\$0 - No Funding Required	Mrs. Patrick, Ms. Muncy, Mrs. Combs, Mr. Day

Activity - ILP Career Matchmaker/Career Clusters	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use results of ILP Career Interest Inventory from 8th-11th grade to guide student course of study.	Career Preparation/Orientation	08/10/2016	05/17/2017	\$0 - No Funding Required	Mrs. Combs Mrs. Patrick Ms. Muncy Mr. Day Mr. Mobelini

Activity - Student Scheduling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students at Hazard High School will be encouraged to take at least 4 courses in the vocational studies curriculum.	Career Preparation/Orientation	08/10/2015	05/11/2016	\$0 - No Funding Required	Mr. Mobelini, Mr. Day, Mrs. Combs

Activity - Transition Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Offer effective transition courses for students not meeting benchmarks.	Career Preparation/Orientation	08/10/2016	05/17/2017	\$0 - Other	Counselor, Principal and teachers

Measurable Objective 2:

demonstrate a proficiency in reading comprehension of complex texts in English Language Arts by 10% of Eleventh grade students meeting benchmarks by 05/17/2017 as measured by ACT and Compass.

Strategy1:

Reading for College - Reading for College Success will incorporate a variety of strategies for building reading skills using complex texts. Teachers will incorporate texts that have higher Lexile levels along with implementing text dependent activities and analysis. This will lead

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students to make inferences about what a text says explicitly as well as determining where the text leaves matters uncertain.

Category: Career Readiness Pathways

Research Cited: ELA Network, Text Complexity: Raising Rigor in Reading by: Douglas Fisher, Kentucky Common Core Standards for Informational Reading

Activity - Reading for College Success	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Courses for Reading for College Success will be offered for juniors and seniors who need to meet the benchmark in reading on the ACT. Through this course, students will learn strategies for success on the ACT as well as have the opportunity to take the COMPASS test. This course will also show students how to connect what they are reading with their schema in order to form a better understanding of the texts. Students will use available technology: WIN Software and EverFi	Direct Instruction	08/11/2015	05/11/2016	\$0 - No Funding Required	Mr. Glaser, Ms. Muncy, Mrs. White Mr. Meehan, Mrs. Roll

Activity - Teacher Training on Text Complexity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in the English Department as well as Department Chairs in other disciplines will be provided with the book Text Complexity: Raising Rigor in Reading by Douglas Fisher, Nancy Frey, and Diane Lapp. (A section in the library has been designated as a professional library available to all teachers.) The text will give strategies for teaching students how to do close readings of informational texts and disseminate what they are reading. Additional books will be ordered as needed.	Direct Instruction	08/10/2016	05/17/2017	\$100 - General Fund	Department Chairs and ELA Teachers

Activity - Junior English Rotation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The junior class is divided between three ELA teachers and rotates each nine weeks. This allows for a smaller class size and for more one-on-one interaction with students. This also allows individual teachers to teach in an area of their expertise (drama, short stories, novels, poetry, informational) in reading which are part of the ACT. An entire 9 week period is also dedicated to grammar.	Class Size Reduction	08/10/2016	05/17/2017	\$0 - No Funding Required	Linda Teague, Effie Stidham, Jennifer Adams

Goal 2:

Increase the averaged combined reading and math K-PREP EOC scores for high school from 59.7% to 78.7% by 2018-19.

Measurable Objective 1:

6% of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency in the combined reading and math scores in Mathematics by 05/27/2016 as measured by EOC.

Strategy1:

SY 2016-2017

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Literacy/Math Initiative - Students will have multiple opportunities to read in class as well as independently. RTI program has been created to help monitor students in reading. Math tutoring will be available, especially in EOC/ACT tested areas.

Category: Integrated Methods for Learning

Research Cited: CIITS/RTI

Activity - Literacy & Math RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI program will be established in reading for Sophomore level students as well as Seniors who need to meet the reading benchmark. Math will also offer tutoring services as well as peer tutoring opportunities for students. Both programs will utilize WIN Software.	Direct Instruction Extra Curricular Class Size Reduction Tutoring Academic Support Program	08/03/2015	05/27/2016	\$0 - No Funding Required	High School English and Math teachers, District Staff, Principal

Strategy2:

RTI/KSI - Monitor academic and behavior benchmarks and cut scores.

Category: Integrated Methods for Learning

Research Cited: RTI/KSI

Activity - Benchmarks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor academic and behavior benchmarks and cut scores.	Policy and Process	08/03/2015	05/27/2016	\$0 - No Funding Required	District Staff

Strategy3:

Curriculum Assessment and Alignment - Identify and establish curriculum teams (PLC's)

Category: Professional Learning & Support

Research Cited: KY Common Core Standards

Activity - Analyze Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
-Analyze curriculum to identify gaps -Make necessary adjustments to curriculum -utilize instructional resources, -disseminate updated/revised curriculum to teachers -ensure teachers implement curriculum - monitor implementation	Policy and Process	08/03/2015	05/27/2016	\$0 - No Funding Required	District Staff

Goal 3:

Hazard High School Collaboration in the Arts

Measurable Objective 1:

A total of 100 Ninth, Tenth, Eleventh and Twelfth grade students will complete a portfolio or performance in the area of arts & humanities based on their enrollment in chorus, advanced art, and band in Art & Humanities by 05/26/2016 as measured by the completion of a portfolio

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or similar performance by either participating in a talent show events/All State Chorus, marching band competitions/All-State Band, or state sponsored Art Contests as well as school displays..

Strategy1:

Encouraging Arts - This strategy will encourage students to participate in the arts and take an active roll locally as well as throughout the state in arts and humanities events. Chorus, Art, and Band teachers will work together to encourage students of all age levels to get interested in the arts and to refine their skills.

Category: Continuous Improvement

Research Cited: Arts & Humanities Program Review

Activity - Art Club	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An Art Club will be created to inspire students to pursue their artistic skills. Students will meet after school and will complete projects throughout the school year.	Extra Curricular	08/11/2015	05/26/2016	\$0 - No Funding Required	Joanna Thompson

Activity - Portfolios	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in art, band, and chorus will create a portfolio which will compile their work throughout the year and show growth in their skills.	Academic Support Program	08/11/2015	05/26/2016	\$0 - No Funding Required	Ms. J Thompson, Ms. B Thompson, Ms. P Smith

Activity - Drama Club	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Drama Club will be created and perform at least two production within the school year. They will also be required to participate in community drama events.	Extra Curricular	08/11/2015	05/26/2016	\$500 - General Fund	Luke Glaser

Goal 4:

Title I

Measurable Objective 1:

collaborate to use the School-Wide Title I program to serve the needs of the students at Hazard High School by 05/17/2017 as measured by 95% successful transition for graduating seniors..

Strategy1:

Check Programs, Schedules, Grades - All student transcripts will be checked at least twice at the end of the semester or school year to evaluate student needs and create schedules and programs that will address those needs. This will include graduation requirements, career pathways, ILP completions, and GPA to be sure that students are on track for a successful graduation and preparation for college/career success.

Category: Continuous Improvement

SY 2016-2017

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Research Cited:

Activity - Student Checks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student transcripts and student records, ILP's will be checked each summer to evaluate student needs. The results will influence student schedules, (AP courses, RTI courses, CCR courses, and vocational school placement). All students will be allowed to take any of the courses offered. Graduation requirements will take priority--all students may choose to take any of the other classes including electives or honors/AP classes.	Other	08/10/2016	05/17/2017	\$0 - No Funding Required	Mr. Day, Ms. Combs, Mr. Mobelini

Strategy2:

Tutoring - Tutoring will be offered before school and during 7th period for all students.

Category: Persistence to Graduation

Research Cited: CIITS, Ky Common Core Standards for Math, Reading, English, RTI

Activity - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English and Math tutoring is offered before school and during 7th period. All students are encouraged to go to tutoring as they have need. Students who have a specific academic need will be required to go to tutoring to improve their grades.	Academic Support Program	08/10/2016	05/17/2017	\$5000 - General Fund	Mrs. Teague, Mr. Glaser, Mrs. Croll, Mrs. Wilder, Mr. Mobelini, Mrs. Stidham, Mrs. Wolfe

Goal 5:

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 05/12/2017 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: Continuous Improvement

Research Cited: Assessment Results

Activity - Rubrics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Examine the rubrics used in a program review. Consider the existing sources and evidence to inform the overall program assessment.	Policy and Process	08/10/2016	05/17/2017	\$0 - No Funding Required	Principal and Staff

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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. Encourage all teachers to participate in each area of Program Review.	Policy and Process	08/10/2016	05/17/2017	\$0 - No Funding Required	principal/staff

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. PLC meetings will be held to discuss necessary documentation for each area.	Professional Learning	08/10/2016	05/17/2017	\$0 - No Funding Required	Principal and Staff

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. Maintain all Distinguished categories.	Policy and Process	08/10/2016	05/17/2017	\$0 - No Funding Required	Principal and Staff

Goal 6:

To prepare students with college readiness classes in the arts

Measurable Objective 1:

90% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will complete a portfolio or performance to show they are capable of advancing to college readiness in the arts and humanities in Art & Humanities by 05/05/2017 as measured by performances completed and portfolio turned in .

Strategy1:

Collaboration - Release time during one or more of the three hours we are assigned at HHS can be used to collaborate with content area teachers on units such as social studies that could be enhanced by adding arts activities, projects, guest artists, and field trips to educate all students in the arts.

Category:

Research Cited: Arts research states the fact that students achieve through different learning styles. Hands on activities can enhance the lessons.

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Activity - College Readiness Art Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The classes for the arts will be taught to prepare the students for college art classes.	Academic Support Program	08/15/2016	05/12/2017	\$1000 - General Fund	Joanna Thompson (Art Teacher) Jon D. Day (Band instructor) Pauletta Smith (Head Band Instructor) Brittany Thompson (Music/Chorus Instructor)

Executive Summary

Introduction

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

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

Description of the School

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

With a population of approximately 5000, Hazard is a "boom town" in coal country. However, we now see little coal severance money, and we have an increase in free/reduced lunch students, and a resulting decrease in our available workforce--all a direct result of the new mining regulations being put into place by the Federal Government. We are located 12 miles from Carr Creek State Park and 22 miles from Buckhorn State Park, which allows us access to beautiful natural environments.

Within 1/4 mile of our school is Hazard Community and Technical College which allows us to have students receive dual credit for up to 24 hours of course work during their high school careers. They provide three teachers who come to the high school to teach three dual credit courses (English 101/102, History, and Psychology). A group of 12th grade students are also transported to the technical campus where they are enrolled in nursing and mechanics/welding classes. There are provisions in place to cover expenses for industry certifications for students in those vocational areas. We are also offering Allied Health courses in-house now, with a nursing suite being added right now which will hopefully be functional by the spring semester.

Hazard High School is accredited by SACS/Advance ED since 1923. Hazard High School has a very capable and qualified staff with which to work. All teachers are certified in the field in which they teach. We have approached test scores at our school with the attitude that we expect to be rated a "top school" in the state each year. This has happened for us through hard work and trying new concepts and ideas. At this time we are re-evaluating our scheduling and instructional ideas to readjust to the testing framework, as well as the changes evident in our students. We have developed some courses in which there are multiple teachers in a classroom to try to provide more time for one-on-one feedback, as well as to address individualized needs.

Hazard High School is active in promoting community service projects and actions. Hazard High School students have been involved in various endeavors responding to needs in our community as well as outside our area--collections for fire victims within our student body, Thanksgiving baskets, Christmas star children, shoe drives, coat drives, blanket drives for the homeless shelter and hurricane/tornado assistance. Our students have set an ambitious goal of 10,000 community service hours for the school year. Additionally, students who are members of the National Honor Society all complete at least 30 hours of community service. This year, 1/3 of our students are active members in NHS.

Hazard High School is a community school, in which all all stakeholders are involved in contributing to the decision-making process. We have made a determined effort to improve our communication efforts through various open house events, direct correspondence with parents/guardians, as well as home visits. Our school does involve the many community stakeholders who take pride in supporting and ensuring the excellence of standards for which we strive. Such strong community ties are what make our school, and our students, successful.

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.

"The mission of the Hazard Independent Schools is to offer students a world-competitive education that will challenge their mind, inspire their hopes, and provide them the opportunity to achieve their dreams." This is the district mission statement that was created through development from ideas of all stakeholders at the district level. At the high school level, each department has developed their own mission statements to drive their instruction, but as a school, we developed a motto, "JUST WIN". To our faculty and staff this verbalizes our commitment to go above and beyond traditional teaching methods to ensure that our students are College and Career Ready. We focus on student-centered instruction in order to allow our students to "JUST WIN" at the next stage of their lives. Our students realize that this motto applies to not only extra-curricular activities, but also to the classroom. The need to "JUST WIN" on their classroom test scores, on the standardized exams, etc. as well as in their extra-curricular activities/sports is incorporated in everything Hazard High School does. This allows the students to take responsibility for their actions as well. Hazard High School is a very diverse school that sits in the mountains of Eastern Kentucky. Basically, for all practical purposes, we are an inner-city school in the mountains. Our student population is around 320, with approximately 50% of our enrollment eligible for the free/reduced lunch program. This year, our entire school receives free/reduced lunch. Our high school has one of the largest, if not the largest minority populations of any school system in Eastern Kentucky.

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.

Under the new assessment and accountability system, we are extremely proud that Hazard High School just received a third Distinguished rating. Over the next three years, our goal is to maintain this Distinguished rating and again be named a School of Distinction.

The 2016 senior class received over \$2 million dollars worth of scholarships to schools in and around Kentucky. HHS is characterized most by our commitment to serve our community. Over the past year we have collected items for fire victims, built houses, conducted multiple blood drives, food drives along with countless other student initiated services throughout Hazard and Perry County.

Not only are our students conscience of what effort can do in their community, but they are also see how their effort can pay off in their extracurricular activities. All students are encouraged to join some type of group. Over the past year, we have tried to reach a broader set of students by building our STLP program and incorporating an Art Club and Drama Club. It would be safe to say that 95% of our student body participates in one activity or another.

At HHS, our mission is to provide our students with a world-competitive education. We strive to give our students opportunities that they may not have any other way. One way we do this is through school trips. We provide the opportunity for all students to take part in school trips to New York/Washington DC, Chicago, Tennessee, and the Bahamas. Additionally, our HHS Band of Gold does a European Tour every other summer. Students who cannot afford the cost of the trips are given the opportunity to fund-raise with community benefactors helping cover any additional costs. No child is turned down. This is a great incentive for students to do well in school as well as a learning opportunity - students must take responsibility to raise funds as well as be respectful of their peers, leaders, and people in different areas.

While being recognized for many accolades and notable accomplishments, our school is continuing to strive for higher proficiency in both math and reading. Using National Standards and Common Core, our teachers work toward reaching and maintaining goals set by the state. Our Gap Group targets Combined Reading and Math scores are the main concern. We still did not meet our target and in order to meet our target for this year, we have modified our schedules somewhat to hopefully increase scores. We continue to offer Algebra 1, 1.5 and 2 so students can refine their skills in Algebra before taking the Algebra II EOC exam. This year we have started a RTI program for reading with sophomores. The new RTI program involves all 9th and 10th grade students to complete four independent reading projects. Our hope is that by reading more frequently, it will help students not only on the English II EOC, but also on the ACT. We are confident that these changes will help us in meeting our target for Combined Reading and Math.

Our faculty is now fully working under the PGES/OPGES after working through the pilot program in previous years. Teachers have noted that they like the new evaluation system and that using the same system with KTIP is beneficial for all parties. Teacher really see the benefit in having feedback on their performance in a standardized format and also benefit through realistic self-reflection. However, we are always striving to be the best teachers we can be. Therefore our goal is to hone our practices to best serve all students, including those within gap groups, so that all students succeed.

Additional Information

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

Hazard High School not only provides a well-rounded education for students, but also lifelong learning experiences. Our students learn Algebra, History, Grammar skills, and Biology, but most importantly, they learn to become active, meaningful members of the community. They learn that hard work does pay off and that lending a helping hand will be returned two-fold.

Our students learn to be respectful of themselves and their community. Our community stands behind our school 100% and is always there to help our students in any way possible so that they can achieve all they aspire to do. None of our students are ever left out by our school or our community.

In the small student body population of 320, you will still find diversity. We are made up of African American, Indian, Asian, and Caucasian students. We also have a wide range of socioeconomic statuses with recent cut-backs in the coal industry as well as industries moving out of the mountains. This however, just fuels our desire to give back to the community that has been so giving to us.

We are extremely proud of our new facilities. Our students and teachers really take pride in these changes. We are just as excited to know that more change is on the way with facilities being created to house our own Nursing program for our students, a FMD room, new Fine Arts wing and improvements to our current Biology, Chemistry, and Family Consumer Science labs. These areas will hopefully be opened for student use within the next few months for some, and in the next couple years for others!