



Comprehensive School Improvement Plan

Hazard Middle School

Hazard Independent

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Introduction

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

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

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

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

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

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

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

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

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

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

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

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

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

Equitable Access to Effective Educators - School

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

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

Our data analysis shows 61.87% of our students receive free/reduced lunch. All of our teachers highly-qualified and 90% of our teachers have been here 4 or more years.

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

Data analysis identified some challenges for our school and are as follows: our location in relation to colleges/universities and major highways and limited availability to internet/broadband for students to take online classes.

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

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

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

OR

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

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

Goal 1:

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

Measurable Objective 1:

collaborate to Ensure that all teachers are knowledgeable of Professional Growth and Effectiveness System (TPGES). Baseline data will be available after first year of implementation by 05/12/2017 as measured by Framework for Effective Teaching.

Strategy1:

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

Category: Teacher PGES

Research Cited: Next Generation Learners, TPGES

Activity - Development of Professional Growth Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop Professional Growth Plans based on self-reflection and student growth needs.	Professional Learning	08/12/2016	05/12/2017	\$0 - No Funding Required	Principal, Teachers, Other

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and teachers will attend ISLN meetings, and Content Network Meetings. Principal requires book study on "Framework for Teaching" by Charlotte Danielson.	Professional Learning	08/10/2015	05/13/2016	\$500 - District Funding	Principal, Teachers, Other

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Activity - Development of Student Growth Goals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop student growth goals based on student need identified in data analysis of assessments.	Professional Learning	08/12/2016	05/12/2017	\$0 - No Funding Required	Teachers, Principal, Other

Strategy2:

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

Category: Teacher PGES

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

Activity - Highly Qualified Report	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal will complete a Highly Qualified Report annually.	Professional Learning	08/12/2016	05/12/2017	\$0 - No Funding Required	Principal, Central Office Staff

Goal 2:

Increase the average combined reading and math KPREP scores for middle school students from 62.0% to 75.8% in 2018-2019.

Measurable Objective 1:

collaborate to increase the average combined Reading and Math scores by 4.1% by 05/12/2017 as measured by K-Prep data.

Strategy1:

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

Category: Professional Learning & Support

Research Cited: Curriculum Assessment and Alignment

Activity - Grade Level PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade Level PLC meetings will occur bi-monthly or more as needed. On-going conversations concerning student needs will occur. Teachers will actively discuss new ways to increase student achievement in all subject areas, especially reading and math.	Professional Learning	08/12/2016	05/12/2017	\$0 - No Funding Required	Teachers, Principal, Other

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Activity - Content-Specific Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content teams will examine and compare "working curriculum" with common core standards to identify gaps. Once gaps have been identified, modifications will be made to the curriculum to eliminate gaps.	Academic Support Program	08/12/2016	05/12/2017	\$0 - No Funding Required	Content Teachers, Special Teachers, Principal, Other

Activity - Content-Specific Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content specific professional development will be provided to promote effective instructional classroom practices. Content specific facilitators will meet with teams to enhance and develop new activities and instructional practices for further implementation of common core standards.	Professional Learning	08/08/2016	05/12/2017	\$500 - District Funding	Principal, Teachers, Other

Goal 3:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 51.1% in 2015-2016 to 68.6% in 2018-2019.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all middle school students in the non-duplicated gap group by 4.9% by 05/12/2017 as measured by KPrep data.

Strategy1:

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

Category: Teacher PGES

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

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

Phase I - The Missing Piece

Introduction

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

Stakeholders

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

Superintendent and School Board, Hazard Independent Faculty, Hazard Middle School SBDM, parents, families, Police/Fire Departments, KVEC, Gifted/Talented Student Planning, FRYSC, PLC Team/Grade Level, local health departments, after-school services

Relationship Building

Overall Rating: 3.86

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

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

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

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

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

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

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

Communications

Overall Rating: 3.0

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

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

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

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

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

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

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

Decision Making

Overall Rating: 3.0

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

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

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

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

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

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

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

Advocacy

Overall Rating: 3.0

	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.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Proficient

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

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

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

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

Learning Opportunities

Overall Rating: 3.17

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

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

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

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

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

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

Community Partnerships

Overall Rating: 3.5

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

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

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

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

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

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

Reflection

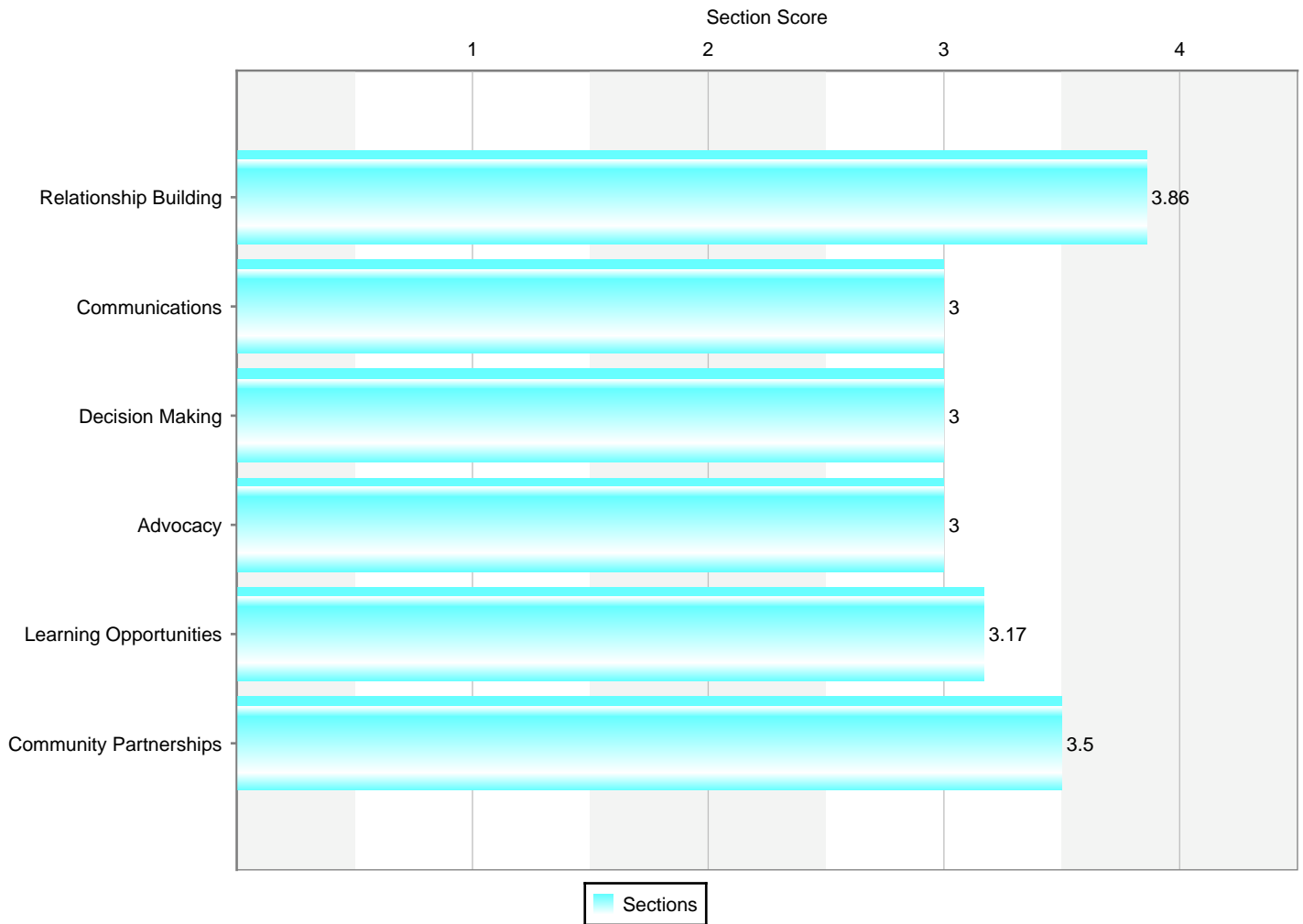
Reflect upon your responses to each of the Missing Piece objectives.

Areas of strength- parent involvement, staff reaching out to the community for student needs, relationship building among school and it's shareholders, and community partnership among school leaders, school staff, shareholders and community partners

Areas of improvement- setting up and continuing to build on community partnership to promote adult advocacy. The work with community resources to help resolve family challenges, the school staff and leadership team do a great job of involving business and community leaders in efforts to improve the school and provide the needs of students to learn with no barriers. The school is continuously trying to find new ways to bring in other community organizations to help our students resolve issues outside of school. HMS staff is finding new and creative ways of getting parents more involved in their students success by planning ILP and IXL Math Nights which give staff a chance to walk parents through computer-based programs to help improve student achievement and bridge the gap of blending learning at home to the classroom. HMS staff is also using Goggle Classroom which also helps promote more classroom time to instructional practices of: I do/you watch, We do. You do/I watch, and more independent I do. The staff and stakeholders are working on communication networks that will make it easier for parents to take and participate in surveys and using that data to improve improve schools and communication.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

After-school meetings were strategically scheduled to engage teachers, staff, parents and community members in the development of the improvement plan. All teachers and staff participated and were informed of their roles via staff meetings, electronic communication, newsletters and PLC meetings. Parents and community members were recommended by teachers and administrators and represented a diverse population.

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

Teachers, certified staff (nurse, guidance counselor, speech pathologist, OT, PT, Mental Health Therapist, FRYSC), classified staff (aides, custodians, cooks), parents, community members

Responsibilities-- input, writing

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 improvement plan was communicated to all stakeholders at the monthly SBDM meeting at which all stakeholder were invited. After it was published on the school website and is accessible at HMS front office to all stakeholders, parents and the community.

Phase I - Needs Assessment

Introduction

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

Data Analysis

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

What does the data/information not tell you?

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

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

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

*Our school needs to increase the averaged combined reading and math KPREP scores for all students (grade 5-8) from a 62.0 to a 66.1 by the 2016-17 school year.

* Our school needs to increase the averaged combined reading and math proficiency for all students (grade 5-8) in the non-duplicated gap group from a 51.1 to a 56.0 by the 2016-2017 school year.

*Our school needs to increase the average combined reading and math KPREP scores of students with disability (grades 5-8) from 17.1 to 40.9 by the end of the 2016-17 school year.

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

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

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

Areas of Strengths

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

1. The areas of strength we noted were:

- *As a school, our reading scores exceeded the Delivery Target of 61.2 with a score of 62.0
- *As a school, our percentage Proficient/Distinguished is 8% above state average in Reading.
- *As a school, our percentage Proficient/Distinguished is 13% above state average in Mathematics.
- *As a school, our percentage of Proficient/Distinguished is 4% above state average in Writing

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

- *School-wide discipline initiative - PBIS (Positive Behavior Interventions and Support)
- *Guided study hall - AIMS (Achieving In Middle School)
- *Academic Field Trips
- *WinLearning

- *IXL--Reading and math
- * Mondopad distance learning
- *Progress Monitoring- ThinkLink Data
- *Specific instruction in the Kentucky Common Core Standards
- *Working with KVEC offices on new science and social studies standards and testing
- *Techniques to review previous content such as bell ringers, how to write productive learning targets and monitor progress *Professional Development
- *PLC - Professional Learning Communities- agendas for grade level and content areas
- *Additional instructional resources.
- *ESS - Extended School Services
- *Summer School services
- *RTI - Response To Intervention
- *Formative Assessment that match learning targets
- *Clear Learning Targets
- *Targets aligned by assessments
- *Teacher Blogs
- *Increase Parental Involvement
- *More opportunities to bring parents into school to discuss instructional practices
- *Improve Student Attendance

3. The following gives us cause to celebrate:

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

Opportunities for Improvement

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

The following areas are in need of improvement:

- *Our school needs to increase the averaged combined reading and math KPREP scores for female students and students with disabilities for all middle school students (5-8)
- *Our school needs to decrease the percentage of novice student in grades 5th and 6th in reading
- *Our school needs to decrease the 5th grade and 8th grade Social Studies novice scores among all students and increase the number of proficient in 5th grade Social Studies
- *Our school needs to decrease the number of 5th grade students scoring novice in writing

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

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

Conclusion

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

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

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

Intervention for at risk students is a priority for improving student achievement at HMS. Resources that focus on building a foundation in math and reading are lacking at the middle school level. A lack of fluency in simple math functions and basic decoding skills in reading is detrimental to the understanding and cognition of higher level middle school standards. Purchasing resources for Tier 1 and Tier 2 interventions will be a priority. 7th and 8th grade teachers will be WIN Learning program to help students gather the necessary skills to prepare students in career readiness, college readiness and soft skills. These programs and data will follow the students to the high school level and will help them earn benchmarks that will help them succeed and be productive citizens beyond the middle school level. The WIN Math program will prepare students and teachers for the NEXT Generation Classrooms with Effective Teaching strategies.

2016-2017 Goals & Plans

Overview

Plan Name

2016-2017 Goals & Plans

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the percentage of effective Principal and Teachers from % in 2015 to % in 2020.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$500
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.	Objectives: 1 Strategies: 1 Activities: 5	Organizational	\$0
3	Increase the average combined reading and math KPREP scores for middle school students from 62.0% to 75.8% in 2018-2019.	Objectives: 1 Strategies: 7 Activities: 18	Organizational	\$8500
4	Hazard Middle School will reduce the total number of students scoring Novice in reading and math by 50% by the 2018-2019 school year.	Objectives: 3 Strategies: 4 Activities: 13	Organizational	\$7400
5	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 51.1% in 2015-2016 to 68.6% in 2018-2019.	Objectives: 1 Strategies: 4 Activities: 10	Organizational	\$8000

Goal 1: Increase the percentage of effective Principal and Teachers from % in 2015 to % in 2020.

Measurable Objective 1:

collaborate to Ensure that all teachers are knowledgeable of Professional Growth and Effectiveness System (TPGES). Baseline data will be available after first year of implementation by 05/12/2017 as measured by Framework for Effective Teaching.

Strategy 1:

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

Category: Teacher PGES

Research Cited: Next Generation Learners, TPGES

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal and teachers will attend ISLN meetings, and Content Network Meetings. Principal requires book study on "Framework for Teaching" by Charlotte Danielson.	Professional Learning	08/10/2015	05/13/2016	\$500	District Funding	Principal, Teachers, Other

Activity - Development of Student Growth Goals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop student growth goals based on student need identified in data analysis of assessments.	Professional Learning	08/12/2016	05/12/2017	\$0	No Funding Required	Teachers, Principal, Other

Activity - Development of Professional Growth Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop Professional Growth Plans based on self-reflection and student growth needs.	Professional Learning	08/12/2016	05/12/2017	\$0	No Funding Required	Principal, Teachers, Other

Strategy 2:

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

Category: Teacher PGES

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

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

Hazard Middle School

Principal will complete a Highly Qualified Report annually.	Professional Learning	08/12/2016	05/12/2017	\$0	No Funding Required	Principal, Central Office Staff
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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 05/12/2017 as measured by Assessment Results..

Strategy 1:

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

Curriculum adjustments and improvements will be monitored for effectiveness.

Category: Learning Systems

Research Cited: Best Practices

Activity - Program Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and leaders will utilize Program Review Components in classroom settings as required by program review curriculum and policy.	Academic Support Program	08/12/2016	05/12/2017	\$0	No Funding Required	Principal, Teachers, Counselor, FRYSC, Other

Activity - Purpose and Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide information to teachers about the purpose and process of the review. Emphasize the important role of the teacher in implementing high quality instructional programs.	Policy and Process	08/12/2016	05/12/2017	\$0	No Funding Required	Central Office Staff, Principal, Other

Activity - Expectations and Procedures	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Inform staff of the expectations and procedures as defined by the district external review process.	Professional Learning	08/12/2016	05/12/2017	\$0	No Funding Required	Central Office Staff, Principal, Other

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Activity - Rubrics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Examine the rubrics used in program review. Consider the existing sources and evidence to inform the overall program assessment.	Policy and Process	08/12/2016	05/12/2017	\$0	No Funding Required	Central Office Staff, Principal, Teachers, Other

Activity - Review Program Review Ratings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review PR ratings in ASSIST and provide feedback through identifying and analyzing gaps in particular program areas to determine next steps for continuous improvement.	Policy and Process	08/12/2016	05/12/2017	\$0	No Funding Required	Principal, Teachers, Staff, Other

Goal 3: Increase the average combined reading and math KPREP scores for middle school students from 62.0% to 75.8% in 2018-2019.

Measurable Objective 1:

collaborate to increase the average combined Reading and Math scores by 4.1% by 05/12/2017 as measured by K-Prep data.

Strategy 1:

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

Category: Integrated Methods for Learning

Research Cited: IXL

Activity - Monitor IXL Math & Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of the IXL program and track student progress on IXL math and reading for all students.	Academic Support Program	08/12/2016	05/12/2017	\$0	No Funding Required	Principal, classroom teachers

Strategy 2:

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

Category: Professional Learning & Support

Research Cited: Curriculum Assessment and Alignment

Comprehensive School Improvement Plan

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Activity - Content-Specific Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Content teams will examine and compare "working curriculum" with common core standards to identify gaps. Once gaps have been identified, modifications will be made to the curriculum to eliminate gaps.	Academic Support Program	08/12/2016	05/12/2017	\$0	No Funding Required	Content Teachers, Special Teachers, Principal, Other

Activity - Content-Specific Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Content specific professional development will be provided to promote effective instructional classroom practices. Content specific facilitators will meet with teams to enhance and develop new activities and instructional practices for further implementation of common core standards.	Professional Learning	08/08/2016	05/12/2017	\$500	District Funding	Principal, Teachers, Other

Activity - Grade Level PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade Level PLC meetings will occur bi-monthly or more as needed. Ongoing conversations concerning student needs will occur. Teachers will actively discuss new ways to increase student achievement in all subject areas, especially reading and math.	Professional Learning	08/12/2016	05/12/2017	\$0	No Funding Required	Teachers, Principal, Other

Strategy 3:

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

Category: Management Systems

Research Cited: Progress Monitoring

Activity - ThinkLink Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be assessed three times a year to determine progress and areas of need. Instruction will be adjusted to meet individual needs identified by screenings.	Academic Support Program	08/12/2016	05/12/2017	\$1000	District Funding	Principal, Counselor, Teachers, Other

Strategy 4:

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

Category: Learning Systems

Research Cited: Best Practice

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

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Guided study hall (AIMS) will be provided after the regular school day. In order to increase student achievement, teachers will recommend students on an as-needed basis to AIMS.	Academic Support Program	08/12/2016	05/12/2017	\$0	No Funding Required	Principal, Teachers, Counselor, Other
Activity - Accelerated Reader (AR)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Language Arts Teachers will continue to implement and refine the Accelerated Reader Program into their regular curriculum. The AR Program will allow students to improve and/or accelerate their reading comprehension and skills. Language Arts teachers will give students an AR grade. Students who receive a certain number of points will be rewarded.	Academic Support Program	08/12/2016	05/12/2017	\$5000	Title I Schoolwide	Principal, Teachers, Librarian, Technology Staff, Other
Activity - Academic Field Trips	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will plan field trips that enhance and support the common core standards. Students will demonstrate an increased knowledge by making real world connections with classroom activities.	Field Trip	08/12/2016	05/12/2017	\$1000	Other	FRYSC Staff, Teachers, Principal, Other
Activity - Student Planners	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be provided academic planners. Teachers require students to write daily academic targets for all classes.	Academic Support Program	08/12/2016	05/12/2017	\$1000	General Fund	Principal, Teachers, Other
Activity - Reality Store	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Reality Store is the real life culminating event for the financial literacy unit taught in 7th grade. The Perry County Extension Office provides the financial literacy curriculum and coordinates the Reality Store.	Academic Support Program, Community Engagement	08/12/2016	05/12/2017	\$0	No Funding Required	Teachers, Principal, Counselor, FRYSC, Other

Strategy 5:

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

Category: Integrated Methods for Learning

Research Cited: Literacy Initiative

Activity - Reading Across the Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate reading in all content areas. Students will read, discuss, and use vocabulary words from the content areas. Students will define commonly used words in the content area passages.	Academic Support Program	08/12/2016	05/12/2017	\$0	No Funding Required	Teachers, Principal, KVEC - Carole Mullins, Other

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Activity - Writing Across the Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate writing in all content areas and monitored through the Writing Program Review.	Academic Support Program	08/12/2016	05/12/2017	\$0	No Funding Required	Teachers, Principal, J. Roll, Other

Strategy 6:

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

Category: Continuous Improvement

Research Cited: Curriculum Assessment and Alignment

Activity - Units/Lesson Plans/Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize units of study with embedded lesson plans in their classrooms. Units of study are intentional plans for teaching and learning that address content standards in a meaningful way. All teachers in all subject areas will submit units and assessments through CIITS. Formative Assessment along with other assessments will be utilized throughout the unit. Well-designed units and formative assessments ensure that students will learn at high levels.	Direct Instruction	08/12/2016	05/12/2017	\$0	No Funding Required	Teachers, Principal, Other

Activity - Teacher Blogs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will post course/grade level daily activities on the Hazard Middle School Website. The technology resource teacher will assist teachers with this process. Parents will be asked to check the website to keep apprised of their child's assignments.	Parent Involvement	08/12/2016	05/12/2017	\$0	No Funding Required	Teachers, Parents, Principal, Other

Activity - Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The technology resource teacher will provide follow-up and support for classroom technology integration. All students will receive instruction with appropriate technology integration. ILP'S will be implemented in all classrooms.	Technology	08/12/2016	05/12/2017	\$0	No Funding Required	Teachers, Principal, J. Clair, Other

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

Hazard Middle School

Students will receive instruction in Writing, Practical Living/Career Studies, and Arts/Humanities as defined by the KDE Program Review. The curriculum in each of these subject areas will define what students should know and be able to do in these content areas. All content area teachers will work to achieve the goals set forth by the Program Reviews.	Academic Support Program	08/12/2016	05/12/2017	\$0	No Funding Required	Teachers, Principal, Bobby Bowling, JoAnn Hall, Jennifer Roll, Brittany Thompson, Other
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Activity - Master Schedule	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level schedules will be compiled into a master schedule. Grade level schedules will reflect maximum use of instructional time.	Academic Support Program	08/12/2016	05/12/2017	\$0	No Funding Required	Principal, Counselor, Teachers, Other

Strategy 7:

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

Category: Management Systems

Research Cited: Targeted Interventions

Activity - Daily Attendance Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Attendance clerk will produce a call report of absent students. Staff will contact parents/guardians concerning the absent student.	Behavioral Support Program	08/12/2016	05/12/2017	\$0	No Funding Required	Attendance Clerk, Assistant, Principal, FRYSC, Counselor, DPP, Other

Goal 4: Hazard Middle School will reduce the total number of students scoring Novice in reading and math by 50% by the 2018-2019 school year.

Measurable Objective 1:

collaborate to reduce the total number of students scoring Novice in reading (45) by 9 students per year for a total of 45 over 5 years by 05/12/2017 as measured by K-Prep data.

Comprehensive School Improvement Plan

Hazard Middle School

(shared) Strategy 1:

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

Category: Professional Learning & Support

Research Cited: Novice Reduction for Gap Closure Training

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

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

Activity - Create a 30-60-90 Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a plan that includes evaluation and monitoring at least every 30 days on the processes and assessments that are implemented.	Policy and Process	08/10/2015	05/13/2016	\$0	No Funding Required	Principal, Leadership Team, Teachers, SBDM Council

Activity - Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The 30-60-90 plan will be monitored at each interval to evaluate effectiveness, analyze data and check implementation.	Policy and Process	08/10/2015	05/13/2016	\$0	No Funding Required	Principal, Teachers, SBDM Council

(shared) Strategy 2:

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

Category: Professional Learning & Support

Research Cited: KSI, Rtl

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

Comprehensive School Improvement Plan

Hazard Middle School

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

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

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

Measurable Objective 2:

collaborate to reduce the total number of students scoring Novice in Mathematics (27) by 5 students per year for a total of 27 over 5 years by 05/12/2017 as measured by K-Prep data.

(shared) Strategy 1:

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

Category: Professional Learning & Support

Research Cited: Novice Reduction for Gap Closure Training

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

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

Activity - Create a 30-60-90 Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

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

(shared) Strategy 2:

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

Category: Professional Learning & Support

Research Cited: KSI, Rtl

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

Measurable Objective 3:

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

Comprehensive School Improvement Plan

Hazard Middle School

Strategy 1:

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

Category: Continuous Improvement

Research Cited: Data for Continuous School Improvement

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

Strategy 2:

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

Category: Learning Systems

Research Cited: ESS, KSI, RtI

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

Goal 5: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 51.1% in 2015-2016 to 68.6% in 2018-2019.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all middle school students in the non-duplicated gap group by 4.9% by 05/12/2017 as measured by KPrep data.

Strategy 1:

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

Category: Teacher PGES

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

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

Strategy 2:

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

Category: Learning Systems

Research Cited: Targeted Interventions

Activity - ESS Identification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who scored Novice or Apprentice on the KPREP Test will be referred for ESS after-school tutoring.	Tutoring	08/12/2016	05/12/2017	\$0	No Funding Required	Teachers, Principal, Counselor, Other

Activity - After School ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ESS after school tutoring will concentrate on reading and math skills. ESS will concentrate on small group instruction, guided reading, individualized assignments aimed at improving student achievement. Each grade level will have one math ESS teacher and one ESS reading teacher.	Tutoring	09/20/2016	04/27/2017	\$5000	General Fund	District Staff, Teachers, Principal, Counselor, Other

Comprehensive School Improvement Plan

Hazard Middle School

Activity - ESS Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will utilize Reading Intervention Programs and the IXL Reading and Math Programs to increase achievement in reading and math.	Tutoring	09/20/2016	04/27/2017	\$0	No Funding Required	District Staff, Principal, Counselor, Teacher, Other

Strategy 3:

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

Category: Learning Systems

Research Cited: RTI

Activity - Targeted Interventions for Gap Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Content-specific teams will design a scope and sequence of activities and lessons to be taught during Math Plus Class and/or Reading Plus Class. Team will provide all Math Plus/Reading Plus teachers with materials and resources needed to increase student achievement.	Academic Support Program	08/12/2016	05/12/2017	\$0	No Funding Required	Teachers, Principal, Other

Activity - Individualized Math/Reading Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Gap group students will be provided targeted math and reading interventions through Learning Farm, Moby Max, Edmodo, WIN Learning, IXL Reading and Math and other resources to increase achievement in reading and math.	Academic Support Program	08/12/2016	05/12/2017	\$0	No Funding Required	Teachers, Principal, Other

Activity - Purchase Reading Intervention Program Materials	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will purchase and provide teachers with reading and math intervention resources in order for them to address the needs of at-risk students in Response To Intervention Activities and in Extended School Services. These materials will focus on comprehension skills, decoding skills and mathematics skills.	Academic Support Program	08/12/2016	05/12/2017	\$3000	Title I Schoolwide	Teachers, Principal, District Office, Personnel, Other

Strategy 4:

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

Category: Stakeholder Engagement

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

Comprehensive School Improvement Plan

Hazard Middle School

Activity - HMS Community Outreach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Outreach to parents and community through: beginning of the year orientation, open house each midterm, daily updated teacher blogs, parent training in Infinite Campus, scheduled parent conferences, newspaper articles, and school website	Community Engagement	08/12/2016	05/12/2017	\$0	No Funding Required	Principal, Counselor, Faculty, Staff, Other
Activity - HMS Promote Citizen Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue Career Day as a means to introduce citizen volunteers to participate more actively in the educational process. At the present time the following community services and businesses are providing support to the school: ISBE -- a group which provides financial support; City of Hazard -- provides use of the Hazard Pavilion and services of the Hazard City Police; Kentucky River Community Care -- provides daily counseling services; Perry County Health Department -- Postponing Sexual Involvement classes; Perry County Library -- provides bookmobile services on site; 4H -- Avian Club, Science Fan Night, and Talking with TJ; McDonald's -- Acts of Kindness, free Happy Meals; Appalachian Regional Hospital -- Fitness Fair.	Community Engagement	08/12/2016	05/12/2017	\$0	No Funding Required	Principal, FRYSC, Counselor, Faculty, Staff, Other
Activity - HMS Student Community Service	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Expand community service projects conducted by students. Current projects are financial support of the Arthritis Foundation, Breast Cancer Awareness, Thanksgiving Food Boxes, etc.	Community Engagement	08/12/2016	05/12/2017	\$0	No Funding Required	Principal, Counselor, FRYSC, Faculty, Staff, Other

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Academic Support Continuum	All teachers will participate in grade level and vertical, content PLCs.	Professional Learning	08/10/2015	05/13/2016	\$0	Principal, Teachers
Teacher Blogs	Teachers will post course/grade level daily activities on the Hazard Middle School Website. The technology resource teacher will assist teachers with this process. Parents will be asked to check the website to keep apprised of their child's assignments.	Parent Involvement	08/12/2016	05/12/2017	\$0	Teachers, Parents, Principal, Other
Master Schedule	Grade level schedules will be compiled into a master schedule. Grade level schedules will reflect maximum use of instructional time.	Academic Support Program	08/12/2016	05/12/2017	\$0	Principal, Counselor, Teachers, Other
Program Review	Students will receive instruction in Writing, Practical Living/Career Studies, and Arts/Humanities as defined by the KDE Program Review. The curriculum in each of these subject areas will define what students should know and be able to do in these content areas. All content area teachers will work to achieve the goals set forth by the Program Reviews.	Academic Support Program	08/12/2016	05/12/2017	\$0	Teachers, Principal, Bobby Bowling, JoAnn Hall, Jennifer Roll, Brittany Thompson, Other
Development of Professional Growth Plan	Teachers will develop Professional Growth Plans based on self-reflection and student growth needs.	Professional Learning	08/12/2016	05/12/2017	\$0	Principal, Teachers, Other
Review Program Review Ratings	Review PR ratings in ASSIST and provide feedback through identifying and analyzing gaps in particular program areas to determine next steps for continuous improvement.	Policy and Process	08/12/2016	05/12/2017	\$0	Principal, Teachers, Staff, Other
Targeted Interventions for Gap Students	Content-specific teams will design a scope and sequence of activities and lessons to be taught during Math Plus Class and/or Reading Plus Class. Team will provide all Math Plus/Reading Plus teachers with materials and resources needed to increase student achievement.	Academic Support Program	08/12/2016	05/12/2017	\$0	Teachers, Principal, Other
HMS Community Outreach	Outreach to parents and community through: beginning of the year orientation, open house each midterm, daily updated teacher blogs, parent training in Infinite Campus, scheduled parent conferences, newspaper articles, and school website	Community Engagement	08/12/2016	05/12/2017	\$0	Principal, Counselor, Faculty, Staff, Other

Comprehensive School Improvement Plan

Hazard Middle School

ESS Programs	Students will utilize Reading Intervention Programs and the IXL Reading and Math Programs to increase achievement in reading and math.	Tutoring	09/20/2016	04/27/2017	\$0	District Staff, Principal, Counselor, Teacher, Other
Behavior Support Continuum	Behavior interventions will be discussed among the faculty and a system of incentives created to reward students who meet the criteria	Behavioral Support Program	08/10/2015	05/13/2016	\$0	Principal, PBIS Committee, Teachers
Highly Qualified Report	Principal will complete a Highly Qualified Report annually.	Professional Learning	08/12/2016	05/12/2017	\$0	Principal, Central Office Staff
Data Review	Student data will be reviewed to identify trends.	Policy and Process	08/10/2015	05/13/2016	\$0	Principal, Data Team, Teachers
Units/Lesson Plans/Assessment	Teachers will utilize units of study with embedded lesson plans in their classrooms. Units of study are intentional plans for teaching and learning that address content standards in a meaningful way. All teachers in all subject areas will submit units and assessments through CIITS. Formative Assessment along with other assessments will be utilized throughout the unit. Well-designed units and formative assessments ensure that students will learn at high levels.	Direct Instruction	08/12/2016	05/12/2017	\$0	Teachers, Principal, Other
Rtl--Assessment and Evaluation	Teachers will utilize Rtl to support student's individual needs and base individualized instruction on both formal and benchmark assessment results.	Academic Support Program	08/10/2015	05/13/2016	\$0	Principal, Teachers
Purpose and Process	Provide information to teachers about the purpose and process of the review. Emphasize the important role of the teacher in implementing high quality instructional programs.	Policy and Process	08/12/2016	05/12/2017	\$0	Central Office Staff, Principal, Other
Technology	The technology resource teacher will provide follow-up and support for classroom technology integration. All students will receive instruction with appropriate technology integration. ILP'S will be implemented in all classrooms.	Technology	08/12/2016	05/12/2017	\$0	Teachers, Principal, J. Clair, Other
HMS Promote Citizen Involvement	Continue Career Day as a means to introduce citizen volunteers to participate more actively in the educational process. At the present time the following community services and businesses are providing support to the school: ISBE -- a group which provides financial support; City of Hazard -- provides use of the Hazard Pavilion and services of the Hazard City Police; Kentucky River Community Care -- provides daily counseling services; Perry County Health Department -- Postponing Sexual Involvement classes; Perry County Library -- provides bookmobile services on site; 4H -- Avian Club, Science Fan Night, and Talking with TJ; McDonald's -- Acts of Kindness, free Happy Meals; Appalachian Regional Hospital -- Fitness Fair.	Community Engagement	08/12/2016	05/12/2017	\$0	Principal, FRYSC, Counselor, Faculty, Staff, Other

Comprehensive School Improvement Plan

Hazard Middle School

Monitor IXL Math & Reading	Monitor the implementation of the IXL program and track student progress on IXL math and reading for all students.	Academic Support Program	08/12/2016	05/12/2017	\$0	Principal, classroom teachers
Revision of Teaching Strategies	Teachers will revise their instructional strategies based on student achievement data and individual needs.	Direct Instruction	08/10/2015	05/13/2016	\$0	Teachers
Grade Level PLC	Grade Level PLC meetings will occur bi-monthly or more as needed. On- going conversations concerning student needs will occur. Teachers will actively discuss new ways to increase student achievement in all subject areas, especially reading and math.	Professional Learning	08/12/2016	05/12/2017	\$0	Teachers, Principal, Other
ESS Identification	Students who scored Novice or Apprentice on the KPREP Test will be referred for ESS after-school tutoring.	Tutoring	08/12/2016	05/12/2017	\$0	Teachers, Principal, Counselor, Other
Development of Student Growth Goals	Teachers will develop student growth goals based on student need identified in data analysis of assessments.	Professional Learning	08/12/2016	05/12/2017	\$0	Teachers, Principal, Other
Daily Attendance Monitoring	Attendance clerk will produce a call report of absent students. Staff will contact parents/guardians concerning the absent student.	Behavioral Support Program	08/12/2016	05/12/2017	\$0	Attendance Clerk, Assistant, Principal, FRYSC, Counselor, DPP, Other
Rubrics	Examine the rubrics used in program review. Consider the existing sources and evidence to inform the overall program assessment.	Policy and Process	08/12/2016	05/12/2017	\$0	Central Office Staff, Principal, Teachers, Other
AIMS	Guided study hall (AIMS) will be provided after the regular school day. In order to increase student achievement, teachers will recommend students on an as-needed basis to AIMS.	Academic Support Program	08/12/2016	05/12/2017	\$0	Principal, Teachers, Counselor, Other
Individualized Math/Reading Interventions	Gap group students will be provided targeted math and reading interventions through Learning Farm. Moby Max, Edmodo, WIN Learning, IXL Reading and Math and other resources to increase achievement in reading and math.	Academic Support Program	08/12/2016	05/12/2017	\$0	Teachers, Principal, Other
Identify "Big Rocks"	Administration will identify 3 "Big Rocks" our school will focus on to decrease our number of novice students.	Policy and Process	08/10/2015	05/13/2016	\$0	Principal, Leadership Team
Teacher Training	Teachers and para-professionals will be trained on differentiating instruction and intervention strategies.	Professional Learning	08/10/2015	05/13/2016	\$0	Principal, Teachers
Program Review	Teachers and leaders will utilize Program Review Components in classroom settings as required by program review curriculum and policy.	Academic Support Program	08/12/2016	05/12/2017	\$0	Principal, Teachers, Counselor, FRYSC, Other

Comprehensive School Improvement Plan

Hazard Middle School

Reading Plus & Math Plus	Teachers will provide interventions to students based on individual need.	Academic Support Program, Direct Instruction	08/10/2015	05/13/2016	\$0	Principal, Teachers
Highly Qualified Report	Principal will complete Highly Qualified Report annually.	Professional Learning	08/07/2014	05/20/2015	\$0	Principal
Content-Specific Teams	Content teams will examine and compare "working curriculum" with common core standards to identify gaps. Once gaps have been identified, modifications will be made to the curriculum to eliminate gaps.	Academic Support Program	08/12/2016	05/12/2017	\$0	Content Teachers, Special Teachers, Principal, Other
Reality Store	The Reality Store is the real life culminating event for the financial literacy unit taught in 7th grade. The Perry County Extension Office provides the financial literacy curriculum and coordinates the Reality Store.	Academic Support Program, Community Engagement	08/12/2016	05/12/2017	\$0	Teachers, Principal, Counselor, FRYSC, Other
Reading Across the Curriculum	Teachers will incorporate reading in all content areas. Students will read, discuss, and use vocabulary words from the content areas. Students will define commonly used words in the content area passages.	Academic Support Program	08/12/2016	05/12/2017	\$0	Teachers, Principal, KVEC - Carole Mullins, Other
Expectations and Procedures	Inform staff of the expectations and procedures as defined by the district external review process.	Professional Learning	08/12/2016	05/12/2017	\$0	Central Office Staff, Principal, Other
Create a 30-60-90 Plan	Develop a plan that includes evaluation and monitoring at least very 30 days on the processes and assessments that are implemented.	Policy and Process	08/10/2015	05/13/2016	\$0	Principal, Leadership Team, Teachers, SBDM Council
Writing Across the Curriculum	Teachers will incorporate writing in all content areas and monitored through the Writing Program Review.	Academic Support Program	08/12/2016	05/12/2017	\$0	Teachers, Principal, J. Roll, Other
Data Analysis and Reflection	Teachers will use student work/data, ThinkLink Data, observations, assignments to reflect on and improve instructional strategies used with non-duplicated gap group.	Professional Learning	08/10/2015	05/13/2016	\$0	Principal, Teachers
HMS Student Community Service	Expand community service projects conducted by students. Current projects are financial support of the Arthritis Foundation, Breast Cancer Awareness, Thanksgiving Food Boxes, etc.	Community Engagement	08/12/2016	05/12/2017	\$0	Principal, Counselor, FRYSC, Faculty, Staff, Other
Monitoring	The 30-60-90 plan will be monitored at each interval to evaluate effectiveness, analyze data and check implementation.	Policy and Process	08/10/2015	05/13/2016	\$0	Principal, Teachers, SBDM Council

Comprehensive School Improvement Plan

Hazard Middle School

Total

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
After School ESS	ESS after school tutoring will concentrate on reading and math skills. ESS will concentrate on small group instruction, guided reading, individualized assignments aimed at improving student achievement. Each grade level will have one math ESS teacher and one ESS reading teacher.	Tutoring	09/20/2016	04/27/2017	\$5000	District Staff, Teachers, Principal, Counselor, Other
Student Planners	Students will be provided academic planners. Teachers require students to write daily academic targets for all classes.	Academic Support Program	08/12/2016	05/12/2017	\$1000	Principal, Teachers, Other
Total					\$6000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Academic Field Trips	Teachers will plan field trips that enhance and support the common core standards. Students will demonstrate an increased knowledge by making real world connections with classroom activities.	Field Trip	08/12/2016	05/12/2017	\$1000	FRYSC Staff, Teachers, Principal, Other
Total					\$1000	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ThinkLink Assessment	Students will be assessed three times a year to determine progress and areas of need. Instruction will be adjusted to meet individual needs identified by screenings.	Academic Support Program	08/12/2016	05/12/2017	\$1000	Principal, Counselor, Teachers, Other
Content-Specific Professional Development	Content specific professional development will be provided to promote effective instructional classroom practices. Content specific facilitators will meet with teams to enhance and develop new activities and instructional practices for further implementation of common core standards.	Professional Learning	08/08/2016	05/12/2017	\$500	Principal, Teachers, Other

Comprehensive School Improvement Plan

Hazard Middle School

IXL Math & Reading	Teachers will use IXL for instructional support in attainment of standards in reading and math.	Tutoring, Academic Support Program, Technology	08/10/2015	05/13/2016	\$5400	Principal, Teachers
Extended School Services	Teachers will refer students to attend after school ESS services, as needed. Placements in services is based on teacher observation, student performance, interim benchmarks and formative/summative data. ESS teachers will work on standards attainment and mastery.	Academic Support Program, Tutoring	10/01/2015	05/05/2016	\$2000	Principal, Teachers
Professional Development	Principal and teachers will attend ISLN meetings, and Content Network Meetings. Principal requires book study on "Framework for Teaching" by Charlotte Danielson.	Professional Learning	08/10/2015	05/13/2016	\$500	Principal, Teachers, Other
Total					\$9400	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Purchase Reading Intervention Program Materials	The school will purchase and provide teachers with reading and math intervention resources in order for them to address the needs of at-risk students in Response To Intervention Activities and in Extended School Services. These materials will focus on comprehension skills, decoding skills and mathematics skills.	Academic Support Program	08/12/2016	05/12/2017	\$3000	Teachers, Principal, District Office, Personnel, Other
Accelerated Reader (AR)	Language Arts Teachers will continue to implement and refine the Accelerated Reader Program into their regular curriculum. The AR Program will allow students to improve and/or accelerate their reading comprehension and skills. Language Arts teachers will give students an AR grade. Students who receive a certain number of points will be rewarded.	Academic Support Program	08/12/2016	05/12/2017	\$5000	Principal, Teachers, Librarian, Technology Staff, Other
Total					\$8000	

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes	PD day August 9th, 2016 PD September 16th, 2016 School Board Meeting October 20th, 2016	

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	PD with instructional strategies for Novice reduction	

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 platforms Metacognitive strategies, model of I do/you watch, We do together, You do/I watch, You do,	

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

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

Comprehensive School Improvement Plan

Hazard Middle School

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

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

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

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

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

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

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

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

Comprehensive School Improvement Plan

Hazard Middle School

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

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

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

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

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

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

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

Comprehensive School Improvement Plan

Hazard Middle School

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

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

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

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

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

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

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

Comprehensive School Improvement Plan

Hazard Middle School

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

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

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

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

Phase II - KDE Compliance and Accountability - Schools

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

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

Measurable Objective 1:

collaborate to Ensure that all teachers are knowledgeable of Professional Growth and Effectiveness System (TPGES). Baseline data will be available after first year of implementation by 05/12/2017 as measured by Framework for Effective Teaching.

Strategy1:

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

Category: Teacher PGES

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

Activity - Highly Qualified Report	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal will complete a Highly Qualified Report annually.	Professional Learning	08/12/2016	05/12/2017	\$0 - No Funding Required	Principal, Central Office Staff

Strategy2:

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

Category: Teacher PGES

Research Cited: Next Generation Learners, TPGES

Activity - Development of Student Growth Goals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop student growth goals based on student need identified in data analysis of assessments.	Professional Learning	08/12/2016	05/12/2017	\$0 - No Funding Required	Teachers, Principal, Other

Activity - Development of Professional Growth Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop Professional Growth Plans based on self-reflection and student growth needs.	Professional Learning	08/12/2016	05/12/2017	\$0 - No Funding Required	Principal, Teachers, Other

Comprehensive School Improvement Plan

Hazard Middle School

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and teachers will attend ISLN meetings, and Content Network Meetings. Principal requires book study on "Framework for Teaching" by Charlotte Danielson.	Professional Learning	08/10/2015	05/13/2016	\$500 - District Funding	Principal, Teachers, Other

Goal 2:

Increase the average combined reading and math KPREP scores for middle school students from 62.0% to 75.8% in 2018-2019.

Measurable Objective 1:

collaborate to increase the average combined Reading and Math scores by 4.1% by 05/12/2017 as measured by K-Prep data.

Strategy1:

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

Category: Integrated Methods for Learning

Research Cited: Literacy Initiative

Activity - Reading Across the Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate reading in all content areas. Students will read, discuss, and use vocabulary words from the content areas. Students will define commonly used words in the content area passages.	Academic Support Program	08/12/2016	05/12/2017	\$0 - No Funding Required	Teachers, Principal, KVEC - Carole Mullins, Other

Activity - Writing Across the Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate writing in all content areas and monitored through the Writing Program Review.	Academic Support Program	08/12/2016	05/12/2017	\$0 - No Funding Required	Teachers, Principal, J. Roll, Other

Strategy2:

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

Category: Continuous Improvement

Research Cited: Curriculum Assessment and Alignment

Comprehensive School Improvement Plan

Hazard Middle School

Activity - Units/Lesson Plans/Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize units of study with embedded lesson plans in their classrooms. Units of study are intentional plans for teaching and learning that address content standards in a meaningful way. All teachers in all subject areas will submit units and assessments through CIITS. Formative Assessment along with other assessments will be utilized throughout the unit. Well-designed units and formative assessments ensure that students will learn at high levels.	Direct Instruction	08/12/2016	05/12/2017	\$0 - No Funding Required	Teachers, Principal, Other

Activity - Master Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level schedules will be compiled into a master schedule. Grade level schedules will reflect maximum use of instructional time.	Academic Support Program	08/12/2016	05/12/2017	\$0 - No Funding Required	Principal, Counselor, Teachers, Other

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The technology resource teacher will provide follow-up and support for classroom technology integration. All students will receive instruction with appropriate technology integration. ILP'S will be implemented in all classrooms.	Technology	08/12/2016	05/12/2017	\$0 - No Funding Required	Teachers, Principal, J. Clair, Other

Activity - Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive instruction in Writing, Practical Living/Career Studies, and Arts/Humanities as defined by the KDE Program Review. The curriculum in each of these subject areas will define what students should know and be able to do in these content areas. All content area teachers will work to achieve the goals set forth by the Program Reviews.	Academic Support Program	08/12/2016	05/12/2017	\$0 - No Funding Required	Teachers, Principal, Bobby Bowling, JoAnn Hall, Jennifer Roll, Brittany Thompson, Other

Activity - Teacher Blogs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will post course/grade level daily activities on the Hazard Middle School Website. The technology resource teacher will assist teachers with this process. Parents will be asked to check the website to keep apprised of their child's assignments.	Parent Involvement	08/12/2016	05/12/2017	\$0 - No Funding Required	Teachers, Parents, Principal, Other

Strategy3:

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

Category: Professional Learning & Support

Research Cited: Curriculum Assessment and Alignment

Comprehensive School Improvement Plan

Hazard Middle School

Activity - Content-Specific Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content specific professional development will be provided to promote effective instructional classroom practices. Content specific facilitators will meet with teams to enhance and develop new activities and instructional practices for further implementation of common core standards.	Professional Learning	08/08/2016	05/12/2017	\$500 - District Funding	Principal, Teachers, Other

Activity - Content-Specific Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content teams will examine and compare "working curriculum" with common core standards to identify gaps. Once gaps have been identified, modifications will be made to the curriculum to eliminate gaps.	Academic Support Program	08/12/2016	05/12/2017	\$0 - No Funding Required	Content Teachers, Special Teachers, Principal, Other

Activity - Grade Level PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade Level PLC meetings will occur bi-monthly or more as needed. On-going conversations concerning student needs will occur. Teachers will actively discuss new ways to increase student achievement in all subject areas, especially reading and math.	Professional Learning	08/12/2016	05/12/2017	\$0 - No Funding Required	Teachers, Principal, Other

Strategy4:

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

Category: Management Systems

Research Cited: Targeted Interventions

Activity - Daily Attendance Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Attendance clerk will produce a call report of absent students. Staff will contact parents/guardians concerning the absent student.	Behavioral Support Program	08/12/2016	05/12/2017	\$0 - No Funding Required	Attendance Clerk, Assistant, Principal, FRYSC, Counselor, DPP, Other

Strategy5:

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

Category: Learning Systems

Research Cited: Best Practice

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Activity - Accelerated Reader (AR)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Language Arts Teachers will continue to implement and refine the Accelerated Reader Program into their regular curriculum. The AR Program will allow students to improve and/or accelerate their reading comprehension and skills. Language Arts teachers will give students an AR grade. Students who receive a certain number of points will be rewarded.	Academic Support Program	08/12/2016	05/12/2017	\$5000 - Title I Schoolwide	Principal, Teachers, Librarian, Technology Staff, Other

Activity - AIMS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Guided study hall (AIMS) will be provided after the regular school day. In order to increase student achievement, teachers will recommend students on an as-needed basis to AIMS.	Academic Support Program	08/12/2016	05/12/2017	\$0 - No Funding Required	Principal, Teachers, Counselor, Other

Activity - Reality Store	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Reality Store is the real life culminating event for the financial literacy unit taught in 7th grade. The Perry County Extension Office provides the financial literacy curriculum and coordinates the Reality Store.	Academic Support Program Community Engagement	08/12/2016	05/12/2017	\$0 - No Funding Required	Teachers, Principal, Counselor, FRYSC, Other

Activity - Student Planners	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be provided academic planners. Teachers require students to write daily academic targets for all classes.	Academic Support Program	08/12/2016	05/12/2017	\$1000 - General Fund	Principal, Teachers, Other

Activity - Academic Field Trips	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan field trips that enhance and support the common core standards. Students will demonstrate an increased knowledge by making real world connections with classroom activities.	Field Trip	08/12/2016	05/12/2017	\$1000 - Other	FRYSC Staff, Teachers Principal, Other

Strategy6:

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

Category: Management Systems

Research Cited: Progress Monitoring

Activity - ThinkLink Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be assessed three times a year to determine progress and areas of need. Instruction will be adjusted to meet individual needs identified by screenings.	Academic Support Program	08/12/2016	05/12/2017	\$1000 - District Funding	Principal, Counselor, Teachers, Other

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Strategy7:

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

Category: Integrated Methods for Learning

Research Cited: IXL

Activity - Monitor IXL Math & Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of the IXL program and track student progress on IXL math and reading for all students.	Academic Support Program	08/12/2016	05/12/2017	\$0 - No Funding Required	Principal, classroom teachers

Goal 3:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 51.1% in 2015-2016 to 68.6% in 2018-2019.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all middle school students in the non-duplicated gap group by 4.9% by 05/12/2017 as measured by KPrep data.

Strategy1:

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

Category: Teacher PGES

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

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

Strategy2:

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

Category: Learning Systems

Research Cited: RTI

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Activity - Targeted Interventions for Gap Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content-specific teams will design a scope and sequence of activities and lessons to be taught during Math Plus Class and/or Reading Plus Class. Team will provide all Math Plus/Reading Plus teachers with materials and resources needed to increase student achievement.	Academic Support Program	08/12/2016	05/12/2017	\$0 - No Funding Required	Teachers, Principal, Other

Activity - Individualized Math/Reading Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Gap group students will be provided targeted math and reading interventions through Learning Farm. Moby Max, Edmodo, WIN Learning, IXL Reading and Math and other resources to increase achievement in reading and math.	Academic Support Program	08/12/2016	05/12/2017	\$0 - No Funding Required	Teachers, Principal, Other

Activity - Purchase Reading Intervention Program Materials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will purchase and provide teachers with reading and math intervention resources in order for them to address the needs of at-risk students in Response To Intervention Activities and in Extended School Services. These materials will focus on comprehension skills, decoding skills and mathematics skills.	Academic Support Program	08/12/2016	05/12/2017	\$3000 - Title I Schoolwide	Teachers, Principal, District Office, Personnel, Other

Strategy3:

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

Category: Learning Systems

Research Cited: Targeted Interventions

Activity - ESS Identification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who scored Novice or Apprentice on the KPREP Test will be referred for ESS after-school tutoring.	Tutoring	08/12/2016	05/12/2017	\$0 - No Funding Required	Teachers, Principal, Counselor, Other

Activity - ESS Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize Reading Intervention Programs and the IXL Reading and Math Programs to increase achievement in reading and math.	Tutoring	09/20/2016	04/27/2017	\$0 - No Funding Required	District Staff, Principal, Counselor, Teacher, Other

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Activity - After School ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ESS after school tutoring will concentrate on reading and math skills. ESS will concentrate on small group instruction, guided reading, individualized assignments aimed at improving student achievement. Each grade level will have one math ESS teacher and one ESS reading teacher.	Tutoring	09/20/2016	04/27/2017	\$5000 - General Fund	District Staff, Teachers, Principal, Counselor, Other

Strategy4:

Collaborate and Utilize Community Resources - Hazard Middle School will collaborate to increase the involvement of citizens of the community and encourage them to

become more active in the educational process. School administration and faculty will foster a relationship with community services and businesses which encourages active involvement with the school and the educational process.

Category: Stakeholder Engagement

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

Activity - HMS Promote Citizen Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue Career Day as a means to introduce citizen volunteers to participate more actively in the educational process. At the present time the following community services and businesses are providing support to the school: ISBE -- a group which provides financial support; City of Hazard -- provides use of the Hazard Pavilion and services of the Hazard City Police; Kentucky River Community Care -- provides daily counseling services; Perry County Health Department -- Postponing Sexual Involvement classes; Perry County Library -- provides bookmobile services on site; 4H -- Avian Club, Science Fan Night, and Talking with TJ; McDonald's -- Acts of Kindness, free Happy Meals; Appalachian Regional Hospital -- Fitness Fair.	Community Engagement	08/12/2016	05/12/2017	\$0 - No Funding Required	Principal, FRYSC, Counselor, Faculty, Staff, Other

Activity - HMS Student Community Service	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Expand community service projects conducted by students. Current projects are financial support of the Arthritis Foundation, Breast Cancer Awareness, Thanksgiving Food Boxes, etc.	Community Engagement	08/12/2016	05/12/2017	\$0 - No Funding Required	Principal, Counselor, FRYSC, Faculty, Staff, Other

Activity - HMS Community Outreach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Outreach to parents and community through: beginning of the year orientation, open house each midterm, daily updated teacher blogs, parent training in Infinite Campus, scheduled parent conferences, newspaper articles, and school website	Community Engagement	08/12/2016	05/12/2017	\$0 - No Funding Required	Principal, Counselor, Faculty, Staff, Other

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

Goal 1:

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

Measurable Objective 1:

collaborate to Ensure that all teachers are knowledgeable of Professional Growth and Effectiveness System (TPGES). Baseline data will be available after first year of implementation by 05/12/2017 as measured by Framework for Effective Teaching.

Strategy1:

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

Category: Teacher PGES

Research Cited: Next Generation Learners, TPGES

Activity - Development of Student Growth Goals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop student growth goals based on student need identified in data analysis of assessments.	Professional Learning	08/12/2016	05/12/2017	\$0 - No Funding Required	Teachers, Principal, Other

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and teachers will attend ISLN meetings, and Content Network Meetings. Principal requires book study on "Framework for Teaching" by Charlotte Danielson.	Professional Learning	08/10/2015	05/13/2016	\$500 - District Funding	Principal, Teachers, Other

Activity - Development of Professional Growth Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop Professional Growth Plans based on self-reflection and student growth needs.	Professional Learning	08/12/2016	05/12/2017	\$0 - No Funding Required	Principal, Teachers, Other

Strategy2:

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

Category: Teacher PGES

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

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Activity - Highly Qualified Report	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal will complete a Highly Qualified Report annually.	Professional Learning	08/12/2016	05/12/2017	\$0 - No Funding Required	Principal, Central Office Staff

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 05/12/2017 as measured by Assessment Results..

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

Activity - Review Program Review Ratings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review PR ratings in ASSIST and provide feedback through identifying and analyzing gaps in particular program areas to determine next steps for continuous improvement.	Policy and Process	08/12/2016	05/12/2017	\$0 - No Funding Required	Principal, Teachers, Staff, Other

Activity - Purpose and Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide information to teachers about the purpose and process of the review. Emphasize the important role of the teacher in implementing high quality instructional programs.	Policy and Process	08/12/2016	05/12/2017	\$0 - No Funding Required	Central Office Staff, Principal, Other

Activity - Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and leaders will utilize Program Review Components in classroom settings as required by program review curriculum and policy.	Academic Support Program	08/12/2016	05/12/2017	\$0 - No Funding Required	Principal, Teachers, Counselor, FRYSC, Other

Activity - Expectations and Procedures	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Inform staff of the expectations and procedures as defined by the district external review process.	Professional Learning	08/12/2016	05/12/2017	\$0 - No Funding Required	Central Office Staff, Principal, Other

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Activity - Rubrics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Examine the rubrics used in program review. Consider the existing sources and evidence to inform the overall program assessment.	Policy and Process	08/12/2016	05/12/2017	\$0 - No Funding Required	Central Office Staff, Principal, Teachers, Other

Goal 3:

Increase the average combined reading and math KPREP scores for middle school students from 62.0% to 75.8% in 2018-2019.

Measurable Objective 1:

collaborate to increase the average combined Reading and Math scores by 4.1% by 05/12/2017 as measured by K-Prep data.

Strategy1:

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

Category: Management Systems

Research Cited: Progress Monitoring

Activity - ThinkLink Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be assessed three times a year to determine progress and areas of need. Instruction will be adjusted to meet individual needs identified by screenings.	Academic Support Program	08/12/2016	05/12/2017	\$1000 - District Funding	Principal, Counselor, Teachers, Other

Strategy2:

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

Category: Management Systems

Research Cited: Targeted Interventions

Activity - Daily Attendance Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Attendance clerk will produce a call report of absent students. Staff will contact parents/guardians concerning the absent student.	Behavioral Support Program	08/12/2016	05/12/2017	\$0 - No Funding Required	Attendance Clerk, Assistant, Principal, FRYSC, Counselor, DPP, Other

Strategy3:

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

Category: Integrated Methods for Learning

Research Cited: Literacy Initiative

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Activity - Writing Across the Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate writing in all content areas and monitored through the Writing Program Review.	Academic Support Program	08/12/2016	05/12/2017	\$0 - No Funding Required	Teachers, Principal, J. Roll, Other

Activity - Reading Across the Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate reading in all content areas. Students will read, discuss, and use vocabulary words from the content areas. Students will define commonly used words in the content area passages.	Academic Support Program	08/12/2016	05/12/2017	\$0 - No Funding Required	Teachers, Principal, KVEC - Carole Mullins, Other

Strategy4:

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

Category: Learning Systems

Research Cited: Best Practice

Activity - AIMS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Guided study hall (AIMS) will be provided after the regular school day. In order to increase student achievement, teachers will recommend students on an as-needed basis to AIMS.	Academic Support Program	08/12/2016	05/12/2017	\$0 - No Funding Required	Principal, Teachers, Counselor, Other

Activity - Reality Store	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Reality Store is the real life culminating event for the financial literacy unit taught in 7th grade. The Perry County Extension Office provides the financial literacy curriculum and coordinates the Reality Store.	Academic Support Program Community Engagement	08/12/2016	05/12/2017	\$0 - No Funding Required	Teachers, Principal, Counselor, FRYSC, Other

Activity - Student Planners	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be provided academic planners. Teachers require students to write daily academic targets for all classes.	Academic Support Program	08/12/2016	05/12/2017	\$1000 - General Fund	Principal, Teachers, Other

Activity - Accelerated Reader (AR)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Language Arts Teachers will continue to implement and refine the Accelerated Reader Program into their regular curriculum. The AR Program will allow students to improve and/or accelerate their reading comprehension and skills. Language Arts teachers will give students an AR grade. Students who receive a certain number of points will be rewarded.	Academic Support Program	08/12/2016	05/12/2017	\$5000 - Title I Schoolwide	Principal, Teachers, Librarian, Technology Staff, Other

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Activity - Academic Field Trips	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan field trips that enhance and support the common core standards. Students will demonstrate an increased knowledge by making real world connections with classroom activities.	Field Trip	08/12/2016	05/12/2017	\$1000 - Other	FRYSC Staff, Teachers Principal, Other

Strategy5:

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

Category: Professional Learning & Support

Research Cited: Curriculum Assessment and Alignment

Activity - Content-Specific Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content specific professional development will be provided to promote effective instructional classroom practices. Content specific facilitators will meet with teams to enhance and develop new activities and instructional practices for further implementation of common core standards.	Professional Learning	08/08/2016	05/12/2017	\$500 - District Funding	Principal, Teachers, Other

Activity - Content-Specific Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content teams will examine and compare "working curriculum" with common core standards to identify gaps. Once gaps have been identified, modifications will be made to the curriculum to eliminate gaps.	Academic Support Program	08/12/2016	05/12/2017	\$0 - No Funding Required	Content Teachers, Special Teachers, Principal, Other

Activity - Grade Level PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade Level PLC meetings will occur bi-monthly or more as needed. On- going conversations concerning student needs will occur. Teachers will actively discuss new ways to increase student achievement in all subject areas, especially reading and math.	Professional Learning	08/12/2016	05/12/2017	\$0 - No Funding Required	Teachers, Principal, Other

Strategy6:

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

Category: Continuous Improvement

Research Cited: Curriculum Assessment and Alignment

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Activity - Units/Lesson Plans/Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize units of study with embedded lesson plans in their classrooms. Units of study are intentional plans for teaching and learning that address content standards in a meaningful way. All teachers in all subject areas will submit units and assessments through CIITS. Formative Assessment along with other assessments will be utilized throughout the unit. Well-designed units and formative assessments ensure that students will learn at high levels.	Direct Instruction	08/12/2016	05/12/2017	\$0 - No Funding Required	Teachers, Principal, Other

Activity - Master Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level schedules will be compiled into a master schedule. Grade level schedules will reflect maximum use of instructional time.	Academic Support Program	08/12/2016	05/12/2017	\$0 - No Funding Required	Principal, Counselor, Teachers, Other

Activity - Teacher Blogs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will post course/grade level daily activities on the Hazard Middle School Website. The technology resource teacher will assist teachers with this process. Parents will be asked to check the website to keep apprised of their child's assignments.	Parent Involvement	08/12/2016	05/12/2017	\$0 - No Funding Required	Teachers, Parents, Principal, Other

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The technology resource teacher will provide follow-up and support for classroom technology integration. All students will receive instruction with appropriate technology integration. ILP'S will be implemented in all classrooms.	Technology	08/12/2016	05/12/2017	\$0 - No Funding Required	Teachers, Principal, J. Clair, Other

Activity - Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive instruction in Writing, Practical Living/Career Studies, and Arts/Humanities as defined by the KDE Program Review. The curriculum in each of these subject areas will define what students should know and be able to do in these content areas. All content area teachers will work to achieve the goals set forth by the Program Reviews.	Academic Support Program	08/12/2016	05/12/2017	\$0 - No Funding Required	Teachers, Principal, Bobby Bowling, JoAnn Hall, Jennifer Roll, Brittany Thompson, Other

Strategy7:

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

Category: Integrated Methods for Learning

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Research Cited: IXL

Activity - Monitor IXL Math & Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of the IXL program and track student progress on IXL math and reading for all students.	Academic Support Program	08/12/2016	05/12/2017	\$0 - No Funding Required	Principal, classroom teachers

Goal 4:

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

Measurable Objective 1:

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

Strategy1:

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

Category: Continuous Improvement

Research Cited: Data for Continuous School Improvement

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

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

Strategy2:

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

Category: Learning Systems

Research Cited: ESS, KSI, RtI

Activity - Extended School Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will refer students to attend after school ESS services, as needed. Placements in services is based on teacher observation, student performance, interim benchmarks and formative/summative data. ESS teachers will work on standards attainment and mastery.	Tutoring Academic Support Program	10/01/2015	05/05/2016	\$2000 - District Funding	Principal, Teachers

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Activity - Reading Plus & Math Plus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide interventions to students based on individual need.	Academic Support Program Direct Instruction	08/10/2015	05/13/2016	\$0 - No Funding Required	Principal, Teachers

Activity - IXL Math & Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use IXL for instructional support in attainment of standards in reading and math.	Academic Support Program Technology Tutoring	08/10/2015	05/13/2016	\$5400 - District Funding	Principal, Teachers

Measurable Objective 2:

collaborate to reduce the total number of students scoring Novice in Mathematics (27) by 5 students per year for a total of 27 over 5 years by 05/12/2017 as measured by K-Prep data.

Strategy1:

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

Category: Professional Learning & Support

Research Cited: Novice Reduction for Gap Closure Training

Activity - Data Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student data will be reviewed to identify trends.	Policy and Process	08/12/2016	05/12/2017	\$0 - No Funding Required	Principal, Data Team, Teachers

Activity - Identify "Big Rocks"	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration will identify 3 "Big Rocks" our school will focus on to decrease our number of novice students.	Policy and Process	08/12/2016	05/12/2017	\$0 - No Funding Required	Principal, Leadership Team

Activity - Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The 30-60-90 plan will be monitored at each interval to evaluate effectiveness, analyze data and check implementation.	Policy and Process	08/12/2016	05/12/2017	\$0 - No Funding Required	Principal, Teachers, SBDM Council

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Activity - Create a 30-60-90 Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop a plan that includes evaluation and monitoring at least every 30 days on the processes and assessments that are implemented.	Policy and Process	08/12/2016	05/12/2017	\$0 - No Funding Required	Principal, Leadership Team, Teachers, SBDM Council

Strategy2:

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

Category: Professional Learning & Support

Research Cited: KSI, RtI

Activity - Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and para-professionals will be trained on differentiating instruction and intervention strategies.	Professional Learning	08/12/2016	05/12/2017	\$0 - No Funding Required	Principal, Teachers

Activity - RtI--Assessment and Evaluation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize RtI to support student's individual needs and base individualized instruction on both formal and benchmark assessment results.	Academic Support Program	08/12/2016	05/12/2017	\$0 - No Funding Required	Principal, Teachers

Activity - Behavior Support Continuum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Behavior interventions will be discussed among the faculty and a system of incentives created to reward students who meet the criteria	Behavioral Support Program	08/12/2016	05/12/2017	\$0 - No Funding Required	Principal, PBIS Committee, Teachers

Activity - Academic Support Continuum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will participate in grade level and vertical, content PLCs.	Professional Learning	08/12/2016	05/12/2017	\$0 - No Funding Required	Principal, Teachers

Measurable Objective 3:

collaborate to reduce the total number of students scoring Novice in reading (45) by 9 students per year for a total of 45 over 5 years by 05/12/2017 as measured by K-Prep data.

Strategy1:

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

Category: Professional Learning & Support

Research Cited: KSI, RtI

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Activity - Rtl--Assessment and Evaluation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize Rtl to support student's individual needs and base individualized instruction on both formal and benchmark assessment results.	Academic Support Program	08/12/2016	05/12/2017	\$0 - No Funding Required	Principal, Teachers

Activity - Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and para-professionals will be trained on differentiating instruction and intervention strategies.	Professional Learning	08/12/2016	05/12/2017	\$0 - No Funding Required	Principal, Teachers

Activity - Behavior Support Continuum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Behavior interventions will be discussed among the faculty and a system of incentives created to reward students who meet the criteria	Behavioral Support Program	08/12/2016	05/12/2017	\$0 - No Funding Required	Principal, PBIS Committee, Teachers

Activity - Academic Support Continuum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will participate in grade level and vertical, content PLCs.	Professional Learning	08/12/2016	05/12/2017	\$0 - No Funding Required	Principal, Teachers

Strategy2:

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

Category: Professional Learning & Support

Research Cited: Novice Reduction for Gap Closure Training

Activity - Data Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student data will be reviewed to identify trends.	Policy and Process	08/12/2016	05/12/2017	\$0 - No Funding Required	Principal, Data Team, Teachers

Activity - Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The 30-60-90 plan will be monitored at each interval to evaluate effectiveness, analyze data and check implementation.	Policy and Process	08/12/2016	05/12/2017	\$0 - No Funding Required	Principal, Teachers, SBDM Council

Activity - Identify "Big Rocks"	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration will identify 3 "Big Rocks" our school will focus on to decrease our number of novice students.	Policy and Process	08/12/2016	05/12/2017	\$0 - No Funding Required	Principal, Leadership Team

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Activity - Create a 30-60-90 Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop a plan that includes evaluation and monitoring at least every 30 days on the processes and assessments that are implemented.	Policy and Process	08/12/2016	05/12/2017	\$0 - No Funding Required	Principal, Leadership Team, Teachers, SBDM Council

Goal 5:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 51.1% in 2015-2016 to 68.6% in 2018-2019.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all middle school students in the non-duplicated gap group by 4.9% by 05/12/2017 as measured by KPrep data.

Strategy1:

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

Category: Learning Systems

Research Cited: Targeted Interventions

Activity - ESS Identification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who scored Novice or Apprentice on the KPREP Test will be referred for ESS after-school tutoring.	Tutoring	08/12/2016	05/12/2017	\$0 - No Funding Required	Teachers, Principal, Counselor, Other

Activity - After School ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ESS after school tutoring will concentrate on reading and math skills. ESS will concentrate on small group instruction, guided reading, individualized assignments aimed at improving student achievement. Each grade level will have one math ESS teacher and one ESS reading teacher.	Tutoring	09/20/2016	04/27/2017	\$5000 - General Fund	District Staff, Teachers, Principal, Counselor, Other

Activity - ESS Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize Reading Intervention Programs and the IXL Reading and Math Programs to increase achievement in reading and math.	Tutoring	09/20/2016	04/27/2017	\$0 - No Funding Required	District Staff, Principal, Counselor, Teacher, Other

Strategy2:

Instruction by Highly Qualified Teachers - Each year the principal completes a Highly Qualified Teacher Report and submits the report to the

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Kentucky's Educational Professional Standards Board. At the Hazard Middle School, 143 courses require a Highly Qualified Teacher and Hazard Middle School is 100% in compliance.

Category: Teacher PGES

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

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

Strategy3:

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

Category: Stakeholder Engagement

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

Activity - HMS Community Outreach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Outreach to parents and community through: beginning of the year orientation, open house each midterm, daily updated teacher blogs, parent training in Infinite Campus, scheduled parent conferences, newspaper articles, and school website	Community Engagement	08/12/2016	05/12/2017	\$0 - No Funding Required	Principal, Counselor, Faculty, Staff, Other

Activity - HMS Student Community Service	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Expand community service projects conducted by students. Current projects are financial support of the Arthritis Foundation, Breast Cancer Awareness, Thanksgiving Food Boxes, etc.	Community Engagement	08/12/2016	05/12/2017	\$0 - No Funding Required	Principal, Counselor, FRYSC, Faculty, Staff, Other

Activity - HMS Promote Citizen Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue Career Day as a means to introduce citizen volunteers to participate more actively in the educational process. At the present time the following community services and businesses are providing support to the school: ISBE -- a group which provides financial support; City of Hazard -- provides use of the Hazard Pavilion and services of the Hazard City Police; Kentucky River Community Care -- provides daily counseling services; Perry County Health Department -- Postponing Sexual Involvement classes; Perry County Library -- provides bookmobile services on site; 4H -- Avian Club, Science Fan Night, and Talking with TJ; McDonald's -- Acts of Kindness, free Happy Meals; Appalachian Regional Hospital -- Fitness Fair.	Community Engagement	08/12/2016	05/12/2017	\$0 - No Funding Required	Principal, FRYSC, Counselor, Faculty, Staff, Other

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Strategy4:

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

specific teams will meet bi-monthly.

Category: Learning Systems

Research Cited: RTI

Activity - Purchase Reading Intervention Program Materials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will purchase and provide teachers with reading and math intervention resources in order for them to address the needs of at-risk students in Response To Intervention Activities and in Extended School Services. These materials will focus on comprehension skills, decoding skills and mathematics skills.	Academic Support Program	08/12/2016	05/12/2017	\$3000 - Title I Schoolwide	Teachers, Principal, District Office, Personnel, Other

Activity - Targeted Interventions for Gap Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content-specific teams will design a scope and sequence of activities and lessons to be taught during Math Plus Class and/or Reading Plus Class. Team will provide all Math Plus/Reading Plus teachers with materials and resources needed to increase student achievement.	Academic Support Program	08/12/2016	05/12/2017	\$0 - No Funding Required	Teachers, Principal, Other

Activity - Individualized Math/Reading Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Gap group students will be provided targeted math and reading interventions through Learning Farm, Moby Max, Edmodo, WIN Learning, IXL Reading and Math and other resources to increase achievement in reading and math.	Academic Support Program	08/12/2016	05/12/2017	\$0 - No Funding Required	Teachers, Principal, Other

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)

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The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

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

Measurable Objective 1:

collaborate to Ensure that all teachers are knowledgeable of Professional Growth and Effectiveness System (TPGES). Baseline data will be available after first year of implementation by 05/12/2017 as measured by Framework for Effective Teaching.

Strategy1:

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

Category: Teacher PGES

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

Activity - Highly Qualified Report	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal will complete a Highly Qualified Report annually.	Professional Learning	08/12/2016	05/12/2017	\$0 - No Funding Required	Principal, Central Office Staff

Strategy2:

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

Category: Teacher PGES

Research Cited: Next Generation Learners, TPGES

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and teachers will attend ISLN meetings, and Content Network Meetings. Principal requires book study on "Framework for Teaching" by Charlotte Danielson.	Professional Learning	08/10/2015	05/13/2016	\$500 - District Funding	Principal, Teachers, Other

Activity - Development of Student Growth Goals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop student growth goals based on student need identified in data analysis of assessments.	Professional Learning	08/12/2016	05/12/2017	\$0 - No Funding Required	Teachers, Principal, Other

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Activity - Development of Professional Growth Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop Professional Growth Plans based on self-reflection and student growth needs.	Professional Learning	08/12/2016	05/12/2017	\$0 - No Funding Required	Principal, Teachers, Other

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 05/12/2017 as measured by Assessment Results..

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

Category: Learning Systems
Research Cited: Best Practices

Activity - Expectations and Procedures	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Inform staff of the expectations and procedures as defined by the district external review process.	Professional Learning	08/12/2016	05/12/2017	\$0 - No Funding Required	Central Office Staff, Principal, Other

Activity - Review Program Review Ratings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review PR ratings in ASSIST and provide feedback through identifying and analyzing gaps in particular program areas to determine next steps for continuous improvement.	Policy and Process	08/12/2016	05/12/2017	\$0 - No Funding Required	Principal, Teachers, Staff, Other

Activity - Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and leaders will utilize Program Review Components in classroom settings as required by program review curriculum and policy.	Academic Support Program	08/12/2016	05/12/2017	\$0 - No Funding Required	Principal, Teachers, Counselor, FRYSC, Other

Activity - Rubrics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Examine the rubrics used in program review. Consider the existing sources and evidence to inform the overall program assessment.	Policy and Process	08/12/2016	05/12/2017	\$0 - No Funding Required	Central Office Staff, Principal, Teachers, Other

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Activity - Purpose and Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide information to teachers about the purpose and process of the review. Emphasize the important role of the teacher in implementing high quality instructional programs.	Policy and Process	08/12/2016	05/12/2017	\$0 - No Funding Required	Central Office Staff, Principal, Other

Goal 3:

Increase the average combined reading and math KPREP scores for middle school students from 62.0% to 75.8% in 2018-2019.

Measurable Objective 1:

collaborate to increase the average combined Reading and Math scores by 4.1% by 05/12/2017 as measured by K-Prep data.

Strategy1:

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

Category: Management Systems

Research Cited: Progress Monitoring

Activity - ThinkLink Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be assessed three times a year to determine progress and areas of need. Instruction will be adjusted to meet individual needs identified by screenings.	Academic Support Program	08/12/2016	05/12/2017	\$1000 - District Funding	Principal, Counselor, Teachers, Other

Strategy2:

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

Category: Professional Learning & Support

Research Cited: Curriculum Assessment and Alignment

Activity - Content-Specific Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content specific professional development will be provided to promote effective instructional classroom practices. Content specific facilitators will meet with teams to enhance and develop new activities and instructional practices for further implementation of common core standards.	Professional Learning	08/08/2016	05/12/2017	\$500 - District Funding	Principal, Teachers, Other

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Activity - Content-Specific Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content teams will examine and compare "working curriculum" with common core standards to identify gaps. Once gaps have been identified, modifications will be made to the curriculum to eliminate gaps.	Academic Support Program	08/12/2016	05/12/2017	\$0 - No Funding Required	Content Teachers, Special Teachers, Principal, Other

Activity - Grade Level PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade Level PLC meetings will occur bi-monthly or more as needed. On-going conversations concerning student needs will occur. Teachers will actively discuss new ways to increase student achievement in all subject areas, especially reading and math.	Professional Learning	08/12/2016	05/12/2017	\$0 - No Funding Required	Teachers, Principal, Other

Strategy3:

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

Category: Integrated Methods for Learning

Research Cited: Literacy Initiative

Activity - Reading Across the Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate reading in all content areas. Students will read, discuss, and use vocabulary words from the content areas. Students will define commonly used words in the content area passages.	Academic Support Program	08/12/2016	05/12/2017	\$0 - No Funding Required	Teachers, Principal, KVEC - Carole Mullins, Other

Activity - Writing Across the Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate writing in all content areas and monitored through the Writing Program Review.	Academic Support Program	08/12/2016	05/12/2017	\$0 - No Funding Required	Teachers, Principal, J. Roll, Other

Strategy4:

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

Category: Continuous Improvement

Research Cited: Curriculum Assessment and Alignment

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Activity - Units/Lesson Plans/Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize units of study with embedded lesson plans in their classrooms. Units of study are intentional plans for teaching and learning that address content standards in a meaningful way. All teachers in all subject areas will submit units and assessments through CIITS. Formative Assessment along with other assessments will be utilized throughout the unit. Well-designed units and formative assessments ensure that students will learn at high levels.	Direct Instruction	08/12/2016	05/12/2017	\$0 - No Funding Required	Teachers, Principal, Other

Activity - Teacher Blogs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will post course/grade level daily activities on the Hazard Middle School Website. The technology resource teacher will assist teachers with this process. Parents will be asked to check the website to keep apprised of their child's assignments.	Parent Involvement	08/12/2016	05/12/2017	\$0 - No Funding Required	Teachers, Parents, Principal, Other

Activity - Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive instruction in Writing, Practical Living/Career Studies, and Arts/Humanities as defined by the KDE Program Review. The curriculum in each of these subject areas will define what students should know and be able to do in these content areas. All content area teachers will work to achieve the goals set forth by the Program Reviews.	Academic Support Program	08/12/2016	05/12/2017	\$0 - No Funding Required	Teachers, Principal, Bobby Bowling, JoAnn Hall, Jennifer Roll, Brittany Thompson, Other

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The technology resource teacher will provide follow-up and support for classroom technology integration. All students will receive instruction with appropriate technology integration. ILP'S will be implemented in all classrooms.	Technology	08/12/2016	05/12/2017	\$0 - No Funding Required	Teachers, Principal, J. Clair, Other

Activity - Master Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level schedules will be compiled into a master schedule. Grade level schedules will reflect maximum use of instructional time.	Academic Support Program	08/12/2016	05/12/2017	\$0 - No Funding Required	Principal, Counselor, Teachers, Other

Strategy5:

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

Category: Learning Systems

Research Cited: Best Practice

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Activity - AIMS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Guided study hall (AIMS) will be provided after the regular school day. In order to increase student achievement, teachers will recommend students on an as-needed basis to AIMS.	Academic Support Program	08/12/2016	05/12/2017	\$0 - No Funding Required	Principal, Teachers, Counselor, Other

Activity - Reality Store	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Reality Store is the real life culminating event for the financial literacy unit taught in 7th grade. The Perry County Extension Office provides the financial literacy curriculum and coordinates the Reality Store.	Community Engagement Academic Support Program	08/12/2016	05/12/2017	\$0 - No Funding Required	Teachers, Principal, Counselor, FRYSC, Other

Activity - Accelerated Reader (AR)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Language Arts Teachers will continue to implement and refine the Accelerated Reader Program into their regular curriculum. The AR Program will allow students to improve and/or accelerate their reading comprehension and skills. Language Arts teachers will give students an AR grade. Students who receive a certain number of points will be rewarded.	Academic Support Program	08/12/2016	05/12/2017	\$5000 - Title I Schoolwide	Principal, Teachers, Librarian, Technology Staff, Other

Activity - Student Planners	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be provided academic planners. Teachers require students to write daily academic targets for all classes.	Academic Support Program	08/12/2016	05/12/2017	\$1000 - General Fund	Principal, Teachers, Other

Activity - Academic Field Trips	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan field trips that enhance and support the common core standards. Students will demonstrate an increased knowledge by making real world connections with classroom activities.	Field Trip	08/12/2016	05/12/2017	\$1000 - Other	FRYSC Staff, Teachers Principal, Other

Strategy6:

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

Category: Integrated Methods for Learning

Research Cited: IXL

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Activity - Monitor IXL Math & Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of the IXL program and track student progress on IXL math and reading for all students.	Academic Support Program	08/12/2016	05/12/2017	\$0 - No Funding Required	Principal, classroom teachers

Strategy7:

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

Category: Management Systems

Research Cited: Targeted Interventions

Activity - Daily Attendance Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Attendance clerk will produce a call report of absent students. Staff will contact parents/guardians concerning the absent student.	Behavioral Support Program	08/12/2016	05/12/2017	\$0 - No Funding Required	Attendance Clerk, Assistant, Principal, FRYSC, Counselor, DPP, Other

Goal 4:

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

Measurable Objective 1:

collaborate to reduce the total number of students scoring Novice in Mathematics (27) by 5 students per year for a total of 27 over 5 years by 05/12/2017 as measured by K-Prep data.

Strategy1:

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

Category: Professional Learning & Support

Research Cited: KSI, RtI

Activity - Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and para-professionals will be trained on differentiating instruction and intervention strategies.	Professional Learning	08/12/2016	05/12/2017	\$0 - No Funding Required	Principal, Teachers

Activity - Behavior Support Continuum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Behavior interventions will be discussed among the faculty and a system of incentives created to reward students who meet the criteria	Behavioral Support Program	08/12/2016	05/12/2017	\$0 - No Funding Required	Principal, PBIS Committee, Teachers

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Activity - Academic Support Continuum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will participate in grade level and vertical, content PLCs.	Professional Learning	08/12/2016	05/12/2017	\$0 - No Funding Required	Principal, Teachers

Activity - Rtl--Assessment and Evaluation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize Rtl to support student's individual needs and base individualized instruction on both formal and benchmark assessment results.	Academic Support Program	08/12/2016	05/12/2017	\$0 - No Funding Required	Principal, Teachers

Strategy2:

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

Category: Professional Learning & Support

Research Cited: Novice Reduction for Gap Closure Training

Activity - Create a 30-60-90 Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop a plan that includes evaluation and monitoring at least every 30 days on the processes and assessments that are implemented.	Policy and Process	08/12/2016	05/12/2017	\$0 - No Funding Required	Principal, Leadership Team, Teachers, SBDM Council

Activity - Identify "Big Rocks"	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration will identify 3 "Big Rocks" our school will focus on to decrease our number of novice students.	Policy and Process	08/12/2016	05/12/2017	\$0 - No Funding Required	Principal, Leadership Team

Activity - Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The 30-60-90 plan will be monitored at each interval to evaluate effectiveness, analyze data and check implementation.	Policy and Process	08/12/2016	05/12/2017	\$0 - No Funding Required	Principal, Teachers, SBDM Council

Activity - Data Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student data will be reviewed to identify trends.	Policy and Process	08/12/2016	05/12/2017	\$0 - No Funding Required	Principal, Data Team, Teachers

Measurable Objective 2:

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

Strategy1:

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

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Category: Learning Systems

Research Cited: ESS, KSI, RtI

Activity - IXL Math & Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use IXL for instructional support in attainment of standards in reading and math.	Technology Tutoring Academic Support Program	08/10/2015	05/13/2016	\$5400 - District Funding	Principal, Teachers

Activity - Reading Plus & Math Plus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide interventions to students based on individual need.	Direct Instruction Academic Support Program	08/10/2015	05/13/2016	\$0 - No Funding Required	Principal, Teachers

Activity - Extended School Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will refer students to attend after school ESS services, as needed. Placements in services is based on teacher observation, student performance, interim benchmarks and formative/summative data. ESS teachers will work on standards attainment and mastery.	Academic Support Program Tutoring	10/01/2015	05/05/2016	\$2000 - District Funding	Principal, Teachers

Strategy2:

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

Category: Continuous Improvement

Research Cited: Data for Continuous School Improvement

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

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

Measurable Objective 3:

collaborate to reduce the total number of students scoring Novice in reading (45) by 9 students per year for a total of 45 over 5 years by 05/12/2017 as measured by K-Prep data.

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Strategy1:

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

Category: Professional Learning & Support

Research Cited: KSI, Rtl

Activity - Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and para-professionals will be trained on differentiating instruction and intervention strategies.	Professional Learning	08/12/2016	05/12/2017	\$0 - No Funding Required	Principal, Teachers

Activity - Rtl--Assessment and Evaluation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize Rtl to support student's individual needs and base individualized instruction on both formal and benchmark assessment results.	Academic Support Program	08/12/2016	05/12/2017	\$0 - No Funding Required	Principal, Teachers

Activity - Behavior Support Continuum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Behavior interventions will be discussed among the faculty and a system of incentives created to reward students who meet the criteria	Behavioral Support Program	08/12/2016	05/12/2017	\$0 - No Funding Required	Principal, PBIS Committee, Teachers

Activity - Academic Support Continuum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will participate in grade level and vertical, content PLCs.	Professional Learning	08/12/2016	05/12/2017	\$0 - No Funding Required	Principal, Teachers

Strategy2:

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

Category: Professional Learning & Support

Research Cited: Novice Reduction for Gap Closure Training

Activity - Create a 30-60-90 Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop a plan that includes evaluation and monitoring at least every 30 days on the processes and assessments that are implemented.	Policy and Process	08/12/2016	05/12/2017	\$0 - No Funding Required	Principal, Leadership Team, Teachers, SBDM Council

Activity - Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The 30-60-90 plan will be monitored at each interval to evaluate effectiveness, analyze data and check implementation.	Policy and Process	08/12/2016	05/12/2017	\$0 - No Funding Required	Principal, Teachers, SBDM Council

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Activity - Identify "Big Rocks"	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration will identify 3 "Big Rocks" our school will focus on to decrease our number of novice students.	Policy and Process	08/12/2016	05/12/2017	\$0 - No Funding Required	Principal, Leadership Team

Activity - Data Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student data will be reviewed to identify trends.	Policy and Process	08/12/2016	05/12/2017	\$0 - No Funding Required	Principal, Data Team, Teachers

Goal 5:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 51.1% in 2015-2016 to 68.6% in 2018-2019.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all middle school students in the non-duplicated gap group by 4.9% by 05/12/2017 as measured by KPrep data.

Strategy1:

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

Category: Learning Systems

Research Cited: RTI

Activity - Individualized Math/Reading Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Gap group students will be provided targeted math and reading interventions through Learning Farm. Moby Max, Edmodo, WIN Learning, IXL Reading and Math and other resources to increase achievement in reading and math.	Academic Support Program	08/12/2016	05/12/2017	\$0 - No Funding Required	Teachers, Principal, Other

Activity - Purchase Reading Intervention Program Materials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will purchase and provide teachers with reading and math intervention resources in order for them to address the needs of at-risk students in Response To Intervention Activities and in Extended School Services. These materials will focus on comprehension skills, decoding skills and mathematics skills.	Academic Support Program	08/12/2016	05/12/2017	\$3000 - Title I Schoolwide	Teachers, Principal, District Office, Personnel, Other

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Activity - Targeted Interventions for Gap Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content-specific teams will design a scope and sequence of activities and lessons to be taught during Math Plus Class and/or Reading Plus Class. Team will provide all Math Plus/Reading Plus teachers with materials and resources needed to increase student achievement.	Academic Support Program	08/12/2016	05/12/2017	\$0 - No Funding Required	Teachers, Principal, Other

Strategy2:

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

Category: Teacher PGES

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

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

Strategy3:

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

Category: Learning Systems

Research Cited: Targeted Interventions

Activity - After School ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ESS after school tutoring will concentrate on reading and math skills. ESS will concentrate on small group instruction, guided reading, individualized assignments aimed at improving student achievement. Each grade level will have one math ESS teacher and one ESS reading teacher.	Tutoring	09/20/2016	04/27/2017	\$5000 - General Fund	District Staff, Teachers, Principal, Counselor, Other

Activity - ESS Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize Reading Intervention Programs and the IXL Reading and Math Programs to increase achievement in reading and math.	Tutoring	09/20/2016	04/27/2017	\$0 - No Funding Required	District Staff, Principal, Counselor, Teacher, Other

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Activity - ESS Identification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who scored Novice or Apprentice on the KPREP Test will be referred for ESS after-school tutoring.	Tutoring	08/12/2016	05/12/2017	\$0 - No Funding Required	Teachers, Principal, Counselor, Other

Strategy4:

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

Category: Stakeholder Engagement

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

Activity - HMS Community Outreach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Outreach to parents and community through: beginning of the year orientation, open house each midterm, daily updated teacher blogs, parent training in Infinite Campus, scheduled parent conferences, newspaper articles, and school website	Community Engagement	08/12/2016	05/12/2017	\$0 - No Funding Required	Principal, Counselor, Faculty, Staff, Other

Activity - HMS Promote Citizen Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue Career Day as a means to introduce citizen volunteers to participate more actively in the educational process. At the present time the following community services and businesses are providing support to the school: ISBE -- a group which provides financial support; City of Hazard -- provides use of the Hazard Pavilion and services of the Hazard City Police; Kentucky River Community Care -- provides daily counseling services; Perry County Health Department -- Postponing Sexual Involvement classes; Perry County Library -- provides bookmobile services on site; 4H -- Avian Club, Science Fan Night, and Talking with TJ; McDonald's -- Acts of Kindness, free Happy Meals; Appalachian Regional Hospital -- Fitness Fair.	Community Engagement	08/12/2016	05/12/2017	\$0 - No Funding Required	Principal, FRYSC, Counselor, Faculty, Staff, Other

Activity - HMS Student Community Service	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Expand community service projects conducted by students. Current projects are financial support of the Arthritis Foundation, Breast Cancer Awareness, Thanksgiving Food Boxes, etc.	Community Engagement	08/12/2016	05/12/2017	\$0 - No Funding Required	Principal, Counselor, FRYSC, Faculty, Staff, Other

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

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N/A (this question does not apply)

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

N/A (this question does not apply)

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

Goal 1:

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

Measurable Objective 1:

collaborate to ensure that the Program Review Process is completed in an ongoing and timely manner by 05/12/2017 as measured by Assessment Results..

Strategy1:

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

Category: Learning Systems

Research Cited: Best Practices

Activity - Expectations and Procedures	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Inform staff of the expectations and procedures as defined by the district external review process.	Professional Learning	08/12/2016	05/12/2017	\$0 - No Funding Required	Central Office Staff, Principal, Other

Activity - Rubrics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Examine the rubrics used in program review. Consider the existing sources and evidence to inform the overall program assessment.	Policy and Process	08/12/2016	05/12/2017	\$0 - No Funding Required	Central Office Staff, Principal, Teachers, Other

Activity - Review Program Review Ratings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review PR ratings in ASSIST and provide feedback through identifying and analyzing gaps in particular program areas to determine next steps for continuous improvement.	Policy and Process	08/12/2016	05/12/2017	\$0 - No Funding Required	Principal, Teachers, Staff, Other

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Activity - Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and leaders will utilize Program Review Components in classroom settings as required by program review curriculum and policy.	Academic Support Program	08/12/2016	05/12/2017	\$0 - No Funding Required	Principal, Teachers, Counselor, FRYSC, Other

Activity - Purpose and Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide information to teachers about the purpose and process of the review. Emphasize the important role of the teacher in implementing high quality instructional programs.	Policy and Process	08/12/2016	05/12/2017	\$0 - No Funding Required	Central Office Staff, Principal, Other

Executive Summary

Introduction

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

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

Description of the School

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

This year Hazard Middle school is labeled as a proficient school with the award of a High Performing School. Hazard Middle is one of three schools in the Hazard Independent School District that has just celebrated over 100 years of providing quality education to the students of Hazard, Kentucky. Hazard Middle School is also one of the three schools in the Hazard Independent school district that earned SACS (Southern Association of Colleges and Schools Council on Accreditation and School Improvement) accreditation through June 30th, 2020. Hazard is a small town in eastern Kentucky that has at times thrived because of the coal industry. However, the recent economic crisis facing our area and the coal industry has had an impact on our community. At the present time, our free and reduced lunch numbers are at 60 % of our student population. With the layoffs from coal companies and the loss of small local businesses, that percentage is sure to increase. In addition, the impact from the struggling local economy will affect the number of referrals to the Family Resource Youth Service Center in our school. This program offers family assistance of clothing, food, school supplies and more to families struggling to make ends meet. Also, Family Resource Youth Service Center works with local agencies to bring in support for families that need the assistance. Hazard Middle School has four grade level math teachers, four Language Arts teachers, two social studies teachers, three science teachers, one practical living and P.E. teacher, two SED teachers, three instructional assistants, one guidance counselor and one principal. In addition, the middle school shares teachers with the elementary and the high school. We have a half day librarian, half day music, art, technology and band teacher. We also share a school nurse with the other schools in the district, with the nurse spending at least nine hours at the middle school. The welcome mat that meets all those who enter the front door of our school sets the tone for Hazard Middle School. "Working Together=Winning Together= Bulldog Pride" is written across the mat. We take pride in knowing that our students are and always will be our number one concern. Improving student achievement, preparing our students to be college and career ready, preparing our students for the next level of high school, instructing them on career paths/education with their ILP's, lowering discipline referrals, increasing community involvement and maintaining a positive climate that is conducive to student achievement are goals we have established. To help with the transition to high school, our school offers our 8th grade students classes for high school credit: Algebra .5, Algebra 1, Environmental Science, Integrated Science, PE I, and Computer Coding. Our vision statement, "Every student will leave HMS with the skills necessary to be successful and independent," and HMS Mission Statement: "Hazard Middle School will provide all students with the necessary knowledge and skills needed to succeed and be productive citizens" is hanging in every classroom. We celebrate our students' successes and pledge to continually seek ways to improve every aspect of our school. We buy into the philosophy of the school district/high school with "Just Win". Students understand that with education, extracurricular activities, and anything they try, they will give their best effort and will strive to be the best and give their best effort. Our faculty will always work hard to provide our student's the skills needed to "Just Win".

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Our school mission at Hazard Middle School is to provide all students with the necessary knowledge and skills needed to succeed and be productive citizens. The faculty and staff members, along with the custodians, cafeteria workers and FRYSC (Family Resource Youth Center Services), work as a team to assist students in achieving their goals and meeting their needs. ESS, AIMS (Achieving in Middle School) classes, and Response to Intervention are offered to students needing additional academic assistance. PBIS, Positive Behavioral Interventions and Supports, has been implemented throughout the school. This program promotes and acknowledges good citizenship, manners, and positive reinforcement throughout the school. Leadership classes are offered to our students and student successes are celebrated school wide. We provide many field trip opportunities and assemblies for our students to ensure that they are exposed to a wide variety of educational experiences. Parental involvement and community partnerships continue to be an asset for our school both financially and educationally.

Hazard Middle School is dedicated to providing equal services and opportunities to all students regardless of race, gender, origin or background. We currently monitor all classes to ensure that the students in each class are diverse. With no exceptions, we offer the same opportunities for each student who is enrolled in the school. In addition, all students are encouraged to become involved in extra-curricular activities and HMS is continually striving to increase participation by offering a wide variety of activities and interests. Football, basketball, baseball, softball, volleyball, soccer, track, golf and cheer-leading are athletic opportunities that exist. This year will be our first year to offer a Friday Fun club for our middle school students. Students will get experiences in the fun club that include: art, swimming, archery, community service, and other efforts to get students involved in the community. In addition, our Student Technology Leadership Program (STLP), Academic Team, student government, Kentucky Youth Assembly, Speech, book club, yearbook, chorus, art and band provide "extras" for students to become involved and enhance their selected interests. We even have an Avian Team or "Chicken Club" that competes with Avian Clubs at the Kentucky State Fair.

Our program reviews focus on providing education and opportunities for the total student. All students are provided exposure to Arts and Humanities classes, Practical Living /career studies and writing is stressed across the curriculum. This year we are also offering some 8th grade students Spanish with the ability to gain Spanish I high school credit. All teachers will integrate global competency into their curriculum to give students a global perspective to their world around them.

Community partnerships and parental support continue to enable HMS to provide our students with educational experiences and resources that may have exceeded our financial means. The local police are included in our anti-bullying assemblies and help HMS in presenting "Bullying" information and legal responsibilities to our middle school students. ARH and United Way come to the school to offer health and wellness instruction and suicide prevention. The HCTC Greater Hazard Area Performing Arts Series sponsors The Missoula Children's Theater. This is another example of a community partnership that involves and offers HMS students an artistic resource and outlet for showcasing their talent.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Hazard Middle School is accredited by the Southern Association of Colleges and Schools, and also part of the Hazard Independent School District SACS accreditation. Our athletic teams cheer-leading squads continue to win tournaments across the state while our Avian Team competed at the Kentucky State Fair and came in second. The HMS speech team placed 4th at KHSSL State competition, 3rd at the KESDA state competition and received the Efficiency Award at KESDA. The Academic teams continue to win the Governor's Cup, district, place at region and many of the members have moved on to state competition. Our school will host the 6th grade Governors Cup this year. Members of student government presented bills at KYA (Kentucky Youth Assembly) and had them pass both the House and Senate. Our sixth grade and eighth grade bill authors have won or been runner up for the premiere bill of the assembly. This year our 6th and 8th grade had the opportunity of presenting their bills at the Capital. Our KYA group won two school awards: Conference Life Award and Delegation of Excellence. Also, one student won Outstanding Delegate at this year KYA. The chorus and the leadership class have developed, written and performed assemblies for Constitution Day, Remembering 9/11, Veteran's Day and other holiday celebrations. Our Middle School Chorus perform at the Promising Practice Summit in Pikeville and open up the Black Gold Festival on the main stage in downtown Hazard. Several middle school band students were members of the high school Band of Gold that place fourth in this years state competition. In January, our school host a Fine Arts Showcase to honor our arts, speech students, band, and chorus. Our STLP club competed at region and moved on to state competition for the first time in school history.

Preparing our students to become productive citizens is a vital component of HMS education. HMS is active in community service and has raised funds for the local veterans and for students in need. This year the School had a Kindness Week where students (5-8) participated in Kindness activities with hopes of it passing down to the community. The student make Shoe boxes filled with personal hygiene items were decorated and filled by the fifth grade and Thanksgiving food baskets were prepared by each homeroom at HMS. We were awarded a grant and extended it for another year for an outdoor classroom that targeted getting students up and moving and have been able to include a grant for a walking track.

HMS has active community partnerships with many local agencies, businesses and organizations. ASAP, Unite, our local district health department, the local fire and police are involved in the total education of our students from drug awareness to PSI (postponing sexual involvement) classes. With the support of staff and ARH we continue to use the "Fitness Fair" that informs and encourages healthy life choices for students. The Perry County 4-H has provided curriculum guidance and support with the Reality Store, conflict resolution classes, science night and practical living education. Local churches and the backpack program and KRCC have aided our school in meeting the nutritional and emotional needs of our students. The school, with the help of Camp Nathanael, teaches morals and leadership skills once a month during the school day. KVEC continues to play a vital role in our professional development, content PD's and many resources for our students and staff.

We strive to improve as educators by participating in professional development to better able us to implement the Kentucky Core Content Standards, utilize RTI strategies and assessment for learning, resources and strategies to better our PLC and staff meetings. Differentiation training and content specific strategies and activities are areas of improvement that have been targeted. Progress monitoring through Think Link, Moby Max, Reflex, and WIN learning software have been very informative in determining instructional levels, RTI placement, and student's academic needs. Grade level PLC meetings will continue to provide collaboration and on-going discussions concerning student needs in addition to professional discussions involved in increasing student

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achievement. Content specific PLC teams have been formed to examine and identify gaps created and to create a scope and sequence of activities and lessons to be taught in Math Plus/RTI and Reading

Plus/RTI classes. With the help of Ripple Effects program our Advisor/Advisee class has been extended to the schedule this year in order to provide consistent, caring, and continuous adult guidance at school through the organization of a planned class and supportive peer group.

The class focuses on building a relationship an adult/mentor in the school to assist the adolescent and become their advocate. Intervention for at risk students is a priority for improving student achievement at HMS. Purchasing resources for the entire student body will help move Tier 1 and Tier 2 groups toward proficiency and help close the achievement gaps. The 7th and 8th grade student body will also use the Win College Readiness System of Soft Skills,

College Readiness, CRC Supplemental Skills, and Career Readiness. This program will also get them prepared for the transition to the high school and give students the opportunity to meet benchmarks in content areas, improve on skills of Applied Math/reading for information/and locating information in text and work on career readiness skills that will be outlined in their ILP's.

Additional Information

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

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