



KDE Comprehensive School Improvement Plan

**Hazard High School
Hazard Independent**

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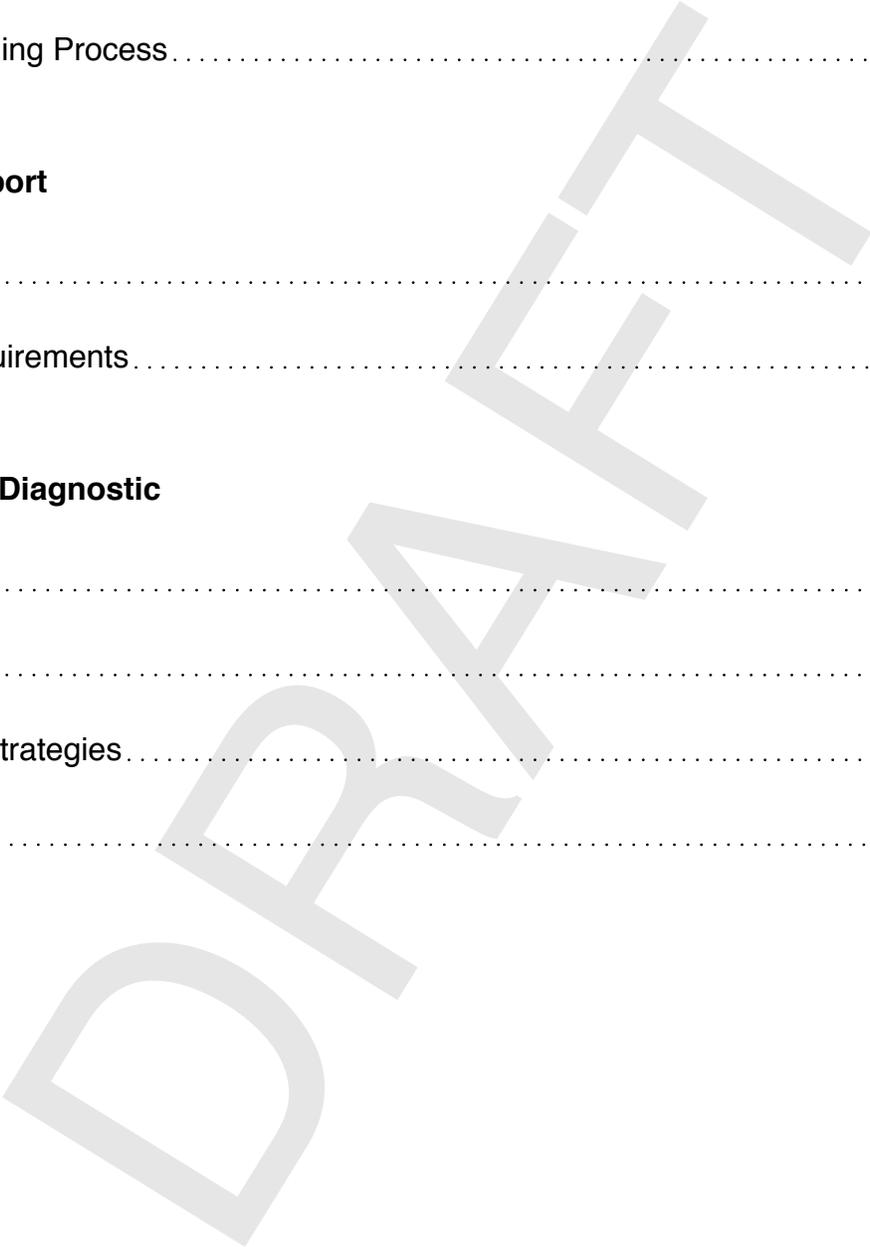
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Introduction

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

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Executive Summary

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Introduction

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

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

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Description of the School

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

With a population of approximately 5000, Hazard is a "boom town" in coal country, however we are beginning to see a real decrease in coal severance money, and 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 the 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 two teachers who come to the high school to teach two dual credit courses. We also have two high school teachers who teach dual credit college courses during the school day. A group of 12th grade students also are transported to the technical campus where they are enrolled in nursing, exploratory mining and robotics classes. There are provisions in place to cover expenses for industry certifications for students in those vocational areas.

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 new 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 who were residing at an apartment complex which housed several families of students, 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.

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.

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 310, 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 with an average minority population of 10.13%.

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 second Distinguished rating. Over the next three years, our goal is to maintain this Distinguished rating and again be named a School of Distinction.

The 2015 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. While we improved 57.3 (2013-14) to 59.7 (2014-15) we still did not meet our target. In order to meet our target for this year, we need to be at 65.8. This is a challenge; however, 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. This is a special pull-out session with students four days at a time. The groups work on test taking tips, reading comprehension, reading speed, and critical thinking skills. Our hope is that it helps 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.

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 309, 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. We now have a window/buzzer system in place at the front door, all new windows and doors within classrooms, new alarm systems, new classrooms, a new, state of the art library, and new intercom system. 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. The next few years will be a challenge through construction but the reward will pay off for our students for years to come!

2015-2016 HHS CSIP

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Overview

Plan Name

2015-2016 HHS CSIP

Plan Description

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Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the College and Career Readiness from 71.6% to TBD.	Objectives: 2 Strategies: 3 Activities: 15	Organizational	\$3100
2	Maintain the cohort graduation rate at 100%	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$0
3	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
4	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
5	Increase the percentage of effective principals and teachers to 100% in 2017.	Objectives: 1 Strategies: 2 Activities: 5	Organizational	\$0
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.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$0
7	Reduce the percentage of students scoring novice by 50% in 2019-2020.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$0

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 05/11/2016 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

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

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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
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

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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,

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
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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 - 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 2: 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
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

Goal 3: 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
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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
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Strategy 2:

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	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
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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
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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

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 4: 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:

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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

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
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KDE Comprehensive School Improvement Plan

Hazard High School

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.	Tutoring, Academic Support Program, Direct Instruction, Class Size Reduction, Extra Curricular	08/03/2015	05/27/2016	\$0	No Funding Required	High School English and Math teachers, District Staff, Principal
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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.

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

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 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.

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

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Hazard High School

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
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

Goal 7: Reduce the percentage of students scoring novice by 50% in 2019-2020.**Measurable Objective 1:**

10% of All 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, Academic Support Program, Direct Instruction, 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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KDE Comprehensive School Improvement Plan

Hazard High School

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, Academic Support Program, Direct Instruction, Class Size Reduction	08/06/2015	05/26/2016	\$0	No Funding Required	Donald Mobelini, Luke Glaser, Mark Dixon, Anne Kuhnen, Carla Croll
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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
Total					\$112	

Perkins

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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
Industry Certification	Msoffice 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
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
Total					\$3000	

No Funding Required

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

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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
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
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
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
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, Academic Support Program, Direct Instruction, Class Size Reduction	08/06/2015	05/26/2016	\$0	Donald Mobelini, Jennifer Adams, Effie Stidham, Linda Teague, Jocelyn White
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
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
Identify professional learning needs	Identify professional learning needs.	Professional Learning	08/03/2015	05/11/2016	\$0	Principals/teachers
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
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

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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
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
ILP	ILP's are monitored and updated as needed	Academic Support Program	08/11/2015	05/11/2016	\$0	Principal, teachers
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
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
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
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
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
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
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

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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
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.	Tutoring, Academic Support Program, Direct Instruction, Class Size Reduction, Extra Curricular	08/03/2015	05/27/2016	\$0	High School English and Math teachers, District Staff, Prinicpal
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
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
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
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
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

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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, Academic Support Program, Direct Instruction, Class Size Reduction	08/06/2015	05/26/2016	\$0	Donald Mobelini, Luke Glaser, Mark Dixon, Anne Kuhnen, Carla Croll
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
Benchmarks	Monitor academic and behavior benchmarks and cut scores.	Policy and Process	08/03/2015	05/27/2016	\$0	District Staff
Total					\$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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
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
Total					\$200	

Other

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

Hazard High School

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	

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KDE Needs Assessment

Introduction

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

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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 needs as well as student success in all areas, focusing especially on reading, math and College and Career Readiness. Our EOC English 10 Percent P/D is 60.2% and our EOC Algebra II percent P/D is 59.1%.

Additional questions and concerns that arise include the data gaps between general population and the gap group, strengths within the school curriculum as well as weaknesses that have been indicated through assessments. Another concern is with at-risk students and whether or not they are on target to meet goals.

Through the data provided, we found that math is the high school's greatest improved area and that reading has become an area of needed improvement. As a staff, we also realize the need to address reading and CCR in order to stay on track to meet our goals for 2017. By analyzing the data from the surveys, we found that a focus on professional development and new teacher support needs to be put into place as well as allowing our teachers to have more input into the decision making process of our school.

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?

Math, CCR scores, and graduation rate were three of our strengths. We have implemented a Reading for College Success for those seniors who have not met the benchmark in Reading. Those students will be given the opportunity to take the COMPASS Reading Test at least two times in order to achieve the state benchmark. Our students were very successful in Science (Biology EOC) with a Percent Proficient calculation of 10.6% above the state average. In Social Studies we were 18.1% above the state Proficient average. Reading scores (English 10 EOC) were 5.3% above the state Proficient average. English scores were 1.6% above the state average.

As a school we have implemented several actions to help sustain our achievements including student/peer tutoring for math that has shown some promising results. Our senior students who have not met ACT benchmarks are enrolled in Math and English/Reading classes and may take the COMPASS test twice during their senior year. We provide tutoring at the school level, as well as support from our Central Office that allows students to participate in tutoring for Math, English, and Reading at the community college, and several dual-credit courses through the community college. Our teachers are actively involved in Professional Learning Communities; we offer Academic Field Trips, RTI embedded within the curriculum, parent/teacher communication (through email, phone calls, and open house events), specific instruction in the KY Common Core, and a working relationship with the community that allows students to experience a variety of careers and jobs. These are just a few of the many actions within our school that help us molding our students into the leaders of tomorrow.

Opportunities for Improvement

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

Reading is our main point of concern and we are working to put in place a peer tutoring program/RTI program that allows for students to meet with their English teachers in small group sessions so that more one-on-one learning can occur. We also are using the College and Career Readiness Reading for seniors who have not met the benchmark by utilizing WIN Software in an RTI CCR course.

Improvements in Place:

- ACT Coach
- HCTC partnership - Admissions Advisor at the high school bi-weekly/Dual Credit courses offered
- Academic field trips
 - o 11th Grade: Washington, DC/New York City
 - o 10th Grade: Chicago
 - o 9th Grade: Ashville, NC - Biltmore/Gatlinburg
 - o 12th Grade: Bahamas

We are making plans to improve the following:

- professional development activities for all areas but especially in Reading
- research curriculum strategies to improve reading comprehension
- progress monitoring
- enhanced PLC
- peer tutoring opportunities
- better technology integration - Use of WIN Learning and Icurio
- community involvement
- teacher/parent communication
- program review plan - development of more cross curricular activities
- improvement of Reading/English skills on ACT through RTI & Tutoring
- hands on activity throughout the curriculum

Conclusion

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

We need to disaggregate and evaluate grades and assessment scores for students who participate in our tutoring and RTI classes to assess the effectiveness of the programs. This will provide the necessary information for any changes we may need to make to ensure we are addressing student needs. As stated, we plan on putting a higher priority on our at-risk students/GAP students and their achievement. This can be done through more one-on-one interaction among our students and staff, providing a positive experience at the school and a comfortable environment that allows our students to openly discuss issues in their life.

As a school, we work at improving and becoming more rounded teachers. This is completed through professional developments that better prepare us in the implementation of the KY Common Core, incorporate various strategies within our classrooms for learning, and most of all be better prepared to the address the various needs of our students. Our school works extremely hard at addressing all the specific needs of our students. Through our strategically planned schedule, we address the needs of our students, while providing them a top of the line education, preparing them for future success in College or their Career.

All teachers are participating in TPGES and all of the teachers in our building have been evaluated. 100% of teachers and staff are involved in the New Effectiveness System (PGES/TGES) and understand the workings of the system. All teachers are taking advantage of having timely feedback on their performance and are working to improve and hone their skills.

In closing, the goal of our school is student achievement and success at high levels. We work on improving our skills on the personal basis and school basis that prepares our students for a successful transition from high school to career or post-secondary education depending on their own personal goals and desires.

KDE Compliance and Accountability - Schools

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Introduction

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

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

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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 College and Career Readiness for 12th grade students 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 the CCR Percentage Report..

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:

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	08/05/2015	05/11/2016	\$0 - Perkins	Mrs. Combs, Ms. Muncy, and Mrs. Patrick, Mr. Fannin, Ms. Muncy

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	08/05/2015	05/11/2016	\$0 - No Funding Required	Mrs. Patrick, Ms. Muncy, Mrs. Combs, Mr. Day

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 05/30/2014 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:

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

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Hazard High School

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	08/11/2015	05/11/2016	\$0 - No Funding Required	Linda Teague, Effie Stidham, Jennifer Adams

Goal 2:

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.

Strategy1:

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 - 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

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

Strategy2:

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 - 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

KDE Comprehensive School Improvement Plan

Hazard High School

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

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

Goal 3:

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.

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	08/03/2015	09/30/2015	\$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	08/03/2015	05/26/2016	\$0 - No Funding Required	Principal and Staff

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Hazard High School

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	08/03/2015	05/26/2016	\$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	08/03/2015	05/26/2016	\$0 - No Funding Required	principal/staff

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

Goal 1:

Increase the College and Career Readiness for 12th grade students 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 the CCR Percentage Report..

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:

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 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

Goal 2:

Increase the school average ACT score 1 point in Reading.

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Hazard High School

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 .

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,

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

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Hazard High School

Goal 3:

Increase combined reading and math EOC scores for high school non-duplicated gap group from 59.7% to 65.8% in 2016 as measured by the School Report Card.

Measurable Objective 1:

collaborate to maintain the Percentage P/D n Math in non-duplicated group at 90.9. by 05/29/2015 as measured by the School Report Card.

Strategy1:

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	08/11/2015	05/11/2016	\$0 - No Funding Required	Math Department, ELA 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	01/01/2016	05/26/2016	\$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

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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	08/11/2015	05/11/2016	\$0 - No Funding Required	Math 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	08/03/2015	05/20/2016	\$0 - No Funding Required	Math Department

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.

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	08/06/2015	05/27/2016	\$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	08/06/2015	05/27/2016	\$100 - General Fund	Jennifer Adams, Effie Stidham, Jocelyn White

Goal 4:

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

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

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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 Extra Curricular Class Size Reduction Tutoring Direct Instruction	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

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

N/A (this question does not apply)

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the College and Career Readiness for 12th grade students 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 the CCR Percentage Report..

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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:

Research Cited: TEDS

College and Career Readiness Requirements

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	06/30/2015	05/11/2016	\$0 - No Funding Required	Mrs. Combs Mrs. Patrick Ms. Muncy Mr. Day Mr. Mobelini

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	08/10/2015	05/11/2016	\$0 - No Funding Required	Appropriate number of Faculty from each department Mr. Day Mrs. Combs

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	06/16/2014	09/30/2015	\$0 - Perkins	Ms. Patrick, Ms. Muncy, Ms. Combs, Mr. Day

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	08/05/2015	05/11/2016	\$0 - No Funding Required	District Staff

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	08/06/2015	05/11/2016	\$3000 - Perkins	Kathy Patrick Denise Combs

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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 and at HCTC.	Academic Support Program	08/06/2015	05/11/2016	\$0 - No Funding Required	Vocational Department/HCTC Staff members

Goal 2:

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.

Strategy1:

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	08/11/2015	05/11/2016	\$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	08/11/2015	05/11/2016	\$0 - No Funding Required	Teachers, Principal, Guidance Counselor

Goal 3:

Increase combined reading and math EOC scores for high school non-duplicated gap group from 59.7% to 65.8% in 2016 as measured by the School Report Card.

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 05/27/2016 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

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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	08/06/2015	05/27/2016	\$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	08/06/2015	05/27/2016	\$112 - District Funding	Jennifer Adams, Effie Stidham, Jocelyn White

Measurable Objective 2:

collaborate to maintain the Percentage P/D n Math in non-duplicated group at 90.9. by 05/29/2015 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

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Hazard High School

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	01/01/2016	05/26/2016	\$0 - No Funding Required	Math Department, Principal

Goal 4:

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:

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 Academic Support Program Extra Curricular Class Size Reduction	08/03/2015	05/27/2016	\$0 - No Funding Required	High School English and Math teachers, District Staff, Principal

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 05/26/2016 as measured by tracking Infinite Campus data.

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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	04/01/2016	05/26/2016	\$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	08/11/2015	05/11/2016	\$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	08/11/2015	05/11/2016	\$0 - No Funding Required	Teachers, Principal, Guidance Counselor

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

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Hazard High School

Goal 1:

Increase the College and Career Readiness for 12th grade students 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 05/30/2014 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:

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 - 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	08/11/2015	05/11/2016	\$0 - No Funding Required	Linda Teague, Effie Stidham, 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 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

Measurable Objective 2:

collaborate to increase student CCR from 71.6% to TBD. by 05/11/2016 as measured by the CCR Percentage Report..

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	08/06/2015	05/11/2016	\$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:

Research Cited: TEDS

College and Career Readiness Requirements

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 - 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	06/16/2014	09/30/2015	\$0 - Perkins	Ms. Patrick, Ms. Muncy, Ms. 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	06/30/2015	05/11/2016	\$0 - No Funding Required	Mrs. Combs Mrs. Patrick Ms. Muncy Mr. Day Mr. Mobelini

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	08/10/2015	05/11/2016	\$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	08/05/2015	05/11/2016	\$0 - Perkins	Mrs. Combs, Ms. Muncy, and Mrs. Patrick, Mr. Fannin, Ms. Muncy

Activity - Meet Benchmarks	Activity Type	Begin Date	End Date	Funding Amount & Source	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 - 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	08/06/2015	05/11/2016	\$3000 - Perkins	Kathy Patrick Denise Combs

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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	08/05/2015	05/11/2016	\$0 - No Funding Required	Mrs. Patrick, Ms. Muncy, Mrs. Combs, Mr. Day

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 and at HCTC.	Academic Support Program	08/06/2015	05/11/2016	\$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	08/05/2015	05/11/2016	\$0 - No Funding Required	District Staff

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 03/25/2016 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 - 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,

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

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

Goal 1:

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..

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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 2:

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.

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 - 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	08/03/2015	05/26/2016	\$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	08/03/2015	05/26/2016	\$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	08/03/2015	05/26/2016	\$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	08/03/2015	09/30/2015	\$0 - No Funding Required	Principal and Staff

KDE Assurances - School

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Introduction

KDE Assurances - School

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Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes	Test data (KPREP EOC tests, ACT, CCR, School Report Card) 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. All schools within the district worked together to create an instructional ladder to identify gaps between grade levels. More strenuous courses have been added to the curriculum to push students toward College and Career Readiness. RTI programs have been put into place 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	RTI program in place for reading and math. Senior students who have not met the state benchmarks have been placed in CCR courses that are small and one-on-one instruction with math and English teachers. One-on-one instruction is used as well as peer tutoring. Students are also taking advantage of the WIN Software CCR program. Additionally, all sophomore students are in an RTI program that helps build reading comprehension skills. They meet in small groups as well and work with the English department on the WIN Software as well as Quality Core based workbooks.	

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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. Only four teachers are non-tenured with two completing KTIP. The two teachers completing KTIP were Teach for America teachers who are now in their third year.	

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	Parents Night, District-Wide Parent Nights, Literacy Nights	

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-Wide PD as well as Individual	

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		

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

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		

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		

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Hazard High School

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

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

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

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.	Yes		

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

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

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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.	

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		

The Missing Piece

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Introduction

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

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Stakeholders

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

For the Hazard High School Missing Piece 2015-16, 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 the local community College. These individuals include:

Betsy Clemons - Chamber of Commerce Member

Homer Whitson - Former Employee, Former Student Parent, Community Member

Lori Bingham Howard - SBDM Parent

Linda Teacher - SBDM, Teacher

Linda Longworth - SBDM, Teacher

Helen Wicker - FRYSC

Dennis Smith - School Board Member

Dr. Wicker - Hazard Clinic

Dale Williams - East KY Chiropractic

Cindy Williams - Complete Care Pharmacy

Mark Combs - Summit Community Church Minister

Dr. Greiner - Hazard Community College President

Derhonda Mobelini - College of the Mountains Director

Sandra Johnson - Superintendent

Sondra Combs - Central Office Staff

Nathan Johnson - Central Office Staff

Relationship Building

Overall Rating: 3.57

	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).	School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods).	Proficient

	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.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Proficient

	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: 3.29

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

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

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

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Decision Making

Overall Rating: 3.29

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

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

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

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

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council 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

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Advocacy

Overall Rating: 3.5

	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 an educational advocate or how to access an educational advocate when needed.	Proficient

	Statement or Question	Response	Rating
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that the parent has the option to use a trained advocate to assist them in speaking for their child's needs.	Proficient

Learning Opportunities

Overall Rating: 2.5

	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 targeted parent workshops and meetings to help parents develop skills to support their child's learning.	Apprentice

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School staff allows parents to visit regular education classrooms upon request. There is no school policy.	Novice

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

Community Partnerships

Overall Rating: 3.67

	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. 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.

As far as improvement areas, we need to work on incorporating systematic steps to welcoming new parents and ESL students. We offer Summer Orientation as well as Open House events throughout the school year. However, we still need to work on adapting a plan for a more formal orientation for students and their parents who enroll within the school year.

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.

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 students is offered an orientation as well as the student being paired with a current student for a tour of the school as well as a mentor for questions the new student may have that 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.

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 in 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.

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 face 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.

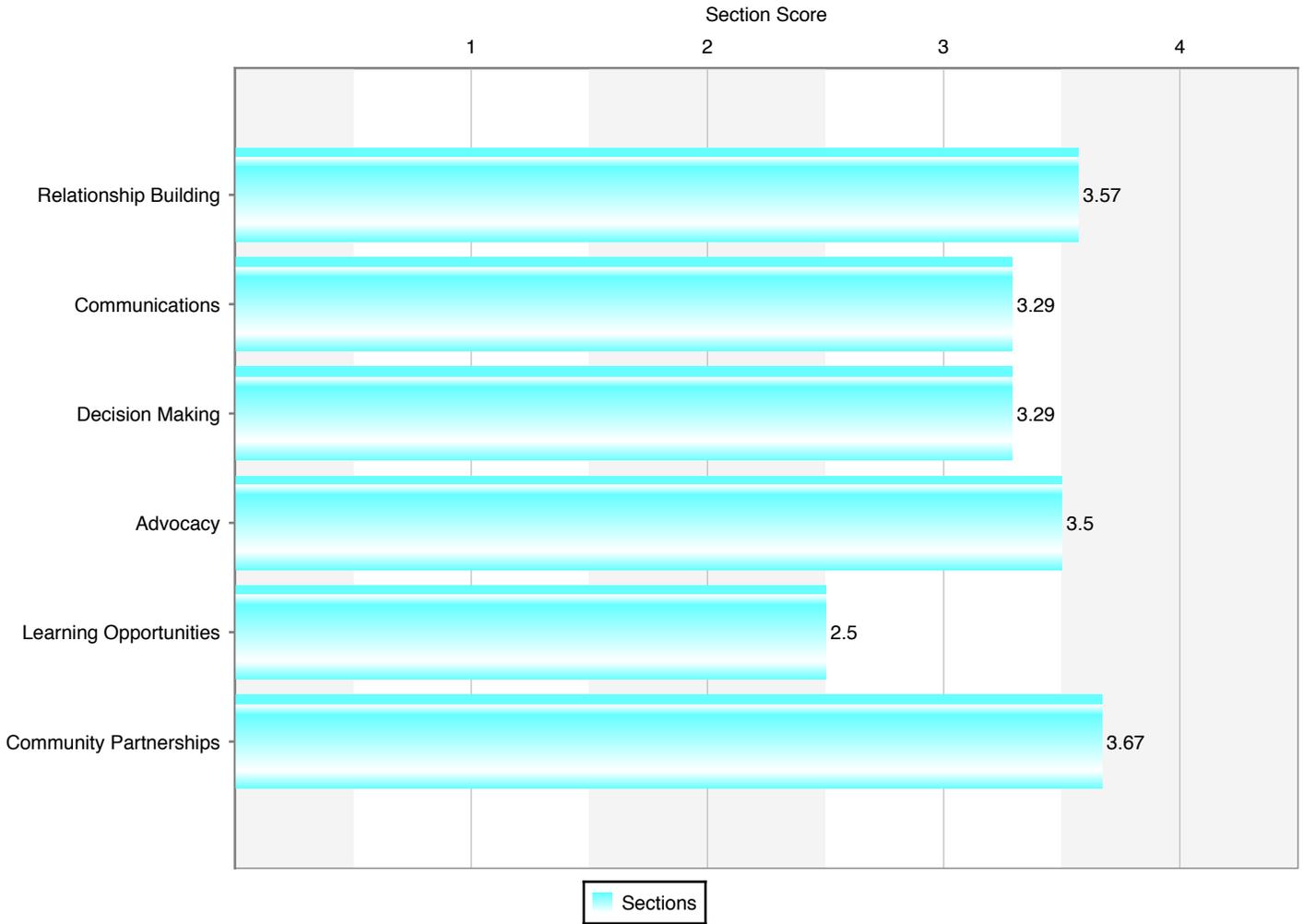
Objective 6 - Community Partnerships

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.

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Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

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Introduction

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

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Improvement Planning Process

Improvement Planning Process

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

Hazard 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 to data points throughout the year. The CSIP is open for viewing on the district web page and also at District Office at any time. Community members were encouraged to be active participants in our plan. Many community members/stakeholders were engaged in the creation of The Missing Piece. Stakeholders were selected and informed of their roles by the principal; they were placed in groups and were encouraged to meet on a schedule that accommodated the various members of the group.

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

Hazard High School Stakeholders (parents, staff, and community members) annually develop, review and revise a comprehensive school improvement plan (CSIP). Their responsibilities were to give advice on implementation, offer their assistance in providing examples of implementation, as well as to lead new endeavors involving the CSIP. 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 comprehensive school improvement plan (CSIP) is communicated to all stakeholders in several ways. First of all, it is approved at SBDM meeting and then approved by school board. The document is placed on the District Web Site and made available at school and district office. The plan is reviewed at faculty meetings and at parent meetings.

School Safety Report

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Introduction

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

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School Safety Requirements

Label	Assurance	Response	Comment	Attachment
1.	Does each school have a written Emergency Management Plan (EMP)?	Yes	Each school has an Emergency Management Plan which includes information on any type of emergency that may occur.	Emergency Management Response Plan

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes	September 30, 2015	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	October 29, 2015	

Label	Assurance	Response	Comment	Attachment
4.	Has each school provided the local first responders with a copy of the school's EMP and a copy of the school's floor plan?	Yes	First Responders from local fire and police department helped to walk through the building and determine courses of best exits as well as secondary plans. They also have a copy of the floor plans for the buildings.	

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes	October 15, 2015	

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	No	The plan was sent out to faculty and staff (Oct 8, 2015) as soon as it was completed and approved by the board.	

Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	Yes	They worked together with school officials to create the EMP.	

KDE Comprehensive School Improvement Plan

Hazard High School

Label	Assurance	Response	Comment	Attachment
8.	Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?	Yes	Each room in the building has an evacuation plan as well as an Emergency Preparedness Procedures booklet posted beside the doorway.	

Label	Assurance	Response	Comment	Attachment
9.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	Last visit was 11/5/2012.	

Label	Assurance	Response	Comment	Attachment
10.	Have practices been developed for students to follow during an earthquake?	Yes	We have earthquake drills each year and students know where to do in their classroom or within the building for safety.	

Label	Assurance	Response	Comment	Attachment
11.	Has each school developed and adhered to practices designed to ensure control of access to each school (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?	Yes	With recent renovations, we now have a locked entry way and all visitors must sign in and then be buzzed into the building. We also upgraded all exterior doors and windows for security. All classroom doors were also upgraded and can be locked from the inside in case of emergency lock-down situation. All school personnel/staff wear identification badges as well.	

Label	Assurance	Response	Comment	Attachment
12.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm TARGET="_blank"> Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes	August 13, 2015 - Fire Drill (1 minute evacuation time - completed by principal) August 19, 2015 - Tornado Drill (45 seconds to take shelter - completed by principal) August 19, 2015 - Earthquake Drill (30 seconds to take shelter - completed by principal) August 19, 2015 - Fire Drill (1 minute to evacuate - completed by principal) September 16, 2015 - Lockdown (Actual Event - Escaped prisoner - Lasted 4 minutes) November 2, 2015 - Fire Drill (2 minutes to evacuate - completed by principal) November 2, 2015 - Evacuation Drill (Students evacuated to the football field - 2 minutes to evac)	

KDE Comprehensive School Improvement Plan

Hazard High School

Label	Assurance	Response	Comment	Attachment
13.	Are processes in place to ensure all four emergency response drills (Fire in compliance with Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	Yes		

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Equitable Access Diagnostic

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Introduction

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

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Needs Assessment

Label	Assurance	Response	Comment	Attachment
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the school?	Yes	GAP group students have been identified and barriers were identified in providing these students will effective educators within our school and equal access to all programs.	

What are the barriers identified?

One barrier that was identified was our small staff. With a limited amount of teachers, it is hard to offer all the courses that every child wants to take.

What sources of data were used to determine the barriers?

Student surveys, Student Voice, TELL Survey, and School Report Card.

What are the root causes of those identified barriers?

We are a small, independent district with limited funds for hiring additional staff. At the time, we have more teachers on staff than we have in several years.

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

All of our teachers are considered high qualified in their positions. All teachers participate in TPGES and are considered at a proficient/distinguished level in all areas.

Equitable Access Strategies

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

All students have access to all teachers/courses offered at our school. Students fill out schedule requests that list courses they are interested in taking. All students are open to taking all teachers regardless of income or minority status. At the moment, we only have two teachers who are completing KTIP; however, they have been teaching three years each and were part of the Teach for America initiative.

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

All students have equal access to all teachers and courses. We do make efforts in scheduling to ensure that GAP group students are not lumped together in specific courses or with specific teachers. All students schedules are done by hand by a scheduling committee before being placed in Infinite Campus.

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

Looking at GAP group scores we determine need areas. We recently hired two teachers from Teach of America. One is from Texas and the other from Louisville. They bring a diverse viewpoint to our school. We also try to keep the ratio of male and female teachers equal.

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

We do not necessarily recruit teachers. We post positions, take references from current teachers, and promote openings through our school website.

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

All of our teachers want to teach at Hazard and enjoy their jobs. They enjoy and share in the successes of our student body. Another positive aspect is the small size of our school. With so few students it is easy to get to know all of them on a personal level which makes discipline hardly an issue. The community feeling of our school is another positive point. Tenure is offered on the first day of your fifth year hired on.

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

Mentor teachers are assigned for first year teachers. New teachers shadow their mentor when possible and the mentor meets with the new teacher at several intervals (especially during the first month or so) to ensure that the teacher is using proper techniques, feels welcome, and is making progress with student education. We also offer the opportunity for professional development as well as Professional Learning Communities.

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

Teachers with below an accomplished rating complete PD. This can be through CIITS or through face-to-face PD opportunities throughout the state. This areas are also addressed by mentors or PLC groups.

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

We have a low attrition rate with teachers. Once hired, many stay until retirement. TELL Kentucky survey results are desegregated and are used to address areas of concern for teachers involving PD opportunities and the needs of our staff. Each year the results give administration a better idea about what teacher want to see happening within their school.

Questions

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

Goal 1: Increase combined reading and math EOC scores for high school non-duplicated gap group from 42.1% to 63.8% in 2017 as measured by the School Report Card.

Goal 2: Maintain the averaged combined reading and math EOC scores for high school students at 79.5,

Goal 3: Increase the College and Career Readiness for 12th grade students from 66.7% to 72%.

Goal 4: Maintain the cohort graduation rate at 100%

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

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.