



KDE Comprehensive School Improvement Plan

Hopkinsville Middle School

Christian County

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Introduction

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

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 a PROFICIENT SCHOOL 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 tarring roles in Campanile Productions taking place in our historic Alhambra theater. One of our most famous sites is Ferrell's restaurant where United States Presidents have enjoyed a delicious meal.

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

Hosting a very diverse student population, HMS has 734 students along with 72 teachers and staff. Our student population consists of 59% Caucasian, 7% Hispanic/Latino, 30% African American, 3% two or more races, and 1% all others. Hopkinsville Middle has 44% free and reduced lunch, 1.36% ELL, 9.81% special education students, and a 5.7% mobility rate.

HMS, through the implementation of a positive behavior culture (PBIS), provides a safe caring environment where all students are able to be successful. We are also dedicated to maintaining the most nurturing educational environment possible. All students are challenged academically through quality instruction and a variety of enriching experiences. 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!

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 in mentoring, and rewarding students for academic successes. 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 mission statement of Hopkinsville Middle School is Proficiency Accomplished With Students (PAWS) and was adopted by parents, staff, and SBDM Council in the fall of 2010. The district adopted new vision and mission statements this past year. The district's vision is to '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. Our mission is reviewed and revised according to our needs assessment after receiving annual assessment data (K-PREP) and Explore from State testing. The mission statement is communicated through school newsletters and parent teacher meetings. 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 2011-2013 K-PREP, and Explore test results, as well as data from Discovery assessments. Achievement gaps for sub-populations were identified, discussed, and reviewed. Summaries were presented to the SBDM council in November 2014. 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 2015 CSIP plan. Objectives were discussed and targets were formed. The SBDM council gave approval to the outcomes, goals, priority needs, 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, Achieve 3000) 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 Olympia, Kentucky Youth Assembly (KYA), Jr. Beta, and high school courses (for those that qualify)).

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.

Notable Achievements:

-Hopkinsville Middle School was ranked in the 71st percentile in 2014 after taking the K-PREP state assessment, classifying HMS as a PROFICIENT Kentucky school.

-College and Career Readiness: Our 8th grade class has proudly performed at the state average on EXPLORE testing for the past five years, with a current composite score of 15.5. 56% of HMS students meet the 15.5 composite score on Explore to be labelled college and career ready. 15 students scored a perfect score on the Explore Math test. 63% of students met Explore benchmarks in English. 21% of students met all four subject area benchmarks.

Hopkinsville Middle School is in its fifth year obtained the 21st Century Community Learning Grant which continues this year and provides additional tutoring opportunities to students before and after school.

2014 K-PREP school summary results indicate that the following grade level and subjects are meeting performance reporting category:

Reading -

Grade 8 on track with all areas except Craft and Structure

Grade 7 on track with all areas

Grade 6 on track with all areas except Craft and Structure

Math -

Grade 8 on track with Number Systems and Expressions and Equations/ Functions

Grade 6 on track with Number Systems/ Expressions and Equations/ Geometry

Science-

Grade 7 all areas on track - (Last three years, the percentage of students scoring proficient and distinguish has shown an increase from to 62.9% in 2011-12 to 66.4% in 2013-14.)

Social Studies-

Grade 8 all areas on track- (In an analysis of social studies over the last three years, proficiency has shown a slight increase from to 65.1% in 2011-12 to 65.7% in 2012-13.)

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

- Parent Involvement up from previous year as noted in our first PTC with 500+parents and students participating.

- 63.7% of Students in Reading showed growth which is 3.9% higher than the State average in growth.

- 55.5% of Students in Math showed growth.

Areas to focus on Improvement:

According to the K-PREP school summary:

- Reading

SY 2014-2015

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Grades 8 and 6: curriculum and instruction in the reporting areas of craft and structure.

-Math

Grade 8: Geometry/ Statistics and Probability

Grade 7: all reporting categories need an overhaul

Grade 6: Ratio and Proportional Relationships/ Statistics and Probability

On-Demand Writing and Language Mechanics fell -6.3 points from the previous year's data.

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 is done with the mindset of what is best for our students.

2014-2015 HMS Comprehensive School Improvement Plan (CSIP)

Overview

Plan Name

2014-2015 HMS Comprehensive School Improvement Plan (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	Transform the educational environment to meet the ongoing demands of the 21st Century learning so that all students are engaged in high quality, equitable education, and are prepared for community and global responsibilities.	Objectives: 1 Strategies: 6 Activities: 11	Organizational	\$2000
2	Implement the Professional Growth and Effectiveness System as established in the CCPS Certified Evaluation Plan	Objectives: 2 Strategies: 3 Activities: 4	Organizational	\$0
3	All students at Hopkinsville Middle School will increase the percentage of students reaching proficiency in all content areas.	Objectives: 5 Strategies: 10 Activities: 34	Academic	\$59800
4	Close the achievement gap among students at Hopkinsville Middle School	Objectives: 4 Strategies: 5 Activities: 7	Academic	\$31500
5	All students at Hopkinsville Middle School will reach college and career readiness measures identified by the Kentucky Department of Education	Objectives: 4 Strategies: 5 Activities: 8	Academic	\$7000

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

Measurable Objective 1:

collaborate to measure progress toward creating an educational culture of continuous growth through shared partnerships and responsibilities by 06/30/2015 as measured by responses from stakeholders on the Tell Survey (Spring 2015).

Strategy 1:

Promote Effective Communications - Improve working conditions from 2012 TELL Survey in the area of communication with all stakeholders.

Category: Stakeholder Engagement

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	08/05/2014	05/31/2015	\$0	District Funding	Administration /CS/AHOY

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide teachers and engage in effect Professional Learning Communities	Professional Learning	08/05/2014	05/31/2015	\$0	No Funding Required	District / Administration / CS / IBC

Strategy 2:

Managing Student Conduct - Professional Development on classroom management on how to improve student engagement.

Category: Continuous Improvement

Research Cited: PBIS

Activity - PBIS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development PBIS on CHAMPing activities	Behavioral Support Program	08/05/2014	05/31/2015	\$0	District Funding	District / Administration / CS / IBC

Activity - Code of Acceptable Behavior	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will receive Code of Acceptable Behavior training throughout the school year.	Behavioral Support Program	08/05/2014	05/31/2015	\$0	District Funding	Teachers / Administration

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Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide continuous training for teacher with implementation of classroom interventions.	Behavioral Support Program	08/05/2014	05/31/2015	\$0	District Funding	Administration / CS/ IBC

Activity - Student Data Collection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collection of data on student discipline.	Behavioral Support Program	08/05/2014	05/31/2015	\$0	District Funding	Administration / Teachers

Strategy 3:

Recruiting High Qualified Teachers - Administration will recruit highly qualified teachers

Category: Human Capital Management

Activity - New Teacher Mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide mentors to newly hired teachers, and use PLC time to help new teachers with curriculum and instruction.	Professional Learning	08/05/2014	05/31/2015	\$0	No Funding Required	Administration / CS / IBC

Strategy 4:

Maintain Fiscal Responsibility - Fiscal allocations will be directed toward improving student achievement.

Category: Management Systems

Research Cited: Red Book Audits

Activity - School Level Audit	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CCPS conducts school level fiscal audit yearly to ensure accurate accounting practices are followed.	Other	08/05/2014	05/31/2015	\$0	No Funding Required	Administration / Bookkeeper / District staff with audit

Strategy 5:

Maintain Safe Environment which supports teaching and learning - Ensure that HMS has a safe learning environment for all students.

Category: Management Systems

Activity - Safety Drills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Emergency Drills (Fire/Tornado/Evacuation/Lockdown/Earthquake)	Other	08/05/2014	05/31/2015	\$0	No Funding Required	Administration / Teachers / CS / IBC

Strategy 6:

Parent Involvement - HMS parents will be included in communications, planning, and the school activities to help with the educational process which leads students toward proficiency.

Category: Stakeholder Engagement

Research Cited: Title I Parent Involvement

Activity - Luncheons/Awards Recgonitions/Volunteers/Learning Compacts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be involved in school-wide programs and complete the Title I Learning Compacts during registration	Parent Involvement	08/05/2014	05/31/2015	\$0	No Funding Required	Administration / CS / AHOY / Teachers

Activity - Communications with Parents	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Advisory Counsel, Newsletters, IC, Homework Connection Flyers, Parent/Teacher Conferences, Emails	Parent Involvement	08/05/2014	05/31/2015	\$2000	School Council Funds	Administration / CS / Teachers / Parents

Goal 2: Implement the Professional Growth and Effectiveness System as established in the CCPS Certified Evaluation Plan

Measurable Objective 1:

collaborate to effectively determine Student Growth Goals by 05/31/2015 as measured by Principal/Teacher conferences and using the CIITS program.

Strategy 1:

Pre/Post Conferences - Collaborate with teachers before and after a classroom observation to enhance effective delivery of instruction

Category: Teacher PGES

Activity - Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Conferences with teacher regarding effective classroom instruction	Direct Instruction	08/05/2014	05/31/2015	\$0	No Funding Required	Administration / Peer Observations / CS / IBC

Strategy 2:

Professional Development on Student Growth Goals - Teachers and administration will receive professional development on student growth goals.

Category: Teacher PGES

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Activity - How to Write Student Growth Goals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional learning on student growth goals	Professional Learning	08/05/2014	05/31/2015	\$0	No Funding Required	District level staff / administration / CS / IBC

Measurable Objective 2:

demonstrate a proficiency (certified teachers) with implementing the Kentucky Framework for Teaching as it relates to the CCPS Certified Evaluation Plan by 06/30/2015 as measured by Principal Summative Evaluation and Conferences.

Strategy 1:

Charlotte Danielson Training - Utilize resources in PD 360 to familiarize teachers with the components of Charlotte Danielson.

Category:

Research Cited: Charlotte Danielson

Activity - Walk Through Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Weekly walk through observations checking the implementation and level of teacher performance on Domains 2 and 3 of Charlotte Danielson model.	Direct Instruction	08/05/2014	06/30/2015	\$0	No Funding Required	Administration / CS / IBC / District (1 time yearly)

Activity - Non-Negotiable Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train and progress monitor district non-negotiables	Other	08/05/2014	05/31/2015	\$0	No Funding Required	Administration

Goal 3: All students at Hopkinsville Middle School will increase the percentage of students reaching proficiency in all content areas.

Measurable Objective 1:

63% of All Students will demonstrate a proficiency in mastering content standards, comprehension and fluency skills in Reading by 06/30/2015 as measured by KPREP..

Strategy 1:

Professional Learning Community - Reading teachers meet weekly in a Professional Learning Community to prepare common units, assessments, disaggregated data, identify target students for Response to Intervention (Rtl) needs.

Category: Learning Systems

Research Cited: Dufour

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Activity - Common Unit/Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Weekly PLC	Professional Learning	08/05/2014	05/31/2015	\$0	No Funding Required	Administration / Teachers / CS / IBC

Activity - Student Engagement Training-Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development in Total Participation and other engagement strategies to address Tier I students in the classroom. This process will be accomplished through PLCs.	Direct Instruction	08/05/2014	05/31/2015	\$0	No Funding Required	CS / IBC

Activity - KMGSI Literacy Design Collaborative (LDC)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
KDE sponsored initiative to support reading in the content areas	Academic Support Program	08/05/2014	05/31/2015	\$5000	Grant Funds, District Funding	CS / Teachers

Activity - Student Performance Data Analysis - Reading	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	Professional Learning	08/05/2014	05/31/2015	\$0	No Funding Required	Administration / CS / IBC / Teachers

Activity - Pacing Guidances for Content Areas	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers along with CS will complete pacing guides to ensure students receive an equitable education.	Academic Support Program	08/05/2014	05/31/2015	\$800	School Council Funds	CS / Teachers

Strategy 2:

Response to Intervention (RtI) Reading Classes - Students will be placed in interventions according to their reading needs.

Category: Continuous Improvement

Research Cited: Specific Skill / Direct Instruction

Activity - Intentional Scheduling of RtI Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Master schedule will include Response to Intervention Classes	Academic Support Program	08/05/2014	05/31/2015	\$0	No Funding Required	Administration / Guidance

Activity - Achieve 3000, Read 180 & System 44	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Response to Intervention classes - Achieve 3000 (Tier II) and Read 180/System 44 (Tier III). Computer-based, independent, small group instruction will be scheduled for all students scoring below grade level in lexiles.	Academic Support Program	08/05/2014	05/31/2015	\$45000	Grant Funds, School Council Funds, District Funding	Administration / Teachers / CS / IBC
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Activity - Professional Development Achieve 3000	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional learning for teachers each semester to administer the Achieve 3000 program with students.	Professional Learning	08/05/2014	05/31/2015	\$1000	School Council Funds	Teachers / CS

Measurable Objective 2:

59% of All Students will demonstrate a proficiency in mastering content standards in Mathematics by 06/30/2015 as measured by KPREP.

Strategy 1:

Response to Intervention (RtI) Mathematics Classes - Classes/Professional Development will be addressed to provided necessary interventions for students

Category: Learning Systems

Activity - Do the Math Now	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math Intervention Program (January 2015)	Academic Support Program	01/05/2015	05/31/2015	\$0	Grant Funds	Teachers / CS

Activity - Intentional Scheduling of RtI Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intentional scheduling of students to classes for interventions to meet their needs in mathematics instruction	Academic Support Program	08/05/2014	05/31/2015	\$0	No Funding Required	Guidance / Administration

Strategy 2:

Professional Learning Community - Mathematics - Weekly PLC will be held with math teachers to work on curriculum and instruction

Category: Professional Learning & Support

Research Cited: DuFour

Activity - KMGS Math Design Collaborative (MDC)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
KDE academic initiative to support mathematics instruction in the middle school classroom	Academic Support Program	08/05/2014	05/31/2015	\$0	District Funding	Math CS / Teachers

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Activity - Common Assessments / Units	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers along with CS will develop common assessments and units at each grade level.	Direct Instruction	08/05/2014	05/31/2015	\$0	No Funding Required	Math CS / Teachers
Activity - Student Engagement Training- Mathematics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development in Total Participation and other engagement strategies to address Tier I students in the classroom. This process will be accomplished through PLCs.	Professional Learning	08/05/2014	05/31/2015	\$0	No Funding Required	CS / Math CS / IBC
Activity - Student Performance Data Analysis-Math	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.	Professional Learning	08/05/2014	05/31/2015	\$0	No Funding Required	Administration / CS / IBC / Teachers
Activity - Pacing Guidances for Content Areas	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers along with CS will complete pacing guides to ensure students receive an equitable education.	Academic Support Program	08/05/2014	05/31/2015	\$500	School Council Funds	CS / Teacher

Measurable Objective 3:

69% of Seventh grade students will demonstrate a proficiency measure of progress toward mastering content standards in Science by 06/30/2015 as measured by multiple school measures (K-PREP, Discovery, Unit and Common Assessments).

Strategy 1:

Professional Learning Community-Science - Science teachers meet weekly in a Professional Learning Community to deconstruct standards, prepare common units, assessments, disaggregated data, identify target students for Response to Intervention (Rtl) needs.

Category: Professional Learning & Support

Research Cited: NGSS

Activity - Common Assessments / Units-Science	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers along with CS/PLC leader will develop common assessments and units at each grade level.	Direct Instruction	08/05/2014	05/31/2015	\$0	No Funding Required	Administration / CS / IBC / Teacher
Activity - Student Engagement Training- Science	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development in Total Participation and other engagement strategies to address Tier I students in the classroom. This process will be accomplished through PLCs.	Professional Learning	08/05/2014	05/31/2015	\$1500	School Council Funds	CS / IBC

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Activity - KMGSI Literacy Design Collaborative (LDC)-Science	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
KDE sponsored initiative to support reading and writing in the content areas	Academic Support Program	08/05/2014	05/31/2015	\$0	District Funding	CS / Teachers

Activity - Student Performance Data Analysis-Science	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	Professional Learning	08/05/2014	05/31/2015	\$0	No Funding Required	Administration / CS / IBC / Teachers

Activity - Pacing Guidances for Content Areas	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Draft pacing guides will be developed for NGSS.	Academic Support Program	08/05/2014	05/31/2015	\$500	School Council Funds	CS / Teachers

Strategy 2:

Science Enrichment Classes - Students will be scheduled for enrichment classes in Science.

Category: Learning Systems

Research Cited: NGSS

Activity - Creation of Master Schedule for Science Enrichment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are scheduled in classes to learn about advanced Science concepts.	Academic Support Program	08/05/2014	05/31/2015	\$0	No Funding Required	Administration / Guidance / Teachers

Measurable Objective 4:

68% of Eighth grade students will demonstrate a proficiency in mastering content standards in Social Studies by 05/31/2015 as measured by multiple school measures (K-PREP, Discovery, Unit and Common Assessments).

Strategy 1:

Social Studies Enrichment - Students will be scheduled for enrichment classes in Social Studies

Category: Learning Systems

Activity - Creation of Master Schedule for Social Studies Enrichment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are scheduled in classes to learn about world economics.	Academic Support Program	08/05/2014	05/31/2015	\$0	No Funding Required	Administration / Teachers / Guidance

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Strategy 2:

Professional Learning Community-Social Studies - Social Studies teachers meet weekly in a Professional Learning Community to prepare common units, assessments, disaggregated data, identify target students for Response to Intervention (Rtl) needs.

Category: Professional Learning & Support

Research Cited: Common Core 4.1

Activity - Common Assessments / Units-Social Studies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers along with CS/PLC leader will develop common assessments and units at each grade level.	Direct Instruction	08/05/2014	05/31/2015	\$0	No Funding Required	Administration /CS / IBC / Teachers

Activity - Student Engagement Training- Social Studies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development in Total Participation and other engagement strategies to address Tier I students in the classroom. This process will be accomplished through PLCs.	Professional Learning	08/05/2014	05/31/2015	\$0	No Funding Required	CS / IBC

Activity - KMGSI Literacy Design Collaborative (LDC)-Social Studies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
KDE sponsored initiative to support reading and writing in the content areas	Academic Support Program	08/05/2014	05/31/2015	\$2000	District Funding	CS / Teachers

Activity - Student Performance Data Analysis-Social Studies	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	Professional Learning	08/05/2014	05/31/2015	\$0	No Funding Required	Administration / CS / IBC / Teachers

Activity - Pacing Guidances for Content Areas	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers along with CS will complete pacing guides to ensure students receive an equitable education.	Academic Support Program	08/05/2014	05/31/2015	\$500	School Council Funds	Teachers along with CS will complete pacing guides to ensure students receive an equitable education.

Measurable Objective 5:

43% of All Students will demonstrate a proficiency in mastering content standards in Writing by 05/31/2015 as measured by multiple school measures (K-PREP, Common Assessments and classroom writing).

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Strategy 1:

Effective Writing Strategies - Graphic Organizer training and tools to help students answer a constructed or extended responses

Category: Professional Learning & Support

Activity - Answer/Cite/Extend (ACE)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Graphic Organizers and methods to reach proficiency on writing prompts	Academic Support Program	08/05/2014	05/31/2015	\$500	School Council Funds	CS / IBC

Activity - Abel and Atherton On-Demand Writing Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On-Demand writing support	Academic Support Program	08/05/2014	05/31/2015	\$2000	District Funding	CS

Activity - KMGSI Literacy Design Collaborative (LDC)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
KDE sponsored initiative to enhance the writing across content areas.	Academic Support Program	08/05/2014	05/31/2015	\$0	District Funding	CS

Strategy 2:

Professional Learning Community-ELA - ELA teachers meet weekly in a Professional Learning Community to prepare common units, assessments, disaggregated data, identify target students for Response to Intervention (RtI) needs.

Category: Professional Learning & Support

Research Cited: Dufour

Activity - Common Assessments / Units-ELA	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers along with CS/PLC leader will develop common assessments and units at each grade level.	Direct Instruction	08/05/2014	05/31/2015	\$0	No Funding Required	CS / IBC / Teachers

Activity - Student Engagement Training-ELA	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development in Total Participation and other engagement strategies to address Tier I students in the classroom. This process will be accomplished through PLCs.	Professional Learning	08/05/2014	05/31/2015	\$0	No Funding Required	CS / IBC / PLC Leaders

Activity - Student Performance Data Analysis-ELA	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Various formative and summative assessments will be analyzed for student strengths, areas to improve instruction, growth of students, and gaps in curriculum	Professional Learning	08/05/2014	05/31/2015	\$0	No Funding Required	Administration / CS / IBC / Teachers
Activity - Pacing Guidances for Content Areas	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers along with CS will complete pacing guides to ensure students receive an equitable education.	Academic Support Program	08/05/2014	05/31/2015	\$500	School Council Funds	CS / Teacher

Goal 4: Close the achievement gap among students at Hopkinsville Middle School

Measurable Objective 1:

45% of Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency measure of progress toward mastering content standards in Mathematics by 05/31/2015 as measured by multiple school measures (K-PREP, Discovery, Unit and Common Assessments).

Strategy 1:

Literacy Interventions - Gap students will be mentored and scheduled for a variety of interventions to help close the achievement gap.

Category: Continuous Improvement

Activity - Response to Intervention (Rtl) Reading Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Gap students will be scheduled for reading support classes to help close the achievement gap.	Academic Support Program	08/05/2014	05/31/2015	\$15000	Grant Funds, No Funding Required	Administration / Guidance / CS / Teachers / IBC

Activity - 30-60-90 Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
30-60-90 Day plans will be completed to outline what HMS is doing to address our gap students	Academic Support Program	08/05/2014	05/31/2015	\$0	No Funding Required	Administration / CS / Teachers

(shared) Strategy 2:

Professional Development - Professional development for regular education teachers in the areas of modifications, least restrictive environments, and co-teaching.

Category: Professional Learning & Support

Activity - School site visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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SPED teachers will visit area schools where growth of SPED students is evident in KPREP growth.	Professional Learning	11/01/2014	12/31/2014	\$500	School Council Funds	Principal / Teachers
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Measurable Objective 2:

35% of Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency measure of progress toward mastering content standards in Mathematics by 05/31/2015 as measured by multiple school measures (K-PREP, Discovery, Unit and Common Assessments).

Strategy 1:

Mathematics Interventions - Gap students will be mentored, and assigned various interventions to help close the achievement gap.

Category: Learning Systems

Activity - Response to Intervention (Rtl) Mathematics Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Gap students will receive additional support in mathematics to help close the achievement gap.	Academic Support Program	08/05/2014	05/31/2015	\$15000	Grant Funds, No Funding Required	Administration / Guidance / Teachers

Activity - 30-60-90 Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
30-60-90 Day plans will be completed to outline what HMS is doing to address our gap students	Academic Support Program	08/05/2014	05/31/2015	\$0	No Funding Required	Administration / CS/ Teachers

(shared) Strategy 2:

Professional Development - Professional development for regular education teachers in the areas of modifications, least restrictive environments, and co-teaching.

Category: Professional Learning & Support

Activity - School site visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SPED teachers will visit area schools where growth of SPED students is evident in KPREP growth.	Professional Learning	11/01/2014	12/31/2014	\$500	School Council Funds	Principal / Teachers

Measurable Objective 3:

59% of Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency measure of progress toward mastering content standards in Science by 05/31/2015 as measured by multiple school measures (K-PREP, EXPLORE, Discovery, Unit and Common Assessments).

Strategy 1:

Science Enrichment - Gap students will receive science enrichment to help close the achievement gap.

Category: Learning Systems

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Activity - Science Enrichment Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science Enrichment classes will be offered at Grade 7.	Academic Support Program	08/05/2014	05/31/2015	\$1000	No Funding Required, School Council Funds	Administration / Guidance / Teachers

Measurable Objective 4:

59% of Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency measure of progress toward mastering content standards in Social Studies by 05/31/2015 as measured by multiple school measures (K-PREP, Discovery, Unit and Common Assessments).

Strategy 1:

Social Studies Enrichment - Gap students will receive Social Studies Enrichment to help close the achievement gap.

Category: Continuous Improvement

Activity - Economic & World Geography	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Enrichment classes to help close the achievement gap	Academic Support Program	08/05/2014	05/31/2015	\$0	No Funding Required	Administration / Guidance / Teachers

Goal 5: All students at Hopkinsville Middle School will reach college and career readiness measures identified by the Kentucky Department of Education

Measurable Objective 1:

72% of Eighth grade students will demonstrate a proficiency score in English Language Arts by 10/01/2015 as measured by EXPLORE.

Strategy 1:

EXPLORE (Literacy) - 8th Grade Students will be exposed to EXPLORE like literacy in order to be prepared for college and career readiness.

Category: Continuous Improvement

Research Cited: ACT/EXPLORE

Activity - EXPLORE Curriculum Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will align EXPLORE curriculum to K-PREP standards	Professional Learning	08/05/2014	10/31/2015	\$0	No Funding Required	Reading & LA Teachers / CS

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Measurable Objective 2:

48% of Eighth grade students will demonstrate a proficiency score in Mathematics by 10/31/2015 as measured by EXPLORE.

Strategy 1:

EXPLORE (Mathematics) - 8th Grade Teachers will align EXPLORE mathematics to K-PREP standard

Category: Continuous Improvement

Research Cited: ACT/EXPLORE

Activity - KMGSI MDC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained to implement KMGSI MDC to increase literacy in mathematics instruction	Academic Support Program	08/05/2014	10/31/2015	\$5000	No Funding Required, Grant Funds	Math Teachers / CS

Measurable Objective 3:

25% of Eighth grade students will demonstrate a proficiency score in Science by 10/31/2015 as measured by EXPLORE.

Strategy 1:

EXPLORE (Science Literacy) - Teachers will incorporation EXPLORE Science Literacy in the NGSS standards in grades 7 and 8.

Category: Continuous Improvement

Research Cited: ACT/EXPLORE

Activity - Science Enrichment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
7th Grade Students will receive Science Enrichment to help prepare for 8th Grade Explore test in September of each year.	Academic Support Program	08/05/2014	05/31/2015	\$0	No Funding Required	Science Teachers / CS / Guidance

Measurable Objective 4:

100% of All Students will collaborate to obtain skills necessary to be college and career ready in Career & Technical by 05/31/2015 as measured by Program Review.

Strategy 1:

Academic and Career Advising - Develop, promote, and implement Operation Preparation for 8th Grade students

Category: Career Readiness Pathways

Activity - Operation Preparation (Grade 8)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop, promote, and implement Operation Preparation for Grade 8 students	Career Preparation/Orientation	01/05/2015	05/31/2015	\$0	No Funding Required	District Staff / Guidance / Community Members

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Activity - Career Exploratory Class	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade 7 student receive nine week career exploratory class.	Career Preparation/Orientation	08/05/2014	05/31/2015	\$0	No Funding Required	Guidance / Career Teacher

Activity - Individual Learning Plan (ILP)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 6-8 will complete an ILP each year, and teachers will work with students to advise course work for high school.	Career Preparation/Orientation	08/05/2014	05/31/2015	\$0	No Funding Required	Teachers / Guidance

Activity - Job Shadowing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in Grades 7 & 8 will participate in job shadowing activities through the FRYSC center at HMS. (AHOY)	Career Preparation/Orientation	08/05/2014	05/31/2015	\$2000	Grant Funds	FRYSC Center (AHOY)

Strategy 2:

Collection and Use of Data for Program Reviews/Wellness Policy - School teams meet to analyze the implementation processes in the Arts and Humanity, Practical Living and Career Studies, and in the Writing Program Reviews. The Wellness Policy is looked at yearly to determine if students are receive enough physical activity during the year. All plans are reviewed yearly.

Category: Continuous Improvement

Research Cited: KDE Program Reviews / Wellness Policy

Activity - Student Evidence	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collection of data	Academic Support Program	08/05/2014	05/31/2015	\$0	No Funding Required	Program Review Team (data collection) / Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
30-60-90 Plans	30-60-90 Day plans will be completed to outline what HMS is doing to address our gap students	Academic Support Program	08/05/2014	05/31/2015	\$0	Administration / CS / Teachers
Walk Through Observations	Weekly walk through observations checking the implementation and level of teacher performance on Domains 2 and 3 of Charlotte Danielson model.	Direct Instruction	08/05/2014	06/30/2015	\$0	Administration / CS / IBC / Distict (1 time yearly)
New Teacher Mentoring	Provide mentors to newly hired teachers, and use PLC time to help new teachers with curriculum and instruction.	Professional Learning	08/05/2014	05/31/2015	\$0	Administration / CS / IBC
Student Performance Data Analysis-Social Studies	Various formative and summative assessments will be analyzed for student strengths, areas to improve instruction, growth of students, and gaps in curriculum	Professional Learning	08/05/2014	05/31/2015	\$0	Administration / CS / IBC / Teachers
School Level Audit	CCPS conducts school level fiscal audit yearly to ensure accurate accounting practices are followed.	Other	08/05/2014	05/31/2015	\$0	Administration / Bookkeeper / District staff with audit
Student Engagement Training- Social Studies	Professional development in Total Participation and other engagement strategies to address Tier I students in the classroom. This process will be accomplished through PLCs.	Professional Learning	08/05/2014	05/31/2015	\$0	CS / IBC
Common Assessments / Units-Science	Teachers along with CS/PLC leader will develop common assessments and units at each grade level.	Direct Instruction	08/05/2014	05/31/2015	\$0	Administration / CS / IBC / Teacher
Intentional Scheduling of Rtl Classes	Intentional scheduling of students to classes for interventions to meet their needs in mathematics instruction	Academic Support Program	08/05/2014	05/31/2015	\$0	Guidance / Administration
Student Engagement Training-Reading	Professional development in Total Participation and other engagement strategies to address Tier I students in the classroom. This process will be accomplished through PLCs.	Direct Instruction	08/05/2014	05/31/2015	\$0	CS / IBC
Individual Learning Plan (ILP)	Students in grades 6-8 will complete an ILP each year, and teachers will work with students to advise course work for high school.	Career Preparation/Orientation	08/05/2014	05/31/2015	\$0	Teachers / Guidance
Common Assessments / Units-ELA	Teachers along with CS/PLC leader will develop common assessments and units at each grade level.	Direct Instruction	08/05/2014	05/31/2015	\$0	CS / IBC / Teachers

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Student Engagement Training- Mathematics	Professional development in Total Participation and other engagement strategies to address Tier I students in the classroom. This process will be accomplished through PLCs.	Professional Learning	08/05/2014	05/31/2015	\$0	CS / Math CS / IBC
Common Assessments / Units-Social Studies	Teachers along with CS/PLC leader will develop common assessments and units at each grade level.	Direct Instruction	08/05/2014	05/31/2015	\$0	Administration /CS / IBC / Teachers
Student Performance Data Analysis - Reading	Various formative and summative assessments will be analyzed for student strengths, areas to improve instruction, growth of students, and gaps in curriculum	Professional Learning	08/05/2014	05/31/2015	\$0	Administration / CS / IBC / Teachers
Intentional Scheduling of Rtl Classes	Master schedule will include Response to Intervention Classes	Academic Support Program	08/05/2014	05/31/2015	\$0	Administration / Guidance
EXPLORE Curriculum Alignment	Teachers will align EXPLORE curriculum to K-PREP standards	Professional Learning	08/05/2014	10/31/2015	\$0	Reading & LA Teachers / CS
Professional Learning Communities	Provide teachers and engage in effect Professional Learning Communities	Professional Learning	08/05/2014	05/31/2015	\$0	District / Administration / CS /IBC
Response to Intervention (Rtl) Reading Classes	Gap students will be scheduled for reading support classes to help close the achievement gap.	Academic Support Program	08/05/2014	05/31/2015	\$0	Administration / Guidance / CS / Teachers / IBC
Non-Negotiable Training	Train and progress monitor district non-negotiables	Other	08/05/2014	05/31/2015	\$0	Administration
Student Evidence	Collection of data	Academic Support Program	08/05/2014	05/31/2015	\$0	Program Review Team (data collection) / Teachers
Luncheons/Awards Recogonitions/Volunteers/Learning Compacts	Parents will be involved in school-wide programs and complete the Title I Learning Compacts during registration	Parent Involvement	08/05/2014	05/31/2015	\$0	Administration / CS / AHOY / Teachers
Creation of Master Schedule for Science Enrichment	Students are scheduled in classes to learn about advanced Science concepts.	Academic Support Program	08/05/2014	05/31/2015	\$0	Administration / Guidance / Teachers
30-60-90 Plans	30-60-90 Day plans will be completed to outline what HMS is doing to address our gap students	Academic Support Program	08/05/2014	05/31/2015	\$0	Administration / CS/ Teachers
Student Performance Data Analysis-ELA	Various formative and summative assessments will be analyzed for student strengths, areas to improve instruction, growth of students, and gaps in curriculum	Professional Learning	08/05/2014	05/31/2015	\$0	Administration / CS / IBC / Teachers
Conferences	Conferences with teacher regarding effective classroom instruction	Direct Instruction	08/05/2014	05/31/2015	\$0	Administration / Peer Observations / CS / IBC

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Student Engagement Training-ELA	Professional development in Total Participation and other engagement strategies to address Tier I students in the classroom. This process will be accomplished through PLCs.	Professional Learning	08/05/2014	05/31/2015	\$0	CS / IBC / PLC Leaders
Science Enrichment	7th Grade Students will receive Science Enrichment to help prepare for 8th Grade Explore test in September of each year.	Academic Support Program	08/05/2014	05/31/2015	\$0	Science Teachers / CS / Guidance
Economic & World Geography	Enrichment classes to help close the achievement gap	Academic Support Program	08/05/2014	05/31/2015	\$0	Administration / Guidance / Teachers
Career Exploratory Class	Grade 7 student receive nine week career exploratory class.	Career Preparation/Orientation	08/05/2014	05/31/2015	\$0	Guidance / Career Teacher
How to Write Student Growth Goals	Professional learning on student growth goals	Professional Learning	08/05/2014	05/31/2015	\$0	District level staff / administration / CS / IBC
Safety Drills	Emergency Drills (Fire/Tornado/Evacuation/Lockdown/Earthquake)	Other	08/05/2014	05/31/2015	\$0	Administration / Teachers / CS / IBC
Operation Preparation (Grade 8)	Develop, promote, and implement Operation Preparation for Grade 8 students	Career Preparation/Orientation	01/05/2015	05/31/2015	\$0	District Staff / Guidance / Community Members
Student Performance Data Analysis-Math	Various formative and summative assessments will be analyzed for student strengths, areas to improve instruction, growth of students, and gaps in curriculum.	Professional Learning	08/05/2014	05/31/2015	\$0	Administration / CS / IBC / Teachers
Science Enrichment Classes	Science Enrichment classes will be offered at Grade 7.	Academic Support Program	08/05/2014	05/31/2015	\$0	Administration / Guidance / Teachers
Common Assessments / Units	Teachers along with CS will develop common assessments and units at each grade level.	Direct Instruction	08/05/2014	05/31/2015	\$0	Math CS / Teachers
KMGSI MDC	Teachers will be trained to implement KMGSI MDC to increase literacy in mathematics instruction	Academic Support Program	08/05/2014	10/31/2015	\$0	Math Teachers / CS
Creation of Master Schedule for Social Studies Enrichment	Students are scheduled in classes to learn about world economics.	Academic Support Program	08/05/2014	05/31/2015	\$0	Administration / Teachers / Guidance
Common Unit/Assessments	Weekly PLC	Professional Learning	08/05/2014	05/31/2015	\$0	Administration / Teachers / CS / IBC
Student Performance Data Analysis-Science	Various formative and summative assessments will be analyzed for student strengths, areas to improve instruction, growth of students, and gaps in curriculum	Professional Learning	08/05/2014	05/31/2015	\$0	Administration / CS / IBC / Teachers

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Response to Intervention (Rtl) Mathematics Classes	Gap students will receive additional support in mathematics to help close the achievement gap.	Academic Support Program	08/05/2014	05/31/2015	\$0	Administration / Guidance / Teachers
Total					\$0	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Response to Intervention (Rtl) Mathematics Classes	Gap students will receive additional support in mathematics to help close the achievement gap.	Academic Support Program	08/05/2014	05/31/2015	\$15000	Administration / Guidance / Teachers
KMGSI Literacy Design Collaborative (LDC)	KDE sponsored initiative to support reading in the content areas	Academic Support Program	08/05/2014	05/31/2015	\$5000	CS / Teachers
Response to Intervention (Rtl) Reading Classes	Gap students will be scheduled for reading support classes to help close the achievement gap.	Academic Support Program	08/05/2014	05/31/2015	\$15000	Administration / Guidance / CS / Teachers / IBC
Achieve 3000, Read 180 & System 44	Response to Intervention classes - Achieve 3000 (Tier II) and Read 180/System 44 (Tier III). Computer-based, independent, small group instruction will be scheduled for all students scoring below grade level in lexiles.	Academic Support Program	08/05/2014	05/31/2015	\$30000	Administration / Teachers / CS / IBC
Do the Math Now	Math Intervention Program (January 2015)	Academic Support Program	01/05/2015	05/31/2015	\$0	Teachers / CS
KMGSI MDC	Teachers will be trained to implement KMGSI MDC to increase literacy in mathematics instruction	Academic Support Program	08/05/2014	10/31/2015	\$5000	Math Teachers / CS
Job Shadowing	Students in Grades 7 & 8 will participate in job shadowing activities through the FRYSC center at HMS. (AHOY)	Career Preparation/Orientation	08/05/2014	05/31/2015	\$2000	FRYSC Center (AHOY)
Total					\$72000	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
School site visits	SPED teachers will visit area schools where growth of SPED students is evident in KPREP growth.	Professional Learning	11/01/2014	12/31/2014	\$500	Principal / Teachers
Pacing Guidances for Content Areas	Teachers along with CS will complete pacing guides to ensure students receive an equitable education.	Academic Support Program	08/05/2014	05/31/2015	\$800	CS / Teachers

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Science Enrichment Classes	Science Enrichment classes will be offered at Grade 7.	Academic Support Program	08/05/2014	05/31/2015	\$1000	Administration / Guidance / Teachers
Pacing Guidances for Content Areas	Teachers along with CS will complete pacing guides to ensure students receive an equitable education.	Academic Support Program	08/05/2014	05/31/2015	\$500	CS / Teacher
Answer/Cite/Extend (ACE)	Graphic Organizers and methods to reach proficiency on writing prompts	Academic Support Program	08/05/2014	05/31/2015	\$500	CS / IBC
Professional Development Achieve 3000	Professional learning for teachers each semester to administer the Achieve 3000 program with students.	Professional Learning	08/05/2014	05/31/2015	\$1000	Teachers / CS
Pacing Guidances for Content Areas	Draft pacing guides will be developed for NGSS.	Academic Support Program	08/05/2014	05/31/2015	\$500	CS / Teachers
Pacing Guidances for Content Areas	Teachers along with CS will complete pacing guides to ensure students receive an equitable education.	Academic Support Program	08/05/2014	05/31/2015	\$500	CS / Teacher
Communications with Parents	Advisory Counsel, Newsletters, IC, Homework Connection Flyers, Parent/Teacher Conferences, Emails	Parent Involvement	08/05/2014	05/31/2015	\$2000	Administration / CS / Teachers / Parents
Achieve 3000, Read 180 & System 44	Response to Intervention classes - Achieve 3000 (Tier II) and Read 180/System 44 (Tier III). Computer-based, independent, small group instruction will be scheduled for all students scoring below grade level in lexiles.	Academic Support Program	08/05/2014	05/31/2015	\$15000	Administration / Teachers / CS / IBC
Student Engagement Training- Science	Professional development in Total Participation and other engagement strategies to address Tier I students in the classroom. This process will be accomplished through PLCs.	Professional Learning	08/05/2014	05/31/2015	\$1500	CS / IBC
Pacing Guidances for Content Areas	Teachers along with CS will complete pacing guides to ensure students receive an equitable education.	Academic Support Program	08/05/2014	05/31/2015	\$500	Teachers along with CS will complete pacing guides to ensure students receive an equitable education.
Total					\$24300	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
KMGSI Mathematics Design Collaborative (MDC)	KDE academic initiative to support mathematics instruction in the middle school classroom	Academic Support Program	08/05/2014	05/31/2015	\$0	Math CS / Teachers

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IC/emails/faculty meetings	Effective communication between stakeholders by various methods	Other	08/05/2014	05/31/2015	\$0	Administration /CS/AHOY
Achieve 3000, Read 180 & System 44	Response to Intervention classes - Achieve 3000 (Tier II) and Read 180/System 44 (Tier III). Computer-based, independent, small group instruction will be scheduled for all students scoring below grade level in lexiles.	Academic Support Program	08/05/2014	05/31/2015	\$0	Administration / Teachers / CS / IBC
Student Data Collection	Collection of data on student discipline.	Behavioral Support Program	08/05/2014	05/31/2015	\$0	Administration / Teachers
KMGSI Literacy Design Collaborative (LDC)	KDE sponsored initiative to support reading in the content areas	Academic Support Program	08/05/2014	05/31/2015	\$0	CS / Teachers
Abel and Atherton On-Demand Writing Strategies	On-Demand writing support	Academic Support Program	08/05/2014	05/31/2015	\$2000	CS
KMGSI Literacy Design Collaborative (LDC)	KDE sponsored initiative to enhance the writing across content areas.	Academic Support Program	08/05/2014	05/31/2015	\$0	CS
Professional Development	Provide continuous training for teacher with implementation of classroom interventions.	Behavioral Support Program	08/05/2014	05/31/2015	\$0	Administration / CS/ IBC
PBIS	Professional Development PBIS on CHAMPing activities	Behavioral Support Program	08/05/2014	05/31/2015	\$0	District / Administration / CS / IBC
Code of Acceptable Behavior	All students will receive Code of Acceptable Behavior training throughout the school year.	Behavioral Support Program	08/05/2014	05/31/2015	\$0	Teachers / Administration
KMGSI Literacy Design Collaborative (LDC)-Social Studies	KDE sponsored initiative to support reading and writing in the content areas	Academic Support Program	08/05/2014	05/31/2015	\$2000	CS / Teachers
KMGSI Literacy Design Collaborative (LDC)-Science	KDE sponsored initiative to support reading and writing in the content areas	Academic Support Program	08/05/2014	05/31/2015	\$0	CS / Teachers
Total					\$4000	

KDE 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?**

On October 3, 2014 Hopkinsville Middle School began the disaggregation of the newly released 2013 K-PREP & Explore 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 three year (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 (3 year data):

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

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

- 2011-2012 - 55.1 Classification - Needs Improvement - State Percentile - 54th

Even though we fell .4 in our overall score and two places in state rankings, Hopkinsville Middle School is proud to represent our district as a Proficient School. Hopkinsville Middle School has shown a trend of improving student learning by maintaining and increasing their overall academic index at a proficient level.

ACHIEVEMENT (Proficiency/Gap/Growth) by subject and looking at three year trends:

Reading - In an analysis of reading over the last three years, Novice has been reduced from 27.8% of students in 2011-12 to 20.8% in 2013-14. This is show as trend that students who struggle with reading are slowly but steadily improving. HMS has shown to be addressing these students at a greater and/or equal to level as the State of Kentucky. Apprentice student groups have shown to hold steady with around 24.0-26.2% of the student population falling into this category. This group of students is where HMS struggles the most. We must find and implement instruction which reaches this group of targeted students. The percent of students who fall into the Proficient/Distinguished category has increased from 48.2% to 53.0 over the last three years, which ties the State of Kentucky average. The 2013-14 summary of reading overall indicates that all reporting areas of instruction are on tract and performing well in all areas in 8th grade, and in every area except Craft and Structure in grades 6 and 7 (KPREP Reading Summary). In looking at what groups are performing and struggling in reading we found that: (HMS%/State%)

- Males have increased in proficiency from (42.7%/42.1%) to (51.3%/48.7). This show a sustaining growth trend of 8.6% versus growth shown by the state of 6.6%.

- Females have increased in proficiency from (53.8%/51.8%) to (54.7%/57.9). This show a sustaining growth trend of .9% versus growth shown by the state of 6.1%. This is an area to look focus our instruction. Are we reading literature which interest the female readers? During the past 8 years at HMS we have focused on not losing the instruction engagement of our male readers and with that endeavor we have shown tremendous growth. However, it is clear we are not growing our female readers.

- Gap Student in Reading - Our students who fall into this grouping have grown in proficiency from (39.3%/34.8%) in 2011 to (42.8%/42.2%) in 2013-14. In breaking down this group of students into categories, HMS needs methods of administering accommodations to our students
SY 2014-2015

with special needs. In that category, we have grown in the number of students who show proficiency in reading from (13.3%/22.3%) in 2011 to (16.0%/21.2%). Showing 2.7% in growth over three years is good news, when you look at how far those students need to grow as a group, it is daunting.

o Ethnicity: White - Our students who fall into this grouping have grown in proficiency from (58.9%/49.9%) in 2011 to (62.4%/56.6%) in 2013-14. This group of students state-wide continues to meet and exceed expectations. We are proud of the growth that they are seeing with 3.5% growth over a three year period. African American - Our students who fall in to this grouping have grown in proficiency from (28.9%/25.9%) to (35.3%/32.1%) which shows an increase of (6.4%/6.2%). The growth is holding steady with the entire State of Kentucky. Although this group is showing growth, we must continue to address the needs of our readers so the gap between ethnicities can close. Hispanics - Our students who fall into this grouping have grown in proficiency from (40.0%/36.5%) in 2011 to (53.5%/41.9%) in 2013-14. As the population of this group increases over the State of Kentucky, we will see a need for more literature and teacher training to address the mobility and ESL needs of these students.

o Free and Reduced Lunch - Over a three year period, students in this group have increased in proficiency from (38.5%/34.7%) in 2011 to (41.8%-42.0%) in 2013-14.

o Disability with IEP - Over a three year period, students in this group have decreased in proficiency from (17.0%/16.9%) in 2011 to (10.0%-22.4%) in 2013-14.

2013-2014 Combined Reading & Math Goal - Increase the average combined reading and mathematics K-PREP scores of middle school students from 45.3% to 73% by 2017. In looking at the new K-PREP data, 56.3% of students met this goal. This shows that HMS is progress toward the 2017goal of 72.7%. Through intentional identification, LDC modules implemented in content areas, and highly structured questioning and feedback in the classroom HMS will continue to push toward the 2017 goal.

Mathematics-Five years ago, HMS met federal AMO in the area of math. Since incorporating our new CCSS, mathematics has fallen in growth, and in number of students scoring at the proficient/distinguished levels. Math instruction in grades 6 & 7 needs to be overhauled. Data indicates that in 2011-12 HMS had (42.6%/40.6%) of students scoring proficient/distinguished. Since that time, HMS has decreased this number by .4% falling to (42.4%/44.8%) with the State increasing 4.2%. Our biggest grade level concerns fall into the 7th grade. The 2013-14 summary of mathematics by grade level indicates that all reporting areas of instruction in grade 8 indicates work is needed in the curriculum and instruction area of Geometry and in the area of Statistics and Probability; in grade 7 all reporting categories need extensive curriculum and instruction overhaul; and in grade 6, in the area of Ratios and Proportional Relationships and in the area of Statistics and Probability need work. (K-PREP Mathematics Summary). In looking at what groups are performing and struggling we found:
(HMS%/State%)

- Males have decreased in proficiency from (41.4%/39.0%) to (39.8%/43.0%). This shows work needs to be done to engage male learners in mathematics.

- Females have increased in proficiency from (43.8%/42.3%) to (45.0%/46.8%). This shows a sustained growth trend of 1.2% versus growth shown by the state of 4.5%.

- Gap Students in Math - Our students who fall into this grouping have slightly declined in proficiency from (32.3%/28.7%) in 2011 to (32.0%/33.0%) in 2013-14. In breaking down this group of students into categories:

o Ethnicity: White - Our students who fall into this grouping have declined in proficiency from (57.6%/43.5%) in 2011 to (52.2%/48.2%) in 2013-14. African American - Our students who fall in to this grouping have grown in proficiency from (23.0%/20.2%) to (24.1%/22.8%) which shows an increase of (1.1%/2.6%). The growth is holding steady with the entire State of Kentucky. Although this group is showing growth, we must continue to address the needs of our mathematicians so the gap between ethnicities can close. Hispanics - Our students who fall into this grouping have grown in proficiency from (43.3%/31.4%) in 2011 to (48.8%/34.4%) in 2013-14. As the population of this group increases over the State of Kentucky, we will see a need for more literature and teacher training to address the mobility and ESL needs as most of the math questions on KPREP and Explore.

oFree and Reduced Lunch - Percent of students proficient in 2013-14 (30.6%/32.9) has held steady over the last three years.

oDisability with IEP - HMS has a great need to look at our methods of administering accommodations to our students with special needs. Special education and regular education teachers must come together so work on instruction. The percentage of students scoring proficient has steadily declined since 2011. Little to no growth is evident in mathematics. Special Education teachers will look at accommodations and modifications on IEPs. Also, the least restrictive environment needs to be determined for best placement in order to meet student needs. Regular education teachers in collaboration classes will need to look at professional development to help meet the needs of students in their classes.

With the State showing a growth of 4.7% in three years, HMS must and will focus on instructional changes in the area of math.

2013-2014 Combined Reading & Math Goal - Increase the average combined reading and mathematics K-PREP scores of middle school students from 45.3% to 73% by 2017. In looking at the new K-PREP data, 56.3% of students met this goal. This shows that HMS is progressing toward the 2017 goal of 72.7%. Through intentional identification, engagement strategies, MDC, implementation of Do Math Now (January 2015) and focused math interventions, HMS will continue to push toward the 2017 goal.

Science - In an analysis of science testing data over the last three years, the percentage of students scoring proficient and distinguish has shown an increase from to 62.9% in 2011-12 to 66.4% in 2013-14. The percentage of novice scores was reduced from 13.9 % in 2011-12 to 9.7% in 2013-14. The percentage of students scoring apprentice has remained similar in all three years, increasing very slightly from 23.1% in 2011-2012 to 23.9% in 2013-2014. Overall, in 2013-2014, HMS students scored 2.2% better than the state average. Below is a breakdown of student performance: (HMS%/State%)

- Males have increased in proficiency from (59.3%/62.3%) to (69%/63.9%), showing a growth trend of 9.7% versus growth shown by the state of 1.6%.

- Females have decreased in proficiency from (65.9%/61.2%) to (63.6%/64.5%), showing a trend of -2.3% growth versus growth shown by the state of 3.3%.

- Gap Students in Science - Our students who fall into this group have grown in proficiency from (51.4%/50.1%) in 2011-12 to (57.2%/53.5%) in 2013-14 increasing by 5.8%. The 2013-14 summary of science indicates that all reporting areas of instruction are on track and doing well in curriculum and instruction. We note that proficiency will drastically change when a new test is developed for the new NGSS. (K-PREP Science Summary).

o Ethnicity: White - Our students who fall into this group grew in proficiency from (76.3%/65.6%) in 2011-12 to (82.9%/65.5%) in 2012-13, but then fell to (73.8%/63.6%) in 2013-14. While their scores remain significantly higher than the state average, the marked decrease in proficiency in this area is concerning. African American - Our students who fall in to this group have increased in proficiency from (38.1%/35.3%) to (49.3%/36.8%). We are very proud of the students in this group who have grown 11.2% from 2011-12 to 2013-14 and are performing 12.5% better than the state average in science.

o Free and Reduced Lunch - In 2013-14 (55.6%/53.8%) of students met proficiency. This was a decrease 2.6% from the 2012-13 testing year. Growth was evident. From 2011-2012 (52.2%/50.3%) to 2013-14 (55.6%/53.8%), 3.4% of students grew matching the growth of students across the state (also at 3.4%).

o Disability with IEP - (38.1%/29.2%) of students with special needs met the proficient level in Science. However, 33.3% of students are still scoring at novice level. Special Education teachers will look at insuring students receive accommodations and modifications on their IEPs. In 2014-2015 HMS was able to schedule a special education teacher in the content area of Science. This is the first time in three years that we have been able to meet student needs in this content class.

On-Demand Writing/Language Mechanics - On-Demand Writing has been a strong suit of HMS for the past six years. However, with the turnover of four LA teachers, our scores declined (44.8%/43.4%) in 2012-13 to (40.0%/43.7%) with an overall achievement count dropping

from 68.4 to a 62.1 (-6.3) in achievement points. While HMS staff predicted a drop, we were disappointed in the overall score. Over the summer strong replacement teachers were hired. Weekly PLC meetings are held with a focus on "purpose driven writing" with teachers presenting monthly on writing which is occurring in their classrooms. Language Mechanics state-wide has steadily decrease in number of students proficient and distinguished. At HMS we have declined from a group of students in grade 6 which performed at (48.3%/38.4) proficiency in 2011-12 to a group of students who performed at (45.2%/40.3%). Grammar must be a taught daily in order to make up for this decline. Increasing numbers of 6th grade students are coming to middle school without the knowledge of the basic parts of speech. There must be vertical work done with teachers to address gaps in curriculum. HMS must determine if we have the resources and teacher training to meet the needs of our learners in the area grammar and mechanics.

2013-14 CSIP (Goal 4)- Increase the number of students at HMS who will demonstrate proficiency in writing on-demand, extended/constructed responses, and writing for college and career readiness from 46.2% to 52% by May, 2014. Looking at On-Demand results, HMS fell from 46.2% to 40.0% of students who are proficient/distinguished. HMS will seek to push students to write at the proficient level, through hiring highly qualified teachers, implementing LDC modules, participating in PLCs, and better progress monitoring writing in content area classrooms,

Social Studies - In an analysis of social studies over the last three years, proficiency has shown a slight increase from to 65.1% in 2011-12 to 65.7% in 2013-14. Although a minor increase, our students are performing 6.3% better than the state. Below is a breakdown of student performance by grouping: (HMS%/State%)

- Males have decreased in proficiency from (66.7%/58.5%) to (64.2%/59.4%). This shows a growth trend of a -2.5% versus growth shown by the state of .9%.

- Females have increased in proficiency from (63.2%/58.6%) to (67.5%/59.7%). This shows a sustaining growth trend of 4.3% versus growth shown by the state of 1.1%.

- Gap Students in Social Studies - Students who fall into this group have grown in proficiency from (56.4%/46%) in 2011 to (57.3%/47.5%) in 2013-14 increasing by .9%. Breaking down this group of students into categories, we have found:

o Ethnicity: White - Our students who fall into this group have grown in proficiency from (71.9%/62.1%) in 2011 to (75.9%/63.2%) in 2013-14. This group of students state-wide continues to meet and exceed expectations. We are proud of growth in Social Studies with (4%) over a three year period. African American - Our students who fall in to this group have decreased in proficiency from (50.7%/34.4) to (48.4%/34.3%). Although the growth has slightly declined at-2.3%, the students are performing 14.1% better than the state. Hispanics - Our students who fall into this group scored (83.3%/49.6%) proficiency in 2013-14 which is 33.7% better than the state.

o Free and Reduced Lunch - 56.7% of students scored proficient. This is a decline of -2.6% from last year. However, it is a 1.8% higher average than the state.

o Disability with IEP- HMS has a great need to look at our methods of administering accommodations to our students with special needs. We have declined in the number of students with IEPs which show proficiency in social studies from (13.3%/22.3%) in 2011 to (13.0%/24%).

Special Education teachers will look at IEPs to ensure accommodations and modifications are occurring in the classroom. In 2014-2015 HMS was able to schedule a special education teacher in the content area of Social Studies.

The 2013-14 summary of social studies indicates that all reporting areas of instruction are on track and doing well in curriculum and instruction. (K-PREP Social Studies Summary).

Explore (College and Career Readiness) - HMS scored at the national average of 15.5 with 134 students having a composite score of 15 or higher which is equivalent to 56% of the class size. HMS had 151 out of 241 students meet the benchmark in English, and 15 students scoring a perfect score (25) in Mathematics. While Reading, English dropped 2.3 respectively below the national norm, Science continues to hold strong and scoring at the national average of 16.6. Some of the highlights found in the 2014 Explore data were as follows: Females

outscored males in English (.5), Reading (.2) and males outscored females in Mathematics (.7), and Science (.1). Looking at the past three years, Explore data indicates, HMS has met and/or exceeded the national average in all tested subjects. Since Explore is truly a "skills based" test this solidifies that we are meeting the learners' needs in areas of reading skills.

2013-14 CSIP College and Career Goal (Goal 2) - Increase the percentage of students who are college and career ready from 57.4% who met benchmark scores to 68% as measured by EXPLORE by 2015. Results are back from the 2014 EXPLORE and HMS had 56% of students who met the composite benchmark. HMS will keep this goal until this benchmark is met, and look at other interventions for grades 6 & 7 to help prepare students for the vocabulary, and reading in content areas.

Program Review - Next-Generation Instructional Programs and Support (Program Review) HMS has reason to celebrate with a total points score of 9.1 (Proficient) in Arts and Humanities; 9.1 (Proficient) in Practical Living and Career Studies; and 10.1 (Proficient) in Writing. However, having the evidence that writing is occurring and the quality of what students are performing on the K-PREP has the team of LA and Reading teacher revamping their methods used to teach writing. This year Answer/Cite/Extend (ACE) is taught as a writing strategy, to assist with extended response answers. Unit and common assessments data is being analyzed to ensure students are writing to proficiency.

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?

What are HMS's strengths over the last three years (trends)? Data indicates Reading, Science, and Social Studies are grounded in the implementation of curriculum and instruction. This has led to a greater number of students who are reaching proficiency.

Strengths in individual subjects:

Reading -

-Novice reduction

-Response to Intervention (Rtl) for tier II and III instruction

-Percent of proficient scoring equals the State average

-all State reported areas in reading are on tract.

Actions-Maintain Rtl classes and rigorous classroom instruction.

Mathematics - highly qualified teachers, and new math textbooks as a resource.

Actions - MDC, Rtl classes developed and new technology implementation, look at curriculum, pacing and gaps through the PLC process, develop common units and assessments,

Science - Strong highly qualified teachers, 66% of student were proficient.

Action: Incorporate engineering into the science standards

Revamping of units, pacing guides and assessments to meet the NGSS

Social Studies - Student performing at a 65.1% proficiency level which is 6.3% over the State average.

Female student proficiency growth 4.3%

55.6% of students in the Free and Reduced Gap group are proficient

Action: Alignment of pacing in 7th and 8th grades

Explore:

Mathematics with 25 students scoring a perfect score

134 students met the required national composite score of 15 in order to be labelled college and career ready

HMS Rti program as recognized as a model school by the State of Kentucky

Attendance is above state average for the past three years.

Discipline continues to decline with implementation of PBIS and Champs in the classroom.

Program Reviews - All areas proficient.

Opportunities for Improvement

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

HMS has implemented a strong focus to improve the instruction in Mathematics and Writing. These two areas have the largest gaps and show a decline in the numbers of students performing at the proficient/distinguished levels. PLC teams will relook at pacing guides, unit and common assessments to determine where improvements can be made.

After analyzing the data for the special education students over the past three school years, it is very apparent that our special education students are not showing growth in any tested subjects. The first step in addressing this area of concern is assessing the least restrictive environment and best placement of our special education students. In doing this, we will identify which students are being successful in the co-teaching setting and which students are not progressing. We will then identify the best placement for the students. We will also assess modifications for special education students to ensure they are accurate in order for the students to be successful. More emphasis will be placed on making sure students are aware of their accommodations and how to utilize them appropriately. Also, regular education teachers will continue to be informed on how to meet the needs of the special education students in their classrooms. By focusing on on reading and math goals, students will be able to show growth in content areas.

Conclusion

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

HMS administration has proven to work hard in providing students with highly effective teachers. The district is moving forward in helping schools with student behavior management (PBIS), common assessments, and common pacing guides. HMS has taken pacing guides further by having common units of instruction within a grade and subject area.

30-60-90 day plans will be a critical initiative to help keep focus on improving student achievement. This allows administrators to give feedback to the district and board of education on quality practices occurring at HMS.

Walk-throughs, monitoring CHAMPs in the classrooms, and our problem of practice (POP) on student engagement will lead to academic success of students.

The culture at HMS is considered the most essential piece to creating and establishing learning as our top priority. HMS works with many community partners to meet the needs of our student learners. Through the process of completing our Needs Assessment, HMS stakeholders realizes we are very fortunate to have a community which takes an active role in student achievement. From Walmart Distribution Mi Futuro, to Cumberland Hall our PiE company to the Kentucky New Era and Mayor Scholars, everyone in the city of Hopkinsville is standing up to help the education system.

We have analyzed what the data is telling us, but we must also look at what does the data not tell us? In analyzing the data, we can determine what the strengths and weakness are in grade level subjects with a particular group of students. It does not however, take into account subjects which have not been tested for three or more years (i.e. Science, Social Studies, On-Demand, Language Mechanics). A true view of how students are performing in these areas must be looked at yearly to truly analyze trends. Its hard to look at trends when testing occurs in a three year cycle. Reading and Math trends can be followed since they are tested yearly K-8. Districts and schools need a more in-depth report from the State of Kentucky (like previously provided under Common Core 4.1 testing) where we can analyze exactly which types of questions (multiple choice/constructed/extended response) students are missing. Trainings like "Just One More" provided by previous KDE consultants helped us to talk with students on an individual level about the number of questions they missed. Explore, a national test, gives feedback where teachers can go back over the testing material and re-teach students correct answers, and why or how to narrow down the correct answer choice; with K-PREP this is not possible.

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

Tell Survey from 2012 - In looking at the 2012 Tell Survey data, it is clear that across the State of Kentucky teachers feel that time available to collaborate, minimizing paperwork, instructional time, and state assessment data available in a timely manner are all areas which can use improvement. PLC and district provided G-Days will help alleviate the feeling that not enough collaboration time is available. Instructional time can be better protected with no interruptions included but not limited to announcements, check in/out of students, and outside programs. Our strongest positive results were in technology (hardware and software), community support, and managing student conduct. HMS looks forward to this year's Tell Survey as we will be able to see if we have grown in the section on "time" and "communication".

Student Voice Survey (Spring 2015).

Title I parent surveys (Spring 2015)

The Missing Piece

Introduction

This Missing Piece diagnostic is a comprehensive performance assessment tool that proposes specific school-level descriptors for the six objectives of the Commissioner's Parent's Advisory Council. They include provisions that every student in Kentucky will have a parent, or another adult, who knows how to support that student's academic achievement. These objectives support Kentucky education laws as it recognizes the importance of parent involvement (KRS 158.645) (KRS.160.345) (KRS 156.497) (KRS 158-031) (KRS 157.3175)

Stakeholders

School staff engaged a variety of stakeholders when completing the Missing Piece Diagnostic

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

Dana Gary- Instructional Behavior Coach

Mariah Clark-Reading Teacher/SBDM

Pam Bush-Related Arts Teacher/Program Review Lead

Karen Graves-Writing Teacher/SBDM

Tyler Stallons -Social Studies Teacher

Sarah Cost-Science Teacher

Julie Hoover-Math Teacher

Donna Sanders-Guidance Counselor

Dr. Kim Henagan- Parent/SBDM

Leslie Sowell- Parent/SBDM/Local Bank Employee

Brooke Colburn; Parent/PTO

Will Owen- Classified/FRYSC

Kim Batts- School Partner in Education & Community Member

Student input was also gather from representatives at each grade level through questionnaire

Relationship Building

School staff builds productive, personal relationships with parents of all their students.

Overall Rating: 2.86

	Statement or Question	Response	Rating
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.	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).	Relationships with parents of new and ESL students are informal, occasional or accidental, and information is provided if requested.	Apprentice

	Statement or Question	Response	Rating
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
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
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
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
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

Two-way information in many forms flows regularly between school staff and parents about students' academic achievement and individual needs.

Overall Rating: 3.29

	Statement or Question	Response	Rating
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
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 stakeholders work together to learn from and use all resources available to meet the student's and parent's learning needs.	Distinguished

	Statement or Question	Response	Rating
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
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
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).	A conference is held twice a year for all students and includes parent or advocate, student and teachers. School council develops ways to address data that is collected.	Distinguished

	Statement or Question	Response	Rating
6.	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District-wide stakeholder surveys are given to parents and teachers encourage parents to respond.	Apprentice

KDE Comprehensive School Improvement Plan

Hopkinsville Middle School

	Statement or Question	Response	Rating
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

School staff encourages, supports and expects parents to be involved in school improvement decisions and to monitor and assist school improvement.

Overall Rating: 2.57

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

	Statement or Question	Response	Rating
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
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.	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 has some parent involvement components and action items that deal with specific academic areas. Little or no funding is provided. Little or no implementation and impact checking is done.	Apprentice

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

KDE Comprehensive School Improvement Plan

Hopkinsville Middle School

	Statement or Question	Response	Rating
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

For each student, school staff identifies and supports a parent or another adult who can take personal responsibility for understanding and speaking for that child's learning needs.

Overall Rating: 2.17

	Statement or Question	Response	Rating
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
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
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 that they are invited to attend meetings to discuss Individual Education Plans, Individual Learning Plans, 504 plans and/or intervention strategies.	Apprentice

	Statement or Question	Response	Rating
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.	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 makes minimal effort to encourage parents to advocate for their child's academic success.	Apprentice

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

Learning Opportunities

School staff ensures that families have multiple learning opportunities to understand how to support their children's learning.

Overall Rating: 3.17

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

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

KDE Comprehensive School Improvement Plan

Hopkinsville Middle School

	Statement or Question	Response	Rating
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

School staff engages and partners with community members to plan and implement substantive work to improve student achievement.

Overall Rating: 3.0

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

	Statement or Question	Response	Rating
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
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
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
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.

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, Title I survey, and Student Survey (Spring 2015) 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: With the 21st Century Community Learning Center Grant HMS is able to provide students with multiple opportunities to learn outside the regular school day. At the district level, CCPS provides students with internet based tutoring free of charge (Moby Max, Achieve 3000, System 44, Read 180, 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 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.

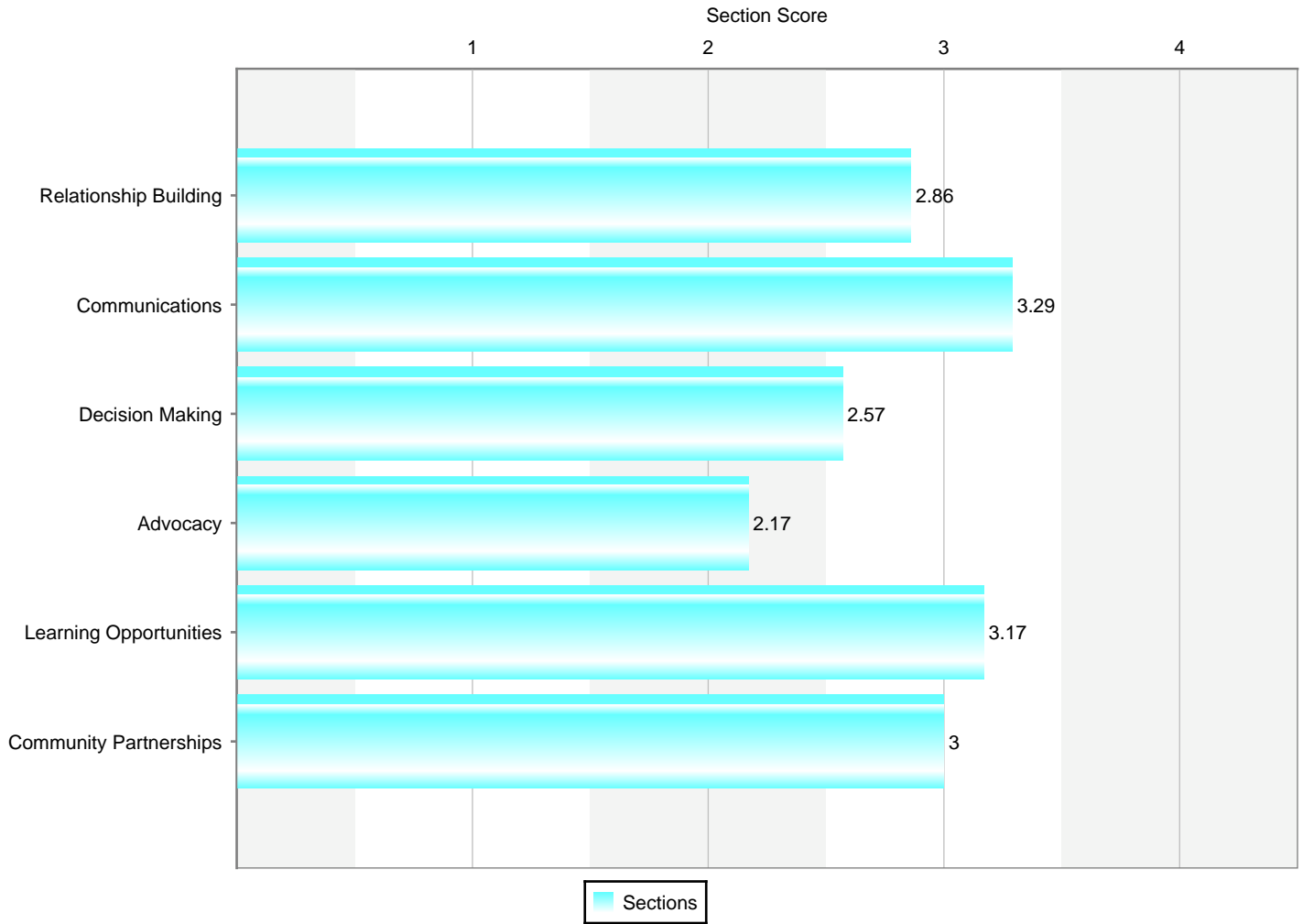
Action Steps/Plans:

Monthly newsletters (putting in an advocacy section), IC calls, 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



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. Stakeholders are selected by administration input, teacher voting, and parent votes (SBDM) and are informed of their role in the improvement plan by each organization's designated leader. Parents volunteer to be a part 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 2014 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.

KDE Assurances - School

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 Needs Assessment for an analysis of the past three years of Academic, Attendance, and Discipline data.	

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	Schedules adjusted for all students, wherein students can receive interventions and enrichment curriculum to help them reach their potential growth in all subjects. Core academic programs have been aligned to State approved standards, CCSS, NGSS, and Common Core 4.1 (SS, PLCS, A& H). Response to Intervention (Rtl) classes include fluid schedules, Read 180, System 44, and Achieve 3000 are the ELA intervention. Moby Max, Khan Academy, and Do Math Now (coming January 2015) are the Rtl programs for math interventions.	Growth Day Agenda PLC Schedule PLC Agenda

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	No	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	The master schedule allows student schedules to be adjusted as needed each quarter based on data from Read 180, System 44 and Achieve 3000 for ELA and Moby Max, Khan Academy, and Do Math Now (January 2015) for math. Discovery testing and probes (January 2015) are also utilized to help plan and develop instructional strategies. Before and after school tutoring are available to students at no cost through the HMS 21st CCLC grant. Common Assessments and classroom unit test are retaught to students in order for them to reach proficiency on standards addressed.	RTI plan RTI Schedules

KDE Comprehensive School Improvement Plan

Hopkinsville Middle School

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	Relationships are established with local colleges through hosting student teachers and practicum students. This helps HMS to recruit and retain highly qualified teachers. We also intentionally plan professional development to address our teachers' needs based on district teacher surveys. Teachers are encouraged to use part of their yearly professional development training at district level offered PD during the summer months. Teachers also are active member in Professional Learning Communities (PLC) which address curriculum, PBIS, and they are assigned a mentor the first year at HMS.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school planned instruction by paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB.	Yes	See Lead Report	

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	Yes, see Title I School-wide and Targeted Assistance diagnostics reports for more information.	

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	Tell Survey and 2014 Title I parent surveys are positive and over 92% positive on all questions answered "yes" to receiving the policy and school learning compact. Parent compacts placed in registration folders, and kept in the Title I office after all parties sign off. Every two months parent involvement meetings are held through our AHOY advisory council. Each nine weeks HMS hosts parent teacher conferences for parents to meet and discuss student academic success or needs with teachers. Parents are invited and encourage to attend all reward and recognition ceremonies.	Parent Compact and Policy

KDE Comprehensive School Improvement Plan

Hopkinsville Middle School

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes	The ten school-wide planning criteria are addressed in the narratives of the following: Title I Diagnostic, Comprehensive School Improvement Plan (CSIP), and in the Needs Assessment. A clear focus on student achievement is evident in the culture and expectations for student learning from the administration down to the classified employees. Curriculum, assessments, and instruction are aligned to the District Comprehensive Improvement Plan (CDIP) and to State Delivery Targets.	

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	HMS surveyed all teachers and let them determine what areas they needed additional help and training. Each year a Professional Development plan is proved by the SBDM council.	

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	HMS teachers and SBDM council regularly addresses the learning of students through PLCs, faculty meetings, SBDM monthly meetings, by evaluating performance levels in each subject. Gap students and interventions are addressed for targeted instruction. Fiscal funds are allocated for programs to meet needs of reading and math interventions. All stakeholders are involved in data analysis, planning, and implementation of the CSIP.	

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.	No	school wide Title I system	

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	No	school wide Title 1 system	

KDE Comprehensive School Improvement Plan

Hopkinsville Middle School

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	No	school wide Title I system	

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	<ul style="list-style-type: none"> - SIS team meets to identify gaps and designs a plan for targeted students - Data review - PLCs/SIS teams - formative assessment during instruction - utilizing technology with students to complete assignments, ILPs, and in writing instruction - other activities as outlined on 2014-2015 CSIP 	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes	<ul style="list-style-type: none"> Pizza and Prizes for Daily Effort with AHOY 21st Century Community Learning Center before/after school tutoring Discovery and MAP testing PRIDE (Personal Responsibility In Daily Effort) Awards Recognition for Perfect Attendance and A/B Honor Roll KNE Academic All Stars (8th Grade only) Mayor Scholars Essays (8th Grade only) PBIS for transitions, classroom behavior and expectations PGES for teachers and administration 	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	Yes	See Targeted Intervention Assistance Activities listed above.	

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.	No	school wide title 1 system	

KDE Comprehensive School Improvement Plan

Hopkinsville Middle School

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.	No	school wide title 1 system	

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.	No	school-wide Title I system	

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.	No	school wide Title I system	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance planning components into the existing school improvement planning process.	No	school wide title I system	

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.	No	school wide title 1 system	

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	Please refer to the 2014 HMS CSIP, Need Assessment and Missing Piece.	

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 and linked to our district website. (provide the website link below)	Yes	http://hopkinsvillemiddle.christian.kyschools.us	

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified	Yes	HMS sends home the TransAct document form A2.	

KDE Comprehensive School Improvement Plan

Hopkinsville Middle School

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	Growth days, Professional development days, PLC's, team and department meetings analyze critical focus and curriculum areas at HMS in order to prepare students to take the Explore test which is the college and career readiness test in the fall of each year.	

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

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	Master schedule has all para-professionals under a certified teacher.	

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.	No	school wide Title I system	

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only	Yes	HMS para-educators work daily with assigned students and are currently not assigned non-instructional duties.	

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	No	school wide Title I system	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes	HMS SBDM Staffing Allocations and Title I Allocations funding is used to supplement.	

KDE Comprehensive School Improvement Plan

Hopkinsville Middle School

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

Compliance and Accountability - Middle 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 TELL KY Survey results.

Goal 1:

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

Measurable Objective 1:

collaborate to measure progress toward creating an educational culture of continuous growth through shared partnerships and responsibilities by 06/30/2015 as measured by responses from stakeholders on the Tell Survey (Spring 2015).

Strategy1:

Promote Effective Communications - Improve working conditions from 2012 TELL Survey in the area of communication with all stakeholders.

Category: Stakeholder Engagement

Research Cited:

Activity - IC/emails/faculty meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Effective communication between stakeholders by various methods	Other			08/05/2014	05/31/2015	\$0 - District Funding	Administration/CS/AHOY

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide teachers and engage in effect Professional Learning Communities	Professional Learning			08/05/2014	05/31/2015	\$0 - No Funding Required	District / Administration / CS /IBC

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

Goal 1:

All students at Hopkinsville Middle School will increase the percentage of students reaching proficiency in all content areas.

Measurable Objective 1:

A 59% increase of All Students will demonstrate a proficiency in mastering content standards in Mathematics by 05/31/2015 as measured by multiple school measures (K-PREP, EXPLORE, Discovery, Unit and Common Assessments).

KDE Comprehensive School Improvement Plan

Hopkinsville Middle School

Strategy1:

Response to Intervention (RtI) Mathematics Classes - Classes/Professional Development will be addressed to provided necessary interventions for students

Category: Learning Systems

Research Cited:

Activity - Do the Math Now	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math Intervention Program (January 2015)	Academic Support Program			01/05/2015	05/31/2015	\$0 - Grant Funds	Teachers / CS

Activity - Intentional Scheduling of RtI Classes	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intentional scheduling of students to classes for interventions to meet their needs in mathematics instruction	Academic Support Program			08/05/2014	05/31/2015	\$0 - No Funding Required	Guidance / Administration

Strategy2:

Professional Learning Community - Mathematics - Weekly PLC will be held with math teachers to work on curriculum and instruction

Category: Professional Learning & Support

Research Cited: DuFour

Activity - KMGSI Mathematics Design Collaborative (MDC)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
KDE academic initiative to support mathematics instruction in the middle school classroom	Academic Support Program			08/05/2014	05/31/2015	\$0 - District Funding	Math CS / Teachers

Activity - Student Performance Data Analysis-Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Various formative and summative assessments will be analyzed for student strengths, areas to improve instruction, growth of students, and gaps in curriculum.	Professional Learning			08/05/2014	05/31/2015	\$0 - No Funding Required	Administration / CS / IBC / Teachers

Activity - Student Engagement Training- Mathematics	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development in Total Participation and other engagement strategies to address Tier I students in the classroom. This process will be accomplished through PLCs.	Professional Learning			08/05/2014	05/31/2015	\$0 - No Funding Required	CS / Math CS / IBC

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Activity - Common Assessments / Units	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers along with CS will develop common assessments and units at each grade level.	Direct Instruction			08/05/2014	05/31/2015	\$0 - No Funding Required	Math CS / Teachers

Measurable Objective 2:

A 63% increase of All Students will demonstrate a proficiency in mastering content standards, comprehension and fluency skills in Reading by 05/31/2015 as measured by multiple school measures (K-PREP, Discovery, EXPLORE, Unit and Common Assessments. .

Strategy1:

Professional Learning Community - Reading teachers meet weekly in a Professional Learning Community to prepare common units, assessments, disaggregated data, identify target students for Response to Intervention (Rtl) needs.

Category: Learning Systems

Research Cited: Dufour

Activity - Student Performance Data Analysis - Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Various formative and summative assessments will be analyzed for student strengths, areas to improve instruction, growth of students, and gaps in curriculum	Professional Learning			08/05/2014	05/31/2015	\$0 - No Funding Required	Administration / CS / IBC / Teachers

Activity - KMGS Literacy Design Collaborative (LDC)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
KDE sponsored initiative to support reading in the content areas	Academic Support Program			08/05/2014	05/31/2015	\$0 - District Funding	CS / Teachers

Activity - Student Engagement Training-Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development in Total Participation and other engagement strategies to address Tier I students in the classroom. This process will be accomplished through PLCs.	Direct Instruction			08/05/2014	05/31/2015	\$0 - No Funding Required	CS / IBC

Activity - Common Unit/Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weekly PLC	Professional Learning			08/05/2014	05/31/2015	\$0 - No Funding Required	Administration / Teachers / CS / IBC

Strategy2:

Response to Intervention (Rtl) Reading Classes - Students will be placed in interventions according to their reading needs.

Category: Continuous Improvement

KDE Comprehensive School Improvement Plan

Hopkinsville Middle School

Research Cited: Specific Skill / Direct Instruction

Activity - Professional Development Achieve 3000	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional learning for teachers each semester to administer the Achieve 3000 program with students.	Professional Learning			08/05/2014	05/31/2015	\$1000 - School Council Funds	Teachers / CS

Activity - Achieve 3000, Read 180 & System 44	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Response to Intervention classes - Achieve 3000 (Tier II) and Read 180/System 44 (Tier III). Computer-based, independent, small group instruction will be scheduled for all students scoring below grade level in lexiles.	Academic Support Program			08/05/2014	05/31/2015	\$0 - District Funding	Administration / Teachers / CS / IBC

Activity - Intentional Scheduling of Rtl Classes	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Master schedule will include Response to Intervention Classes	Academic Support Program			08/05/2014	05/31/2015	\$0 - No Funding Required	Administration / Guidance

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Close the achievement gap among students at Hopkinsville Middle School

Measurable Objective 1:

A 59% increase of All Students will demonstrate a proficiency measure of progress toward mastering content standards in Science by 05/31/2015 as measured by multiple school measures (K-PREP, EXPLORE, Discovery, Unit and Common Assessments).

Strategy1:

Science Enrichment - Gap students will receive science enrichment to help close the achievement gap.

Category: Learning Systems

Research Cited:

Activity - Science Enrichment Classes	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science Enrichment classes will be offered at Grade 7.	Academic Support Program			08/05/2014	05/31/2015	\$0 - No Funding Required	Administration / Guidance / Teachers

KDE Comprehensive School Improvement Plan

Hopkinsville Middle School

Measurable Objective 2:

A 45% increase of All Students will demonstrate a proficiency measure of progress toward mastering content standards in Mathematics by 05/31/2015 as measured by multiple school measures (K-PREP, Discovery, Unit and Common Assessments).

Strategy1:

Literacy Interventions - Gap students will be mentored and scheduled for a variety of interventions to help close the achievement gap.

Category: Continuous Improvement

Research Cited:

Activity - Response to Intervention (Rtl) Reading Classes	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Gap students will be scheduled for reading support classes to help close the achievement gap.	Academic Support Program			08/05/2014	05/31/2015	\$0 - No Funding Required	Administration / Guidance / CS / Teachers / IBC

Measurable Objective 3:

A 35% increase of All Students will demonstrate a proficiency measure of progress toward mastering content standards in Mathematics by 05/31/2015 as measured by multiple school measures (K-PREP, Discovery, Unit and Common Assessments).

Strategy1:

Mathematics Interventions - Gap students will be mentored, and assigned various interventions to help close the achievement gap.

Category: Learning Systems

Research Cited:

Activity - Response to Intervention (Rtl) Mathematics Classes	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Gap students will receive additional support in mathematics to help close the achievement gap.	Academic Support Program			08/05/2014	05/31/2015	\$0 - No Funding Required	Administration / Guidance / Teachers

Measurable Objective 4:

A 59% increase of All Students will demonstrate a proficiency measure of progress toward mastering content standards in Social Studies by 05/31/2015 as measured by multiple school measures (K-PREP, Discovery, Unit and Common Assessments).

Strategy1:

Social Studies Enrichment - Gap students will receive Social Studies Enrichment to help close the achievement gap.

Category: Continuous Improvement

Research Cited:

KDE Comprehensive School Improvement Plan

Hopkinsville Middle School

Activity - Economic & World Geography	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Enrichment classes to help close the achievement gap	Academic Support Program			08/05/2014	05/31/2015	\$0 - No Funding Required	Administration / Guidance / Teachers

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

Goal 1:
All students at Hopkinsville Middle School will reach college and career readiness measures identified by the Kentucky Department of Education

Measurable Objective 1:
A total of 100 All Students will collaborate to obtain skills necessary to be college and career ready in Career & Technical by 05/31/2015 as measured by Program Review.

Strategy1:
Collection and Use of Data for Program Reviews/Wellness Policy - School teams meet to analyze the implementation processes in the Arts and Humanity, Practical Living and Career Studies, and in the Writing Program Reviews. The Wellness Policy is looked at yearly to determine if students are receive enough physical activity during the year. All plans are reviewed yearly.
Category: Continuous Improvement
Research Cited: KDE Program Reviews / Wellness Policy

Activity - Student Evidence	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collection of data	Academic Support Program			08/05/2014	05/31/2015	\$0 - No Funding Required	Program Review Team (data collection) / Teachers

School Safety Diagnostic

Introduction

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

School Safety Requirements

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

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes	See attached EMP and SBDM minutes from Oct. 28, 2013	Emergency Plan Policy SMDM Minutes from 10-28-13

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	See EMP and SBDM minutes from Oct. 28, 2013	

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

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes	Plan updated and reviewed by SBDM on Nov. 24, 2014. In July 2014 the plan was reviewed by administrators and first responders.	

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes	Aug. 4, 2014 See attached agenda	Opening Day Agenda

Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	Yes	Administration met with SRO that is assigned to HMS and fire officials in July 2014 to review the EMP. District sends EMP plans to other first responders.	

KDE Comprehensive School Improvement Plan

Hopkinsville Middle School

Label	Assurance	Response	Comment	Attachment
9.	Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?	Yes	See attached evacuation route maps. Administration checks to see that maps are posted in each room at the doorway used for evacuation.	Emergency Map

Label	Assurance	Response	Comment	Attachment
10.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	July 2014	

Label	Assurance	Response	Comment	Attachment
11.	Have practices been developed for students to follow during an earthquake?	Yes	Drills are done according to guidelines and recorded in drill logs turned in to the district.	

Label	Assurance	Response	Comment	Attachment
12.	Has each school developed and adhered to practices designed to ensure control of access to each school (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?	Yes	All doors are locked. Visitors to the building must be buzzed in by office staff. Locked doors are placed inside the lobby to prevent visitors from being able to enter the building without first reporting to the office. Once visitors enter they must report to the office to sign in, present ID and get a name badge to wear if they enter the building further. The name badge signifies to the rest of the staff the visitor has been approved to enter the building.	

Label	Assurance	Response	Comment	Attachment
13.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes	Aug. 2014 See Drill Log turned in to central office	

Label	Assurance	Response	Comment	Attachment
14.	Are processes in place to ensure all four emergency response drills (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	Yes	Aug. 2014 A schedule is prepared and recorded on the drill logs turned in to the central office.	