Comprehensive School Improvement

Plan

Harrison County Middle School

Harrison County

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Executive Summary

Introduction

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

Needs Assessment: http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf
Goals: http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf
Objectives: http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf
Strategies: http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf
Activities: http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf
Executive Summary: http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf

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

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

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

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

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

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

Equitable Access to Effective Educators - School

Label	Assurance	Response	Comment	Attachment
School Equity Data (1)	Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration. *Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover. **The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:	I acknowledge that I have uploaded the School Equity Data.		Equitable Education 2016-17

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

We are very fortunate at HCMS to have a relatively small turnover rate in our teaching staff. The average years teaching experience on staff is 14.1 years. All teachers are highly qualified, and they all achieved meeting their growth goals from last year.   This is a testament to the hard work that our teachers put in on a daily basis.

Several years ago, the administration decided to do weekly walkthroughs to provide regular feedback to all teachers. This was not meant to be a punitive situation. It was developed to give teachers instant feedback and help them truly understand the importance of student engagement and time on task. This has truly been a pivotal experience for all involved.

It is also important to point out that with the high number of lower socioeconomic and special needs students that we have, the ability to provide both groups with an equitable education has been proven in the fact that most of our teaching staff has been on staff for over 14 years. We have only 15% of our teaching staff with fewer than 3 years teaching experience. What is even more important to point out is that all teachers, including the 15% nontenured teachers, are highly qualified.

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

Our largest barrier is funding positions. We offer a class that focuses on Engineering. It is combined with our high school's Project Lead the Way program.   We can not fund an entire position in order to offer too all students the ability to get some exposure to engineering.   We also have a German class that is taught by one of the administrators that cannot be funded for the entire day. We virtually have two people who are giving up their time to teach the two classes in order to be able to expose some students to very valuable programs. If we had the money to fund the two teachers, we would be able to offer the two programs to everyone.

These two areas are the only issue we have with providing all students with an equitable education. We would like to be able to offer these two programs to the entire student body but we simply cannot afford to hire the two teachers needed to offer them.

Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover. ***Goals should reflect an analysis of barriers, root causes and strategies.	I acknowledge that I have uploaded the School Equity Goal Data.		School Equity Goals 2016-17

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

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

OR

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

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

Goal 1:

All HCMS non-duplicated GAP students need to increase the percent proficient in reading and math from 47% to 57% by May 2017.

Measurable Objective 1:

demonstrate a proficiency with our non-duplicated GAP students in the area of reading and math by 05/12/2017 as measured by the results of the spring KPREP assessment.

Strategy1:

Student Monitoring - Teachers will identify all non-duplicated GAP students not performing at a proficient level. Furthermore, special attention will be paid to GAP students consistently performing at high ends of the NAPD scale. They will determine if the student is a mover by looking at whether they are a high end novice/apprentice performer or not. They will monitor the progress of these students focusing on any GAP student who they have identified as a mover (someone on the high end of novice and apprentice). They will use the KPREP spring

results, MAP 1 and class scores to help them identify these movers. Once they have created this list they will share with administration so that administration can join in with them in helping motivate the students to perform. Making this list and having teachers know who is a possible mover can help teachers develop instruction that will help motivate those students to move.

Category: Continuous Improvement

Research Cited:

Activity - Reward Day focusing on Improvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students showing growth from MAP 1 to MAP 2 in the areas of ELA, Math, and Language Arts will be awarded dress down days and an in school dance.	Academic Support Program	08/22/2016	04/28/2017	$750 - General Fund	Stacy Lemons Robin Glascock Mike McIntire Todd Harp

Strategy2:

Name and Claim - All ELA and Math teachers will select 10 students from the non-duplicated GAP list who are performing at a high novice or high apprentice end to move up to the next level. They will monitor those students and develop relationships with those students to help promote student motivation and engagement.

Category: Learning Systems

Research Cited:

Activity - Individual Attention/ Relationship Building	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
By building a relationship with the identified students, teachers can help motivate the student to learn and grow.	Academic Support Program	10/17/2016	05/12/2017	$0 - No Funding Required	All teachers.

Strategy3:

Relationship Building - We have developed an advisor/advisee mentoring program this year that we are hoping will allow teachers to build relationships with students and help them understand how it is important to grow as a student. The teachers and students will meet when midterms come out, report cards come out, and after each MAP assessment to record their scores and discuss how those scores need to show growth. We are hoping this will bring long term awareness of student growth.

Category: Stakeholder Engagement

Research Cited:

Activity - Advisor/Advisee Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will be assigned a teacher and after each midterm, 9-weeks grade, MAP assessment, they will go back to that teacher and fill in a tracker sheet. The teacher will then discuss with their group of students what the grades and scores mean as related to growth and improvement.	Academic Support Program	09/25/2015	05/20/2016	$0 - No Funding Required	Tracy Childers Robin Glascock Mike McIntire Todd Harp

Goal 2:

Harrison County Middle School teachers will develop student growth goals more closely related to school improvement goals and the percentage of effective teachers will remain at the current status.

Measurable Objective 1:

increase student growth by developing student growth goals that focus on student improvement by 05/12/2017 as measured by the results of the spring KPREP assessment and results of the PGES evaluation system..

Strategy1:

Teacher reflection - At the beginning of the year, we will meet with teachers who have had low scores on KPREP and also the teachers who excelled. Teachers need to know if they are performing or not and this will also allow the administration to offer any help needed for their improvement to to sustain excellence.

Category: Professional Learning & Support

Research Cited:

Activity - Meetings with teachers about KPREP results	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Meetings at the beginning of the year with teachers whose performance, based on their specific tested population, showed overall strength or overall need for improvement. Additionally, their reflection on how to improve their teaching and future student performance.	Professional Learning	08/05/2016	09/02/2016	$0 - No Funding Required	Mike McIntire Robin Glascock Todd Harp

Strategy2:

Teacher Monitoring - Teachers will meet with administration to regularly discuss progress in classroom.

Category: Professional Learning & Support

Research Cited:

Activity - Walk - throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration will conduct weekly walk-throughs monitoring instruction. They will then meet with teachers periodically to discuss instructional strengths/issues and progress on student growth.	Professional Learning	09/05/2016	05/12/2017	$0 - No Funding Required	Mike McIntire Robin Glascock Todd Harp

Strategy3:

Teacher PLCs - Teachers met the first few weeks of school as departments/PLCs to discuss their individual student growth goals. All teachers with the exception of the exploratory teachers developed a student growth goal that would focus on areas of improvement for the school.

Category: Teacher PGES

Research Cited:

Activity - Monthly Department Meetings/PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers meet with their departments on a monthly basis to discuss progress of school improvement and progress of students growth goals.	Professional Learning	08/15/2016	05/12/2017	$0 - No Funding Required	Department Chairs

Phase I - The Missing Piece

Introduction

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

Stakeholders

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

The administrators along with the feedback from department chairs.

Mike McIntire

Todd Harp

Robin Glascock

Stacy Lemons

Leann Brannock

John McEwan

Jean Jones

Debbie Pulliam

Linda King

Relationship Building

Overall Rating: 3.0

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report their relationship with school staff is about discussing student academic performance and/or behavior.	Apprentice

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

	Statement or Question	Response	Rating
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Proficient

	Statement or Question	Response	Rating
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Parents are invited to attend school activities related to their own child and are encouraged to attend parent teacher conferences.	Apprentice

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

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

	Statement or Question	Response	Rating
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	Staff occasionally asks for feedback on school's efforts to welcome and engage parents, in an informal or casual way with no regular data collection.	Apprentice

Communications

Overall Rating: 2.43

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

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

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

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

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

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	Parents are not encouraged to give feedback on school or student performance.	Novice

	Statement or Question	Response	Rating
3.7	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	School staff develops a short survey that is distributed to parents, response rate is low and results are not shared with all stakeholders.	Novice

Decision Making

Overall Rating: 1.43

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	Parents elected to serve on school council are invited to attend basic district training. No effort to include other parents on SBDM committees.	Novice

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council has parent members as required by law, parents are not asked to serve on committees, meeting time and place is determined by principal. Low voter turnout for SBDM parent election.	Novice

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council chair sends council minutes to largest parent organization with no follow-up.	Novice

	Statement or Question	Response	Rating
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council has some parent involvement action items imbedded in a few components. They are usually not measurable, have little to no funding, and consistent implementation and impact checking is not done.	Novice

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

	Statement or Question	Response	Rating
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are sometimes encouraged to take part in discussions about school improvement.	Apprentice

	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	Teachers share information from year to year with parents who serve on the school council and/or overlaps council terms of parents.	Novice

Advocacy

Overall Rating: 3.0

	Statement or Question	**Response**	**Rating**
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the students' academic goals and learning needs.	Proficient

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

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

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

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

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

Learning Opportunities

Overall Rating: 2.0

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such 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.	School provides open house and family nights for some parents to learn about: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities for parents to participate on councils and SBDM 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.	Apprentice

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

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

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

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

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

Community Partnerships

Overall Rating: 2.67

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership periodically meets with some business leaders to discuss information on student achievement.	Apprentice

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

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Employer-partners adopt practices to promote and support parent and volunteer participation in students' education.	Apprentice

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

	Statement or Question	Response	Rating
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	Parents make active use of school and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title 1 coordinators connect family with community resources and follow up).	Proficient

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

Reflection

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

Cynthiana is a small community located 22 miles Northeast of Georgetown, north of Lexington, and south of Cincinnati. The largest employer next to the school system is the manufacturing company of 3M.   This company plays a vital role in helping the school district meet many of it's technological needs. They have partnered with all schools and they fund many technology projects our schools develop through their Ingenuity Grant.

Other than 3M, there are only a few smaller clubs that help the schools out when they need it: Rotary Club, Lions Club, and the Boys and Girls Scouts are just to name a few. The school system relies on these smaller clubs to help in the area of personal needs such as glasses, supplies, and help at school functions.

With that said, it is no wonder that we have low parental involvement. Most parents are working during the times that we would have to have their assistance. It is very difficult to get them to come in to help serve on a committee that meets right after school. This is definitely as area that we need to work on in the future.

Report Summary

Scores By Section

Section Score
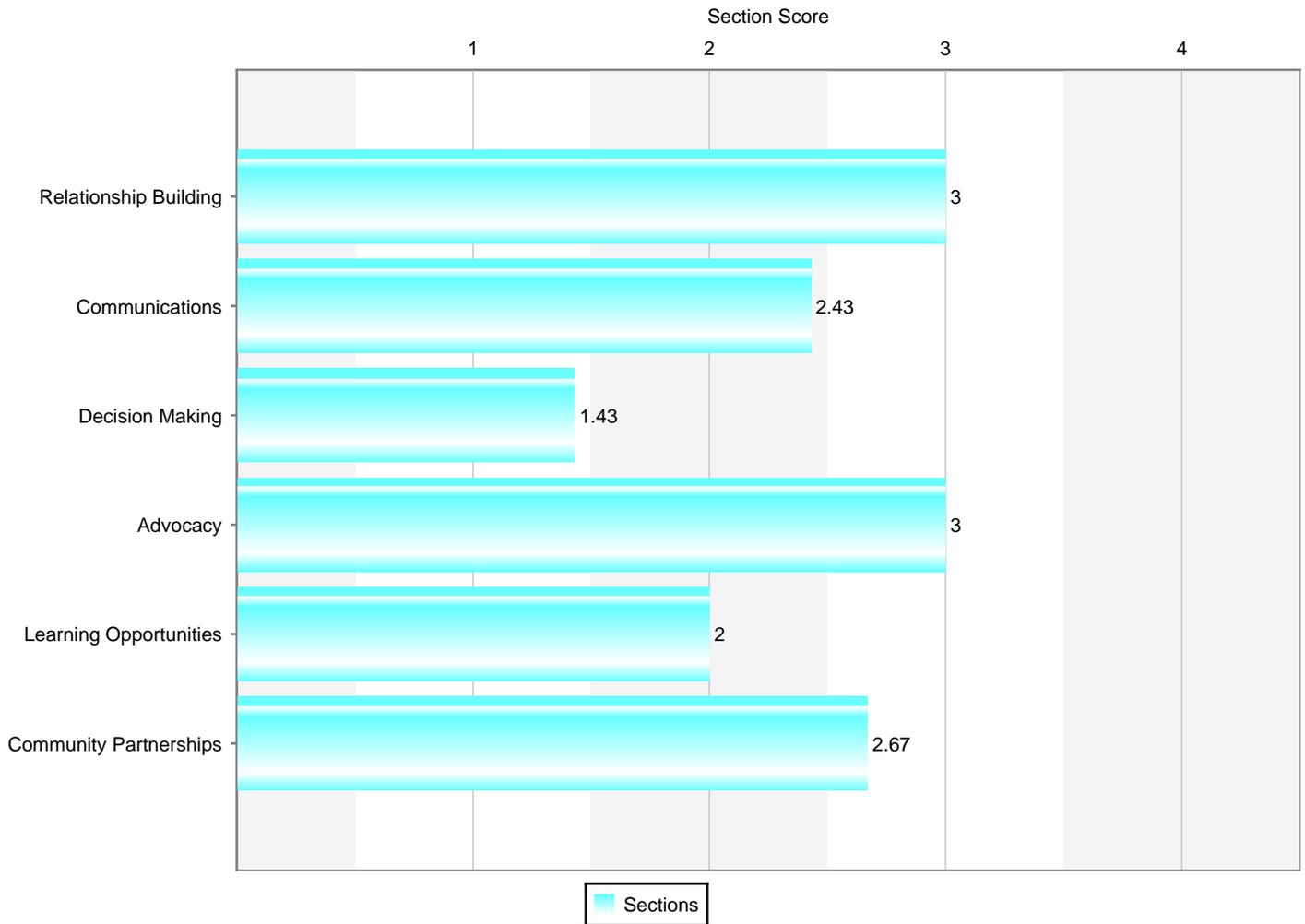
Improvement Plan Stakeholder Involvement

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.

Harrison County Middle School has established itself as a school that encourages the teaming process in school improvement and goal setting. We have several committees and teams established to enhance our learning environment. Each committee has a specific task to assist with school improvement.

New to the 2016-17 school year is a district leadership team that is being trained through the Toyota Leadership Team. Through our Chief Academic Officer, our district was developed a team of teachers and administrators who went through leadership training by the Toyota Corporation. After this training, these teachers and administrators will help develop district initiatives for school improvement. The teachers and administrators selected to participate were people who we want to grow as leaders. Our school was able to select two teacher representatives and an administrator. These people will meet regularly to help make decisions for school improvement.

On the school level, we have a school leadership committee comprised of the department heads and the team leaders. This committee meets when necessary to discuss any school wide initiatives needed for improvement.

We also have a student leadership team who works closely with another important committee to improve student motivation. We have a Reward Committee comprised of the three administrators and teachers who wanted to volunteer their time for helping develop strategies for student motivation. This committee, along with the Student Leadership Committee, focuses on establishing rewards for behavior and academic achievement. The two teams work closely to develop rewards that will help motivate students to behave and achieve. The Reward Committee develops the goals of achievement and the students work to develop the rewards that will help motivate their peers to achieve those goals. The students chosen for this Student Leadership committee, were selected through teacher nominations.

Another committee that is instrumental in school improvement is the Home, School, and Community Committee. This committee is comprised of teacher volunteers who develop activities and events that help bring the staff together and boost morale. It also focuses on developing ways to bring parents into the school.

Finally, our school focuses on using the teaming concept. There are two teams in each grade, and these teams of teachers have common planning. This allows for the team to set up parent/teacher conferences when necessary. Each team is comprised of teachers from the four main academic areas and a collaborative special education teacher. By sharing the same plan time, they can meet to discuss any concerns they may have academically or behaviorally with any of their teams' students. This also allows administration to meet with them monthly to discuss any needs or concerns they may have.

Our most important committee is most definitely our Site Base Decision Making committee who meets monthly to discuss school improvement. These members are selected by a nomination and voting process. When the school improvement plan is developed, they are the final voice in making sure that HCMS is on the correct path to improvement. They will approve the plan and oversee the implementation.

We strive as a school to include parents in as many decisions as possible; however, parent involvement is really at a minimal. We do not

have a parent organization, but we do have a committee of 8th grade parents who meet to plan the end of the year 8th grade dance. We depend primarily on our parent representation on the Site Base Council to help with decision making. The principal has worked diligently to establish a way to communicate with parents and also be able to receive input. He has sign-ups at our registration every summer for parents who want our weekly newsletter through e-mail. Every year, the number of parents who signs up increases immensely.

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

Department chairs meet with their department when scores are released to look at the results and analyze the data. They develop a plan of action as to what worked with improving the scores and what did not work. They forward this information on to the assistant principal who focuses on curriculum and school improvement. The administrators meet to review all responses from departments and then decides what will need to be done differently, if anything. The curriculum administrator develops the school improvement plan where he/she then presents to the departments to look over. If there are no changes needed, the plan then moves on to Site Base Council. If there are changes needed, it goes back to the curriculum administrator who makes the changes and then presents it to the Site Base Council. The council must then either approve it or ask that some of the plan be changed. If approved, it is then sent out to all teachers and District personnel.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

Administration meets with all teachers during grade level meetings and presents the condensed version of the improvement plan. Once approved by Site Base Council, it also goes to the district level for publishing on our district website.
The curriculum administrator attends SBDM meetings bimonthly to do an update of the improvement plan to let everyone know where we are with the process.

Phase I - Needs Assessment

Introduction

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

Data Analysis

What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you? What does the data/information not tell you?

As with analyzing all data, the questions that one might find themselves asking focus on improvement:

1) What does the data indicate that we did right? In other words, is there anything to indicate why we improved?
2) Second most important question is always, what area does the data tell us we are lacking in our performance?
3) Can the data show us specific problem areas with the content?

The data can indicate specific areas that we show strengths as well as specific areas that we show weaknesses. Our scores increased in all content areas except writing. The data also indicates that even though we increased in all areas we are still not hitting our target numbers for total proficient/distinguished performers, especially with the GAP groups. Although we did increase the most in the area of GAP performance, there are still discrepancies in other areas not counted toward our GAP score such as gender, race, and disability. The state has developed goals for us to meet each year and we have not meet the goals set by the state, however we did meet our AMO for the year as well as our participation rate.

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?

Our area of strength this year was in novice reduction and identifying students in the non-duplicated GAP group who we thought could be moved from a novice to apprentice or apprentice to proficient in both areas of reading and math.   Our scores increased in all content areas with the exception of writing. The highest increase occurred in the area of Social Studies where we had a 2.7 novice percentage and an overall score of 79.4.   Our novice percentage was down from 6.6 the previous year and our overall score was up from 72.1.

We implemented what we called the "Name and Claim" approach to teaching math and reading. All of our math and reading teachers had to identify 8-10 students who they felt they could move from novice to apprentice and 8-10 students who they felt they could move from apprentice to proficient. Teachers would then develop a relationship with these students as well as keeping an eye on them in class, plus working with them during RtI times and ESS time. We truly believe this is what helped with Novice reduction and an increase in our overall score. When you focus on novice reduction especially with the non-duplicated GAP groups, you are not only focusing on increasing the score, but you also will increase student growth and close the achievement GAP. We plan to continue with this practice this year.

Our overall score went from a 59.8 to a 72.6 which put us in several categories. We are a School of Distinction. Because our score went up so much, we are a High Progress School.   We also have been categorized as a distinguished school that is progressing. We have so much to celebrate.

Opportunities for Improvement

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

We dropped in writing both ODW and Language and Mechanics. We went from a 55.7 last year to a 52.2 in On Demand Writing this year. We also went from a 65.2 last year to a 52.4 this year in Language and Mechanics. This is definitely an area of concern.   We used data from the past to show a steady decrease in On Demand Writing. With that information, administration decided to replace our extra reading teacher in 7th grade with an extra Writing teacher for the 8th grade. This teacher will teach a team a semester and will rotate with the Agriculture teacher. We are hoping this will impact our writing scores this year.

Conclusion

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

With the increase in our scores this year and the status of School of Distinction bestowed upon our school, I think our focus is going to be to try to maintain the course with which we have set. We want to make sure that we get the students to "buy into" the end results. Last year, we focused on motivating the students to care about their success. We implemented a reward system that recognized students who increased on the MAP assessment. We have seen that our MAP scores are reflective of our spring KPREP results, so we have designed a reward system that recognizes students who grow and increase their scores on MAP assessment. We have taught the students the scoring scale, and they are actually anxious to see if they have grown after each test. This excitement with each test given is a true testament of the buy-in we had with students.

Also, with the addition of a writing teacher who will teach specific writing skills to 8th graders for a semester, our hope is that writing scores will be impacted in a positive way.

HCMS Comprehensive School Improvement Plan 2016-17

Overview

Plan Name

HCMS Comprehensive School Improvement Plan 2016-17

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	There will be a 10% increase in the proficiency performance in each area of the KPREP assessment, as well as a 10% reduction in novice performance in 2017.	Objectives: 2 Strategies: 2 Activities: 3	Organizational	$1050
2	Harrison County Middle School students will increase the proficiency percentage for the average and combined reading and math K-PREP scores from 49% to 60% in 2017 with an additional focus on preparing 8th graders for College and Career Readiness.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	$8500
3	All HCMS non-duplicated GAP students need to increase the percent proficient in reading and math from 47% to 57% by May 2017.	Objectives: 1 Strategies: 3 Activities: 3	Organizational	$750
4	Harrison County Middle School teachers will develop student growth goals more closely related to school improvement goals and the percentage of effective teachers will remain at the current status.	Objectives: 1 Strategies: 3 Activities: 3	Organizational	$0

Goal 1: There will be a 10% increase in the proficiency performance in each area of the KPREP assessment, as well as a 10% reduction in novice performance in 2017.

Measurable Objective 1:

increase student growth in all content areas of the KPREP assessment, by 05/12/2017 as measured by the results of the spring KPREP assessment.

Strategy 1:

Student Motivation - The HCMS Reward committee will develop school-wide activities to increase student engagement.

Category: Stakeholder Engagement

Activity - Reward Day focusing on IMPROVEMENT	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A "Performance Week" will be given to students who showed growth from MAP assessment 1 to MAP assessment 2. The student leadership team will develop dress -up days for a week in January and if students have shown growth in the areas ELA/ Math area they will be awarded two days for each area improved. There will also be an in school dance for students who showed any growth at all.	Academic Support Program	10/17/2016	04/28/2017	$750	General Fund	Stacy Lemons Robin Glascock Mike McIntire Todd Harp

Activity - Wall of Fame	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who score straight proficient and distinguished will have their names placed on a plaque that will go up on the wall in the front hallway.	Academic Support Program	10/17/2016	05/12/2017	$300	General Fund	Donna Williams Robin Glascock

Measurable Objective 2:

increase student growth in the areas of reading and math by 05/12/2017 as measured by an increase in student scores on KPREP Spring assessment in 2017.

Strategy 1:

Name and Claim - All ELA and Math teachers will select 10 students identified as a GAP student who they feel they can move from the apprentice level to the proficient level. Teachers will work with these students throughout the year with intentionality.   They will monitor their growth through the use of MAP assessment and formative assessments.

Category: Learning Systems

Activity - Individual Attention/ Relationship Building	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work individually with the identified students during RtI time and any extra class time. Teachers will also develop positive relationships with these students to help with motivation and engaement.	Academic Support Program	10/17/2016	05/12/2017	$0	No Funding Required	All Staff members

Goal 2: Harrison County Middle School students will increase the proficiency percentage for the average and combined reading and math K-PREP scores from 49% to 60% in 2017 with an additional focus on preparing 8th graders for College and Career Readiness.

Measurable Objective 1:

demonstrate student proficiency (pass rate) in reading skills and strategies in English Language Arts by 05/12/2017 as measured by the results of the spring KPREP assessment.

Strategy 1:

Tiered Intervention Time - Teachers will use KPREP data from the spring, MAP data from the beginning of the year, and classroom data to determine the 20 lowest preforming students in reading and math. These students will be placed in an RtI class that is focused on helping them overcome problem areas. Teachers will use differentiated instruction and computer programs to monitor each of these student's progress. Teachers will also select a second tier of students that are identified as the movers. These students are high end novice and high end apprentice. This second group will also receive differentiated instruction in order to address areas of concern. These students will be monitored for movement out of RtI or movement to the next level.

Category: Management Systems

Activity - Differentiated Instruction and Computer programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This RtI time is designed to allow the teachers to develop instruction to meet the needs of our students performing at the novice level, as well as the students performing at high end novice and high end apprentice.	Academic Support Program	10/17/2016	05/12/2017	$1000	Other	ELA and Math teachers, Principal, Assistant Principal

Strategy 2:

Student Monitoring - Teachers will monitor student progress in ELA and Math using MAP data and the classroom common assessment. By monitoring, teachers can develop lists of students who they can focus on throughout the year for improvement. Teachers will be able to identify students who may need to move into the RtI class or maybe just need referring to ESS for additional help. A more focused approach on reducing novice and moving students to the next level will help our overall improvement. Once teachers identify and put names to faces, they will be able to focus on them and watch for progress.

Category: Management Systems

Activity - Student Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Students will be assessed 3 times within the year in the area of ELA and math using the web-based program MAP. Teachers will use this program along with common assessments and class work to identify struggling students. This will allow them to have a more focused approach with these students.	Academic Support Program	08/22/2016	05/12/2017	$7500	District Funding	ELA Teachers, Principal, Assistant Principal

Goal 3: All HCMS non-duplicated GAP students need to increase the percent proficient in reading and math from 47% to 57% by May 2017.

Measurable Objective 1:

demonstrate a proficiency with our non-duplicated GAP students in the area of reading and math by 05/12/2017 as measured by the results of the spring KPREP assessment.

Strategy 1:

Student Monitoring - Teachers will identify all non-duplicated GAP students not performing at a proficient level. Furthermore, special attention will be paid to GAP students consistently performing at high ends of the NAPD scale. They will determine if the student is a mover by looking at whether they are a high end novice/apprentice performer or not. They will monitor the progress of these students focusing on any GAP student who they have identified as a mover (someone on the high end of novice and apprentice).   They will use the KPREP spring results, MAP 1 and class scores to help them identify these movers. Once they have created this list they will share with administration so that administration can join in with them in helping motivate the students to perform. Making this list and having teachers know who is a possible mover can help teachers develop instruction that will help motivate those students to move.

Category: Continuous Improvement

Activity - Reward Day focusing on Improvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students showing growth from MAP 1 to MAP 2 in the areas of ELA, Math, and Language Arts will be awarded dress down days and an in school dance.	Academic Support Program	08/22/2016	04/28/2017	$750	General Fund	Stacy Lemons Robin Glascock Mike McIntire Todd Harp

Strategy 2:

Relationship Building - We have developed an advisor/advisee mentoring program this year that we are hoping will allow teachers to build relationships with students and help them understand how it is important to grow as a student.   The teachers and students will meet when midterms come out, report cards come out, and after each MAP assessment to record their scores and discuss how those scores need to show growth. We are hoping this will bring long term awareness of student growth.

Category: Stakeholder Engagement

Activity - Advisor/Advisee Mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will be assigned a teacher and after each midterm, 9-weeks grade, MAP assessment, they will go back to that teacher and fill in a tracker sheet. The teacher will then discuss with their group of students what the grades and scores mean as related to growth and improvement.	Academic Support Program	09/25/2015	05/20/2016	$0	No Funding Required	Tracy Childers Robin Glascock Mike McIntire Todd Harp

Strategy 3:

Name and Claim - All ELA and Math teachers will select 10 students from the non-duplicated GAP list who are performing at a high novice or high apprentice end to move up to the next level. They will monitor those students and develop relationships with those students to help promote student motivation and engagement.

Category: Learning Systems

Activity - Individual Attention/ Relationship Building	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
By building a relationship with the identified students, teachers can help motivate the student to learn and grow.	Academic Support Program	10/17/2016	05/12/2017	$0	No Funding Required	All teachers.

Goal 4: Harrison County Middle School teachers will develop student growth goals more closely related to school improvement goals and the percentage of effective teachers will remain at the current status.

Measurable Objective 1:

increase student growth by developing student growth goals that focus on student improvement by 05/12/2017 as measured by the results of the spring KPREP assessment and results of the PGES evaluation system..

Strategy 1:

Teacher PLCs - Teachers met the first few weeks of school as departments/PLCs to discuss their individual student growth goals. All teachers with the exception of the exploratory teachers developed a student growth goal that would focus on areas of improvement for the school.

Category: Teacher PGES

Activity - Monthly Department Meetings/PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers meet with their departments on a monthly basis to discuss progress of school improvement and progress of students growth goals.	Professional Learning	08/15/2016	05/12/2017	$0	No Funding Required	Department Chairs

Strategy 2:

Teacher Monitoring - Teachers will meet with administration to regularly discuss progress in classroom.

Category: Professional Learning & Support

Activity - Walk - throughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will conduct weekly walk-throughs monitoring instruction. They will then meet with teachers periodically to discuss instructional strengths/issues and progress on student growth.	Professional Learning	09/05/2016	05/12/2017	$0	No Funding Required	Mike McIntire Robin Glascock Todd Harp

Strategy 3:

Teacher reflection - At the beginning of the year, we will meet with teachers who have had low scores on KPREP and also the teachers who excelled. Teachers need

to know if they are performing or not and this will also allow the administration to offer any help needed for their improvement to to sustain excellence.

Category: Professional Learning & Support

Activity - Meetings with teachers about KPREP results	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Meetings at the beginning of the year with teachers whose performance, based on their specific tested population, showed overall strength or overall need for improvement. Additionally, their reflection on how to improve their teaching and future student performance.	Professional Learning	08/05/2016	09/02/2016	$0	No Funding Required	Mike McIntire Robin Glascock Todd Harp

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Differentiated Instruction and Computer programs	This RtI time is designed to allow the teachers to develop instruction to meet the needs of our students performing at the novice level, as well as the students performing at high end novice and high end apprentice.	Academic Support Program	10/17/2016	05/12/2017	$1000	ELA and Math teachers, Principal, Assistant Principal
				Total	$1000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reward Day focusing on Improvement	Students showing growth from MAP 1 to MAP 2 in the areas of ELA, Math, and Language Arts will be awarded dress down days and an in school dance.	Academic Support Program	08/22/2016	04/28/2017	$750	Stacy Lemons Robin Glascock Mike McIntire Todd Harp
Reward Day focusing on IMPROVEMENT	A "Performance Week" will be given to students who showed growth from MAP assessment 1 to MAP assessment 2. The student leadership team will develop dress -up days for a week in January and if students have shown growth in the areas ELA/ Math area they will be awarded two days for each area improved. There will also be an in school dance for students who showed any growth at all.	Academic Support Program	10/17/2016	04/28/2017	$750	Stacy Lemons Robin Glascock Mike McIntire Todd Harp
Wall of Fame	Students who score straight proficient and distinguished will have their names placed on a plaque that will go up on the wall in the front hallway.	Academic Support Program	10/17/2016	05/12/2017	$300	Donna Williams Robin Glascock
				Total	$1800	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible

Individual Attention/ Relationship Building	Teachers will work individually with the identified students during RtI time and any extra class time. Teachers will also develop positive relationships with these students to help with motivation and engaement.	Academic Support Program	10/17/2016	05/12/2017	$0	All Staff members
Meetings with teachers about KPREP results	Meetings at the beginning of the year with teachers whose performance, based on their specific tested population, showed overall strength or overall need for improvement. Additionally, their reflection on how to improve their teaching and future student performance.	Professional Learning	08/05/2016	09/02/2016	$0	Mike McIntire Robin Glascock Todd Harp
Monthly Department Meetings/PLC	Teachers meet with their departments on a monthly basis to discuss progress of school improvement and progress of students growth goals.	Professional Learning	08/15/2016	05/12/2017	$0	Department Chairs
Advisor/Advisee Mentoring	All students will be assigned a teacher and after each midterm, 9-weeks grade, MAP assessment, they will go back to that teacher and fill in a tracker sheet. The teacher will then discuss with their group of students what the grades and scores mean as related to growth and improvement.	Academic Support Program	09/25/2015	05/20/2016	$0	Tracy Childers Robin Glascock Mike McIntire Todd Harp
Walk - throughs	Administration will conduct weekly walk-throughs monitoring instruction. They will then meet with teachers periodically to discuss instructional strengths/issues and progress on student growth.	Professional Learning	09/05/2016	05/12/2017	$0	Mike McIntire Robin Glascock Todd Harp
Individual Attention/ Relationship Building	By building a relationship with the identified students, teachers can help motivate the student to learn and grow.	Academic Support Program	10/17/2016	05/12/2017	$0	All teachers.
				Total	$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Monitoring	Students will be assessed 3 times within the year in the area of ELA and math using the web-based program MAP. Teachers will use this program along with common assessments and class work to identify struggling students. This will allow them to have a more focused approach with these students.	Academic Support Program	08/22/2016	05/12/2017	$7500	ELA Teachers, Principal, Assistant Principal
				Total	$7500	

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes	This is conducted every year when scores are released. Each department meets to analyze the data and address our needs. Department heads will forward their analysis to assistant principal who then develops the CSIP.	

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	We implemented a new strategy called "Name and Claim". Teachers identified 8-10 students in the GAP group that they felt they could move from novice to apprentice and 8-10 students in the GAP group that they felt could be moved from apprentice to proficient. Instruction with these students will be more intentional. Administrators also continued with the walk throughs on a more regular basis. Teachers worked to incorporate more lessons that focus on all areas of the Program Review.	

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

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes	We provide an RtI class period where we have identified 10%of the students who perform the lowest in reading and math . Response to Intervention is an instructional strategy that allows teachers to differentiate instruction to meet the needs of a group of students. Those students get more focused instruction.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	Administration works hard at seeking highly qualified teachers and retaining them.	

Comprehensive School Improvement Plan

Harrison County Middle School

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

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	We have developed strategies for parental involvement, but have not implemented a Parent Compact and Parent Involvement Policy.	

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

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes	We develop our PD plans based on the needs of the school.	HCMS PD Plan 2016-17

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

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	Yes	Not a Title 1 School	

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes	This past year we implemented the "Name and Claim" instructional strategy. Teachers identified 16-20 students they felt they could move up a level. This was very successful.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	Yes	However, we are not a Targeted Assisted School.	

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	Again, we identified students, but we are not a targeted assisted school. we use the RtI period to target struggling students.	

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

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

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

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	Yes	All federal programs funds are allocated and spent appropriately. IDEA B - Federal funds for Special Education. All funds used to pay 11 special ed teachers and 50% of special ed director salary. Migrant - All funds used and paid Migrant Recruit and Migrant Advocate remaining funds used to eliminate barriers to education for Migrant students. Teacher Quality (Title II) - funds to be used for PD and improvement of instruction. All funds used toward curriculum coaches.	

Comprehensive School Improvement Plan

Harrison County Middle School

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	No	We have no parents willing to make commitment.	

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	We are not a targeted assisted group.	

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	We are not Title 1.	

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

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes	It will be on the website before December 1st.	

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

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

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	No	We are not a Title 1 school.	

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

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

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

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	No para-educator is assigned non-instructional duties at any time during the instructional days.	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes	However, we are not a Title 1 school.	

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

Phase II - KDE Compliance and Accountability - Schools

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

There will be a 10% increase in the proficiency performance in each area of the KPREP assessment, as well as a 10% reduction in novice performance in 2017.

Measurable Objective 1:

increase student growth in the areas of reading and math by 05/12/2017 as measured by an increase in student scores on KPREP Spring assessment in 2017.

Strategy1:

Name and Claim - All ELA and Math teachers will select 10 students identified as a GAP student who they feel they can move from the apprentice level to the proficient level. Teachers will work with these students throughout the year with intentionality.   They will monitor their growth through the use of MAP assessment and formative assessments.

Category: Learning Systems

Research Cited:

Activity - Individual Attention/ Relationship Building	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work individually with the identified students during RtI time and any extra class time. Teachers will also develop positive relationships with these students to help with motivation and engaement.	Academic Support Program	10/17/2016	05/12/2017	$0 - No Funding Required	All Staff members

Goal 2:

Harrison County Middle School students will increase the proficiency percentage for the average and combined reading and math K-PREP scores from 49% to 60% in 2017 with an additional focus on preparing 8th graders for College and Career Readiness.

Measurable Objective 1:

demonstrate student proficiency (pass rate) in reading skills and strategies in English Language Arts by 05/12/2017 as measured by the results of the spring KPREP assessment.

Strategy1:

Tiered Intervention Time - Teachers will use KPREP data from the spring, MAP data from the beginning of the year, and classroom data to determine the 20 lowest preforming students in reading and math. These students will be placed in an RtI class that is focused on helping them overcome problem areas. Teachers will use differentiated instruction and computer programs to monitor each of these student's

progress. Teachers will also select a second tier of students that are identified as the movers. These students are high end novice and high end apprentice. This second group will also receive differentiated instruction in order to address areas of concern. These students will be monitored for movement out of RtI or movement to the next level.

Category: Management Systems

Research Cited:

Activity - Differentiated Instruction and Computer programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This RtI time is designed to allow the teachers to develop instruction to meet the needs of our students performing at the novice level, as well as the students performing at high end novice and high end apprentice.	Academic Support Program	10/17/2016	05/12/2017	$1000 - Other	ELA and Math teachers, Principal, Assistant Principal

Strategy2:

Student Monitoring - Teachers will monitor student progress in ELA and Math using MAP data and the classroom common assessment. By monitoring, teachers can develop lists of students who they can focus on throughout the year for improvement. Teachers will be able to identify students who may need to move into the RtI class or maybe just need referring to ESS for additional help. A more focused approach on reducing novice and moving students to the next level will help our overall improvement. Once teachers identify and put names to faces, they will be able to focus on them and watch for progress.

Category: Management Systems

Research Cited:

Activity - Student Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be assessed 3 times within the year in the area of ELA and math using the web-based program MAP. Teachers will use this program along with common assessments and class work to identify struggling students. This will allow them to have a more focused approach with these students.	Academic Support Program	08/22/2016	05/12/2017	$7500 - District Funding	ELA Teachers, Principal, Assistant Principal

Goal 3:

All HCMS non-duplicated GAP students need to increase the percent proficient in reading and math from 47% to 57% by May 2017.

Measurable Objective 1:

demonstrate a proficiency with our non-duplicated GAP students in the area of reading and math by 05/12/2017 as measured by the results of the spring KPREP assessment.

Strategy1:

Name and Claim - All ELA and Math teachers will select 10 students from the non-duplicated GAP list who are performing at a high novice or high apprentice end to move up to the next level. They will monitor those students and develop relationships with those students to help promote student motivation and engagement.

Category: Learning Systems

Research Cited:

Activity - Individual Attention/ Relationship Building	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
By building a relationship with the identified students, teachers can help motivate the student to learn and grow.	Academic Support Program	10/17/2016	05/12/2017	$0 - No Funding Required	All teachers.

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

Goal 1:

Harrison County Middle School students will increase the proficiency percentage for the average and combined reading and math K-PREP scores from 49% to 60% in 2017 with an additional focus on preparing 8th graders for College and Career Readiness.

Measurable Objective 1:

demonstrate student proficiency (pass rate) in reading skills and strategies in English Language Arts by 05/12/2017 as measured by the results of the spring KPREP assessment.

Strategy1:

Student Monitoring - Teachers will monitor student progress in ELA and Math using MAP data and the classroom common assessment. By monitoring, teachers can develop lists of students who they can focus on throughout the year for improvement. Teachers will be able to identify students who may need to move into the RtI class or maybe just need referring to ESS for additional help. A more focused approach on reducing novice and moving students to the next level will help our overall improvement. Once teachers identify and put names to faces, they will be able to focus on them and watch for progress.

Category: Management Systems

Research Cited:

Activity - Student Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be assessed 3 times within the year in the area of ELA and math using the web-based program MAP. Teachers will use this program along with common assessments and class work to identify struggling students. This will allow them to have a more focused approach with these students.	Academic Support Program	08/22/2016	05/12/2017	$7500 - District Funding	ELA Teachers, Principal, Assistant Principal

Strategy2:

Tiered Intervention Time - Teachers will use KPREP data from the spring, MAP data from the beginning of the year, and classroom data to determine the 20 lowest preforming students in reading and math. These students will be placed in an RtI class that is focused on helping them overcome problem areas. Teachers will use differentiated instruction and computer programs to monitor each of these student's progress. Teachers will also select a second tier of students that are identified as the movers. These students are high end novice and high end apprentice. This second group will also receive differentiated instruction in order to address areas of concern. These students will be

monitored for movement out of RtI or movement to the next level.

Category: Management Systems

Research Cited:

Activity - Differentiated Instruction and Computer programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This RtI time is designed to allow the teachers to develop instruction to meet the needs of our students performing at the novice level, as well as the students performing at high end novice and high end apprentice.	Academic Support Program	10/17/2016	05/12/2017	$1000 - Other	ELA and Math teachers, Principal, Assistant Principal

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

N/A (this question does not apply)

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

There will be a 10% increase in the proficiency performance in each area of the KPREP assessment, as well as a 10% reduction in novice performance in 2017.

Measurable Objective 1:

increase student growth in the areas of reading and math by 05/12/2017 as measured by an increase in student scores on KPREP Spring assessment in 2017.

Strategy1:

Name and Claim - All ELA and Math teachers will select 10 students identified as a GAP student who they feel they can move from the apprentice level to the proficient level. Teachers will work with these students throughout the year with intentionality.   They will monitor their growth through the use of MAP assessment and formative assessments.

Category: Learning Systems

Research Cited:

Activity - Individual Attention/ Relationship Building	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work individually with the identified students during RtI time and any extra class time. Teachers will also develop positive relationships with these students to help with motivation and engaement.	Academic Support Program	10/17/2016	05/12/2017	$0 - No Funding Required	All Staff members

Goal 2:

All HCMS non-duplicated GAP students need to increase the percent proficient in reading and math from 47% to 57% by May 2017.

Measurable Objective 1:

demonstrate a proficiency with our non-duplicated GAP students in the area of reading and math by 05/12/2017 as measured by the results of the spring KPREP assessment.

Strategy1:

Student Monitoring - Teachers will identify all non-duplicated GAP students not performing at a proficient level. Furthermore, special attention will be paid to GAP students consistently performing at high ends of the NAPD scale. They will determine if the student is a mover by looking at whether they are a high end novice/apprentice performer or not. They will monitor the progress of these students focusing on any GAP student who they have identified as a mover (someone on the high end of novice and apprentice).   They will use the KPREP spring results, MAP 1 and class scores to help them identify these movers. Once they have created this list they will share with administration so that administration can join in with them in helping motivate the students to perform. Making this list and having teachers know who is a possible mover can help teachers develop instruction that will help motivate those students to move.

Category: Continuous Improvement

Research Cited:

Activity - Reward Day focusing on Improvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students showing growth from MAP 1 to MAP 2 in the areas of ELA, Math, and Language Arts will be awarded dress down days and an in school dance.	Academic Support Program	08/22/2016	04/28/2017	$750 - General Fund	Stacy Lemons Robin Glascock Mike McIntire Todd Harp

Strategy2:

Relationship Building - We have developed an advisor/advisee mentoring program this year that we are hoping will allow teachers to build relationships with students and help them understand how it is important to grow as a student.   The teachers and students will meet when midterms come out, report cards come out, and after each MAP assessment to record their scores and discuss how those scores need to show growth. We are hoping this will bring long term awareness of student growth.

Category: Stakeholder Engagement

Research Cited:

Activity - Advisor/Advisee Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will be assigned a teacher and after each midterm, 9-weeks grade, MAP assessment, they will go back to that teacher and fill in a tracker sheet. The teacher will then discuss with their group of students what the grades and scores mean as related to growth and improvement.	Academic Support Program	09/25/2015	05/20/2016	$0 - No Funding Required	Tracy Childers Robin Glascock Mike McIntire Todd Harp

Strategy3:

Name and Claim - All ELA and Math teachers will select 10 students from the non-duplicated GAP list who are performing at a high novice or

high apprentice end to move up to the next level. They will monitor those students and develop relationships with those students to help

promote student motivation and engagement.

Category: Learning Systems

Research Cited:

Activity - Individual Attention/ Relationship Building	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
By building a relationship with the identified students, teachers can help motivate the student to learn and grow.	Academic Support Program	10/17/2016	05/12/2017	$0 - No Funding Required	All teachers.

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

Goal 1:

All HCMS non-duplicated GAP students need to increase the percent proficient in reading and math from 47% to 57% by May 2017.

Measurable Objective 1:

demonstrate a proficiency with our non-duplicated GAP students in the area of reading and math by 05/12/2017 as measured by the results of the spring KPREP assessment.

Strategy1:

Relationship Building - We have developed an advisor/advisee mentoring program this year that we are hoping will allow teachers to build

relationships with students and help them understand how it is important to grow as a student.   The teachers and students will meet when

midterms come out, report cards come out, and after each MAP assessment to record their scores and discuss how those scores need to show growth. We are hoping this will bring long term awareness of student growth.

Category: Stakeholder Engagement

Research Cited:

Activity - Advisor/Advisee Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will be assigned a teacher and after each midterm, 9-weeks grade, MAP assessment, they will go back to that teacher and fill in a tracker sheet. The teacher will then discuss with their group of students what the grades and scores mean as related to growth and improvement.	Academic Support Program	09/25/2015	05/20/2016	$0 - No Funding Required	Tracy Childers Robin Glascock Mike McIntire Todd Harp

Goal 2:

Harrison County Middle School teachers will develop student growth goals more closely related to school improvement goals and the percentage of effective teachers will remain at the current status.

Measurable Objective 1:

increase student growth by developing student growth goals that focus on student improvement by 05/12/2017 as measured by the results of the spring KPREP assessment and results of the PGES evaluation system..

Strategy1:

Teacher PLCs - Teachers met the first few weeks of school as departments/PLCs to discuss their individual student growth goals. All teachers with the exception of the exploratory teachers developed a student growth goal that would focus on areas of improvement for the school.

Category: Teacher PGES

Research Cited:

Activity - Monthly Department Meetings/PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers meet with their departments on a monthly basis to discuss progress of school improvement and progress of students growth goals.	Professional Learning	08/15/2016	05/12/2017	$0 - No Funding Required	Department Chairs

Strategy2:

Teacher reflection - At the beginning of the year, we will meet with teachers who have had low scores on KPREP and also the teachers who excelled. Teachers need to know if they are performing or not and this will also allow the administration to offer any help needed for their improvement to to sustain excellence.

Category: Professional Learning & Support

Research Cited:

Activity - Meetings with teachers about KPREP results	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Meetings at the beginning of the year with teachers whose performance, based on their specific tested population, showed overall strength or overall need for improvement. Additionally, their reflection on how to improve their teaching and future student performance.	Professional Learning	08/05/2016	09/02/2016	$0 - No Funding Required	Mike McIntire Robin Glascock Todd Harp

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?

Harrison County Middle school has a student population of 677, a teacher population of 43, and an administrative team of 4 (principal, 2 assistant principals, and a counselor). We also have several support staff members (a SRO, 9 aides, cafeteria staff, Youth Service Coordinator, 3 janitorial staff members, an attendance clerk, a bookkeeper, and an office secretary). The school is located in the rural community of Cynthiana, Kentucky. Harrison County is centrally located between Lexington and Cincinnati which makes for a very transient community. Many people commute up to 45 miles to work every day. We average 58.5% of our student population in the free and reduced lunch category. This speaks volumes about our community. The lower socioeconomic group of students has grown 12% in the past three years. This average will continue to increase since there is little growth in Cynthiana which has an adverse effect on our economy. Each year, our school population increasingly includes students being raised by guardians, not their parents. This presents challenges to those students and school staff to meet their diverse needs.

There has been very little change in the population of Cynthiana over the years. As a matter of fact, there is little change in the number of students we have in our school system over the past ten years. The community has struggled with growth in the area of industry. The two largest employers of the community continue to be the school system and 3M Corporation. Many community members must drive to a neighboring county for their job at Toyota, simply because there are few job opportunities in this county. Our community has a population of 18,518 people, and only about 6500 live in Cynthiana.

The lack of change for our small community in the past ten years, has created additional stress for a school system working on a small budget. Over the past three years, we have lost on average one teaching position each year due to this stagnant growth pattern, and this has greatly affected our ability to effectively cover the content as expected by the state. Two years ago, we lost two teaching positions which led to increased class sizes. We managed to escape staff decreases this past year, but we still struggle with large classroom sizes.

Two years ago, in the 2013-14 school year, our school reached proficiency, but in 2014-15 we fell to Needs Improvement. This past school year of 2015-16, our school exceeded all expectations and became a school of Distinction. We now must work harder this year to maintain that status and still hit our goal target scores.

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.

MISSION STATEMENT

Our mission is to provide a challenging, nurturing, and safe educational program, while guiding students both academically and socially through the transition from elementary school to high school and into the world of college or career.

This mission was developed by our leadership team which includes administration, team leaders, and department chairs. All staff are asked to review it annually when they read over the revised CSIP. They are asked to submit any feedback.

PHILOSOPHY

The Harrison County Middle School will offer programs preparing students to be responsible citizens and future productive members of the work force. In order to maximize the potential of all students, our approach is to encourage each student access to relevant content curriculum courses and a program based upon the assumption that every individual can learn. With the appropriate school environment and the support and efforts of teachers, parents, and the student, high achievement, respect for others and a sense of community, responsibility and stewardship will happen. Harrison County Middle School does not discriminate on the basis of race, color, creed, or religion.

We encourage teachers to be creative, and if they are willing to sponsor any extra curricular activity, we will find a way to fund the activity. Currently, we offer a variety of extra-curricular activities. Harrison County Middle School is one of only seven middle schools in the state of Kentucky that offers a FFA program. Students have the opportunity to participate in a variety of extra curricular programs that allow them to be exposed to many different areas of study:

Speech

Academic Team

KUNA

STLP

History Club

FFA

Art Club

Anti-Bullying Club

Student Leadership Team

FCA

4-H

Junior Beta Club

Yearbook Club

Cross Country - boys and girls

Basketball - boys and girls

Football - boys

Track - boys and girls

Cheerleading - girls

Archery - boys and girls

Volleyball - girls

Soccer - boys and girls

Softball

Tennis

Golf

Aside from the extra curricular activities afforded our students after school, we also try to expose all students to a well rounded education.

During the school day, our students are offered the following classes to participate in other than their academic subjects:

Music

Band

Careers Study/Computer Literacy

Health

Physical Education

Art

FFA - Agricultural Science

Project Lead the Way - an introduction to engineering

German

Through our Program Reviews, we have been able to incorporate so much across the curriculum. World language, drama, dance, economics, and budgeting have been embedded into our academic curriculum

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.

The 2014-15 school year saw a drop from 66.7 to 59.8, and this put us into the "needs improvement" category. Our scores in the previous school years were on the increase. We went from 53.1 in 2012-13 to 66.7 in 2013-14 and then plummeted in 2014-15 to 63.3. We attributed the drop in scores to be several factors that we focused on the past couple of years:
1) budget cuts which caused us the loss several positions, which caused student/teacher ratios to increase;
2) there was also the added responsibility of a new evaluation system and this added a significant amount of time to learn the procedures and scope of the system for both teachers and administrators.

The 2015-16 school year brought about much success. Our school went from 59.8 and a "needs improvement" label to a score of 72.6 and a label of School of Distinction. We also were labeled a High Progress School and we were categorized as a Distinguished/Progressing school. We attribute our success on the following changes made this past school year:

1) Our Program Reviews are very solid. Administrators attended a program review audit training and was able to bring information back to the program review committees on the appropriate way to score and collect data.   We were awarded a state grant that allowed us to be able to bring in an artist in residence who exposed our students to dance, language and culture.   We brought back the Reality Store and exposed our 8th graders to the "real world" and issues they will encounter when becoming an adult. Also, we continued to implement school wide uniform writing program.

2) Administration brought back weekly walkthroughs with immediate feedback to the teachers. We were able to identify any problems with curriculum coverage and engagement and get the teachers help as needed. The administration also had individual meetings with teachers who needed to be given praise, as well as meetings with teachers who were not being effective in their classrooms based on data. These meetings were very productive and occurred all year as needed.

3) Last year, we also listened to what teachers were saying on the TELL survey two years ago. The survey indicated that teachers needed more time together with their mirror teachers. We could not give them anymore time during the school day, but we did make a change that we feel had a large impact on our instruction. We moved teachers to be next door to their mirror teacher.   This allowed them to use time between classes to discuss curriculum issues and share ideas of what worked for the lesson and what did not work.

4) One huge area of change occurred when we decided to work on student motivation. We wanted our students to WANT to do better. By using the MAP data, we created a reward system that allowed for student buy-in. We rewarded students for increasing their MAP scores from the 1st test session to the 2nd test session and then to the final test session. We taught the students the scale score and what they had to score to get proficient. We taught the students the language of assessment and this made a huge impact on their motivation. The students actually looked forward to the MAP assessment because they were anxious to show their teachers that they could increase their scores. This then played into them wanting to do their absolute best on the KPREP.

An area of concern that we felt really hindered our success in the past, was our increase in classroom discipline issues. How could we curtail classroom interruptions and create a learning environment for those who want to learn? We have an In School Suspension classroom and that took care of the larger discipline issues, but it sent the students back into the classroom after 5 -10 days. We needed some way to help

teachers who simply could not get curriculum taught because of constant interruptions from the same students. District administration understood our needs and awarded us with our own Alternative School. We have implemented this and have 6 students who were our largest discipline problems last year enrolled. This has created a wonderful environment for the regular classroom teacher who could not get much done last year.

We will continue to do what we implemented last year and hope that the addition of the Alternative School setting will help us continue to meet our goals.

Additional Information

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

Harrison County Middle School has established itself as a school that encourages the teaming process in school improvement and goal setting. We have several committees and teams established to enhance our learning environment. Each committee has a specific task to assist with school improvement.

First, we have a school leadership committee comprised of the department heads and the team leaders. This committee meets when necessary. The principal has also pushed for the school to have a student leadership team. He found a sponsor and the team of students is working closely with another important committee to improve student motivation. For the past three years, we have had a Reward Committee that is comprised of administration and teachers. This committee focuses on establishing rewards for behavior and academic achievement. The two teams work closely to develop rewards that will help motivate students to behave and achieve. The Reward Committee develops the goals of achievement and the students work to develop the rewards that will help motivate their peers to achieve those goals.

Another committee that has been used for school improvement is the Home, School and Community Committee. This committee is comprised of teachers who develop activities and events that help bring the staff together. It also has a focus on developing ways to bring parents into the school. They focus on teacher motivation.

Finally, our school focuses on using the teaming concept. There are two teams in each grade, and these teams of teachers have common planning. This allows the whole team to set up parent/teacher conferences when necessary. Each team is comprised of teachers from the four main academic areas and a collaborative special education teacher. By sharing the same plan time, they can meet to discuss any concerns they may have academically or with students who may be struggling. This also allows administration to meet with them monthly as a team to discuss any needs or concerns.

Each of these committees have an important role in our school improvement. The ultimate committee that is in control of our individual school improvement is the site base decision making council. When the school improvement plan is developed, they are the final voice in making sure that HCMS is on the correct path to improvement. They will approve our plan and oversee the implementation. We strive as a school to include parents when possible. There is not a Parent Teacher Organization at our school, but we do allow parents of the 8th grade students to organize and put together a final dance for the 8th graders. We also depend on the parental representation on the site base council. The principal has worked diligently to establish a way to communicate with parents and receive input. Last year, during registration, he had sign-ups for parents to submit their e-mail address for weekly communication from the principal. This has proven to be very effective. He sends out a weekly calendar of events to all parents who signed up. This allows parents to know what is happening in our school.

Our staff is also very aware of the potential resources found in our community. Our school staff communicates closely with the industry in town, as well. Cynthiana is home to the 3M corporation. They have been very dedicated in supporting the school with local grant money. Several teachers each year obtain money to get supplies for their classes such as iPads, laboratory equipment, and calculators.