Comprehensive School Improvement

Plan

Hopkinsville Middle School

Christian County

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2016-2017 Hopkinsville Middle School CSIP

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Executive Summary

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.		HMS School Equity Diagnositc

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.

One noteworthy trend is an experienced staff at Hopkinsville Middle School. In 2015-2016 we had 3 KTIP teachers and this is a high number for us. Our average years of experience according to our State Report Card is 8.8 years of experience. From Tell Survey data, HMS has a strong culture of high expectations, teacher centered professional development, and job satisfaction. We are also proud that all teachers were teaching in their certified areas which helped lead to HMS scoring in the top 5% for State of Kentucky. HMS is labelled as Distinguished and a school of Distinction with High Progress. Administration has 10 years of experience as a leadership team. It was exciting to note that HMS meet Growth in both Reading and Math at 100%, and met the State guidelines for novice reduction for the 15-16 school year.

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.

Students entering middle school with huge gaps in mathematics calculation (math facts); gaps in reading fluency, word recognition, and basic decoding skills needed for more complex reading with CCSS; Advocacy: Student advocacy. students not having an active parent or guardian to speak up for them regarding their academic goals and learning needs. While the school gives clear procedures on how to file information on resolving discipline concerns, we need to work on clear steps of resolving academic issues and making sure all students receive needed RtI classes to help close achievement gaps.

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.		HMS Equity Goals

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:

2016-2017 Transform the educational environment to meet the on-going demands of the 21st Century so that all students are engaged in a high-quality, equitable education and are prepared for community, and global responsibilities.

Measurable Objective 1:

collaborate to provide a safe learning environment, and implement Positive Behavior Intervention Supports to teachers in order to consistenty address expected School-Wide Expectations (Guidelines for Success), in order to maximize instructional time in the classroom. by 05/31/2017 as measured by PBIS Monthly Training; District PBIS Walk Throughs, and PBIS Leadership Meetings.

Strategy1:

Safety of Students & Managing Student Conduct - Safe, effective, and instructional models presented by PBIS will be implemented school-wide. During faculty meetings, and PLC time teachers will be trained in classroom management practices in order to help students change behaviors to meet school-wide expectations. Teachers will participate in training, mentor, model and follow expectations on changing student behavior in order maximize learning.

Category: Management Systems

Research Cited: PBIS, Randy Sprick

Activity - Student Behavior Collection Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
HMS discipline data will be analyzed, presented to teachers and SBDM council.	Behavioral Support Program	08/08/2016	05/31/2017	$0 - No Funding Required	APs

Activity - PBIS Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development on PBIS practices and implementation	Academic Support Program	08/08/2016	05/31/2017	$0 - No Funding Required	Leadership and PBIS Leadership Team

Activity - Communication on Code of Acceptable Behavior	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students and Parents will receive communication on Christian County Public Schools Code of Acceptable Behavior.	Behavioral Support Program	08/08/2016	05/31/2017	$0 - No Funding Required	Leadership & District Staff

Activity - PBIS District & Leadership Walk Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership and District Personnel will conduct walk throughs observing student conduct and implementation of PBIS practices.	Behavioral Support Program	08/08/2016	05/31/2017	$0 - No Funding Required	Leadership & District Staff

Measurable Objective 2:

collaborate to create an educational culture of continuous growth through working in Professional Learning Communities (PLC) groups to design, plan, and implement Common Core State Standards. by 05/31/2017 as measured by PLC agendas, calendars, Learning Checks, Common Assessment data analysis..

Strategy1:

Teacher Effectiveness (PLCs & PGES) - Teachers will be trained in highly effective strategies through the PLC process and with PD on Charlotte Danielson's Teacher Professional Growth and Effective System (PGES). In PLC's teachers will effectively plan, create pacing guides of Common Core State Standards, create formative assessments, and learning opportunities for students to master expected learning targets.

Category: Professional Learning & Support

Research Cited: CCSS

Activity - PLC Semester Calendars, Common Assessments, Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create Semester Calendars of PLC Process, Formative Assessments and Lesson Plans of CCSS.	Professional Learning	08/08/2016	05/31/2017	$0 - No Funding Required	Leadership and Teachers in PLC groups

Activity - Instructional Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CS and IBC will deliver instructional strategies to teachers during PLC time.	Professional Learning	08/08/2016	05/31/2017	$0 - No Funding Required	CS & IBC

Strategy2:

Engagment of Highly Effective Learning - Leadership and Teachers will participate in various district lead initiatives to increase student

engagement and rigor in the classroom.

Category: Continuous Improvement

Research Cited: High Impact Instruction (Jim Knight) and Visible Learning (John Hattie)

Activity - World Language Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
World Language academic support for students	Academic Support Program	08/08/2016	05/31/2017	$0 - No Funding Required	Leadership and Brock Wright (WL PR Component Manager)

Activity - Writing Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
HMS will implement and monitor the writing with occurs and HMS. Adjustments will be made upon evaluation of data received by district.	Academic Support Program	08/08/2016	05/31/2017	$0 - No Funding Required	Leadership and Teachers (Julie Jones W PR Component Manager)

Activity - High Impact Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership and Teacher will participate throughout the year in Jim Knight's High Impact Instruction	Professional Learning	08/08/2016	05/31/2017	$0 - District Funding	Leadership & Teachers

Activity - Wellness Policy Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Wellness Policy evaluated yearly to determine if students receive enough physical activity during the school year.	Policy and Process	08/08/2016	05/31/2017	$0 - No Funding Required	Wellness Team and Leadership

Activity - Visible Learning (John Hattie)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership and Teachers will participate and undergo training on what is Visible Learning and how understanding how various strategies implemented in the classroom impact student learning.	Professional Learning	08/08/2016	05/31/2017	$0 - General Fund	Leadership & Teachers

Activity - Arts & Humanities Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
HMS will put systems in place which address components of the A & H Program Review	Academic Support Program	08/08/2016	05/31/2017	$0 - No Funding Required	Leadership and Teachers (Melissa Kersey A & H PR Component Manager)

Activity - Practical Living and Career Studies Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
HMS will implement activities and programs which support the PL & CS Program Review	Academic Support Program Career Preparation/ Orientation	08/08/2016	05/31/2017	$0 - No Funding Required	Leadership & Pam Bush (PL & CS Program Component Manager)

Strategy3:

Working Conditions (Tell Survey Time and PD) - Teachers will take Tell Survey every two years. In the Spring of 2017 teachers will take the Kentucky Tell Survey where working conditions with time allotted for planning and professional growth will be evaluated. From from the previous Tell Survey in 2015, teachers had positive outlook on working conditions at HMS and their overall professional growth. Once results are back in the district, teachers and the leadership team review Tell Survey Results and implement needed changes.

Category: Continuous Improvement

Research Cited: Tell Survey 2015 & 2017

Activity - Tell Survey Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tell Survey Review of Questions, and Discussion of needed improvements	Professional Learning	08/08/2016	05/31/2017	$0 - No Funding Required	Leadership Team

Activity - IC/emails/faculty meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Effective Communication between stakeholders by various methods	Other - Communication	08/08/2016	05/31/2017	$0 - No Funding Required	Leadership & AHOY

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?

Wendy M. Duvall - Principal

Kenneth Anderson - Assistant Principal

J. Bryan Morris - Assistant Principal

Julie Jones - Curriculum Specialist/Federal Programs/Program Review Writing

Carla Criswell - Writing teacher and SBDM teacher representative

Lawrence Davies- JLC teacher and SBDM teacher representative

Dena Stamper - 8th Grade Social Studies teacher and SBDM teacher representative

Beth Morris - SBDM parent representative

Jennifer Maddux - SBDM representative and community partner representative

Donna Sanders - Guidance Counselor

Will Owen -Classified/FRYSC

Amy Falco-Parent/PTO

Koryn Hicks (Student - discussing important things to students, i.e. rewards, activities, etc.)

Relationship Building

Overall Rating: 3.0

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Proficient

	Statement or Question	Response	Rating
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods).	Proficient

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

	Statement or Question	Response	Rating
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Proficient

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	School staff involves parents in personal communication about their students' progress at least once a month.	Proficient

	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.	Teachers informally collect some student needs data and some parents are contacted to discuss those needs.	Apprentice

	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: 3.29

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

	Statement or Question	**Response**	**Rating**
3.2	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	District/school staff, parents and community stakeholder's work together to learn from the use of all resources available to meet the student's and parent's learning needs.	Distinguished

	Statement or Question	**Response**	**Rating**
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School and district staffs use several strategies to involve community leaders to assist in parent education on issues directly related to student achievement.	Distinguished

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

	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.	All stakeholders are provided with multiple opportunities to learn about the decision-making process and to participate at all levels including professional learning communities, school council, and its committees.	Distinguished

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

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

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

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council actively recruits parents to serve on committees related to school improvement that review and revise objectives continuously and is informed by data.	Distinguished

	Statement or Question	Response	Rating
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents and stakeholders are trained to create, measure and sustain authentic participation in all areas of school improvement at School and district level.	Distinguished

	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 provides opportunities for outgoing parent council members to meet with new parent council members to share knowledge of serving on the council.	Apprentice

Advocacy

Overall Rating: 2.83

	Statement or Question	**Response**	**Rating**
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	There is evidence that school staff know which students have a parent or another adult who can speak up for them regarding their academic goals and learning needs.	Apprentice

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

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

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

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

	Statement or Question	**Response**	**Rating**
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	District and school staff partners with advocates of students with disabilities and/or novice level performance to improve the way school meets student learning needs.	Distinguished

Learning Opportunities

Overall Rating: 3.17

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

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

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	Proficient

	Statement or Question	Response	Rating
6.4	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	District and school staffs collaborate with parents and community members to provide training on how to support children's learning, district and school improvement efforts.	Distinguished

	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.	Distinguished

	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 relies on the parent organizations to provide learning opportunities for parent leadership.	Apprentice

Community Partnerships

Overall Rating: 3.17

	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 leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	Proficient

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	District and school staff leverages all partnerships to gain maximum benefit to support all students learning from the human and financial resources available.	Distinguished

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

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Proficient

	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).	Parents make active use of school 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 1 coordinators connect family with community resources and follow up).	Proficient

	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.

Strengths:

Communication: Christian County Public School at the district level helps HMS with systematic efforts in communication with all stakeholders. Through IC calls, State of the Schools Address, Parent Universities, public forums, newsletters, and using local media. HMS has regular communication sent through various sources: the Tell survey (2015), Title I survey, and Student Survey (Spring 2017) will help to continue to improve our stakeholder communication. We also have three parent teacher conferences a year, monthly newsletters, and monthly SBDM meetings.

Learning Opportunities: At the district level, CCPS provides students with internet based tutoring free of charge (Moby Max, System 44, Read 180, and Study Island). CCPS also offers multiple opportunities for parents to learn and share ideas throughout the year (Parent Universities, State of Schools, public forums).

Community Partnerships: CCPS and HMS have active community partners (P.i.E.) which support the district and school through volunteers, financial support, and mentoring of students. Collaboration between the Partners in Education (PiE) and HMS has helped build a culture of community involvement.

Area of Improvement:

Advocacy: Our lowest scoring was in student advocacy. Targeted students are identified when they do not have an active parent or guardian to speak up for them regarding their academic goals and learning needs. While the school gives clear procedures on how to file information on resolving discipline concerns, we need to work on clear steps of resolving academic issues.

Action Steps/Plans:

Monthly newsletters (putting in an advocacy section), IC calls, and using local media from the schools perspective not just the district level to highlight ways parents/guardian can advocate for their children. The school can better highlight district forums, Parent Universities, and make sure parents are aware of their child's ILP which helps address their learning needs.

To keep up the strengths, CCPS and HMS will need to continue all the positive two-way communication it has in place for all stakeholders. (PiE, PU, PTC (3 times yearly) scheduling community readers, and participating in Leadership Hopkinsville.

Report Summary

Scores By Section

Section Score
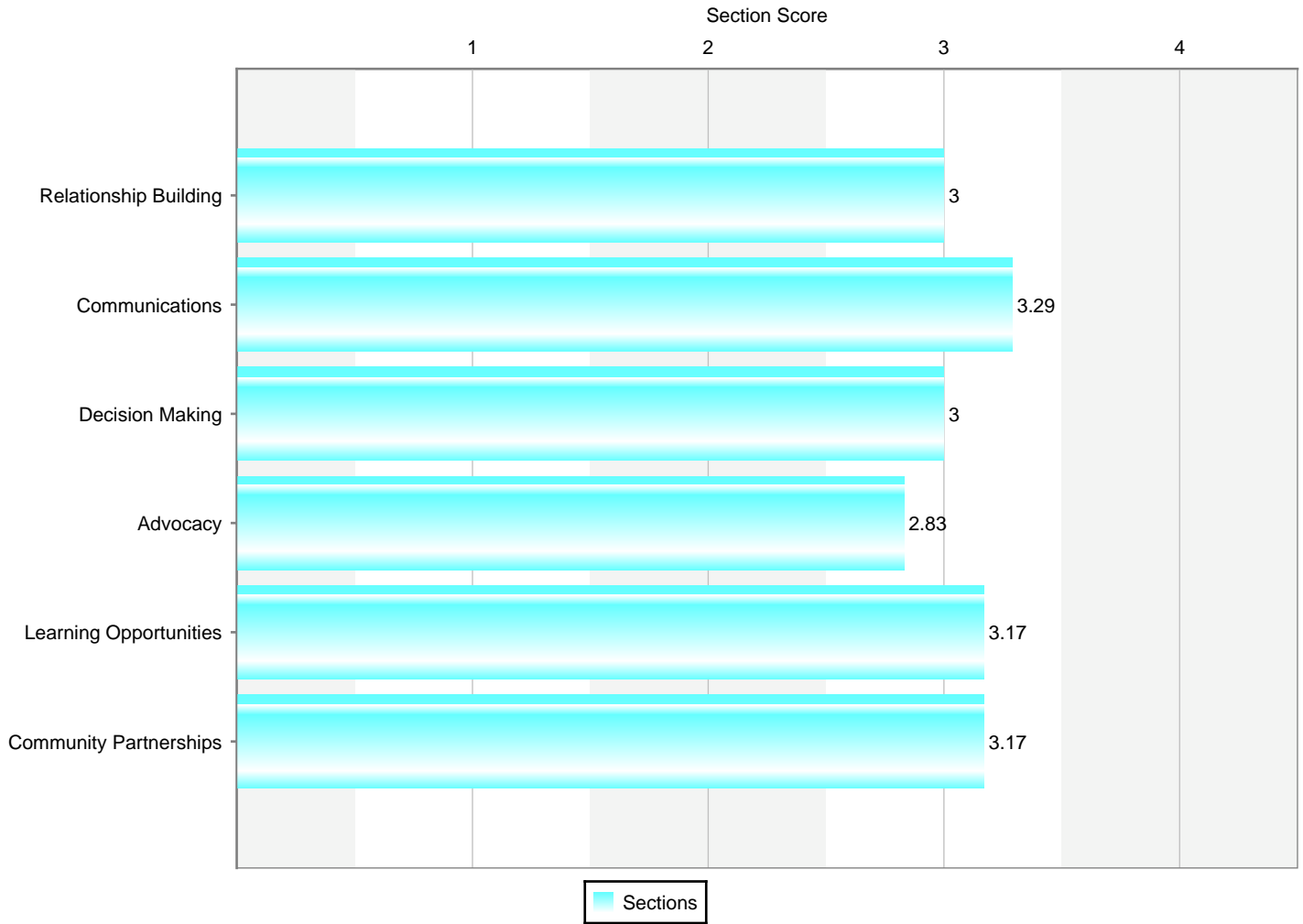
Sections

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.

Growth days, professional development days, SBDM monthly meetings, team and department monthly meetings look closely at school initiatives and student learning. Teams look at a variety of data sources to determine HMS Needs Assessment. Parents and community members are encouraged to attend these meetings and to also be available for monthly SBDM meetings which are advertised over local media arenas. Also, HMS sends out a monthly newsletter to students, teachers, and parents informing them of school happenings (assemblies, programs, awards/rewards, parent-teacher conferences, and all other programs/events). HMS also has a parent advisory committee which meets every other month during the school year. Stakeholder are selected by administration input, teacher voting, and parent votes (SBDM) and are informed of their role in the the improvement plan by each organizations designated leader. Parents volunteer to be apart of the advisory council. Each member has a specific role in helping make decisions for the students of HMS. Students/parents/teachers take various surveys to have input on school decisions. Meetings are always held to accommodate the members. Most meetings occur after school when parents are more available; however, if a meeting needs to occur during the school day, leadership provides the necessary coverage so that same can occur.

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

Certified, Classified (Youth Service Center, Custodians, Secretaries, Cafeteria Staff, and a media technician) and Parents served were represented in the development of the current school improvement plan. School Community Partners were notified and asked if they would like to be a part of the planning process. Each representative's responsibility was to give valuable information needed to look at the entire culture, facility, and safety at Hopkinsville Middle School.

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 2016-17 Hopkinsville Middle School Comprehensive School Improvement Plan (CSIP) and all diagnostics will be published on the school's website located at: http://hopkinsvillemiddle.christian.kyschools.us/. The final plan will be submitted for approval at the school level to the current SBDM council, and sent to CCPS/KDE upon completion. Progress on CSIP is sent to the local school board in 30/60/90 day plans through the year. At anytime stakeholders in the school and community are invited to attend PTO, SBDM meetings or local board meetings to give suggestion for improved to school and district plans.

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?

During a faculty meeting on October 26, 2016, Hopkinsville Middle School began the disaggregation of the newly released 2016 K-PREP scores. Intentional grouping of certified, classified, parents, and school leadership searched for trends and root causes for low achieving students in order to address the following questions:

What are HMS's strengths over the last four years (trends)?

What are areas across grade level and subjects which need revamping?

What does the data not tell us?

What other group of data can we look at to see the entire picture of HMS?

Do we have the resources we need to address student needs?

Data Analysis:

Hopkinsville Middle School has overall scores as follows (4 year data):

- 2015-2016 - 75.6 Classification - Distinguished/Progressing with Reward Category of School of Distinction/High Progressing

- 2014-2015 - 63.4 Classification - Needs Improvement - State Percentile 59th

- 2013-2014 - 67.4 Classification - Proficient - State Percentile - 71st

- 2012-2013 - 67.8 Classification - Need Improvement-Progressing - State Percentile - 73rd

Through continuous professional learning, and implementing RtI in reading and math, all areas in K-PREP reading are on track according to K-PREP School Summary Report.

Tell Survey: (Will be taken in the Spring 2017, most recent data 2015)

2015 Tell Survey earned positive scores in all areas with the highest in Professional Development for teachers, Facilities and Resources, and Community Supporting and Involvement. Overall, teachers are pleased with their working environment. A note of interest is that under the Time category, HMS increase positive responses up to 30% on all questions. 2013 Tell Survey Results were analyzed against the new 2015 scores and teachers held discussion on the improvements. Teachers having PLC time to work with peers, and math teachers having an additional member to help address needs shows in the answer teachers are giving. Perception of community support and involvement is high ranging from 93.3% to 100% on some questions. This is an increase from 2013 wherein this category ranged from 72.5% to 97.6%. An area of improvement still centers around Management of Student Conduct. HMS continues to implement PBIS strategies, along with teacher efforts to keep students in the classroom.

ACHIEVEMENT (Proficiency/Gap/Growth) by subject and looking at four year trend:

-2016 HMS met all AMO goal (50.9) with a total Learner Score of 68.3.

-2016 HMS mathematics achievement Proficient and Distinguished performance level was 48.0% which was 1% above the state average and 1.1% above the district average. With a NAPD calculation of 65.3 which tied the state.

-2016 HMS social studies achievement Proficient and Distinguished performance level was 61.8% with which was 2.1% above the state level and 1.6% above the district average. With a NAPD calculation of 80.6, and 6.6 bonus points, our NAPD score was 2.2 points above the state.

-2016 HMS Writing/On Demand for 8th grade has an 11.8% novice rate which was 5.9% points below the state average. This excites HMS as we have targeted writing as a needs improvement in our school.

-Program Review Scores indicate HMS is Proficient and addressing the Kentucky KRS goals for schools in the areas of arts and humanities,

practical living, and career studies. Writing has earned a score of Distinguished for the third year in a row and shows HMS has fidelity in their writing program across the board.

Revamping? HMS continues to look at reading and writing as these area are still not meeting the state average. It was a concern in WRITING: Only 38% overall were proficient/distinguished. Other findings include:

-Only 20% of males P/D

-Students identified at Gifted and Talented in ELA: 72% P/D (our thoughts is that this should be 100%)

-32% of Students identified at F&R are P/D

-33% of Students in Non-Duplicated Gap Group are P/D

READING: Only 53.2% of students were P/D in reading.

-39% of AA students were P/D in reading

-47.3% of males were P/D in reading

-45% of Students in Non-Duplicated Gap Group are P/D

-30.2% of Students with Disability were P/D (Question: Are modifications being implemented correctly?)

The data does not tell us individual standards which are strengths and weakness in order to make our instruction congruent. This is very frustrating as there is no way to calibrate units of instruction.

Other data to look at to get a complete picture of HMS is Program Review scores: HMS continually scores at the Proficient level in Art and Practical Living/Career Studies. We are proud to say for the third year in a row we have obtained a Distinguished score in writing.

HMS is blessing with a plethora of resources to meet student needs. We continue to use funding for technology in order to have individualized instruction in reading and math to close achievement gaps. Parent involvement is high, we have an active SBDM, and we excel at athletics.

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?

ACHIEVEMENT (Proficiency/Gap/Growth) by subject and looking at four year trend:

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-2016 HMS mathematics achievement Proficient and Distinguished performance level was 48.0% which was 1% above the state average and 1.1% above the district average. With a NAPD calculation of 65.3 which tied the state.

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-2016 HMS Writing/On Demand for 8th grade has an 11.8% novice rate which was 5.9% points below the state average. This excites HMS as we have targeted writing as a needs improvement in our school.

-Program Review Scores indicate HMS is Proficient and addressing the Kentucky KRS goals for schools in the areas of arts and humanities, practical living, and career studies. Writing has earned a score of Distinguished for the third year in a row and shows HMS has fidelity in their writing program across the board.

Trend data s-2016 K-PREP school summary results on novice reduction indicate the following:

Reading - Novice Reduction target met with 99.1 points gained.

Math - Novice Reduction target met with 100.0 points gained.

By reducing novice students, HMS an average of 99.6 points toward our annual novice reduction goals.

-2016 Growth: Student Growth Percentiles was 66.7 which was 6.5 points higher than the State average growth. Resulting in HMS received 63.7 growth points for their overall score.

Reading Growth Percentiles were 62.3 which were 1.1 points higher than state average.

Mathematics Growth Percentiles were 58.6 which were 4.9 points higher than the state average.

Opportunities for Improvement

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

Areas to focus on Improvement:

According to the K-PREP school summary:

-Reading:Grades 7 & 8 - even though all areas are on track, there is a continued focus on rigor and addressing gaps with RtI methods of practice.

-Math: Grade 7 & 8: all areas. HMS has addressed this issue with staffing allocation. Each grade level has 1.5 math teachers per team.

On-Demand Writing and Language Mechanics:

Grade 8: Only 38.2% of students were proficient and distinguished in 2016. Which notably is an increase of 4.2% higher than 2015. This has been addressed with staff. Writing occurs in all classrooms as evidenced by LDC and MDC prompts, as well as, weekly Constructed Short Answer Responses from students. There are presented and analyzed for rigor in PLC sessions.

Conclusion

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

Four year trend data:

HMS has strong parent/teacher/students relationships and this is reflected in Title I surveys, parent/teacher conference numbers, volunteer numbers, and culture surveys.

Tell Survey (2015) teachers are happy, are getting needed Professional Development to enhance their craft and understanding of Common Core State Standards. New data for Working Conditions will be available in the Spring of 2017.

The Christian County Public School district has obtained to different state level grants to address occupational gaps in reading and math. These RtI labs have proven to be successful with student growth. HMS is excited to have 11 working RtI reading labs and 8 RtI math labs to help close the achievement gaps.

As we continue to grow as a school, HMS strives to meet the needs of our stakeholders and prepare students for high school readiness.

2016-2017 Hopkinsville Middle School CSIP

Overview

Plan Name

2016-2017 Hopkinsville Middle School CSIP

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	2016-2017 Transform the educational environment to meet the on-going demands of the 21st Century so that all students are engaged in a high-quality, equitable education and are prepared for community, and global responsibilities.	Objectives: 5 Strategies: 7 Activities: 21	Organizational	$0
2	2016-2017 Increase the average combined reading and math Proficient and Distinguished K-PREP scores for all students by 2017 from 44.0% to 56.9%.	Objectives: 3 Strategies: 3 Activities: 9	Organizational	$0
3	2016-2017 Increase the average combined reading and math proficiency rating for all students in the non-duplicated gap group from 48.3% to 49.3% in 2017.	Objectives: 1 Strategies: 2 Activities: 6	Organizational	$0
4	2016-2017 Increase the percentage of students who are college and career ready from 46 points earned in CCR readiness during 2014-2015 to 56 points earned during the next five years.	Objectives: 1 Strategies: 1 Activities: 5	Organizational	$500
5	2016-2017 Decrease the percentage of students scoring novice in reading from 26.6% to 24% in 2017, and in math from 22.5% to 20.3% in 2017.	Objectives: 1 Strategies: 3 Activities: 5	Organizational	$0

Goal 1: 2016-2017 Transform the educational environment to meet the on-going demands of the 21st Century so that all students are engaged in a high-quality, equitable education and are prepared for community, and global responsibilities.

Measurable Objective 1:

collaborate to create an educational culture of continuous growth through working in Professional Learning Communities (PLC) groups to design, plan, and implement Common Core State Standards. by 05/31/2017 as measured by PLC agendas, calendars, Learning Checks, Common Assessment data analysis..

Strategy 1:

Working Conditions (Tell Survey Time and PD) - Teachers will take Tell Survey every two years. In the Spring of 2017 teachers will take the Kentucky Tell Survey where working conditions with time allotted for planning and professional growth will be evaluated. From from the previous Tell Survey in 2015, teachers had positive outlook on working conditions at HMS and their overall professional growth. Once results are back in the district, teachers and the leadership team review Tell Survey Results and implement needed changes.

Category: Continuous Improvement

Research Cited: Tell Survey 2015 & 2017

Activity - Tell Survey Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tell Survey Review of Questions, and Discussion of needed improvements	Professional Learning	08/08/2016	05/31/2017	$0	No Funding Required	Leadership Team

Activity - IC/emails/faculty meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Effective Communication between stakeholders by various methods	Other - Communication	08/08/2016	05/31/2017	$0	No Funding Required	Leadership & AHOY

Strategy 2:

Teacher Effectiveness (PLCs & PGES) - Teachers will be trained in highly effective strategies through the PLC process and with PD on Charlotte Danielson's Teacher Professional Growth and Effective System (PGES). In PLC's teachers will effectively plan, create pacing guides of Common Core State Standards, create formative assessments, and learning opportunities for students to master expected learning targets.

Category: Professional Learning & Support

Research Cited: CCSS

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Activity - PLC Semester Calendars, Common Assessments, Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create Semester Calendars of PLC Process, Formative Assessments and Lesson Plans of CCSS.	Professional Learning	08/08/2016	05/31/2017	$0	No Funding Required	Leadership and Teachers in PLC groups

Activity - Instructional Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CS and IBC will deliver instructional strategies to teachers during PLC time.	Professional Learning	08/08/2016	05/31/2017	$0	No Funding Required	CS & IBC

Strategy 3:

Engagment of Highly Effective Learning - Leadership and Teachers will participate in various district lead initiatives to increase student engagement and rigor in the classroom.

Category: Continuous Improvement

Research Cited: High Impact Instruction (Jim Knight) and Visible Learning (John Hattie)

Activity - High Impact Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leadership and Teacher will participate throughout the year in Jim Knight's High Impact Instruction	Professional Learning	08/08/2016	05/31/2017	$0	District Funding	Leadership & Teachers

Activity - Visible Learning (John Hattie)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leadership and Teachers will participate and undergo training on what is Visible Learning and how understanding how various strategies implemented in the classroom impact student learning.	Professional Learning	08/08/2016	05/31/2017	$0	General Fund	Leadership & Teachers

Activity - Arts & Humanities Program Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
HMS will put systems in place which address components of the A & H Program Review	Academic Support Program	08/08/2016	05/31/2017	$0	No Funding Required	Leadership and Teachers (Melissa Kersey A & H PR Component Manager)

Activity - Practical Living and Career Studies Program Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

HMS will implement activities and programs which support the PL & CS Program Review	Career Preparation/Orientation, Academic Support Program	08/08/2016	05/31/2017	$0	No Funding Required	Leadership & Pam Bush (PL & CS Program Component Manager)

Activity - Writing Program Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
HMS will implement and monitor the writing with occurs and HMS. Adjustments will be made upon evaluation of data received by district.	Academic Support Program	08/08/2016	05/31/2017	$0	No Funding Required	Leadership and Teachers (Julie Jones W PR Component Manager)

Activity - Wellness Policy Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Wellness Policy evaluated yearly to determine if students receive enough physical activity during the school year.	Policy and Process	08/08/2016	05/31/2017	$0	No Funding Required	Wellness Team and Leadership

Activity - World Language Program Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
World Language academic support for students	Academic Support Program	08/08/2016	05/31/2017	$0	No Funding Required	Leadership and Brock Wright (WL PR Component Manager)

Measurable Objective 2:

collaborate to provide a safe learning environment, and implement Positive Behavior Intervention Supports to teachers in order to consistenty address expected School-Wide Expectations (Guidelines for Success), in order to maximize instructional time in the classroom. by 05/31/2017 as measured by PBIS Monthly Training; District PBIS Walk Throughs, and PBIS Leadership Meetings.

Strategy 1:

Safety of Students & Managing Student Conduct - Safe, effective, and instructional models presented by PBIS will be implemented school-wide. During faculty

meetings, and PLC time teachers will be trained in classroom management practices in order to help students change behaviors to meet school-wide expectations.

Teachers will participate in training, mentor, model and follow expectations on changing student behavior in order maximize learning.

Category: Management Systems

Research Cited: PBIS, Randy Sprick

Activity - PBIS Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Professional development on PBIS practices and implementation	Academic Support Program	08/08/2016	05/31/2017	$0	No Funding Required	Leadership and PBIS Leadership Team

Activity - Communication on Code of Acceptable Behavior	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and Parents will receive communication on Christian County Public Schools Code of Acceptable Behavior.	Behavioral Support Program	08/08/2016	05/31/2017	$0	No Funding Required	Leadership & District Staff

Activity - Student Behavior Collection Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
HMS discipline data will be analyzed, presented to teachers and SBDM council.	Behavioral Support Program	08/08/2016	05/31/2017	$0	No Funding Required	APs

Activity - PBIS District & Leadership Walk Throughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leadership and District Personnel will conduct walk throughs observing student conduct and implementation of PBIS practices.	Behavioral Support Program	08/08/2016	05/31/2017	$0	No Funding Required	Leadership & District Staff

Measurable Objective 3:

collaborate to increase parent involvement, parent/school communication & parent participate in student learning by 05/31/2017 as measured by Sign-In Sheets, Parent Particpation Numbers, and Culture and Title I surveys.

(shared) Strategy 1:

Parent Involvment Activities - Planned Parent Teacher Conferences and Activities throughout the year will be implemented to improve culture, climate and

communication.

Category: Stakeholder Engagement

Activity - Parent Teacher Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Three nine week Parent Teacher Conferences will be scheduled. Infinite Campus, newsletters, school message board, KNE (local paper) and local radio station will advertise and encourage participation.	Parent Involvement	08/08/2016	05/31/2017	$0	No Funding Required	Leadership and Teachers/Staff

Activity - Parent Engagment in Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be invited and encourage to attend various programs at HMS, and community events	Parent Involvement	08/08/2016	05/31/2017	$0	No Funding Required	Leadership, Teachers/Staff

Activity - Attendance (Students)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
HMS will actively communicate, and involve parents in the importance of student attendance.	Parent Involvement	08/08/2016	05/31/2017	$0	No Funding Required	Leadership. AHOY, & Attendance Clerk

Measurable Objective 4:

collaborate to maintain fiscal responsibility with SBDM allcoations by 05/31/2017 as measured by fiscal yearly audit to ensure accurate accounting practices are followed. .

Strategy 1:

Monthly Fiscal School/District Level Checks - District and School level personnel evaluation monthly accounting practices to ensure compliance with state regulations.

Category: Management Systems

Research Cited: KY Red Book Training

Activity - Monthly Debit and Credit Checks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will audit bookkeeper folders monthly	Other - Fiscal Responsibility	01/01/2016	06/30/2017	$0	No Funding Required	Principal / designee

Activity - District Audit of Activity Accounts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Audit of Activity Accounts	Other - Fiscal Responsibility	07/01/2016	07/31/2017	$0	No Funding Required	District

Strategy 2:

Title I Funds Appropriated Funds - Title I funds will be allocated to address student needs in the areas of reading and math.

Category: Continuous Improvement

Activity - Parent Involvement Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and Parents will be involved in a PIC to allocate funds needs for student achievement	Parent Involvement	08/08/2016	05/31/2017	$0	Grant Funds	Leadership, AHOY, and Title I CS

Measurable Objective 5:

collaborate to with parents to increase the percentage of parent/guardian with parent portal access from 86% to 90% for the school year 2017 by 06/30/2017 as measured by parent portal percentages and parent usage as reported in Infinite Campus.

(shared) Strategy 1:

Parent Involvment Activities - Planned Parent Teacher Conferences and Activities throughout the year will be implemented to improve culture, climate and

communication.

Category: Stakeholder Engagement

Activity - Parent Teacher Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Three nine week Parent Teacher Conferences will be scheduled. Infinite Campus, newsletters, school message board, KNE (local paper) and local radio station will advertise and encourage participation.	Parent Involvement	08/08/2016	05/31/2017	$0	No Funding Required	Leadership and Teachers/Staff

Activity - Parent Engagment in Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be invited and encourage to attend various programs at HMS, and community events	Parent Involvement	08/08/2016	05/31/2017	$0	No Funding Required	Leadership, Teachers/Staff

Activity - Attendance (Students)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
HMS will actively communicate, and involve parents in the importance of student attendance.	Parent Involvement	08/08/2016	05/31/2017	$0	No Funding Required	Leadership. AHOY, & Attendance Clerk

Goal 2: 2016-2017 Increase the average combined reading and math Proficient and Distinguished K-PREP scores for all students by 2017 from 44.0% to 56.9%.

Measurable Objective 1:

demonstrate a proficiency in mastering content standards, comprehension, and fluency skills in Reading by 05/31/2017 as measured by percent of student scoring proficient/distinguished on K-PREP, MAP, and Learning Checks..

Strategy 1:

Professional Learning Community (PLC) - All teachers meet weekly in PLC groups to prepare units of instruction, instructional strategies, common assessments and to disaggregate data from same.

Category: Continuous Improvement

Research Cited: DuFour

Activity - Development of Unit Plans, Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Weekly PLC meetings to collaborate on CCSS	Professional Learning	08/08/2016	05/31/2017	$0	No Funding Required	Leadership & Teachers

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Activity - LDC Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained on implementing LDC practices in Reading and Writing	Academic Support Program	08/08/2016	05/31/2017	$0	General Fund	CS & IBC

Activity - Reading Strategies (Close)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained to implement Close Reading Strategies in the classroom.	Academic Support Program	08/08/2016	05/31/2017	$0	No Funding Required	CS & IBC

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Various formative and summative assessments will be analyzed for student strengths, areas to improve instruction, growth of students, and gaps in curriculum.	Academic Support Program	08/08/2016	05/31/2017	$0	No Funding Required	Leadership, CS, IBC & Teachers

Measurable Objective 2:

demonstrate a proficiency in mastering CCSS mathematics standards, (number sense, expression & equations; functions; geometry; and statistics and probabiltiy) pursuant to grade level assigned. by 05/31/2017 as measured by percent of student scoring proficient/distinguished on K-PREP, MAP, and Learning Checks..

Strategy 1:

Professional Learning Community (Mathematics) - Math teachers will meet weekly with Leadership/CS/IBC to work on curriculum, instruction, and assessment of students.

Category: Professional Learning & Support

Activity - Development of Unit Plans, Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Weekly PLC to develop unit plans, instructional strategies, and common assessment on CCSS	Academic Support Program	08/08/2016	05/31/2017	$0	No Funding Required	Leadership/CS/IBC

Activity - MDC Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will receive training in KDE math initiative Math Design Collaborative (MDC)	Academic Support Program	08/08/2016	05/31/2017	$0	District Funding	Teachers

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze student data in order to improve instruction	Academic Support Program	08/08/2016	05/24/2017	$0	No Funding Required	Leadership/CS/Teachers

Measurable Objective 3:

increase student growth by provide interventions to increase the number of students scoring in the proficient range on various measureable testing instruments by 05/31/2017 as measured by percent of student scoring proficient/distinguished on K-PREP, MAP, and Learning Checks..

Strategy 1:

Intentional Scheduling of Students - Student who are not proficient in Reading and Mathematics will be intentionally scheduled in to intervention labs.

Category: Learning Systems

Activity - Response to Invention Strategies (Reading Tier labs)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Read 180 & System 44 Labs	Academic Support Program	08/08/2016	05/31/2017	$0	Grant Funds	CS/Teachers

Activity - Response to Invention Strategies (Math Tier Labs)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Read 180/Do Math Now and Math Tier II & Tier III labs	Academic Support Program	08/08/2016	05/31/2017	$0	Grant Funds	CS/Teachers

Goal 3: 2016-2017 Increase the average combined reading and math proficiency rating for all students in the non-duplicated gap group from 48.3% to 49.3% in 2017.

Measurable Objective 1:

demonstrate a proficiency   with at least 49% of African-American, Economically Disadvantaged, Hispanic or Latino, and Students with Disabilities meeting proficient levels in reading and math by 05/31/2017 as measured by multiple school measures (K-PREP, MAP, Unit/Common Assessments, SRI, SMI, and District Benchmarking).

Strategy 1:

Response to Intervention Strategies - Gap students will be identified, and be assigned (by leadership and teachers) a variety of interventions to help close the achievement gap where academic areas in reading or math show deficiencies. Tthese interventions will be progress monitored for academic growth toward proficiency.

Category: Continuous Improvement

Activity - Read 180/System 44	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading strategies and intervention classes	Academic Support Program	08/08/2016	05/31/2017	$0	Grant Funds	District/HMS Teachers

Activity - Math 180/Do Math Now/Math Tier II & Tier III Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math Intervention Classes	Academic Support Program	08/08/2016	05/31/2017	$0	Grant Funds	District/HMS Staff

Strategy 2:

Strategic Planning - 30-60-90 plans will include areas to address gap students and strategies to address student needs.

Category: Continuous Improvement

Activity - 30-60-90 Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Plan, Implement, Monitor and Evaluate Strategies used to address gap student needs	Other - Gap Plan Implementation	08/08/2016	05/31/2017	$0	No Funding Required	Leadership/Teachers

Activity - KDE Gap Diagnostic	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
KDE Gap Plan Diagnostic	Other - Gap Plan Implementation	08/08/2016	05/31/2017	$0	No Funding Required	Leadership

Activity - Mentoring of Female Gap Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During our Needs Assessment we found a drop in female gap student performance. Female gap data will be tracked and a group of mentors will be established to address these issues.	Academic Support Program	08/08/2016	05/31/2017	$0	No Funding Required	Leadership/Community/Teachers

Activity - SPED Testing Training and Testing Buddies Assigned	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, parents and community members who help with testing our SPED population will receive adequate training on new information sent down from KDE regarding accommodations and testing.	Professional Learning	08/08/2016	05/31/2017	$0	No Funding Required	Leadership / SPED team

Goal 4: 2016-2017 Increase the percentage of students who are college and career ready from 46 points earned in CCR readiness during 2014-2015 to 56 points earned during the next five years.

Measurable Objective 1:

achieve college and career readiness by participating in completion of various college and career readiness activities and programs by 06/30/2017 as measured by as measured by student participation.

Strategy 1:

College and Career Readiness Programs and Activities - district and school initiatives will be put in place to promote and move students toward being college and career ready.

Category: Career Readiness Pathways

Activity - ILP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Individual Learning Plan	Career Preparation/Orientation	08/08/2016	05/31/2017	$0	No Funding Required	ILP and Career Staff Teacher

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
8th graders participate in Operation Preparation with community members presenting on various career clusters	Career Preparation/Orientation	08/08/2016	05/31/2017	$0	No Funding Required	District/School Personnel

Activity - Newletter Information	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly newsletters will highlight career clusters and pathways for parent and student information	Career Preparation/Orientation	08/08/2016	05/31/2017	$500	General Fund	AHOY

Activity - Career Exploratory Class	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All 7th Grade Students are scheduled for a Career Exploratory Class	Career Preparation/Orientation	08/08/2016	05/31/2017	$0	No Funding Required	Teachers

Activity - Job Shadowing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
7th & 8th grade students shadow community members on job shadowing	Career Preparation/Orientation	08/08/2016	05/31/2017	$0	No Funding Required	AHOY

Goal 5: 2016-2017 Decrease the percentage of students scoring novice in reading from 26.6% to 24% in 2017, and in math from 22.5% to 20.3% in 2017.

Measurable Objective 1:

collaborate to provide interventions to reduce the number of students scoring in the novice range on various measureable testing instruments by 06/30/2017 as measured by reductions in percentage of students scoring novice on K-PREP, District Learning Checks, Common Assessments, and skill levels increased on MAP assessments.

Strategy 1:

Response to Invention Strategies - Students will be assigned to various Response to Intervention Classes, and teachers will implement strategies to reteach content in order to close gap in their learning.

Category: Learning Systems

Activity - Read 180/System 44	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Intervention Support Programs for students who are two or more grade levels behind in Reading.	Academic Support Program	08/08/2016	05/31/2017	$0	Grant Funds	Leadership & Teachers

Activity - Math 180/Do Math Now/Math Tier II & Tier III Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Response to Intervention Program	Academic Support Program	08/08/2016	05/31/2017	$0	Grant Funds	Leadership & Teachers

Activity - Scheduling of students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who score in the novice range in reading and math will be scheduled into additional reading and mathematics classes.	Academic Support Program	08/08/2016	05/31/2017	$0	No Funding Required	Leadership and Counselors

Strategy 2:

Differentiated Instruction - Teachers will be trained with High Impact Instruction, Thoughtful Ed, and Visible Learning techniques to meet the needs of students who are scoring in the novice range on various assessments.

Category: Learning Systems

Activity - Training on Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CS and IBC will deliver instructional strategies to teachers on how to differentiate instruction.	Academic Support Program	08/08/2016	05/31/2017	$0	No Funding Required	CS & IBC

Strategy 3:

Mentoring of Students - Teachers will mentor 10 novice student and complete Student Resources activity on each, track data, and build relationships with parents to help move students toward proficient levels in math and reading.

Category: Stakeholder Engagement

Activity - Jensen Poverty Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Jensen training regarding teaching students who live in poverty will be done throughout the year with teachers.	Other - Relationship	08/08/2016	05/31/2017	$0	District Funding	CS

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Visible Learning (John Hattie)	Leadership and Teachers will participate and undergo training on what is Visible Learning and how understanding how various strategies implemented in the classroom impact student learning.	Professional Learning	08/08/2016	05/31/2017	$0	Leadership & Teachers
LDC Training	Teachers will be trained on implementing LDC practices in Reading and Writing	Academic Support Program	08/08/2016	05/31/2017	$0	CS & IBC
Newletter Information	Monthly newsletters will highlight career clusters and pathways for parent and student information	Career Preparation/Orientation	08/08/2016	05/31/2017	$500	AHOY
				Total	$500	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
High Impact Instruction	Leadership and Teacher will participate throughout the year in Jim Knight's High Impact Instruction	Professional Learning	08/08/2016	05/31/2017	$0	Leadership & Teachers
Jensen Poverty Training	Jensen training regarding teaching students who live in poverty will be done throughout the year with teachers.	Other - Relationship	08/08/2016	05/31/2017	$0	CS
MDC Training	Math teachers will receive training in KDE math initiative Math Design Collaborative (MDC)	Academic Support Program	08/08/2016	05/31/2017	$0	Teachers
				Total	$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Monthly Debit and Credit Checks	Principal will audit bookkeeper folders monthly	Other - Fiscal Responsibility	01/01/2016	06/30/2017	$0	Principal / designee

Comprehensive School Improvement Plan

Hopkinsville Middle School

Parent Teacher Conferences	Three nine week Parent Teacher Conferences will be scheduled. Infinite Campus, newsletters, school message board, KNE (local paper) and local radio station will advertise and encourage participation.	Parent Involvement	08/08/2016	05/31/2017	$0	Leadership and Teachers/Staff
PLC Semester Calendars, Common Assessments, Formative Assessments	Create Semester Calendars of PLC Process, Formative Assessments and Lesson Plans of CCSS.	Professional Learning	08/08/2016	05/31/2017	$0	Leadership and Teachers in PLC groups
PBIS Training	Professional development on PBIS practices and implementation	Academic Support Program	08/08/2016	05/31/2017	$0	Leadership and PBIS Leadership Team
Communication on Code of Acceptable Behavior	Students and Parents will receive communication on Christian County Public Schools Code of Acceptable Behavior.	Behavioral Support Program	08/08/2016	05/31/2017	$0	Leadership & District Staff
PBIS District & Leadership Walk Throughs	Leadership and District Personnel will conduct walk throughs observing student conduct and implementation of PBIS practices.	Behavioral Support Program	08/08/2016	05/31/2017	$0	Leadership & District Staff
Data Analysis	Various formative and summative assessments will be analyzed for student strengths, areas to improve instruction, growth of students, and gaps in curriculum.	Academic Support Program	08/08/2016	05/31/2017	$0	Leadership, CS, IBC & Teachers
Attendance (Students)	HMS will actively communicate, and involve parents in the importance of student attendance.	Parent Involvement	08/08/2016	05/31/2017	$0	Leadership. AHOY, & Attendance Clerk
Training on Differentiated Instruction	CS and IBC will deliver instructional strategies to teachers on how to differentiate instruction.	Academic Support Program	08/08/2016	05/31/2017	$0	CS & IBC
KDE Gap Diagnostic	KDE Gap Plan Diagnostic	Other - Gap Plan Implementation	08/08/2016	05/31/2017	$0	Leadership
Operation Preparation	8th graders participate in Operation Preparation with community members presenting on various career clusters	Career Preparation/Orientation	08/08/2016	05/31/2017	$0	District/School Personnel
Writing Program Review	HMS will implement and monitor the writing with occurs and HMS. Adjustments will be made upon evaluation of data received by district.	Academic Support Program	08/08/2016	05/31/2017	$0	Leadership and Teachers (Julie Jones W PR Component Manager)
SPED Testing Training and Testing Buddies Assigned	Teachers, parents and community members who help with testing our SPED population will receive adequate training on new information sent down from KDE regarding accommodations and testing.	Professional Learning	08/08/2016	05/31/2017	$0	Leadership / SPED team
Development of Unit Plans, Common Assessments	Weekly PLC to develop unit plans, instructional strategies, and common assessment on CCSS	Academic Support Program	08/08/2016	05/31/2017	$0	Leadership/CS/IBC

Scheduling of students	Students who score in the novice range in reading and math will be scheduled into additional reading and mathematics classes.	Academic Support Program	08/08/2016	05/31/2017	$0	Leadership and Counselors
Practical Living and Career Studies Program Review	HMS will implement activities and programs which support the PL & CS Program Review	Career Preparation/Orientation, Academic Support Program	08/08/2016	05/31/2017	$0	Leadership & Pam Bush (PL & CS Program Component Manager)
Reading Strategies (Close)	Teachers will be trained to implement Close Reading Strategies in the classroom.	Academic Support Program	08/08/2016	05/31/2017	$0	CS & IBC
IC/emails/faculty meetings	Effective Communication between stakeholders by various methods	Other - Communication	08/08/2016	05/31/2017	$0	Leadership & AHOY
Tell Survey Training	Tell Survey Review of Questions, and Discussion of needed improvements	Professional Learning	08/08/2016	05/31/2017	$0	Leadership Team
Job Shadowing	7th & 8th grade students shadow community members on job shadowing	Career Preparation/Orientation	08/08/2016	05/31/2017	$0	AHOY
Wellness Policy Implementation	Wellness Policy evaluated yearly to determine if students receive enough physical activity during the school year.	Policy and Process	08/08/2016	05/31/2017	$0	Wellness Team and Leadership
Student Behavior Collection Data	HMS discipline data will be analyzed, presented to teachers and SBDM council.	Behavioral Support Program	08/08/2016	05/31/2017	$0	APs
Data Analysis	Analyze student data in order to improve instruction	Academic Support Program	08/08/2016	05/24/2017	$0	Leadership/CS/Teachers
ILP	Individual Learning Plan	Career Preparation/Orientation	08/08/2016	05/31/2017	$0	ILP and Career Staff Teacher
Career Exploratory Class	All 7th Grade Students are scheduled for a Career Exploratory Class	Career Preparation/Orientation	08/08/2016	05/31/2017	$0	Teachers
Mentoring of Female Gap Students	During our Needs Assessment we found a drop in female gap student performance. Female gap data will be tracked and a group of mentors will be established to address these issues.	Academic Support Program	08/08/2016	05/31/2017	$0	Leadership/Community/Teachers
Instructional Strategies	CS and IBC will deliver instructional strategies to teachers during PLC time.	Professional Learning	08/08/2016	05/31/2017	$0	CS & IBC
30-60-90 Plans	Plan, Implement, Monitor and Evaluate Strategies used to address gap student needs	Other - Gap Plan Implementation	08/08/2016	05/31/2017	$0	Leadership/Teachers
District Audit of Activity Accounts	Audit of Activity Accounts	Other - Fiscal Responsibility	07/01/2016	07/31/2017	$0	District

Arts & Humanities Program Review	HMS will put systems in place which address components of the A & H Program Review	Academic Support Program	08/08/2016	05/31/2017	$0	Leadership and Teachers (Melissa Kersey A & H PR Component Manager)
World Language Program Review	World Language academic support for students	Academic Support Program	08/08/2016	05/31/2017	$0	Leadership and Brock Wright (WL PR Component Manager)
Development of Unit Plans, Common Assessments	Weekly PLC meetings to collaborate on CCSS	Professional Learning	08/08/2016	05/31/2017	$0	Leadership & Teachers
Parent Engagment in Activities	Parents will be invited and encourage to attend various programs at HMS, and community events	Parent Involvement	08/08/2016	05/31/2017	$0	Leadership, Teachers/Staff
				Total	$0	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Involvement Committee	Teachers and Parents will be involved in a PIC to allocate funds needs for student achievement	Parent Involvement	08/08/2016	05/31/2017	$0	Leadership, AHOY, and Title I CS
Math 180/Do Math Now/Math Tier II & Tier III Classes	Math Intervention Classes	Academic Support Program	08/08/2016	05/31/2017	$0	District/HMS Staff
Read 180/System 44	Reading strategies and intervention classes	Academic Support Program	08/08/2016	05/31/2017	$0	District/HMS Teachers
Response to Invention Strategies (Reading Tier labs)	Read 180 & System 44 Labs	Academic Support Program	08/08/2016	05/31/2017	$0	CS/Teachers
Math 180/Do Math Now/Math Tier II & Tier III Classes	Response to Intervention Program	Academic Support Program	08/08/2016	05/31/2017	$0	Leadership & Teachers
Read 180/System 44	Reading Intervention Support Programs for students who are two or more grade levels behind in Reading.	Academic Support Program	08/08/2016	05/31/2017	$0	Leadership & Teachers
Response to Invention Strategies (Math Tier Labs)	Read 180/Do Math Now and Math Tier II & Tier III labs	Academic Support Program	08/08/2016	05/31/2017	$0	CS/Teachers
				Total	$0	

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes	See 2016-2017 Needs Assessment	

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

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

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

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

Hopkinsville 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		

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

Hopkinsville 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		

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

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

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

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		

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:

2016-2017 Transform the educational environment to meet the on-going demands of the 21st Century so that all students are engaged in a high-quality, equitable education and are prepared for community, and global responsibilities.

Measurable Objective 1:

collaborate to create an educational culture of continuous growth through working in Professional Learning Communities (PLC) groups to design, plan, and implement Common Core State Standards. by 05/31/2017 as measured by PLC agendas, calendars, Learning Checks, Common Assessment data analysis..

Strategy1:

Working Conditions (Tell Survey Time and PD) - Teachers will take Tell Survey every two years. In the Spring of 2017 teachers will take the Kentucky Tell Survey where working conditions with time allotted for planning and professional growth will be evaluated. From from the previous Tell Survey in 2015, teachers had positive outlook on working conditions at HMS and their overall professional growth. Once results are back in the district, teachers and the leadership team review Tell Survey Results and implement needed changes.

Category: Continuous Improvement

Research Cited: Tell Survey 2015 & 2017

Activity - Tell Survey Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tell Survey Review of Questions, and Discussion of needed improvements	Professional Learning	08/08/2016	05/31/2017	$0 - No Funding Required	Leadership Team

Activity - IC/emails/faculty meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Effective Communication between stakeholders by various methods	Other - Communication	08/08/2016	05/31/2017	$0 - No Funding Required	Leadership & AHOY

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

Goal 1:

2016-2017 Increase the average combined reading and math proficiency rating for all students in the non-duplicated gap group from 48.3% to 49.3% in 2017.

Measurable Objective 1:

demonstrate a proficiency   with at least 49% of African-American, Economically Disadvantaged, Hispanic or Latino, and Students with

Disabilities meeting proficient levels in reading and math by 05/31/2017 as measured by multiple school measures (K-PREP, MAP,

Unit/Common Assessments, SRI, SMI, and District Benchmarking).

Strategy1:

Strategic Planning - 30-60-90 plans will include areas to address gap students and strategies to address student needs.

Category: Continuous Improvement

Research Cited:

Activity - Mentoring of Female Gap Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During our Needs Assessment we found a drop in female gap student performance. Female gap data will be tracked and a group of mentors will be established to address these issues.	Academic Support Program	08/08/2016	05/31/2017	$0 - No Funding Required	Leadership/Community/Teachers

Activity - SPED Testing Training and Testing Buddies Assigned	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers, parents and community members who help with testing our SPED population will receive adequate training on new information sent down from KDE regarding accommodations and testing.	Professional Learning	08/08/2016	05/31/2017	$0 - No Funding Required	Leadership / SPED team

Activity - KDE Gap Diagnostic	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
KDE Gap Plan Diagnostic	Other - Gap Plan Implementation	08/08/2016	05/31/2017	$0 - No Funding Required	Leadership

Activity - 30-60-90 Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Plan, Implement, Monitor and Evaluate Strategies used to address gap student needs	Other - Gap Plan Implementation	08/08/2016	05/31/2017	$0 - No Funding Required	Leadership/Teachers

Strategy2:

Response to Intervention Strategies - Gap students will be identified, and be assigned (by leadership and teachers) a variety of interventions

to help close the achievement gap where academic areas in reading or math show deficiencies. Tthese interventions will be progress

monitored for academic growth toward proficiency.

Category: Continuous Improvement

Research Cited:

Activity - Read 180/System 44	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading strategies and intervention classes	Academic Support Program	08/08/2016	05/31/2017	$0 - Grant Funds	District/HMS Teachers

Activity - Math 180/Do Math Now/Math Tier II & Tier III Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math Intervention Classes	Academic Support Program	08/08/2016	05/31/2017	$0 - Grant Funds	District/HMS Staff

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

N/A (this question does not apply)

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

2016-2017 Increase the average combined reading and math proficiency rating for all students in the non-duplicated gap group from 48.3% to 49.3% in 2017.

Measurable Objective 1:

demonstrate a proficiency   with at least 49% of African-American, Economically Disadvantaged, Hispanic or Latino, and Students with Disabilities meeting proficient levels in reading and math by 05/31/2017 as measured by multiple school measures (K-PREP, MAP, Unit/Common Assessments, SRI, SMI, and District Benchmarking).

Strategy1:

Strategic Planning - 30-60-90 plans will include areas to address gap students and strategies to address student needs.

Category: Continuous Improvement

Research Cited:

Activity - KDE Gap Diagnostic	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
KDE Gap Plan Diagnostic	Other - Gap Plan Implementation	08/08/2016	05/31/2017	$0 - No Funding Required	Leadership

Activity - Mentoring of Female Gap Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During our Needs Assessment we found a drop in female gap student performance. Female gap data will be tracked and a group of mentors will be established to address these issues.	Academic Support Program	08/08/2016	05/31/2017	$0 - No Funding Required	Leadership/Community/Teachers

Activity - SPED Testing Training and Testing Buddies Assigned	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers, parents and community members who help with testing our SPED population will receive adequate training on new information sent down from KDE regarding accommodations and testing.	Professional Learning	08/08/2016	05/31/2017	$0 - No Funding Required	Leadership / SPED team

Activity - 30-60-90 Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Plan, Implement, Monitor and Evaluate Strategies used to address gap student needs	Other - Gap Plan Implementation	08/08/2016	05/31/2017	$0 - No Funding Required	Leadership/Teachers

Strategy2:

Response to Intervention Strategies - Gap students will be identified, and be assigned (by leadership and teachers) a variety of interventions to help close the achievement gap where academic areas in reading or math show deficiencies. Tthese interventions will be progress monitored for academic growth toward proficiency.

Category: Continuous Improvement

Research Cited:

Activity - Read 180/System 44	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading strategies and intervention classes	Academic Support Program	08/08/2016	05/31/2017	$0 - Grant Funds	District/HMS Teachers

Activity - Math 180/Do Math Now/Math Tier II & Tier III Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math Intervention Classes	Academic Support Program	08/08/2016	05/31/2017	$0 - Grant Funds	District/HMS Staff

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

N/A (this question does not apply)

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

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:

2016-2017 Transform the educational environment to meet the on-going demands of the 21st Century so that all students are engaged in a high-quality, equitable education and are prepared for community, and global responsibilities.

Measurable Objective 1:

collaborate to create an educational culture of continuous growth through working in Professional Learning Communities (PLC) groups to design, plan, and implement Common Core State Standards. by 05/31/2017 as measured by PLC agendas, calendars, Learning Checks, Common Assessment data analysis..

Strategy1:

Engagment of Highly Effective Learning - Leadership and Teachers will participate in various district lead initiatives to increase student engagement and rigor in the classroom.

Category: Continuous Improvement

Research Cited: High Impact Instruction (Jim Knight) and Visible Learning (John Hattie)

Activity - World Language Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
World Language academic support for students	Academic Support Program	08/08/2016	05/31/2017	$0 - No Funding Required	Leadership and Brock Wright (WL PR Component Manager)

Activity - Arts & Humanities Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
HMS will put systems in place which address components of the A & H Program Review	Academic Support Program	08/08/2016	05/31/2017	$0 - No Funding Required	Leadership and Teachers (Melissa Kersey A & H PR Component Manager)

Activity - Practical Living and Career Studies Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
HMS will implement activities and programs which support the PL & CS Program Review	Academic Support Program Career Preparation/ Orientation	08/08/2016	05/31/2017	$0 - No Funding Required	Leadership & Pam Bush (PL & CS Program Component Manager)

Activity - Writing Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
HMS will implement and monitor the writing with occurs and HMS. Adjustments will be made upon evaluation of data received by district.	Academic Support Program	08/08/2016	05/31/2017	$0 - No Funding Required	Leadership and Teachers (Julie Jones W PR Component Manager)

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?

Hopkinsville Middle School is classified as a DISTINGUISHED/PROGRESSING with rewards status of SCHOOL OF DISTINCTION/HIGH PROGRESSING SCHOOL due to a 14.

2 gain in the 2016 K-PREP state scores last year. We are located in the heart of Hopkinsville which is in the western part of the great State of Kentucky. Many of our students come from military backgrounds as we service students from Oak Grove, Kentucky - which houses Fort Campbell Army Base, home of the 101st Airborne Division (Air Assault). We are also the home of several international industries making us a diverse and global community.

Hopkinsville has a strong arts culture with the Pennyroyal Arts Council, and the CCPS Performing Arts Center (PAC). Several Hopkinsville Middle School students have had starring roles in Campanile Productions taking place in our historic Alhambra Theater, and in conjunction with the Hopkinsville High School Band, came in 4th place in the State Band Competition. One of our most famous sites is Ferrell's restaurant where United States Presidents have enjoyed a delicious meal.

This year as a school and community, we addressed our vision statement and the final product is put before the entire staff and SBDM council for approval. All rooms have a posted Vision and Mission Statement posted, as well as school-wide expectations (aka Tiger Guidelines for Success). Vision: Transforming students' lives by ensuring academic, emotional, and physical growth, teaching 21st century skills, inspiring lifelong learning, and creating a culture of collaboration. Our mission statement continues to be P.A.W.S which standards for Proficiency Accomplished with Students.

Our 2015 Tell Survey results showed strong positive correlations in the following areas: Teacher Preparation Time, Facilities and Resources, Community Support and Involvement,

We are the home of the TIGERS and proudly wear the colors of orange and black.

Hosting a very diverse student population, HMS has 612 students along with 48 teachers and staff. Our student population consists of 54% Caucasian, 7% Hispanic/Latino, 31% African American, 6% two or more races, and 4% all others. Hopkinsville Middle has 71% free and reduced lunch, 4% ELL, 12.0% special education students, and a 1.8% mobility rate. HMS, through the implementation of a positive behavior culture (PBIS), Hopkinsville Middle School received a School of Fidelity recognition honor from KY-PBIS network with the Kentucky Center for Instructional Discipline. By implementing PBIS instructional strategies, HMS is able to provide a safe caring environment where all students are able to be successful. Through the implementation of High Impact Instruction, we are striving to promote a rigorous, and equitable education for all students. We are also dedicated to maintaining the most nurturing educational environment possible. Activities such as Operation Preparation bring members of our community into the school to address 8th graders ILP progressions.

With our wonderful parental involvement in our school, the PTA and the School-Based Decision Making Council (SBDM) are a large part of the success that we have at HMS! Each year we have a large number of volunteers, and parents who are willing to work with our SPED population as scribes and readers during Learning Checks, and K-PREP testing.

Our goal is excellence! Striving to reach this goal must be a united effort on the part of the students, teachers, parents, and community. Hopkinsville Middle School is very proud to include our community partners (P.i.E.) in mentoring, and rewarding students for academic

successes. This year, Hopkinsville Middle School was also awarded a 21st Century Community Learning Center (21st CCLC) grant for after school tutoring and physical activities. We are so excited to be able to offer these programs to our students.

The personal benefits students receive from their years at HMS will prepare them to be high school ready which will lead to them being college and career ready.

School's Purpose

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

The current vision statement: Transforming students' lives by ensuring academic, emotional, and physical growth, teaching 21st century skills, inspiring lifelong learning, and creating a culture of collaboration was adopted by teachers, staff, and parents in September 2015. Our mission statement of Hopkinsville Middle School is Proficiency Accomplished with Students (P.A.W.S.) and was adopted by parents, staff, and SBDM Council in the fall of 2010. Both the vision and mission statements are communicated through school newsletters, and at parent teacher meetings.

Our vision statement reflects the goals of Christian County Public School District, The district's vision of: 'Transform the educational environment to meet the ongoing demands of the 21st Century learning so that all students are engaged in a high quality, equitable education and are prepared for community and global responsibilities' and its new mission statement is to create an educational culture of continuous growth through shared partnerships and responsibilities' are reflective of that of our school. HMS felt that with the new district vision, we as an entity of the district should reflect that vision.

Planning and Needs Assessment teams were organized by including all stakeholders. Parent/Community members were solicited through recommendations, phone calls, and written correspondence. Each team reviewed cognitive and non-cognitive data to consider levels of success and trend data from the 2011-2016 K-PREP, as well as data from district learning checks and M.A.P. assessment data. Achievement gaps for sub-populations were identified, discussed, and reviewed. Summaries were presented to the SBDM council in November 2016. The SBDM council is very active in addressing student achievement.

Needs and strengths were recognized, and goals were written to maintain strengths and improve areas of concern. These areas of need became priorities in our 2016-2017 CSIP plan. Objectives were discussed and targets were formed. The SBDM council gave approval to the outcomes, goals, priority needs December 2016), causes, benchmarks, and strategies. The plan will be evaluated three times per year using benchmark data, assessments, and walk-through observations. The results of the evaluations will be the Implementations and Impact (30-60-90 day) plans that will be shared with district administrators, and approved by the SBDM council. The CSIP committee includes: principal, assistant principal, staff (certified, classified), school council members, community members and parents (if available).

HMS vision of transforming the whole child is evident in our belief that through interventions in reading (Read 180/System 44) and math (Do Math Now, Moby Max, Study Island) students have multiple opportunities to close educational gaps. Students also have a wide variety of tutoring and extra-curricular activities offered to them throughout the year (i.e. football, boys and girl basketball, tennis, swimming, wrestling, archery, dance, cheer, soccer, band, choir, art club, academic team, Science Olympiad, Kentucky Youth Assembly (KYA), Jr. Beta, and high school courses (for those that qualify)). HMS has a true belief that academics come before athletics and has adopted a "No Pass/No Play" policy for all athletes. This policy is stronger than the KHSAA wherein high school students can fail two academic subjects and still be eligible to play in athletic events.

We were proud of our Arts& Humanities program as 12 of our 8th grade students were able to march with the Hopkinsville School Band of Marching Tigers which won the KMEA awards and it ranked No. 1 in the State of Kentucky. HMS has a strong athletic body. This year our football team was 11-1 and played in the semi-finals at the State Middle School Conference in Lexington. Our baseball and boys basketball teams were undefeated in the 2015-2016 school year.

Being rewarded with our second 21st Century Community Learning Club (21st CCLC) has allowed HMS to offer Lego robotics, Pokemon Walking Club, Archery, and many other activities to students who are not on formal athletic teams at our school.

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.

-2016 HMS had a 14.2 increase in overall score which resulted in a classification of DISTINGUISHED/PROGRESSING and a reward category of SCHOOL OF DISTINCTION/HIGH PROGRESSING.

-2016 HMS met all AMO goal (50.9) with a total Learner Score of 68.3.

-2016 HMS mathematic achievement Proficient and Distinguished performance level was 48.0% which was 1% above the state average and 1.1% above the district average. With a NAPD calculation of 65.3 which tied the state.

-2016 HMS social studies achievement Proficient and Distinguished performance level was 61.8% with which was 2.1% above the state level and 1.6% above the district average. With a NAPD calculation of 80.6, and 6.6 bonus points, our NAPD score was 2.2 points above the state.

-2016 HMS Writing/On Demand for 8th grade has an 11.8% novice rate which was 5.9% points below the state average. This excites HMS as we have targeted writing as a needs improvement in our school.

-Program Review Scores indicate HMS is Proficient and addressing the Kentucky KRS goals for schools in the areas of arts and humanities, practical living, and career studies. Writing has earned a score of Distinguished for the third year in a row. This trend data shows HMS has fidelity in their writing program across the board.

- HMS band students in conjunction with HHS Tiger Band finished 1st in the State of Kentucky.

-In 2015 Culture Survey by Murray State University indicated: Teachers/Staff: Feel that administration has an open door policy and staff is comfortable discussing issues with members of leadership. Communication between leadership and teacher is ongoing and positive. Teachers enjoy coming to school and working for leadership.

-2016 Professional learning is a district and school focus. Teachers indicated that students are scheduled for RtI classes in Reading and Math and they can see student growth. Teacher and Leadership use a wide range of data to identify, plan, and collaborate needed resources for students. Five HMS teachers were sent to Georgia in the summer of 2016 to become train the trainers with Thinking Maps, which is a component of High Impact Instruction.

-2016 Title I Parent Involvement Survey: Out of parent responses, 58% of parents indicated that their child has received a positive contact by staff in the last 60 days of school. 80% of parents indicated they were aware of polices regarding homework, attendance, grading scale, dress code, and extra- curricular eligibility. Only 19% of parents indicated that their child had been a bullied at school. (This continues to be addressed through school-wide announcements, discussions with teachers, and counselors.) 80% of parents view staff as professionals and that staff respects parents/guardians.

Students: 83% of students surveyed indicated they had an adult they could trust and go to if there was an issue. Students indicated that teachers re-teach content when needed. Majority of students indicate that teachers give feedback, and it is returned the next day.

58% of students grew in both Reading and Math in 2016.

-2016 K-PREP school summary results on novice reduction indicate the following:

Reading - Novice Reduction target met with 99.1 points gained.

Math - Novice Reduction target met with 100.0 points gained.

By reducing novice students, HMS an average of 99.6 points toward our annual novice reduction goals.

-2016 Growth: Student Growth Percentiles was 66.7 which was 6.5 points higher than the State average growth. Resulting in HMS received 63.7 growth points for their overall score.

Reading Growth Percentiles were 62.3 which were 1.1 points higher than state average.

Mathematics Growth Percentiles were 58.6 which were 4.9 points higher than the state average.

KDE Division of Learning Services recognized HMS as a model school site for the endeavors made toward the Response to Intervention (RtI) programs offered in 2014.

- Parent Involvement up from previous year as noted in our first PTC with 400+parents and students participating.

Areas to focus on Improvement:

According to the K-PREP school summary:

Reading:

Grades 7 & 8 - even though all areas are on track, there is a continued focus on rigor and addressing gaps with RtI methods of practice.

-Math Grade 7 & 8: all areas. HMS has addressed this issue with staffing allocation. Each grade level has 1.5 math teachers per team.

-On-Demand Writing and Language Mechanics: Grade 8: Only 38.2% of students were proficient and distinguished in 2016. Which notably is an increase of 4.2% higher than 2015. This has been addressed with staff. Writing occurs in all classrooms as evidenced by LDC and MDC prompts, as well as, weekly Constructed Short Answer Responses from students. There are presented and analyzed for rigor in PLC sessions.

Four year trend data:

HMS has strong parent/teacher/students relationships and this is reflected in Title I surveys, parent/teacher conference numbers, volunteer numbers, and culture surveys.

Tell Survey (2015) teachers are happy, indicating this a good place to work and grow as a teacher with professional development enhancing their craft and understanding of Common Core State Standards.

Additional Information

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

CCPS Vision: "Transform the educational environment to meet the ongoing demands of 21st Century learning so that all students are engaged in a high quality, equitable education and are prepared for community and global responsibilities."

CCPS Mission: "Create an educational culture of continuous growth through shared partnerships and responsibilities."

All decisions from curriculum and instruction to fiscal management are done with the mindset of what is best for our students.