Comprehensive School Improvement

Plan

Henry County Middle School

Henry 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.		School Equity Diagnostic 2016 - 2017

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.

Approximately 40% of our teachers have less than 4 years experience. Our free/reduced lunch population of students encompasses over 50% of our total student population. These students are also part of our gap group. This means that when we focus on Gap reduction we are considering over half of our population.

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.

One of the main barriers that we face is attracting quality new teachers to move to a rural community.

Another barrier is that half of our population falls in our Gap group.

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.		HCMS Equity Goals

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

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

OR

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

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

Goal 1:

HCMS will retain 100% of teachers with 0-4 years experience who have not been non-renewed.

Measurable Objective 1:

collaborate to create a school culture that provides support for new teachers. by 07/15/2017 as measured by the percent of teachers retained..

Strategy1:

New Teacher Induction Program - Systems will be in place to provide support for new teachers.

Category: Professional Learning & Support

Research Cited: Researched based best practice strategy

Activity - District New Teacher Induction Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Prior to the beginning of the school year the district conducts a new teacher professional development day. The teachers learn about the important aspects of the districts operations. The new teachers in the district meet monthly with the assistant superintendent for any support that is necessary.	Recruitment and Retention	07/24/2017	05/31/2018	$11000 - District Funding	Assistant superintendent

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Activity - HCMS New Teacher Induction Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
New teachers in the building will be assigned a mentor teacher and will have a PD day to learn the day to day operations of HCMS. Teachers will meet frequently at the beginning of the school year to discuss support and share successes and concerns. Teachers will meet with the principal at the middle of the year to address any needs or concerns.	Recruitment and Retention	08/01/2017	05/31/2018	$0 - No Funding Required	Administration and mentoring teachers

Activity - Instructional Coach Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
New teachers will be supported in their classrooms by an instructional coach. They will have a weekly guided planning session to develop lessons and implement strategies together.	Academic Support Program Professional Learning Recruitment and Retention	08/01/2017	05/31/2018	$50000 - District Funding	Assistant superintendent and administration

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?

Principal, assistant principal, teachers and SBDM members.

Relationship Building

Overall Rating: 2.86

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

	Statement or Question	**Response**	**Rating**
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	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.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Proficient

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

	Statement or Question	**Response**	**Rating**
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Teachers informally collect some student needs data and some parents are contacted to discuss those needs.	Apprentice

	Statement or Question	**Response**	**Rating**
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	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: 2.0

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

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

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff sometime provides community organizations with information about academic expectations for parents who use their services.	Apprentice

	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.	Student achievement data or achievement results are communicated informally to parents by school staff.	Apprentice

	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).	Optional parent-teacher conferences are offered at school and parents are notified if a teacher wants to conference.	Novice

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

	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: 1.57

	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 and some other parents who serve on SBDM committees are invited to attend training offered by school or district.	Apprentice

	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 components and action items that deal with specific academic areas. Little or no funding is provided. Little or no implementation and impact checking is done.	Apprentice

	Statement or Question	Response	Rating
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 encourages parents to serve only on SBDM committees that deal with parent involvement and/or school climate.	Apprentice

	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: 2.33

	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.	Some parents are involved in informal conversation with school staff to address their child's individual learning needs.	Apprentice

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

	Statement or Question	**Response**	**Rating**
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Teachers handle parent complaints but outcomes are not tracked or reported.	Novice

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

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

Learning Opportunities

Overall Rating: 1.5

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such 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.	Some student work of various levels is exhibited in the classroom.	Novice

	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.	There is little or no development of parent leaders.	Novice

Community Partnerships

Overall Rating: 1.67

	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 informs the community once a year about student achievement. (For example, letters to editor or newspaper article).	Novice

	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.	Some teachers ensure that students participate in programs within the community that are linked to student learning.	Apprentice

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

	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.	Staff sometimes collaborates with community agencies to address general student academic needs.	Novice

	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 maintains a resource directory on some agencies, programs and services that will provide services for students.	Apprentice

Reflection

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

Although HCMS has made great strides in doing better to communicate with parents, this is an area that we need to continue to grow in. There is very little communication with community partners; however, with the growth of PBL projects our community has more opportunities to participate in our school.

Report Summary

Scores By Section

Section Score

SY 2016-2017 Page 19
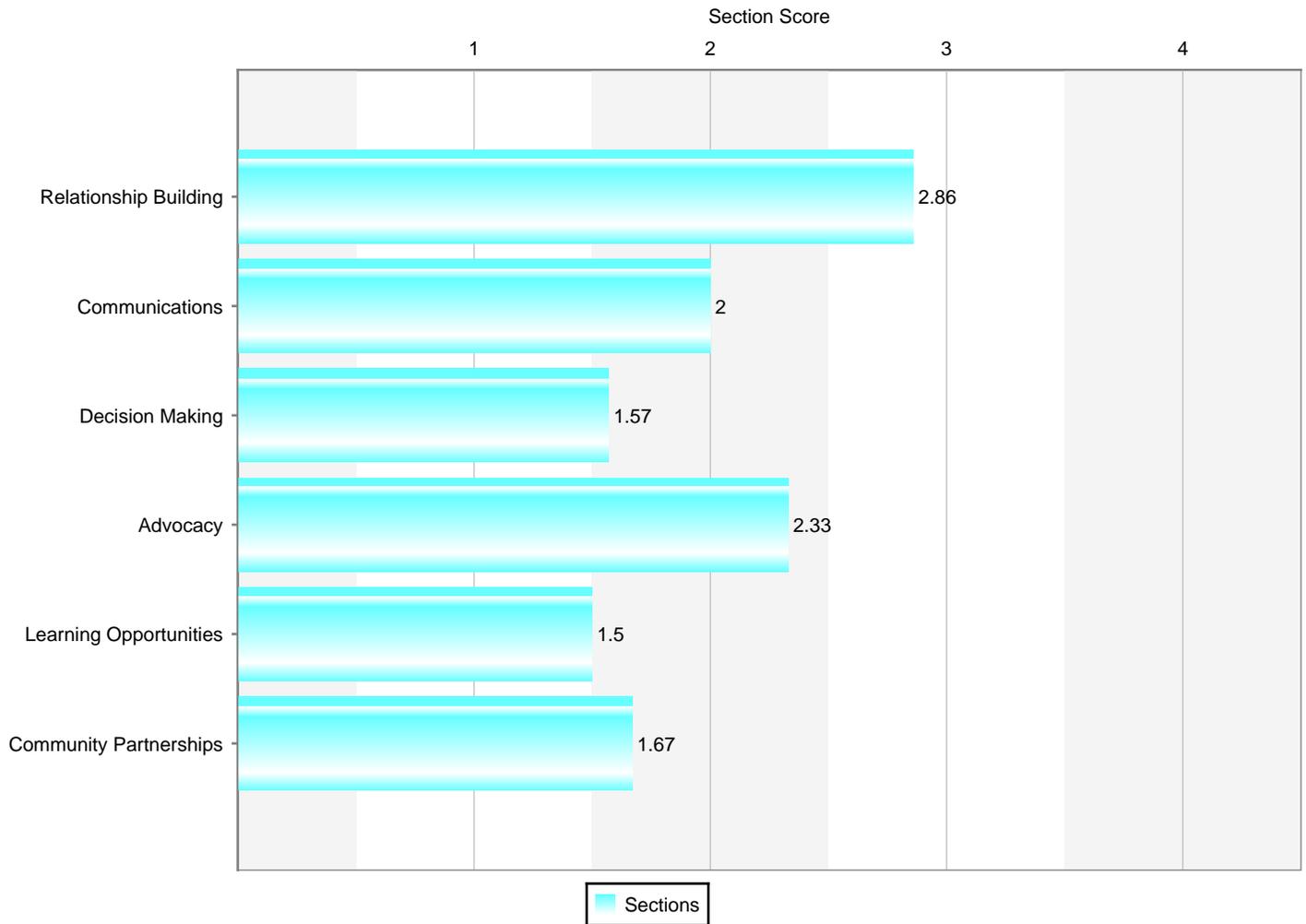
Improvement Plan Stakeholder Involvement

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.

When looking at continuous improvement, the middle school examines the data within existing PLCs - grade level and content level - and within its site-based council. The SBDM features the principal along with elected teachers and parents.

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

Data in various forms is examined through teacher PLCs. These PLCs create plans for improvement (ultimately what the SIP is based upon). The SBDM looks over the summation of this work, ask questions and approves the SIP.

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

The teaching staff reviews the developed SIP and data is examined on an interim basis. This basis includes when MAP testing occurs (three times per year) along with K-PREP data releases. Content area teachers meet monthly to discuss student progress in regards to open response question writing.

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?

Although HCMS made great strides during the 2016 school year on the spring assessment, there are still many areas of growth for us. Our school can celebrate the fact that we are a distinguished school. Due to novice reduction, our overall score improved over 8 points. The data also showed that we improved very little in the area of student achievement. The data indicates that we need to improve our day to day tier I instruction.

The data tells us several things. Among them:

1. Things we intentionally implemented (Movers and Shakers, CER focus, etc.) helped reduce novices.

2. Our growth is still stagnant in all academic areas.

3. Our top students are not scoring in the distinguished range

4. Even with the reduction, we still have too many students scoring in the novice range

5. Special education population is still scoring in the novice range

6. We are still below the state average in most content areas

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 greatest strength was in novice reduction. In reading we scored 90 points and in math 96 points in this area, giving us an overall score of 93.1. Knowing that novice reduction is responsible for our jump to distinguished we must continue to keep this as an area of focus by improving our current strategies and implementing new ones.

We saw overall growth in reading (+7), math (+6.4), and social studies (+11.9).

To continue to strive to maintain a distinguished school we will continue our focus of CER writing, Movers and Shakers (novice students and adding apprentice),and proctor pals for special education students. In order to improve our tier I instruction we have implemented disciplinary literacy strategies and workshop model school-wide.

Opportunities for Improvement

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

Based on KPREP data our overall need of improvement is in tier I instruction. To improve in this area we are focusing on disciplinary literacy and teaching using the workshop model. We had professional development opportunities on both and are continuing the work through both grade level and content level PLCs. This work is also supported through teachers collaborating with an instructional coach.

To improve in the area of math, all of our teachers along with our instructional coach and assistant principal are involved in Conceptual Building Blocks training. All math teachers have had training in the workshop model through Minds on Mathematics. The overall goal is to change the way math looks in the building shifting the focus from teacher lead to student lead.

To improve in the area of reading, language arts teachers are fine tuning the use of workshop model to put more of the learning on students. Through the use of disciplinary literacy, all content areas are intentionally teaching reading through the lens of their discipline.

To improve in the area of writing language arts teachers are doing a book study on the work of Lucy Calkins. All language arts teachers are implementing at least one unit this current year with full implementation during the 2017-2018 school year. All content teachers will continue to perfect the use of CER in their discipline. They will use monthly data on writing to drive instruction.

Conclusion

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

Although we saw a huge jump in our overall score this past year, our achievement scores have remained consistent for several years, still below the state average in most content areas. We have to refine what we are doing to obtain better results. Our teachers and students are better than what are our achievement scores indicated.

Next steps-

-intentionally planning grade level and content level PLC time to focus on improving tier I instruction by implementing best practices, disciplinary literacy, and workshop model.

-utilizing our instructional coach to assist teachers in areas of growth and implementing best practice strategies.

-continue CER writing instruction for ERQ writing.

-continue novice reduction plan (Movers and Shakers and Proctor Pals).

-Administrative walk-throughs giving specific feedback on ways to improve daily instruction.

HCMS CSIP 2017-2018

Overview

Plan Name

HCMS CSIP 2017-2018

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	All students at Henry County Middle School will become proficient readers.	Objectives: 3 Strategies: 6 Activities: 10	Academic	$4800
2	All students at Henry County Middle School will become proficient in mathematics.	Objectives: 3 Strategies: 6 Activities: 12	Academic	$19300
3	All students at Henry County Middle School will be provided opportunities to help them reach college/career readiness.	Objectives: 1 Strategies: 1 Activities: 5	Academic	$1200

Goal 1: All students at Henry County Middle School will become proficient readers.

Measurable Objective 1:

61% of All Students will demonstrate a proficiency level in Reading by 05/20/2016 as measured by Spring 2017 KPREP results.

Strategy 1:

 Intervention - All students who are in the 25 percentile or below, as measured by MAP data or novice on previous year's KPREP, have been placed in a tiered intervention to receive additional support in reading.

Category: Continuous Improvement

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal and literacy specialist analyze MAP and KPREP data to determine placement in interventions of students needing additional support in reading throughout the year.	Academic Support Program	08/10/2016	05/31/2017	$0	No Funding Required	Principal, Literacy Specialist

Activity - Tier II and Tier III Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in Tier II intervention are using computer programs and researched based instructional strategies to help close the gap in their reading levels.	Academic Support Program	08/10/2016	05/31/2017	$2500	Race to the Top	Literacy Specialist, Tier II Intervention Teachers

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in Tier II and Tier III intervention are progressed monitored on a bi-weekly basis using AIMS Web.	Academic Support Program	08/10/2016	05/31/2017	$1300	District Funding	District School Psychologist, Tier II Intervention Teachers, Tier III Intervention Teachers

Strategy 2:

Professional Learning Communities - Teachers will meet weekly in grade level PLCs to focus on improving Tier I instruction. Teachers in content level PLCs will meet monthly to analyze data, assessments, and make plans for improvement.

Category: Professional Learning & Support

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Activity - Weekly #WIT Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teams will meet weekly to focus on best practices of instruction such as workshop model, rigor, engagement, inquiry learning, literacy strategies, assessments, etc.	Professional Learning	08/31/2016	05/31/2017	$0	No Funding Required	Principal, Assistant Principal, Instructional Coach

Activity - Teacher Learning Walks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On a monthly basis, during #Wit Time, teachers will observe model labs exhibiting best practices in literacy to implement into their own instruction.	Professional Learning	08/10/2016	05/31/2017	$0	No Funding Required	Principal, Assistant Principal , instructional coach, model lab teachers

Activity - Content #WIT Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Content teachers will meet on a monthly basis to analyze assessment items, student data, and to make continuous plans for improvement.	Professional Learning	08/31/2016	05/31/2017	$0	No Funding Required	Principal, Assistant Principal, Instructional Coach

Measurable Objective 2:

37% of Students with Disabilities students will demonstrate a proficiency level in Reading by 05/31/2017 as measured by Spring 2017 KPREP results.

Strategy 1:

Content Enhancement - Special Education Teachers have one period per day to work with students with learning disabilities to close the gap between where they are and their current grade in the area of reading.

Category: Continuous Improvement

Activity - Content Enhancement Period	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with learning disabilities have one period today to get extra assistance in reading instruction to close the gap between their current instructional level and grade level expectations. During this period teachers focus on reading and test taking strategies.	Academic Support Program	08/10/2016	05/31/2017	$0	No Funding Required	Special Education Teachers, Principal, Special Education Director

Strategy 2:

Movers and Shakers - Special Education Students who are border line novice/apprentice will be in a small group weekly to get the extra support that they need to progress to the next level.

Category: Continuous Improvement

Activity - Movers and Shakers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education students who are border line novice/apprentice will meet weekly with special education teacher to focus on test taking strategies to advance them to the next level.	Academic Support Program	01/02/2017	05/31/2017	$0	No Funding Required	administration and reading specialist

Strategy 3:

Proctor Pals - Students with disabilities will meet with proctor pals on a monthly basis to familiarize themselves with their testing partner and to advocate for themselves

on adequately using their accommodations during a testing situation.

Category: Continuous Improvement

Activity - Procotor Pals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students receiving testing accommodations will meet with their proctor pals on a monthly basis to familiarize themselves with their testing buddy and to learn to advocate for themselves for using their accommodations most effectively.	Academic Support Program	01/02/2017	05/31/2017	$0	No Funding Required	administration, director of special education, proctor pals

Measurable Objective 3:

10% of All Students will increase student growth from novice to apprentice or above in Reading by 05/31/2017 as measured by Spring 2017 KPREP results.

Strategy 1:

Movers and Shakers II - Literacy Specialist will work weekly with students who are borderline novice/apprentice on skills they are lacking to advance them to the next

level.

Category: Continuous Improvement

Activity - Movers and Shakers II	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An instructional literacy specialist will tutor identified students who are high novice/low apprentice one day per week to reduce novice KPREP scores.	Academic Support Program	01/02/2017	05/31/2017	$1000	GRECC Race to the Top	administration, literacy speciaist

Goal 2: All students at Henry County Middle School will become proficient in mathematics.

Measurable Objective 1:

55% of All Students will demonstrate a proficiency level in Mathematics by 05/31/2017 as measured by Spring 2017 KPREP results.

Strategy 1:

Improving Tier I Instruction - Focusing on improving Tier I instruction through the implementation of the workshop model of instruction and teaching using strategies from the Conceptual Building Blocks professional development. Teachers will also use disciplinary literacy to teach reading/writing through the lens of mathematics.

Category: Continuous Improvement

Activity - Grade Level WIT Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teams will meet weekly to focus on best practices of instruction such as workshop model, rigor, engagement, inquiry learning, disciplinary literacy, assessments, etc.	Professional Learning	08/10/2016	05/31/2017	$0	No Funding Required	Principal, Assistant Principal, Instructional Coach, Teachers

Activity - Teacher Learning Walks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On a monthly basis, during WIT time, teachers will observe lab classrooms exhibiting best practices to implement into their own instruction.	Professional Learning	01/02/2017	05/31/2017	$0	No Funding Required	Principal, Assistant Principal, Instructional Coach, and Teachers

Activity - Content Level WIT	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers meet bi-weekly with the instructional coach to focus on teaching using disciplinary literacy through the lens of their content, teaching using the workshop model, analyzing MAP data to make informed decisions on instructional practices.	Professional Learning	08/10/2016	05/31/2017	$0	No Funding Required	Administration, Instructional coach, and teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All math teachers, assistant principal and instructional coach were trained in teaching using the Conceptual Building Blocks model and also in the math workshop model through the Minds on Math workshop.	Professional Learning	06/01/2016	05/31/2017	$16500	GRECC Race to the Top	Assistant superintendent, Administration, Instructional coach and teachers

Activity - Administrative Walk-throughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Weekly walk-throughs by the administrators that provide specific feedback on improving the quality of daily instruction.	Professional Learning	09/01/2016	05/31/2017	$0	No Funding Required	Administrators

Strategy 2:

Intervention - Students scoring in the bottom 25 percentile according to MAP data have been placed in a tiered intervention to receive additional support in mathematics.

Category: Continuous Improvement

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Literacy specialist and Instructional coach analyzed MAP and KPREP data to determine placements in interventions of students needing additional support in math throughout the year.	Academic Support Program	08/10/2016	05/31/2017	$0	No Funding Required	Administration, Instructional coach, and Literacy specialist.

Activity - Tier II and Tier III Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are placed in specific intervention class to help close the gaps in mathematics instruction through computer based programs and research based strategies.	Academic Support Program	08/10/2016	05/31/2017	$1500	School Council Funds	Tier II and III intervention teachers.

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in Tier II and Tier III intervention are progressed monitored on a bi-weekly basis using AIMS web.	Academic Support Program	08/10/2016	05/31/2017	$1300	District Funding	District Psychologist, Tier II and Tier III Intervention teachers

Measurable Objective 2:

33% of Students with Disabilities students will demonstrate a proficiency level in Mathematics by 05/31/2017 as measured by Spring 2017 KPREP results.

Strategy 1:

Content Enhancement - Special Education Teachers have one period per day to work with students with learning disabilities to close the gap between where they are and their current grade in the area of math.

Category: Continuous Improvement

Activity - Content Enhancement Period	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with learning disabilities have one period per day to get extra assistance in math instruction to close the gap between their current instructional level and grade level expectations. During this period teachers focus on math and test taking strategies.	Academic Support Program	08/10/2016	05/31/2017	$0	No Funding Required	Special Education Teachers, Special Education Director, Principal

Strategy 2:

Proctor Pals - Students with a disability in math will work monthly with an assigned proctor pal to familiarize themselves with their proctor pal and for them to become an advocate for themselves on using their accommodations more effectively.

Category: Continuous Improvement

Activity - Proctor Pals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with a disability in math will meet monthly with their proctor pal to familiarize themselves with them and to learn to be an advocate for themselves on using their accommodations more effectively.	Academic Support Program	11/01/2016	05/31/2017	$0	No Funding Required	administration, proctor pals, district special education director

Strategy 3:

Movers and Shakers II - Students with disabilities in math that are border line novice/apprentice will work with special education teacher on math skills and test taking strategies they are lacking to advance them to the next level.

Category: Continuous Improvement

Activity - Movers and Shakers II	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with a disability in math will work weekly with a special education teacher on math skills they are lacking and test taking strategies.	Academic Support Program	01/03/2017	05/31/2017	$0	No Funding Required	administration, special education teacher

Measurable Objective 3:

10% of All Students will increase student growth from novice to apprentice or above in Mathematics by 05/31/2017 as measured by Spring 2017 KPREP results.

Strategy 1:

Movers and Shakers - Principals, along with math specialists will work with individual students who are high novice/low apprentice one day per week to reduce novice KPREP scores in both areas.

Category: Continuous Improvement

Activity - Movers and Shakers Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A math teacher will tutor identified students who are high novice/low apprentice one day per week to reduce novice KPREP scores.	Academic Support Program	01/02/2017	05/31/2017	$0	No Funding Required	Principals, Teachers

Goal 3: All students at Henry County Middle School will be provided opportunities to help them reach college/career readiness.

Measurable Objective 1:

100% of All Students will achieve college and career readiness opportunities in Career & Technical by 05/31/2017 as measured by the students ILP.

Strategy 1:

College/Career Awareness - Students will be given numerous opportunities throughout their time as a HCMS student to explore various college and career options for their future.

Category: Career Readiness Pathways

Activity - ILP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Guided by our guidance counselor, each year students update their ILP information learning more about careers that match their interest.	Career Preparation/Orientation	09/01/2016	05/31/2017	$0	No Funding Required	Guidance Counselor

Activity - College/Technical School Visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based upon interest on ILP, guidance counselor arranges college/technical visits for every 8th grade student.	Career Preparation/Orientation	10/14/2016	10/14/2016	$1200	District Funding	Guidance Counselor, College/Career Coach, Youth Services Center

Activity - Career Pathway Shadowing Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Middle and high school counselors plan a day for our 8th grade students to go and shadow career pathway classes for them to gain knowledge of the pathway/s they might be interested in perusing as a high school student.	Career Preparation/Orientation	01/02/2017	03/31/2017	$0	No Funding Required	Middle School Guidance Counselor, High School Guidance Counselor, Youth Services Center

Activity - ILEAD ACADEMY Shadowing Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Students interested in perusing the high school route of ILEAD Academy spent a day shadowing a former HCMS student to gather more information about this program in order for them to make a more educated decision about applying. | Career Preparation/Orientation | 01/17/2017 | 02/28/2017 | $0 | No Funding Required | Principal, ILEAD Academy Director |

Activity - Grade Level Data Nights	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade Level Data Nights are planned and take place for teachers to go over KPREP and MAP test scores with students and parents. Parents also have the opportunity of learn more about their child's ILP and options for high school.	Academic Support Program	11/07/2016	11/17/2016	$0	No Funding Required	Principals, Grade Level Teachers, Youth Services Center

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Movers and Shakers Time	A math teacher will tutor identified students who are high novice/low apprentice one day per week to reduce novice KPREP scores.	Academic Support Program	01/02/2017	05/31/2017	$0	Principals, Teachers
Data Analysis	Principal and literacy specialist analyze MAP and KPREP data to determine placement in interventions of students needing additional support in reading throughout the year.	Academic Support Program	08/10/2016	05/31/2017	$0	Principal, Literacy Specialist
Grade Level WIT Time	Grade level teams will meet weekly to focus on best practices of instruction such as workshop model, rigor, engagement, inquiry learning, disciplinary literacy, assessments, etc.	Professional Learning	08/10/2016	05/31/2017	$0	Principal, Assistant Principal, Instructional Coach, Teachers
Teacher Learning Walks	On a monthly basis, during #Wit Time, teachers will observe model labs exhibiting best practices in literacy to implement into their own instruction.	Professional Learning	08/10/2016	05/31/2017	$0	Principal, Assistant Principal , instructional coach, model lab teachers
Administrative Walk-throughs	Weekly walk-throughs by the administrators that provide specific feedback on improving the quality of daily instruction.	Professional Learning	09/01/2016	05/31/2017	$0	Administrators
Career Pathway Shadowing Day	Middle and high school counselors plan a day for our 8th grade students to go and shadow career pathway classes for them to gain knowledge of the pathway/s they might be interested in perusing as a high school student.	Career Preparation/Orientation	01/02/2017	03/31/2017	$0	Middle School Guidance Counselor, High School Guidance Counselor, Youth Services Center
Proctor Pals	Students with a disability in math will meet monthly with their proctor pal to familiarize themselves with them and to learn to be an advocate for themselves on using their accommodations more effectively.	Academic Support Program	11/01/2016	05/31/2017	$0	administration , proctor pals, district special education director

ILEAD ACADEMY Shadowing Day	Students interested in perusing the high school route of ILEAD Academy spent a day shadowing a former HCMS student to gather more information about this program in order for them to make a more educated decision about applying.	Career Preparation/Orientation	01/17/2017	02/28/2017	$0	Principal, ILEAD Academy Director
Grade Level Data Nights	Grade Level Data Nights are planned and take place for teachers to go over KPREP and MAP test scores with students and parents. Parents also have the opportunity of learn more about their child's ILP and options for high school.	Academic Support Program	11/07/2016	11/17/2016	$0	Principals, Grade Level Teachers, Youth Services Center
Movers and Shakers	Special education students who are border line novice/apprentice will meet weekly with special education teacher to focus on test taking strategies to advance them to the next level.	Academic Support Program	01/02/2017	05/31/2017	$0	administration and reading specialist
Data Analysis	Literacy specialist and Instructional coach analyzed MAP and KPREP data to determine placements in interventions of students needing additional support in math throughout the year.	Academic Support Program	08/10/2016	05/31/2017	$0	Administration, Instructional coach, and Literacy specialist.
Weekly #WIT Time	Grade level teams will meet weekly to focus on best practices of instruction such as workshop model, rigor, engagement, inquiry learning, literacy strategies, assessments, etc.	Professional Learning	08/31/2016	05/31/2017	$0	Principal, Assistant Principal, Instructional Coach
Procotor Pals	Students receiving testing accommodations will meet with their proctor pals on a monthly basis to familiarize themselves with their testing buddy and to learn to advocate for themselves for using their accommodations most effectively.	Academic Support Program	01/02/2017	05/31/2017	$0	administration, director of special education, proctor pals
Content #WIT Time	Content teachers will meet on a monthly basis to analyze assessment items, student data, and to make continuous plans for improvement.	Professional Learning	08/31/2016	05/31/2017	$0	Principal, Assistant Principal, Instructional Coach
Teacher Learning Walks	On a monthly basis, during WIT time, teachers will observe lab classrooms exhibiting best practices to implement into their own instruction.	Professional Learning	01/02/2017	05/31/2017	$0	Principal, Assistant Principal, Instructional Coach, and Teachers
Content Enhancement Period	Students with learning disabilities have one period today to get extra assistance in reading instruction to close the gap between their current instructional level and grade level expectations. During this period teachers focus on reading and test taking strategies.	Academic Support Program	08/10/2016	05/31/2017	$0	Special Education Teachers, Principal, Special Education Director

Movers and Shakers II	Students with a disability in math will work weekly with a special education teacher on math skills they are lacking and test taking strategies.	Academic Support Program	01/03/2017	05/31/2017	$0	administration, special education teacher
ILP	Guided by our guidance counselor, each year students update their ILP information learning more about careers that match their interest.	Career Preparation/Orientation	09/01/2016	05/31/2017	$0	Guidance Counselor
Content Level WIT	Teachers meet bi-weekly with the instructional coach to focus on teaching using disciplinary literacy through the lens of their content, teaching using the workshop model, analyzing MAP data to make informed decisions on instructional practices.	Professional Learning	08/10/2016	05/31/2017	$0	Administration, Instructional coach, and teachers
Content Enhancement Period	Students with learning disabilities have one period per day to get extra assistance in math instruction to close the gap between their current instructional level and grade level expectations. During this period teachers focus on math and test taking strategies.	Academic Support Program	08/10/2016	05/31/2017	$0	Special Education Teachers, Special Education Director, Principal
				Total	$0	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Tier II and Tier III Intervention	Students are placed in specific intervention class to help close the gaps in mathematics instruction through computer based programs and research based strategies.	Academic Support Program	08/10/2016	05/31/2017	$1500	Tier II and III intervention teachers.
				Total	$1500	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Progress Monitoring	Students in Tier II and Tier III intervention are progressed monitored on a bi-weekly basis using AIMS web.	Academic Support Program	08/10/2016	05/31/2017	$1300	District Psychologist, Tier II and Tier III Intervention teachers

Progress Monitoring	Students in Tier II and Tier III intervention are progressed monitored on a bi-weekly basis using AIMS Web.	Academic Support Program	08/10/2016	05/31/2017	$1300	District School Psychologist, Tier II Intervention Teachers, Tier III Intervention Teachers
College/Technical School Visits	Based upon interest on ILP, guidance counselor arranges college/technical visits for every 8th grade student.	Career Preparation/Orientation	10/14/2016	10/14/2016	$1200	Guidance Counselor, College/Career Coach, Youth Services Center
				Total	$3800	

Race to the Top

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Tier II and Tier III Intervention	Students in Tier II intervention are using computer programs and researched based instructional strategies to help close the gap in their reading levels.	Academic Support Program	08/10/2016	05/31/2017	$2500	Literacy Specialist, Tier II Intervention Teachers
				Total	$2500	

GRECC Race to the Top

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Movers and Shakers II	An instructional literacy specialist will tutor identified students who are high novice/low apprentice one day per week to reduce novice KPREP scores.	Academic Support Program	01/02/2017	05/31/2017	$1000	administration, literacy speciaist
Professional Development	All math teachers, assistant principal and instructional coach were trained in teaching using the Conceptual Building Blocks model and also in the math workshop model through the Minds on Math workshop.	Professional Learning	06/01/2016	05/31/2017	$16500	Assistant superintendent, Administration, Instructional coach and teachers
				Total	$17500	

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		

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	Disciplinary Literacy and workshop model	

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	Disciplinary Literacy and workshop model	

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	Communicating with universities and new teacher induction program.	

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

Comprehensive School Improvement Plan

Henry County Middle School

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

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

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes	Disciplinary Literacy and workshop model professional development. Minds on Math training for all math teachers.	

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	We are a school-wide Title I program.	

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes	We are a school-wide Title I program.	

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	We are a school-wide Title I program.	

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	We are a school-wide Title I program.	

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 are a school-wide Title I program.	

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

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

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

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	Yes	We are a school-wide Title I program.	

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

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

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

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

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

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

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

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

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

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

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

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

Phase II - KDE Compliance and Accountability - Schools

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

HCMS will retain 100% of teachers with 0-4 years experience who have not been non-renewed.

Measurable Objective 1:

collaborate to create a school culture that provides support for new teachers. by 07/15/2017 as measured by the percent of teachers retained..

Strategy1:

New Teacher Induction Program - Systems will be in place to provide support for new teachers.

Category: Professional Learning & Support

Research Cited: Researched based best practice strategy

Activity - District New Teacher Induction Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Prior to the beginning of the school year the district conducts a new teacher professional development day. The teachers learn about the important aspects of the districts operations. The new teachers in the district meet monthly with the assistant superintendent for any support that is necessary.	Recruitment and Retention	07/24/2017	05/31/2018	$11000 - District Funding	Assistant superintendent

Activity - HCMS New Teacher Induction Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
New teachers in the building will be assigned a mentor teacher and will have a PD day to learn the day to day operations of HCMS. Teachers will meet frequently at the beginning of the school year to discuss support and share successes and concerns. Teachers will meet with the principal at the middle of the year to address any needs or concerns.	Recruitment and Retention	08/01/2017	05/31/2018	$0 - No Funding Required	Administration and mentoring teachers

Activity - Instructional Coach Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
New teachers will be supported in their classrooms by an instructional coach. They will have a weekly guided planning session to develop lessons and implement strategies together.	Professional Learning Recruitment and Retention Academic Support Program	08/01/2017	05/31/2018	$50000 - District Funding	Assistant superintendent and administration

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

Goal 1:

All students at Henry County Middle School will become proficient in mathematics.

Measurable Objective 1:

33% of Students with Disabilities students will demonstrate a proficiency level in Mathematics by 05/31/2017 as measured by Spring 2017 KPREP results.

Strategy1:

Content Enhancement - Special Education Teachers have one period per day to work with students with learning disabilities to close the gap between where they are and their current grade in the area of math.

Category: Continuous Improvement

Research Cited:

Activity - Content Enhancement Period	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with learning disabilities have one period per day to get extra assistance in math instruction to close the gap between their current instructional level and grade level expectations. During this period teachers focus on math and test taking strategies.	Academic Support Program	08/10/2016	05/31/2017	$0 - No Funding Required	Special Education Teachers, Special Education Director, Principal

Strategy2:

Movers and Shakers II - Students with disabilities in math that are border line novice/apprentice will work with special education teacher on math skills and test taking strategies they are lacking to advance them to the next level.

Category: Continuous Improvement

Research Cited:

Activity - Movers and Shakers II	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with a disability in math will work weekly with a special education teacher on math skills they are lacking and test taking strategies.	Academic Support Program	01/03/2017	05/31/2017	$0 - No Funding Required	administration, special education teacher

Strategy3:

Proctor Pals - Students with a disability in math will work monthly with an assigned proctor pal to familiarize themselves with their proctor pal

and for them to become an advocate for themselves on using their accommodations more effectively.

Category: Continuous Improvement

Research Cited:

Activity - Proctor Pals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with a disability in math will meet monthly with their proctor pal to familiarize themselves with them and to learn to be an advocate for themselves on using their accommodations more effectively.	Academic Support Program	11/01/2016	05/31/2017	$0 - No Funding Required	administration, proctor pals, district special education director

Measurable Objective 2:

55% of All Students will demonstrate a proficiency level in Mathematics by 05/31/2017 as measured by Spring 2017 KPREP results.

Strategy1:

Improving Tier I Instruction - Focusing on improving Tier I instruction through the implementation of the workshop model of instruction and

teaching using strategies from the Conceptual Building Blocks professional development. Teachers will also use disciplinary literacy to teach

reading/writing through the lens of mathematics.

Category: Continuous Improvement

Research Cited:

Activity - Content Level WIT	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers meet bi-weekly with the instructional coach to focus on teaching using disciplinary literacy through the lens of their content, teaching using the workshop model, analyzing MAP data to make informed decisions on instructional practices.	Professional Learning	08/10/2016	05/31/2017	$0 - No Funding Required	Administration, Instructional coach, and teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers, assistant principal and instructional coach were trained in teaching using the Conceptual Building Blocks model and also in the math workshop model through the Minds on Math workshop.	Professional Learning	06/01/2016	05/31/2017	$16500 - GRECC Race to the Top	Assistant superintendent, Administration, Instructional coach and teachers

Comprehensive School Improvement Plan

Henry County Middle School

Activity - Grade Level WIT Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level teams will meet weekly to focus on best practices of instruction such as workshop model, rigor, engagement, inquiry learning, disciplinary literacy, assessments, etc.	Professional Learning	08/10/2016	05/31/2017	$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Teachers

Activity - Administrative Walk-throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weekly walk-throughs by the administrators that provide specific feedback on improving the quality of daily instruction.	Professional Learning	09/01/2016	05/31/2017	$0 - No Funding Required	Administrators

Activity - Teacher Learning Walks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On a monthly basis, during WIT time, teachers will observe lab classrooms exhibiting best practices to implement into their own instruction.	Professional Learning	01/02/2017	05/31/2017	$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, and Teachers

Strategy2:

Intervention - Students scoring in the bottom 25 percentile according to MAP data have been placed in a tiered intervention to receive

additional support in mathematics.

Category: Continuous Improvement

Research Cited:

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Literacy specialist and Instructional coach analyzed MAP and KPREP data to determine placements in interventions of students needing additional support in math throughout the year.	Academic Support Program	08/10/2016	05/31/2017	$0 - No Funding Required	Administration, Instructional coach, and Literacy specialist.

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in Tier II and Tier III intervention are progressed monitored on a bi-weekly basis using AIMS web.	Academic Support Program	08/10/2016	05/31/2017	$1300 - District Funding	District Psychologist, Tier II and Tier III Intervention teachers

Activity - Tier II and Tier III Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are placed in specific intervention class to help close the gaps in mathematics instruction through computer based programs and research based strategies.	Academic Support Program	08/10/2016	05/31/2017	$1500 - School Council Funds	Tier II and III intervention teachers.

Measurable Objective 3:

10% of All Students will increase student growth from novice to apprentice or above in Mathematics by 05/31/2017 as measured by Spring

2017 KPREP results.

Strategy1:

Movers and Shakers - Principals, along with math specialists will work with individual students who are high novice/low apprentice one day per week to reduce novice KPREP scores in both areas.

Category: Continuous Improvement

Research Cited:

Activity - Movers and Shakers Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A math teacher will tutor identified students who are high novice/low apprentice one day per week to reduce novice KPREP scores.	Academic Support Program	01/02/2017	05/31/2017	$0 - No Funding Required	Principals, Teachers

Goal 2:

All students at Henry County Middle School will become proficient readers.

Measurable Objective 1:

10% of All Students will increase student growth from novice to apprentice or above in Reading by 05/31/2017 as measured by Spring 2017 KPREP results.

Strategy1:

Movers and Shakers II - Literacy Specialist will work weekly with students who are borderline novice/apprentice on skills they are lacking to advance them to the next level.

Category: Continuous Improvement

Research Cited:

Activity - Movers and Shakers II	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An instructional literacy specialist will tutor identified students who are high novice/low apprentice one day per week to reduce novice KPREP scores.	Academic Support Program	01/02/2017	05/31/2017	$1000 - GRECC Race to the Top	administration, literacy speciaist

Measurable Objective 2:

61% of All Students will demonstrate a proficiency level in Reading by 05/20/2016 as measured by Spring 2017 KPREP results.

Strategy1:

Professional Learning Communities - Teachers will meet weekly in grade level PLCs to focus on improving Tier I instruction. Teachers in content level PLCs will meet monthly to analyze data, assessments, and make plans for improvement.

Category: Professional Learning & Support

Research Cited:

Activity - Weekly #WIT Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level teams will meet weekly to focus on best practices of instruction such as workshop model, rigor, engagement, inquiry learning, literacy strategies, assessments, etc.	Professional Learning	08/31/2016	05/31/2017	$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach

Activity - Teacher Learning Walks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On a monthly basis, during #Wit Time, teachers will observe model labs exhibiting best practices in literacy to implement into their own instruction.	Professional Learning	08/10/2016	05/31/2017	$0 - No Funding Required	Principal, Assistant Principal , instructional coach, model lab teachers

Activity - Content #WIT Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content teachers will meet on a monthly basis to analyze assessment items, student data, and to make continuous plans for improvement.	Professional Learning	08/31/2016	05/31/2017	$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach

Strategy2:

 Intervention - All students who are in the 25 percentile or below, as measured by MAP data or novice on previous year's KPREP, have been placed in a tiered intervention to receive additional support in reading.

Category: Continuous Improvement

Research Cited:

Activity - Tier II and Tier III Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in Tier II intervention are using computer programs and researched based instructional strategies to help close the gap in their reading levels.	Academic Support Program	08/10/2016	05/31/2017	$2500 - Race to the Top	Literacy Specialist, Tier II Intervention Teachers

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and literacy specialist analyze MAP and KPREP data to determine placement in interventions of students needing additional support in reading throughout the year.	Academic Support Program	08/10/2016	05/31/2017	$0 - No Funding Required	Principal, Literacy Specialist

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in Tier II and Tier III intervention are progressed monitored on a bi-weekly basis using AIMS Web.	Academic Support Program	08/10/2016	05/31/2017	$1300 - District Funding	District School Psychologist, Tier II Intervention Teachers, Tier III Intervention Teachers

Measurable Objective 3:

37% of Students with Disabilities students will demonstrate a proficiency level in Reading by 05/31/2017 as measured by Spring 2017 KPREP results.

Strategy1:

Content Enhancement - Special Education Teachers have one period per day to work with students with learning disabilities to close the gap between where they are and their current grade in the area of reading.

Category: Continuous Improvement

Research Cited:

Activity - Content Enhancement Period	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with learning disabilities have one period today to get extra assistance in reading instruction to close the gap between their current instructional level and grade level expectations. During this period teachers focus on reading and test taking strategies.	Academic Support Program	08/10/2016	05/31/2017	$0 - No Funding Required	Special Education Teachers, Principal, Special Education Director

Strategy2:

Proctor Pals - Students with disabilities will meet with proctor pals on a monthly basis to familiarize themselves with their testing partner and to advocate for themselves on adequately using their accommodations during a testing situation.

Category: Continuous Improvement

Research Cited:

Activity - Procotor Pals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students receiving testing accommodations will meet with their proctor pals on a monthly basis to familiarize themselves with their testing buddy and to learn to advocate for themselves for using their accommodations most effectively.	Academic Support Program	01/02/2017	05/31/2017	$0 - No Funding Required	administration, director of special education, proctor pals

Strategy3:

Movers and Shakers - Special Education Students who are border line novice/apprentice will be in a small group weekly to get the extra support that they need to progress to the next level.

Category: Continuous Improvement

Research Cited:

Activity - Movers and Shakers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education students who are border line novice/apprentice will meet weekly with special education teacher to focus on test taking strategies to advance them to the next level.	Academic Support Program	01/02/2017	05/31/2017	$0 - No Funding Required	administration and reading specialist

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:

All students at Henry County Middle School will become proficient in mathematics.

Measurable Objective 1:

55% of All Students will demonstrate a proficiency level in Mathematics by 05/31/2017 as measured by Spring 2017 KPREP results.

Strategy1:

Improving Tier I Instruction - Focusing on improving Tier I instruction through the implementation of the workshop model of instruction and teaching using strategies from the Conceptual Building Blocks professional development. Teachers will also use disciplinary literacy to teach reading/writing through the lens of mathematics.

Category: Continuous Improvement

Research Cited:

Activity - Content Level WIT	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers meet bi-weekly with the instructional coach to focus on teaching using disciplinary literacy through the lens of their content, teaching using the workshop model, analyzing MAP data to make informed decisions on instructional practices.	Professional Learning	08/10/2016	05/31/2017	$0 - No Funding Required	Administration, Instructional coach, and teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers, assistant principal and instructional coach were trained in teaching using the Conceptual Building Blocks model and also in the math workshop model through the Minds on Math workshop.	Professional Learning	06/01/2016	05/31/2017	$16500 - GRECC Race to the Top	Assistant superintendent, Administration, Instructional coach and teachers

Activity - Administrative Walk-throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weekly walk-throughs by the administrators that provide specific feedback on improving the quality of daily instruction.	Professional Learning	09/01/2016	05/31/2017	$0 - No Funding Required	Administrators

Activity - Grade Level WIT Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level teams will meet weekly to focus on best practices of instruction such as workshop model, rigor, engagement, inquiry learning, disciplinary literacy, assessments, etc.	Professional Learning	08/10/2016	05/31/2017	$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Teachers

Activity - Teacher Learning Walks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On a monthly basis, during WIT time, teachers will observe lab classrooms exhibiting best practices to implement into their own instruction.	Professional Learning	01/02/2017	05/31/2017	$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, and Teachers

Strategy2:

Intervention - Students scoring in the bottom 25 percentile according to MAP data have been placed in a tiered intervention to receive

additional support in mathematics.

Category: Continuous Improvement

Research Cited:

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Literacy specialist and Instructional coach analyzed MAP and KPREP data to determine placements in interventions of students needing additional support in math throughout the year.	Academic Support Program	08/10/2016	05/31/2017	$0 - No Funding Required	Administration, Instructional coach, and Literacy specialist.

Activity - Tier II and Tier III Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are placed in specific intervention class to help close the gaps in mathematics instruction through computer based programs and research based strategies.	Academic Support Program	08/10/2016	05/31/2017	$1500 - School Council Funds	Tier II and III intervention teachers.

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in Tier II and Tier III intervention are progressed monitored on a bi-weekly basis using AIMS web.	Academic Support Program	08/10/2016	05/31/2017	$1300 - District Funding	District Psychologist, Tier II and Tier III Intervention teachers

Measurable Objective 2:

10% of All Students will increase student growth from novice to apprentice or above in Mathematics by 05/31/2017 as measured by Spring 2017 KPREP results.

Strategy1:

Movers and Shakers - Principals, along with math specialists will work with individual students who are high novice/low apprentice one day per week to reduce novice KPREP scores in both areas.

Category: Continuous Improvement

Research Cited:

Activity - Movers and Shakers Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A math teacher will tutor identified students who are high novice/low apprentice one day per week to reduce novice KPREP scores.	Academic Support Program	01/02/2017	05/31/2017	$0 - No Funding Required	Principals, Teachers

Measurable Objective 3:

33% of Students with Disabilities students will demonstrate a proficiency level in Mathematics by 05/31/2017 as measured by Spring 2017 KPREP results.

Strategy1:

Proctor Pals - Students with a disability in math will work monthly with an assigned proctor pal to familiarize themselves with their proctor pal and for them to become an advocate for themselves on using their accommodations more effectively.

Category: Continuous Improvement

Research Cited:

Activity - Proctor Pals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with a disability in math will meet monthly with their proctor pal to familiarize themselves with them and to learn to be an advocate for themselves on using their accommodations more effectively.	Academic Support Program	11/01/2016	05/31/2017	$0 - No Funding Required	administration, proctor pals, district special education director

Strategy2:

Movers and Shakers II - Students with disabilities in math that are border line novice/apprentice will work with special education teacher on math skills and test taking strategies they are lacking to advance them to the next level.

Category: Continuous Improvement

Research Cited:

Activity - Movers and Shakers II	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with a disability in math will work weekly with a special education teacher on math skills they are lacking and test taking strategies.	Academic Support Program	01/03/2017	05/31/2017	$0 - No Funding Required	administration, special education teacher

Strategy3:

Content Enhancement - Special Education Teachers have one period per day to work with students with learning disabilities to close the gap

between where they are and their current grade in the area of math.

Category: Continuous Improvement

Research Cited:

Activity - Content Enhancement Period	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with learning disabilities have one period per day to get extra assistance in math instruction to close the gap between their current instructional level and grade level expectations. During this period teachers focus on math and test taking strategies.	Academic Support Program	08/10/2016	05/31/2017	$0 - No Funding Required	Special Education Teachers, Special Education Director, Principal

Goal 2:

All students at Henry County Middle School will become proficient readers.

Measurable Objective 1:

37% of Students with Disabilities students will demonstrate a proficiency level in Reading by 05/31/2017 as measured by Spring 2017

KPREP results.

Strategy1:

Proctor Pals - Students with disabilities will meet with proctor pals on a monthly basis to familiarize themselves with their testing partner and

to advocate for themselves on adequately using their accommodations during a testing situation.

Category: Continuous Improvement

Research Cited:

Activity - Procotor Pals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students receiving testing accommodations will meet with their proctor pals on a monthly basis to familiarize themselves with their testing buddy and to learn to advocate for themselves for using their accommodations most effectively.	Academic Support Program	01/02/2017	05/31/2017	$0 - No Funding Required	administration, director of special education, proctor pals

Strategy2:

Movers and Shakers - Special Education Students who are border line novice/apprentice will be in a small group weekly to get the extra

support that they need to progress to the next level.

Category: Continuous Improvement

Research Cited:

Activity - Movers and Shakers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education students who are border line novice/apprentice will meet weekly with special education teacher to focus on test taking strategies to advance them to the next level.	Academic Support Program	01/02/2017	05/31/2017	$0 - No Funding Required	administration and reading specialist

Strategy3:

Content Enhancement - Special Education Teachers have one period per day to work with students with learning disabilities to close the gap between where they are and their current grade in the area of reading.

Category: Continuous Improvement

Research Cited:

Activity - Content Enhancement Period	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with learning disabilities have one period today to get extra assistance in reading instruction to close the gap between their current instructional level and grade level expectations. During this period teachers focus on reading and test taking strategies.	Academic Support Program	08/10/2016	05/31/2017	$0 - No Funding Required	Special Education Teachers, Principal, Special Education Director

Measurable Objective 2:

10% of All Students will increase student growth from novice to apprentice or above in Reading by 05/31/2017 as measured by Spring 2017 KPREP results.

Strategy1:

Movers and Shakers II - Literacy Specialist will work weekly with students who are borderline novice/apprentice on skills they are lacking to advance them to the next level.

Category: Continuous Improvement

Research Cited:

Activity - Movers and Shakers II	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An instructional literacy specialist will tutor identified students who are high novice/low apprentice one day per week to reduce novice KPREP scores.	Academic Support Program	01/02/2017	05/31/2017	$1000 - GRECC Race to the Top	administration, literacy speciaist

Measurable Objective 3:

61% of All Students will demonstrate a proficiency level in Reading by 05/20/2016 as measured by Spring 2017 KPREP results.

Strategy1:

 Intervention - All students who are in the 25 percentile or below, as measured by MAP data or novice on previous year's KPREP, have been placed in a tiered intervention to receive additional support in reading.

Category: Continuous Improvement

Research Cited:

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and literacy specialist analyze MAP and KPREP data to determine placement in interventions of students needing additional support in reading throughout the year.	Academic Support Program	08/10/2016	05/31/2017	$0 - No Funding Required	Principal, Literacy Specialist

Activity - Tier II and Tier III Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in Tier II intervention are using computer programs and researched based instructional strategies to help close the gap in their reading levels.	Academic Support Program	08/10/2016	05/31/2017	$2500 - Race to the Top	Literacy Specialist, Tier II Intervention Teachers

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in Tier II and Tier III intervention are progressed monitored on a bi-weekly basis using AIMS Web.	Academic Support Program	08/10/2016	05/31/2017	$1300 - District Funding	District School Psychologist, Tier II Intervention Teachers, Tier III Intervention Teachers

Strategy2:

Professional Learning Communities - Teachers will meet weekly in grade level PLCs to focus on improving Tier I instruction. Teachers in content level PLCs will meet monthly to analyze data, assessments, and make plans for improvement.

Category: Professional Learning & Support

Research Cited:

Activity - Teacher Learning Walks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On a monthly basis, during #Wit Time, teachers will observe model labs exhibiting best practices in literacy to implement into their own instruction.	Professional Learning	08/10/2016	05/31/2017	$0 - No Funding Required	Principal, Assistant Principal , instructional coach, model lab teachers

Activity - Content #WIT Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content teachers will meet on a monthly basis to analyze assessment items, student data, and to make continuous plans for improvement.	Professional Learning	08/31/2016	05/31/2017	$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach

Activity - Weekly #WIT Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level teams will meet weekly to focus on best practices of instruction such as workshop model, rigor, engagement, inquiry learning, literacy strategies, assessments, etc.	Professional Learning	08/31/2016	05/31/2017	$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach

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

Goal 1:

All students at Henry County Middle School will be provided opportunities to help them reach college/career readiness.

Measurable Objective 1:

100% of All Students will achieve college and career readiness opportunities in Career & Technical by 05/31/2017 as measured by the students ILP.

Strategy1:

College/Career Awareness - Students will be given numerous opportunities throughout their time as a HCMS student to explore various college and career options for their future.

Category: Career Readiness Pathways

Research Cited:

Activity - Grade Level Data Nights	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade Level Data Nights are planned and take place for teachers to go over KPREP and MAP test scores with students and parents. Parents also have the opportunity of learn more about their child's ILP and options for high school.	Academic Support Program	11/07/2016	11/17/2016	$0 - No Funding Required	Principals, Grade Level Teachers, Youth Services Center

Activity - College/Technical School Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based upon interest on ILP, guidance counselor arranges college/technical visits for every 8th grade student.	Career Preparation/ Orientation	10/14/2016	10/14/2016	$1200 - District Funding	Guidance Counselor, College/Career Coach, Youth Services Center

Activity - Career Pathway Shadowing Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Middle and high school counselors plan a day for our 8th grade students to go and shadow career pathway classes for them to gain knowledge of the pathway/s they might be interested in perusing as a high school student.	Career Preparation/ Orientation	01/02/2017	03/31/2017	$0 - No Funding Required	Middle School Guidance Counselor, High School Guidance Counselor, Youth Services Center

Activity - ILEAD ACADEMY Shadowing Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students interested in perusing the high school route of ILEAD Academy spent a day shadowing a former HCMS student to gather more information about this program in order for them to make a more educated decision about applying.	Career Preparation/ Orientation	01/17/2017	02/28/2017	$0 - No Funding Required	Principal, ILEAD Academy Director

Activity - ILP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Guided by our guidance counselor, each year students update their ILP information learning more about careers that match their interest.	Career Preparation/ Orientation	09/01/2016	05/31/2017	$0 - No Funding Required	Guidance Counselor

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

Goal 1:

All students at Henry County Middle School will be provided opportunities to help them reach college/career readiness.

Measurable Objective 1:

100% of All Students will achieve college and career readiness opportunities in Career & Technical by 05/31/2017 as measured by the students ILP.

Strategy1:

College/Career Awareness - Students will be given numerous opportunities throughout their time as a HCMS student to explore various college and career options for their future.

Category: Career Readiness Pathways

Research Cited:

Activity - Grade Level Data Nights	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade Level Data Nights are planned and take place for teachers to go over KPREP and MAP test scores with students and parents. Parents also have the opportunity of learn more about their child's ILP and options for high school.	Academic Support Program	11/07/2016	11/17/2016	$0 - No Funding Required	Principals, Grade Level Teachers, Youth Services Center

Activity - College/Technical School Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based upon interest on ILP, guidance counselor arranges college/technical visits for every 8th grade student.	Career Preparation/ Orientation	10/14/2016	10/14/2016	$1200 - District Funding	Guidance Counselor, College/Career Coach, Youth Services Center

Activity - ILEAD ACADEMY Shadowing Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students interested in perusing the high school route of ILEAD Academy spent a day shadowing a former HCMS student to gather more information about this program in order for them to make a more educated decision about applying.	Career Preparation/ Orientation	01/17/2017	02/28/2017	$0 - No Funding Required	Principal, ILEAD Academy Director

Activity - Career Pathway Shadowing Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Middle and high school counselors plan a day for our 8th grade students to go and shadow career pathway classes for them to gain knowledge of the pathway/s they might be interested in perusing as a high school student.	Career Preparation/ Orientation	01/02/2017	03/31/2017	$0 - No Funding Required	Middle School Guidance Counselor, High School Guidance Counselor, Youth Services Center

Activity - ILP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Guided by our guidance counselor, each year students update their ILP information learning more about careers that match their interest.	Career Preparation/ Orientation	09/01/2016	05/31/2017	$0 - No Funding Required	Guidance Counselor

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

Goal 1:

All students at Henry County Middle School will become proficient readers.

Measurable Objective 1:

61% of All Students will demonstrate a proficiency level in Reading by 05/20/2016 as measured by Spring 2017 KPREP results.

Strategy1:

Professional Learning Communities - Teachers will meet weekly in grade level PLCs to focus on improving Tier I instruction. Teachers in content level PLCs will meet monthly to analyze data, assessments, and make plans for improvement.

Category: Professional Learning & Support

Research Cited:

Activity - Content #WIT Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content teachers will meet on a monthly basis to analyze assessment items, student data, and to make continuous plans for improvement.	Professional Learning	08/31/2016	05/31/2017	$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach

Narrative:

All content level teachers, as well as our choir, band, and arts and humanities teacher are required to keep an online portfolio of how they are integrating the arts into their specific content to meet the requirements of the program review. We also created an elective schedule that allowed more student choice in the areas under the program reviews.

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?

Henry County Middle School is a 6th through 8th grade school of consistently just below 500 students in rural Henry County. Over the past few years we have had a change in administration and have hired many young teachers straight out of college. We are a Title I school with over 50% of our students on free / reduced lunch. The student population is fairly homogeneous with a small percentage of students falling under a minortiy student group (just below 9%). There is not a high level of community education. Most adults in the community have not completed their education beyond high school. This makes it diffucult to sell the value of education to the constituents. The county is geographically large but sparse in many areas in population. This makes transportation an issue if the school wants to have any after-school academic enhancements.

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.

At HCMS, the staff talked a great deal about our important mission:

Henry County Middle School will provide a safe, secure and challenging school environment that prepares an increasing number of students for success in rigorous high school courses; students achieve growth in literacy and numeracy skills that leads to graduation from high school and the necessity for college and / or technical training.This is a challenging mission and one we do not take lightly. It takes a vision to make this mission a reality. Our vision: Empowered educators equipping students to be independent learners and thinkers who use the experience to make their goals a reality.So how do we in the middle school accomplish this (safe, secure, challenging, growth, equipping independence, thinkers)?

(1) Teachers

We hire the best teachers that have the skills to teach individual students in a way that fits those students' needs, all the while engaging these different learners in a class of thirty (of different shapes, sizes and abilities). We have numerous teachers with elementary backgrounds. Why is this important? We want our teachers to maintain that delicate balance of knowing their content but also really knowing their kids. We want teachers to challenge "all" students to be independent thinkers. The "all" part can be tough in a thirty student classroom.This means teachers take an elementary mindset by having learning centers, pair-sharing and project-based learning. Creating smaller groupings of students allows more thinking, processing and sharing time for more kids. Current teacher efforts with personalization of students' education, from self-paced learning to cross-curricular assignments and project-based learning, creates student ownership in the overall process. At HCMS we have excellent teachers. They are the driving forces to getting students what they need in terms of their education.

2) Teamwork

The one-teacher classroom, the elementary mindset, does have its advantages. How can we in the middle get to know our kids when the kids see so many different teachers each day? Teacher teaming at the grade levels plays an important part in knowing our kids. At each grade level, there is a seven teacher team: two language arts, two math, a science, a social studies and a special education co-teacher. The team has common planning time to talk about kids needs, plan together and look at data (an underrated process that is needed to see where kids are and where kids need to be). Teaching teams have an intervention / enrichment class period that is flexible for kids. Teachers have more of a say in where kids go and what supports kids get.The more teachers an individual student sees, the more difficulty in maintaining consistency. To combat this, HCMS teachers spent time working with both the Leader in Me and Discovery model of behavioral interventions. This creates a common language and common skills. Students talk about the 6 "P's" (Prompt, Prepared, Polite, Productive,Participating and Positive Attitudes) and seven habits and are asked if

they are "attending" to the task at hand if struggling to be in the moment during instruction. Grade level teams work together to get kids on the same page to increase focus of learning and reduce the learning distraction of policing behavior. There is even a behavior interventionist on staff this year to provide support to the grade level teams and support to individual students that need more assistance in monitoring and managing behaviors.

(3) Looking Ahead

Students in high school should not be the only ones to be thinking towards the future. HCMS wants its kids to be college and career ready. What does that look like to thirteen and fourteen year-olds or even preteens? It means working with the high school so our kids know what to

expect and what high school can do for them to make their long-term goals realities. It is about giving middle school students the opportunities to advance at their own pace even getting high school credits as an eighth grader. Our students are provided the opportunity to be selected for the ILEAD Academy which is geared towards students wanting to pursue a career in the engineering field. It's about developing an individual learning plan (ILP) in the middle school and seeing that it can be used for years to come as a resume builder, reference sheet, a tool to research what colleges and universities are the best fit for a student's career interests and so much more.

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.

We strive to create a community of thinkers in our middle school. We want students at all levels (not meeting academic standards, meeting academic standards and exceeding academic standards) to grow as learners. The students cannot be empowered without the teachers being empowered. This means solidifying grade-level teaching teams, creating a schedule that allows common planning for these team members and giving teachers more opportunities to intervene with students during an average school day.

Although we saw significant gains in our overall score last year (+8), over the last three years our scores have remained constant; however, we are not moving fast enough when it comes to academic gains. We have worked to educate our stakeholders (teachers, parents and students) on the importance of education and success in the common core standards. We have continued to develop our use of MAP as an interrum assessment. With each of the three MAP testing sessions per year, we have focused on student goal setting and understanding their results. We have had Data Nights where we go over individual scores with parents and students and discuss the importance of academic achievement as it pertains to transitions to high school.

Over the next three years, we want to continue to strive in creating our community of thinkers. A majority of the staff is trained in the Thinking Strategies (workshop) model. We want to enlarge that scope as far as best practices and see improvements/ increases in student ownership and the quality of the work they produce. We also dedicate our weekly PLC time to focus on best practice strategies including disciplinary literacy workshop model, etc. to be implemented into classrooms.

Additional Information

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

Henry County Middle School is working hard to ensure that all children are successful and ready for life transitions.