



# **KDE Comprehensive School Improvement Plan**

South Hopkins Middle School

Hopkins County

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## **Introduction**

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

# **Executive Summary**

## **Introduction**

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

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

## **Description of the School**

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

South Hopkins Middle School is located in Western Kentucky. It serves 4 communities: Earlington, Mortons Gap, Nortonville and White Plains. 455 students are currently enrolled. There are 246 males and 209 females. Our population is made up of 409 white students, 15 African American students, 14 Hispanic students, 4 Asian students, 1 American Indian and 12 students of mixed races. 80 students are enrolled in our special education program. We are a Title 1 school with 254 students on free or reduced lunch. Our school is composed of 28 full time teachers, 2 teachers that are shared with other schools, and 6 classroom instructional assistants. Our administration is made up of 1 principal, 1 vice principal, 1 guidance counselor, 1 curriculum coordinator and 1 special education building coach. The community our school serves is comprised of approximately 4,365 people. Of those people, 90% are white, 9% are African American and 2% are Hispanic. The average income of families in our community is \$31,000 with an average of 20% living below poverty level. 64% are high school graduates and/or have continued education after leaving high school. 9% of the community is currently unemployed.



## **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.**

South Hopkins Middle School's mission statement reads as followed:

SHMS-Where all students are challenged to reach their highest potential in a supportive environment.

Our school wide expectations are:

C-Commit to Success

A- Act responsibility

T-Try your best

S-Show respect

South Hopkins Middle School embodies its purpose by recognizing student achievement and rewarding those students who meet our school wide expectations. Our school also has high expectations of all students in every class. Teachers are devoted in their effort to meet all student needs through differentiated instruction, before and after school tutoring, and they are constantly seeking new ideas in order to make South Hopkins Middle School a place where all students feel successful and safe.

## **Notable Achievements and Areas of Improvement**

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

Notable achievements at South Hopkins Middle School include an overall KPREP score of 74.1. We have risen from a focus school 2 years ago to now being a School of Distinction. Currently we are in the 95th percentile of schools in the state. With the exception of On Demand writing, we've made growth in all areas of achievement. Our reading increased from 64.4 to 74.7, math improved from 67.9 to 74.4, science increased from 85.2 to 87.5, social studies went up from 85.2 to 87.5 and language mechanics improved from 59 to 68.9. Gap groups also made growth in all areas of achievement except On Demand. The percentage of students with typical growth increased in reading and math, from 66.5 to 69.7. College and Career Benchmark scores went up in all areas. We exceeded our AMO goal of 67.8. We also had more distinguished than novice in every area which resulted in bonus points in all areas.

Areas for improvement include meeting the proficiency and gap delivery target in reading, increasing our On Demand scores for all students and increasing EXPLORE scores for College and Career readiness.

## **Additional Information**

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

The results of the TELL survey indicate that our school has an excellent school climate.

# **Plan for KDE Comprehensive School Improvement Plan SHMS 2014-2015**

## **Overview**

### **Plan Name**

Plan for KDE Comprehensive School Improvement Plan SHMS 2014-2015

### **Plan Description**

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	*Increase the averaged combined reading and math KPREP scores for South Hopkins Middle School students from 54.9% in 2014 to 71.1% in 2017.	Objectives: 1 Strategies: 3 Activities: 8	Organizational	\$47000
2	*Increase the averaged reading and math proficiency ratings for all South Hopkins Middle students in the non-duplicated gap group from 48.8% in 2014 to 66.0% in 2017.	Objectives: 1 Strategies: 2 Activities: 5	Organizational	\$0
3	*Increase the percentage of South Hopkins Middle School students who are college and career ready from 53.3 in 2014 to 72.3% in 2017.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0
4	*Continue implementation of PBIS	Objectives: 2 Strategies: 3 Activities: 5	Organizational	\$450
5	*Ensure that all teachers and principals receive training and are provided support and guidance of the Professional Growth and Effectiveness System (PGES)	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
6	*Increase the scores for all areas of our school's Program Review	Objectives: 3 Strategies: 3 Activities: 6	Organizational	\$100
7	*Our school will address the Title 1 components	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0

## Goal 1: \*Increase the averaged combined reading and math KPREP scores for South Hopkins Middle School students from 54.9% in 2014 to 71.1% in 2017.

### Measurable Objective 1:

collaborate to increase the overall reading and math scores for South Hopkins Middle School students from 54.9% to 59.5% by 05/29/2015 as measured by KPREP.

### Strategy 1:

Best practices - Teachers will utilize best practice strategies: Professional Learning Communities, Data Disaggregation, Differentiated Instruction and Peer Observation.

Category: Integrated Methods for Learning

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers meet weekly in PLCs to analyze data and share best practices.	Professional Learning	08/13/2014	05/29/2015	\$0	No Funding Required	All teachers and administration
Activity - Teacher Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will observe their peers to learn and reflect on other teaching methods and instructional strategies.	Professional Learning	08/06/2014	05/29/2015	\$0	No Funding Required	Teachers and administration
Activity - Data Disaggregation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze student achievement relative to state, district and school assessment systems (KPREP, MAP, EXPLORE, Common Assessment, etc.).	Policy and Process	08/06/2014	05/29/2015	\$0	No Funding Required	Teachers and administration
Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Make ongoing modifications to instruction relative to the analysis of assessment data in order to meet the needs of all learners.	Policy and Process	08/06/2014	05/29/2015	\$0	No Funding Required	Teachers and administration
Activity - KSI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title 1 funds will be used to hire a certified math teacher for our KSI math class in order to provide interventions to students in the area of math.	Academic Support Program	05/29/2015	05/29/2015	\$45000	Title I Schoolwide	Administration

### Strategy 2:

Curriculum Assessment and Alignment - Teachers will effectively plan and implement instruction and will evaluate instructional practices under the guidance of

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administration.

Category: Integrated Methods for Learning

Activity - Planning and Implementing Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase and utilize instructional resources that are researched based and aligned with Kentucky Core Academic Standards in order to implement rigor into the curriculum.	Policy and Process	08/06/2014	05/29/2015	\$2000	Title I Schoolwide	Teachers and administration

Activity - Evaluate Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will ensure that teachers implement the curriculum using best practices for instruction and assessment. Teachers will also reflect on their own instruction and the instructional practices of their peers to evaluate effectiveness.	Academic Support Program	08/06/2014	05/29/2015	\$0	No Funding Required	Teachers and administration

**Strategy 3:**

Professional Development - Teachers will analyze data and self reflect to determine professional development needs.

Category: Continuous Improvement

Activity - CIITS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize CIITS to acquire professional learning needs.	Professional Learning	08/11/2014	05/29/2015	\$0	No Funding Required	Teachers and Administration

## **Goal 2: \*Increase the averaged reading and math proficiency ratings for all South Hopkins Middle students in the non-duplicated gap group from 48.8% in 2014 to 66.0% in 2017.**

**Measurable Objective 1:**

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 48.8% to 52.4% by 05/29/2015 as measured by KPREP.

**Strategy 1:**

Best practices - Teachers will utilize best practice strategies: Professional Learning Communities, Data Disaggregation, Differentiated Instruction, and Peer Observations.

Category: Teacher PGES

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will meet weekly in PLCs to analyze data and share best practices in order to address the needs of gap students.	Professional Learning	08/13/2014	05/29/2015	\$0	No Funding Required	All teachers and administration
<b>Activity - Teacher Observations</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will observe their peers to learn and reflect on other teaching methods and instructional strategies in order to meet the needs of students in the non-duplicated gap group.	Professional Learning	08/06/2014	05/29/2015	\$0	No Funding Required	Teachers and administration
<b>Activity - Data Disaggregation</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Analyze student achievement by gap groups, relative to state, district, and school assessment systems (KPREP, MAP, Common Assessments, EXPLORE, etc.)	Policy and Process	08/06/2014	05/29/2015	\$0	No Funding Required	Teachers and administration
<b>Activity - Differentiated Instruction</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Make ongoing modifications to instruction relative to the analysis of assessment gap data in order to meet the needs of all learners.	Policy and Process	08/06/2014	05/29/2015	\$0	No Funding Required	Teachers and administration

**Strategy 2:**

Professional Development - Teachers will analyze data and self reflect to determine professional development needs.

Category: Continuous Improvement

<b>Activity - CIITS</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will utilize CIITS to acquire professional learning in areas of need.	Professional Learning	08/11/2014	05/29/2015	\$0	No Funding Required	Teachers and Administration

**Goal 3: \*Increase the percentage of South Hopkins Middle School students who are college and career ready from 53.3 in 2014 to 72.3% in 2017.****Measurable Objective 1:**

collaborate to Increase the percentage of college and career readiness from 53.3% to 58% by 05/29/2015 as measured by Unbridled Learning CCR formula.

**Strategy 1:**

Targeted Interventions - Teachers and students will receive goal setting training, will set goals, and will receive intensive instruction based on their critical skill areas.

Category: Integrated Methods for Learning

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Activity - College and Career Exploration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and students will participate in a mock EXPLORE and will set goals to increase EXPLORE benchmark scores. Teachers will mentor students in critical skill areas.	Academic Support Program	08/06/2014	05/29/2015	\$0	No Funding Required	Teachers and administration

Activity - ILPs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and students will complete ILP components to gain a better understanding of the students' college/career interests and goals.	Career Preparation/Orientation	08/06/2014	05/29/2015	\$0	No Funding Required	Teachers and administration

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Community members will mentor 8th grade students through the Operation Preparation Program based on the students' interests and goals as identified in the ILP.	Career Preparation/Orientation	03/01/2015	03/31/2015	\$0	No Funding Required	Teachers and administration

## Goal 4: \*Continue implementation of PBIS

### Measurable Objective 1:

collaborate to sustain fidelity of Tier 1 by 05/29/2015 as measured by behavior data.

### Strategy 1:

Behavior Monitoring - Student behavior will be monitored and data will be disaggregated by staff.

Category: Stakeholder Engagement

Activity - Check and Connect	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are identified for not demonstrating positive behavior will be recommended for intervention and monitored through the Check and Connect program.	Behavioral Support Program	08/18/2014	05/29/2015	\$0	No Funding Required	Teachers, Staff, and Administration

Activity - SWIS Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PBIS team will review SWIS data monthly and discuss possible intervention methods. Information will then be shared with teachers.	Behavioral Support Program	08/18/2014	05/29/2015	\$0	No Funding Required	PBIS team, administration, and teachers

### Strategy 2:

Positive Behavior Management - Teachers and staff will promote positive behavior through clearly stated expectations and will reward students who demonstrate positive behaviors.

Category: Stakeholder Engagement

Activity - Positive Behavior Rewards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who demonstrate positive behavior will be rewarded at frequent intervals.	Behavioral Support Program	08/13/2014	05/29/2015	\$0	No Funding Required	All teachers and administration

**Measurable Objective 2:**

collaborate to develop and implement Tier 2 supports by 05/29/2015 as measured by analyzing behavioral data.

**Strategy 1:**

Positive Behavior - Teachers and staff will promote positive behavior through clearly stated expectations and will reward students who demonstrate positive behaviors.

Category: Stakeholder Engagement

Activity - Positive Behavior Rewards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who demonstrate positive behavior will be rewarded at frequent intervals.	Behavioral Support Program	08/13/2014	05/29/2015	\$0	No Funding Required	All teachers and administration

Activity - Tier 2 PBIS training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A team of teachers will attend a Tier 2 training. The team will train other teachers and staff on Tier 2 intervention strategies.	Behavioral Support Program	08/11/2014	05/29/2015	\$450	Title I Schoolwide	PBIS team

**Goal 5: \*Ensure that all teachers and principals receive training and are provided support and guidance of the Professional Growth and Effectiveness System (PGES)**

**Measurable Objective 1:**

collaborate to ensure all the teachers and principals are trained and coached in writing Professional Growth Plans by 08/06/2014 as measured by training and guidance provided during the preparatory pilot phase.

**Strategy 1:**

Instruction on Writing Professional Growth Plans - Provide instructional sessions for all teachers on the PGES multiple measure for writing an effective and measurable Professional Growth Goal.

Category: Professional Learning & Support

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Activity - Professional Growth Planning Guidance and Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide teachers with exemplars for PGP's and provide guidance on how to use data and observation resources as guidance for writing measurable professional growth goals.	Professional Learning	07/21/2014	09/30/2014	\$0	No Funding Required	Teachers and administration

**Goal 6: \*Increase the scores for all areas of our school's Program Review****Measurable Objective 1:**

collaborate to to increase our Program Review scores in the area of Arts and Humanities by 05/29/2015 as measured by Program Review Arts and Humanities rubric.

**Strategy 1:**

Best Practice-Arts and Humanities - Teachers will meet weekly in PLCs to share ideas related to embedding arts and humanities activities across the curriculum.

Category: Integrated Methods for Learning

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet weekly in PLCs to share ideas related to embedding arts and humanities activities across the curriculum.	Professional Learning	08/06/2014	05/29/2015	\$0	No Funding Required	Teachers and administration

Activity - KET Arts and Humanities Tool Kit	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained to use the Arts and Humanities Tool Kit to improve instruction/Program Review.	Academic Support Program	11/17/2014	05/29/2015	\$100	District Funding	Curriculum consultant and teachers

**Measurable Objective 2:**

collaborate to increase the score of Practical Living and Careers and Consumerism by 05/29/2015 as measured by Program Review PL/CC rubric.

**Strategy 1:**

Best Practice-PL/CC - Teachers will meet weekly in PLCs to share ideas related to embedding practical living and career/consumerism activities across the curriculum.

Category: Integrated Methods for Learning

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet weekly in PLCs to share ideas related to embedding practical living and careers/consumerism activities across the curriculum.	Professional Learning	08/11/2014	05/29/2015	\$0	No Funding Required	Teachers and Administration

Activity - Wellness Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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A school wellness committee will continue to implement the school wellness policy with goals. The committee will continue to meet monthly to ensure goals are being met.	Extra Curricular	08/11/2014	05/29/2015	\$0	No Funding Required	FYRSC coordinator and teachers
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### Measurable Objective 3:

collaborate to increase the writing score for our Program Review by 05/29/2015 as measured by Program Review writing rubric.

### Strategy 1:

Best Practice-Writing - Teachers will meet weekly in PLCs to share ideas related to embedding writing activities across the curriculum.

Category: Integrated Methods for Learning

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet weekly in PLCs to share ideas related to embedding writing activities across the curriculum.	Professional Learning	08/04/2014	05/29/2015	\$0	No Funding Required	Teachers and Administration

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Writing teachers will use and share strategies gleaned from the Abell and Abernathy writing training	Professional Learning	01/15/2015	05/29/2015	\$0	No Funding Required	writing teachers and curriculum consultant

## Goal 7: \*Our school will address the Title 1 components

### Measurable Objective 1:

collaborate to address the components of Title 1 by 05/29/2015 as measured by the Title 1 Diagnostic.

### Strategy 1:

Parent Involvement - Our school will involve parents through various means such as school activities, ongoing communication and continuing to implement an "Open Door" policy.

Category: Stakeholder Engagement

Activity - PTA	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our school will host PTA meetings to involve parents.	Parent Involvement	08/11/2014	05/29/2015	\$0	No Funding Required	Teachers and Administration

Activity - Parent Advisory Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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A committee made up of parents, teachers, and our FYRSC coordinator will meet throughout the year to exchange ideas concerning school activities.	Parent Involvement	08/11/2014	05/29/2015	\$0	No Funding Required	Teachers and FYRSC coordinator
Activity - Transition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our school will host an Open House for new students, returning students, and parents.	Parent Involvement	07/21/2014	07/21/2014	\$0	No Funding Required	Teachers and Administration

## 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
CIITS	Teachers will utilize CIITS to acquire professional learning in areas of need.	Professional Learning	08/11/2014	05/29/2015	\$0	Teachers and Administration
Operation Preparation	Community members will mentor 8th grade students through the Operation Preparation Program based on the students' interests and goals as identified in the ILP.	Career Preparation/Orientation	03/01/2015	03/31/2015	\$0	Teachers and administration
ILPs	Teachers and students will complete ILP components to gain a better understanding of the students' college/career interests and goals.	Career Preparation/Orientation	08/06/2014	05/29/2015	\$0	Teachers and administration
CIITS	Teachers will utilize CIITS to acquire professional learning needs.	Professional Learning	08/11/2014	05/29/2015	\$0	Teachers and Administration
Positive Behavior Rewards	Students who demonstrate positive behavior will be rewarded at frequent intervals.	Behavioral Support Program	08/13/2014	05/29/2015	\$0	All teachers and administration
Differentiated Instruction	Make ongoing modifications to instruction relative to the analysis of assessment gap data in order to meet the needs of all learners.	Policy and Process	08/06/2014	05/29/2015	\$0	Teachers and administration
Professional Development	Writing teachers will use and share strategies gleaned from the Abell and Abernathy writing training	Professional Learning	01/15/2015	05/29/2015	\$0	writing teachers and curriculum consultant
Positive Behavior Rewards	Students who demonstrate positive behavior will be rewarded at frequent intervals.	Behavioral Support Program	08/13/2014	05/29/2015	\$0	All teachers and administration
Data Disaggregation	Analyze student achievement by gap groups, relative to state, district, and school assessment systems (KPREP, MAP, Common Assessments, EXPLORE, etc.)	Policy and Process	08/06/2014	05/29/2015	\$0	Teachers and administration
Professional Growth Planning Guidance and Support	Provide teachers with exemplars for PGP's and provide guidance on how to use data and observation resources as guidance for writing measurable professional growth goals.	Professional Learning	07/21/2014	09/30/2014	\$0	Teachers and administration
Teacher Observations	Teachers will observe their peers to learn and reflect on other teaching methods and instructional strategies.	Professional Learning	08/06/2014	05/29/2015	\$0	Teachers and administration
Professional Learning Communities	Teachers will meet weekly in PLCs to share ideas related to embedding arts and humanities activities across the curriculum.	Professional Learning	08/06/2014	05/29/2015	\$0	Teachers and administration

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Professional Learning Communities	Teachers will meet weekly in PLCs to share ideas related to embedding practical living and careers/consumerism activities across the curriculum.	Professional Learning	08/11/2014	05/29/2015	\$0	Teachers and Administration
Transition	Our school will host an Open House for new students, returning students, and parents.	Parent Involvement	07/21/2014	07/21/2014	\$0	Teachers and Administration
Evaluate Instruction	Administration will ensure that teachers implement the curriculum using best practices for instruction and assessment. Teachers will also reflect on their own instruction and the instructional practices of their peers to evaluate effectiveness.	Academic Support Program	08/06/2014	05/29/2015	\$0	Teachers and administration
Parent Advisory Committee	A committee made up of parents, teachers, and our FYRSC coordinator will meet throughout the year to exchange ideas concerning school activities.	Parent Involvement	08/11/2014	05/29/2015	\$0	Teachers and FYRSC coordinator
PTA	Our school will host PTA meetings to involve parents.	Parent Involvement	08/11/2014	05/29/2015	\$0	Teachers and Administration
Professional Learning Communities	Teachers meet weekly in PLCs to analyze data and share best practices.	Professional Learning	08/13/2014	05/29/2015	\$0	All teachers and administration
Differentiated Instruction	Make ongoing modifications to instruction relative to the analysis of assessment data in order to meet the needs of all learners.	Policy and Process	08/06/2014	05/29/2015	\$0	Teachers and administration
SWIS Data	PBIS team will review SWIS data monthly and discuss possible intervention methods. Information will then be shared with teachers.	Behavioral Support Program	08/18/2014	05/29/2015	\$0	PBIS team, administration, and teachers
Professional Learning Communities	Teachers will meet weekly in PLCs to share ideas related to embedding writing activities across the curriculum.	Professional Learning	08/04/2014	05/29/2015	\$0	Teachers and Administration
Check and Connect	Students who are identified for not demonstrating positive behavior will be recommended for intervention and monitored through the Check and Connect program.	Behavioral Support Program	08/18/2014	05/29/2015	\$0	Teachers, Staff, and Administration
Wellness Committee	A school wellness committee will continue to implement the school wellness policy with goals. The committee will continue to meet monthly to ensure goals are being met.	Extra Curricular	08/11/2014	05/29/2015	\$0	FYRSC coordinator and teachers
Data Disaggregation	Analyze student achievement relative to state, district and school assessment systems (KPREP, MAP, EXPLORE, Common Assessment, etc.).	Policy and Process	08/06/2014	05/29/2015	\$0	Teachers and administration
Teacher Observations	Teachers will observe their peers to learn and reflect on other teaching methods and instructional strategies in order to meet the needs of students in the non-duplicated gap group.	Professional Learning	08/06/2014	05/29/2015	\$0	Teachers and administration
Professional Learning Communities	Teachers will meet weekly in PLCs to analyze data and share best practices in order to address the needs of gap students.	Professional Learning	08/13/2014	05/29/2015	\$0	All teachers and administration
College and Career Exploration	Teachers and students will participate in a mock EXPLORE and will set goals to increase EXPLORE benchmark scores. Teachers will mentor students in critical skill areas.	Academic Support Program	08/06/2014	05/29/2015	\$0	Teachers and administration
<b>Total</b>					<b>\$0</b>	



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**Title I Schoolwide**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
KSI	Title 1 funds will be used to hire a certified math teacher for our KSI math class in order to provide interventions to students in the area of math.	Academic Support Program	05/29/2015	05/29/2015	\$45000	Administration
Planning and Implementing Instruction	Purchase and utilize instructional resources that are researched based and aligned with Kentucky Core Academic Standards in order to implement rigor into the curriculum.	Policy and Process	08/06/2014	05/29/2015	\$2000	Teachers and administration
Tier 2 PBIS training	A team of teachers will attend a Tier 2 training. The team will train other teachers and staff on Tier 2 intervention strategies.	Behavioral Support Program	08/11/2014	05/29/2015	\$450	PBIS team
<b>Total</b>					\$47450	

**District Funding**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
KET Arts and Humanities Tool Kit	Teachers will be trained to use the Arts and Humanities Tool Kit to improve instruction/Program Review.	Academic Support Program	11/17/2014	05/29/2015	\$100	Curriculum consultant and teachers
<b>Total</b>					\$100	

# **KDE Needs Assessment**

## **Introduction**

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

## Data Analysis

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

**What does the data/information not tell you?**

Overall:

1. How does our overall 2013-2014 rank compare with the past?

In 2010-2011 we ranked 69 out of 324

In 2011-2012 we ranked 163 out of 333

In 2012-2013 we ranked 76 out of 331

In 2013-2014 we ranked 35 out of 329

2. In the rankings, which subject shows the greatest improvement? Science

3. In the rankings, which subject shows the least improvement? Language Mechanics

Achievement:

1. Which subjects are closest to 100?

Science (95.5)

Social Studies (87.5)

2. Which subjects are above state average?

All subjects

3. Which subjects are above district average?

All subjects

4. Which subjects are farthest from 100?

Language Mechanics (68.9)

5. Which subjects are below state average?

None

6. Which subjects are below district average?

None

Gap Points:

1. Which subjects are closest to 100?

Science (71.1)

2. Which subjects are above state average?

All subjects

3. Which subjects are above district average?

All subjects

4. Which subjects are farthest from 100?

Language Mechanics (42.0), Math (45.7) and On Demand (47.2)

5. Which subjects are below state average?

None

6. Which subjects are below district average?

None

College Readiness:

1. Which student groups are closest to 100?

White (54.6)

2. Which student groups are above state average?

All

3. Which student groups are above district average?

White and Disability

4. Which student groups are the farthest from 100?

Disability (38.9)

5. Which student groups are below state average?

None

6. Which student groups are below district average?

Free and Reduced Lunch

Performance Level:

1. Which subjects have the highest percent of students at the proficient level or higher?

Science and Social Studies

2. Which subjects have the lowest percent of students at the novice?

Science and Social Studies

3. Which subjects have the lowest percent of students at the proficient level or higher?

Language Mechanics

4. Which subjects have the highest percent of students at the novice level?

Language Mechanics



## **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?**

The areas of strength noted from the information given in the data include 6th grade On Demand writing, 7th grade science and 8th grade social studies. In order to sustain these areas of strength, we plan to provide continuous professional development to teachers in these areas and on-going practice for students. We also will continue utilizing formative assessment and the disaggregation of data during PLCs in order to direct teacher instruction.

## **Opportunities for Improvement**

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

Areas of improvement include language mechanics, math, and on demand writing. In order to improve these areas teachers will attend professional development to learn diverse strategies so that they can improve student understanding and application of Kentucky Core Content Standards. Math needs will be addressed through data disaggregation in PLCs, professional development, and KSI services. An advisory program will be created to assist students in setting growth goals and working towards those goals.



## **Conclusion**

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

Our next steps in addressing the areas of concern include planning and providing more job embedded professional development opportunities for teachers, incorporating 21st Century Learning skills into instruction, identifying and closely monitoring students showing difficulties and providing those students with supplemental instruction, purchasing intervention materials, using formative assessment in order to guide teacher instruction, disaggregating data during PLCs, utilizing CIITS for supplemental teaching materials, analyzing MAP data to determine students' weakness, and weekly guided planning to ensure that the needs of struggling students are being addressed.

# The Missing Piece

## **Introduction**

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

## **Stakeholders**

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

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

Stuart Fitch-Principal

Jan Richey-Vice Principal

Tara Cardwell-Guidance Counselor

Susan Ainsworth-Curriculum Coordinator

Kelsey Cotton-Special Education Building Coach

Teachers

SBDM Council:

Mark Herring-parent

Andrea Jones-parent

Stacie Owens-teacher

Kilee Beshear-teacher

Chris Tolliver-teacher

Parent Advisory Committee:

Linda Lam-FRYSC Coordinator

Martha Hurlburt-Parent

Frank Barber-Parent

Autumn Johnson-School Nurse

Students' Parents

## Relationship Building

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

Overall Rating: 3.0

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

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

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

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

	Statement or Question	Response	Rating
6.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Proficient

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

## Communications

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

Overall Rating: 2.86

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

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

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

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

	Statement or Question	Response	Rating
5.	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	A conference is held twice a year for all students and includes parent or advocate, student and teachers. School council develops ways to address data that is collected.	Distinguished

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

# KDE Comprehensive School Improvement Plan

South Hopkins Middle School

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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
7.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	School staff develops a survey that is sent to parents, with low response rate and results are reported in school improvement plan.	Apprentice

## Decision Making

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

Overall Rating: 2.43

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

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

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

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

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

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



# KDE Comprehensive School Improvement Plan

South Hopkins Middle School

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
7.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff 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 in committee work.	Proficient

## Advocacy

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

Overall Rating: 3.17

	Statement or Question	Response	Rating
1.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	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
2.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Proficient

	Statement or Question	Response	Rating
3.	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report that they are invited to attend meetings to discuss Individual Education Plans, Individual Learning Plans, 504 plans and/or intervention strategies.	Apprentice

	Statement or Question	Response	Rating
4.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School staff collaborates with stakeholders in developing policies and procedures to resolve issues and complaints and to identify needed improvements.	Distinguished

	Statement or Question	Response	Rating
5.	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff 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
6.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	District and school staff partners with advocates of students with disabilities and/or novice level performance to improve the way school meets student learning needs.	Distinguished

## Learning Opportunities

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

Overall Rating: 2.67

	Statement or Question	Response	Rating
1.	<p>Parents have multiple opportunities to learn about and discuss the following:</p> <ul style="list-style-type: none"> <li>- Kentucky standards and expectations for all students</li> <li>- The school's curriculum, instructional methods, and student services</li> <li>- The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees</li> <li>- Their children's learning and development, along with legal and practical options for helping their children succeed, such the IEP and/or ILP process</li> <li>- Community resources to support learning</li> <li>- Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys</li> </ul>	<p>Parents have multiple opportunities to learn about and discuss:</p> <ul style="list-style-type: none"> <li>• Kentucky standards and expectations for all students.</li> <li>• School's curriculum, instructional methods, and student services.</li> <li>• School's decision-making process, including opportunities to participate on SBDM councils and committees.</li> <li>• 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.</li> <li>• Community resources to support learning.</li> <li>• Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.</li> </ul>	Proficient

	Statement or Question	Response	Rating
2.	<p>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.</p>	<p>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.</p>	Proficient

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

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

	Statement or Question	Response	Rating
5.	<p>School council has a classroom observation policy that welcomes families to visit all classrooms.</p>	<p>School council has a classroom observation policy that allows parents access to most classrooms by appointment only.</p>	Apprentice

# KDE Comprehensive School Improvement Plan

South Hopkins Middle School

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
6.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff relies on the parent organizations to provide learning opportunities for parent leadership.	Apprentice

## Community Partnerships

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

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	Proficient

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

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

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

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

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

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

Areas of strength noted include involving parents in personal communication about their child's academic performance, efforts to maximize parent-teacher conference participation, providing parents with information on the procedures to resolve issues and complaints, informing parents of students with disabilities about advocates available for their child, and collaborating with organizations who are willing to help address individual student needs.

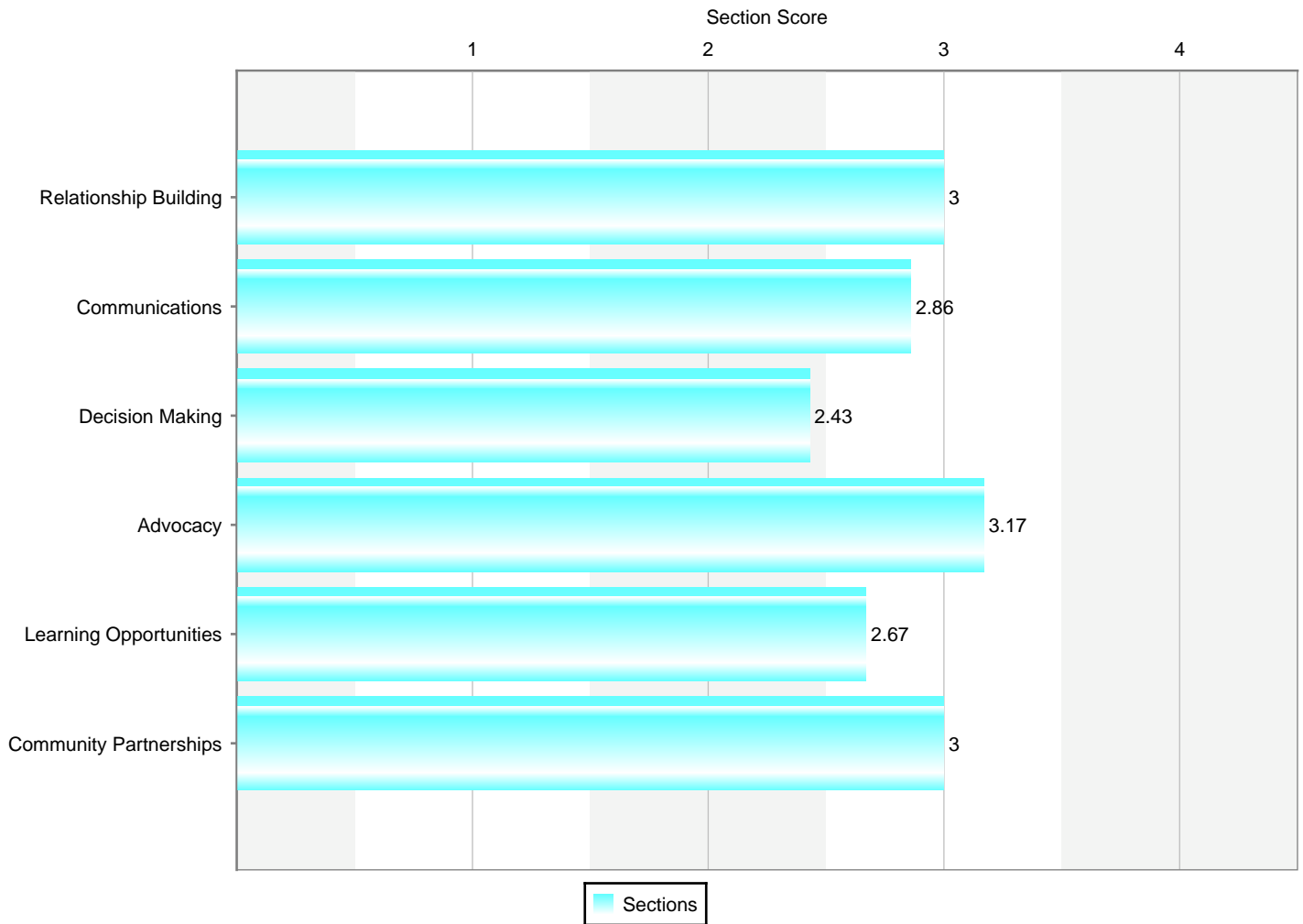
Areas in need of improvement include encouraging the involvement of parents in school decision making and assisting in decisions regarding school improvement. Despite the opportunities presented to parents to be involved in their child's education, we have a low percentage of parents that participate in school activities.

In order to sustain our areas of strength, we plan to continue communication with parents through monthly newsletters, Infinite Campus Messaging, Remind 101, Parent-Teacher conferences, our school's "Open Door" policy, implementation of EXPLORE night for parents, transition activities such as Open House, Title 1 Family Involvement Compact, and scheduling school sponsored parent activities. We will also continue with programs such as Junior Achievement, R.E.A.L., LIFE, Operation Preparation, Career Connections, and job shadowing in order to involve community organizations.

To improve involvement of parents in school decision making and school improvement, we plan to survey parents more often in order to get their input. Also, we plan to publish the dates and minutes of our SBDM council meetings on our school webpage. In addition, we plan to offer a variety of school sponsored parent activities in order to engage more parental involvement.

## Report Summary

### Scores By Section



# **Improvement Plan Stakeholder Involvement**



## **Introduction**

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

## **Improvement Planning Process**

### Improvement Planning Process

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

Our school improvement plan is a fluid plan with some activities building upon the prior year's plan, and other activities being added as we realize a need. Our 30-60-90 day plan is our basic working document that we use to create our CSIP. The 30 60 90 plan encompasses data, PLC, community development, district cooperation and rigor and relevance. Our PLCs act as the grassroots of our improvement plan. Our leadership team consists of all administration (principal, vice principal, counselor, curriculum coordinator and special ed. building coach), our building coach and teacher representatives from each grade level. Leadership team meets monthly. Our parent advisory committee meets monthly and consists of our Title 1 representative, our FRYSC director, 2 parents and a teacher. Our school's SBDM is a third component and is made up of our principal, 2 parents and 3 teachers. Meetings are held once a month.

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

Representations from stakeholder groups that participated in the development of the improvement plan include our leadership team, parent advisory council and our SBDM council. The leadership team consists of our principal, vice principal, counselor, curriculum coordinator, special ed. coach, building coach and teacher representatives from each grade level. Our parent advisory council includes our Title 1 representative, the FRYSC director, 2 parents and 2 teachers. Our SBDM council is made up of our principal, 2 parent representatives and 3 teacher representatives.

The 30 60 90 day plan is regularly reviewed for discussion, progress and to add new items. Our 30-60 90 day plan is used as our working document for the CSIP.

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

Before submitting the CSIP to the district for approval our Leadership team reviewed the document and made the necessary revisions. The CSIP will also be reviewed for acceptance by our SBDM council. On completion, the CSIP will be placed on our school's website, which is available to the public. It will also be available on demand.

## **KDE Assurances - School**

## **Introduction**

KDE Assurances - School

### Assurances

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

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

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	No	Our school plans transition strategies for elementary school students.	

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		

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

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

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

**KDE Comprehensive School Improvement Plan**

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<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

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

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	No	We have a schoolwide Title 1 program.	

**KDE Comprehensive School Improvement Plan**

South Hopkins Middle School

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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.	No	We have a schoolwide Title 1 program.	

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	No	We have a schoolwide Title 1 program.	

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance planning components into the existing school improvement planning process.	No	We have a schoolwide Title 1 program.	

**KDE Comprehensive School Improvement Plan**

South Hopkins Middle School

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website and linked to our district website. (provide the website link below)	Yes		

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		



**KDE Comprehensive School Improvement Plan**

South Hopkins Middle School

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

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

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

# **Compliance and Accountability - Middle Schools**

## **Introduction**

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

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

## Planning and Accountability Requirements

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

**Goal 1:**

\*Increase the averaged combined reading and math KPREP scores for South Hopkins Middle School students from 54.9% in 2014 to 71.1% in 2017.

**Measurable Objective 1:**

collaborate to increase the overall reading and math scores for South Hopkins Middle School students from 54.9% to 59.5% by 05/29/2015 as measured by KPREP.

**Strategy1:**

Best practices - Teachers will utilize best practice strategies: Professional Learning Communities, Data Disaggregation, Differentiated Instruction and Peer Observation.

Category: Integrated Methods for Learning

Research Cited:

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers meet weekly in PLCs to analyze data and share best practices.	Professional Learning			08/13/2014	05/29/2015	\$0 - No Funding Required	All teachers and administration

Activity - Data Disaggregation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze student achievement relative to state, district and school assessment systems (KPREP, MAP, EXPLORE, Common Assessment, etc.).	Policy and Process			08/06/2014	05/29/2015	\$0 - No Funding Required	Teachers and administration

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Make ongoing modifications to instruction relative to the analysis of assessment data in order to meet the needs of all learners.	Policy and Process			08/06/2014	05/29/2015	\$0 - No Funding Required	Teachers and administration

# KDE Comprehensive School Improvement Plan

South Hopkins Middle School

Activity - Teacher Observations	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will observe their peers to learn and reflect on other teaching methods and instructional strategies.	Professional Learning			08/06/2014	05/29/2015	\$0 - No Funding Required	Teachers and administration

## Strategy2:

Curriculum Assessment and Alignment - Teachers will effectively plan and implement instruction and will evaluate instructional practices under the guidance of administration.

Category: Integrated Methods for Learning

Research Cited:

Activity - Evaluate Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration will ensure that teachers implement the curriculum using best practices for instruction and assessment. Teachers will also reflect on their own instruction and the instructional practices of their peers to evaluate effectiveness.	Academic Support Program			08/06/2014	05/29/2015	\$0 - No Funding Required	Teachers and administration

Activity - Planning and Implementing Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase and utilize instructional resources that are researched based and aligned with Kentucky Core Academic Standards in order to implement rigor into the curriculum.	Policy and Process			08/06/2014	05/29/2015	\$2000 - Title I Schoolwide	Teachers and administration

## Goal 2:

\*Increase the averaged reading and math proficiency ratings for all South Hopkins Middle students in the non-duplicated gap group from 48.8% in 2014 to 66.0% in 2017.

### Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 48.8% to 52.4% by 05/29/2015 as measured by KPREP.

## Strategy1:

Best practices - Teachers will utilize best practice strategies: Professional Learning Communities, Data Disaggregation, Differentiated Instruction, and Peer Observations.

Category: Teacher PGES

Research Cited:

# KDE Comprehensive School Improvement Plan

South Hopkins Middle School

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly in PLCs to analyze data and share best practices in order to address the needs of gap students.	Professional Learning			08/13/2014	05/29/2015	\$0 - No Funding Required	All teachers and administration

Activity - Teacher Observations	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will observe their peers to learn and reflect on other teaching methods and instructional strategies in order to meet the needs of students in the non-duplicated gap group.	Professional Learning			08/06/2014	05/29/2015	\$0 - No Funding Required	Teachers and administration

Activity - Data Disaggregation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze student achievement by gap groups, relative to state, district, and school assessment systems (KPREP, MAP, Common Assessments, EXPLORE, etc.)	Policy and Process			08/06/2014	05/29/2015	\$0 - No Funding Required	Teachers and administration

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Make ongoing modifications to instruction relative to the analysis of assessment gap data in order to meet the needs of all learners.	Policy and Process			08/06/2014	05/29/2015	\$0 - No Funding Required	Teachers and administration

**Goal 3:**  
 \*Increase the percentage of South Hopkins Middle School students who are college and career ready from 53.3 in 2014 to 72.3% in 2017.

**Measurable Objective 1:**  
 collaborate to increase the percentage of college and career readiness from 53.3% to 58% by 05/29/2015 as measured by Unbridled Learning CCR formula.

**Strategy1:**  
 Targeted Interventions - Teachers and students will receive goal setting training, will set goals, and will receive intensive instruction based on their critical skill areas.

Category: Integrated Methods for Learning

Research Cited:

# KDE Comprehensive School Improvement Plan

South Hopkins Middle School

Activity - ILPs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and students will complete ILP components to gain a better understanding of the students' college/career interests and goals.	Career Preparation/Orientation			08/06/2014	05/29/2015	\$0 - No Funding Required	Teachers and administration

Activity - College and Career Exploration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and students will participate in a mock EXPLORE and will set goals to increase EXPLORE benchmark scores. Teachers will mentor students in critical skill areas.	Academic Support Program			08/06/2014	05/29/2015	\$0 - No Funding Required	Teachers and administration

Activity - Operation Preparation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Community members will mentor 8th grade students through the Operation Preparation Program based on the students' interests and goals as identified in the ILP.	Career Preparation/Orientation			03/01/2015	03/31/2015	\$0 - No Funding Required	Teachers and administration

## Goal 4:

\*Continue implementation of PBIS

### Measurable Objective 1:

collaborate to sustain fidelity of Tier 1 by 05/29/2015 as measured by behavior data.

### Strategy1:

Positive Behavior - Teachers and staff will promote positive behavior through clearly stated expectations and will reward students who demonstrate positive behaviors.

Category: Stakeholder Engagement

Research Cited:

Activity - Positive Behavior Rewards	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who demonstrate positive behavior will be rewarded at frequent intervals.	Behavioral Support Program			08/13/2014	05/29/2015	\$0 - No Funding Required	All teachers and administration

Activity - Tier 2 PBIS training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A team of teachers will attend a Tier 2 training. The team will train other teachers and staff on Tier 2 intervention strategies.	Behavioral Support Program			08/11/2014	05/29/2015	\$450 - Title I Schoolwide	PBIS team

# KDE Comprehensive School Improvement Plan

South Hopkins Middle School

## Strategy2:

Behavior Monitoring - Student behavior will be monitored and data will be disaggregated by staff.

Category: Stakeholder Engagement

Research Cited:

Activity - SWIS Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PBIS team will review SWIS data monthly and discuss possible intervention methods. Information will then be shared with teachers.	Behavioral Support Program			08/18/2014	05/29/2015	\$0 - No Funding Required	PBIS team, administration, and teachers

Activity - Check and Connect	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are identified for not demonstrating positive behavior will be recommended for intervention and monitored through the Check and Connect program.	Behavioral Support Program			08/18/2014	05/29/2015	\$0 - No Funding Required	Teachers, Staff, and Administration

## Measurable Objective 2:

collaborate to develop and implement Tier 2 supports by 05/29/2015 as measured by analyzing behavioral data.

## Strategy1:

Positive Behavior - Teachers and staff will promote positive behavior through clearly stated expectations and will reward students who demonstrate positive behaviors.

Category: Stakeholder Engagement

Research Cited:

Activity - Tier 2 PBIS training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A team of teachers will attend a Tier 2 training. The team will train other teachers and staff on Tier 2 intervention strategies.	Behavioral Support Program			08/11/2014	05/29/2015	\$450 - Title I Schoolwide	PBIS team

Activity - Positive Behavior Rewards	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who demonstrate positive behavior will be rewarded at frequent intervals.	Behavioral Support Program			08/13/2014	05/29/2015	\$0 - No Funding Required	All teachers and administration

## Goal 5:

\*Ensure that all teachers and principals receive training and are provided support and guidance of the Professional Growth and Effectiveness System (PGES)



**Measurable Objective 1:**

collaborate to ensure all the teachers and principals are trained and coached in writing Professional Growth Plans by 08/06/2014 as measured by training and guidance provided during the preparatory pilot phase.

**Strategy1:**

Instruction on Writing Professional Growth Plans - Provide instructional sessions for all teachers on the PGES multiple measure for writing an effective and measurable Professional Growth Goal.

Category: Professional Learning & Support

Research Cited:

Activity - Professional Growth Planning Guidance and Support	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide teachers with exemplars for PGP's and provide guidance on how to use data and observation resources as guidance for writing measurable professional growth goals.	Professional Learning			07/21/2014	09/30/2014	\$0 - No Funding Required	Teachers and administration

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

**Goal 1:**

\*Increase the averaged reading and math proficiency ratings for all South Hopkins Middle students in the non-duplicated gap group from 48.8% in 2014 to 66.0% in 2017.

**Measurable Objective 1:**

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 48.8% to 52.4% by 05/29/2015 as measured by KPREP.

**Strategy1:**

Best practices - Teachers will utilize best practice strategies: Professional Learning Communities, Data Disaggregation, Differentiated Instruction, and Peer Observations.

Category: Teacher PGES

Research Cited:

# KDE Comprehensive School Improvement Plan

South Hopkins Middle School

Activity - Data Disaggregation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze student achievement by gap groups, relative to state, district, and school assessment systems (KPREP, MAP, Common Assessments, EXPLORE, etc.)	Policy and Process			08/06/2014	05/29/2015	\$0 - No Funding Required	Teachers and administration

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Make ongoing modifications to instruction relative to the analysis of assessment gap data in order to meet the needs of all learners.	Policy and Process			08/06/2014	05/29/2015	\$0 - No Funding Required	Teachers and administration

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly in PLCs to analyze data and share best practices in order to address the needs of gap students.	Professional Learning			08/13/2014	05/29/2015	\$0 - No Funding Required	All teachers and administration

Activity - Teacher Observations	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will observe their peers to learn and reflect on other teaching methods and instructional strategies in order to meet the needs of students in the non-duplicated gap group.	Professional Learning			08/06/2014	05/29/2015	\$0 - No Funding Required	Teachers and administration

## Goal 2:

\*Increase the averaged combined reading and math KPREP scores for South Hopkins Middle School students from 54.9% in 2014 to 71.1% in 2017.

## Measurable Objective 1:

collaborate to increase the overall reading and math scores for South Hopkins Middle School students from 54.9% to 59.5% by 05/29/2015 as measured by KPREP.

## Strategy1:

Best practices - Teachers will utilize best practice strategies: Professional Learning Communities, Data Disaggregation, Differentiated Instruction and Peer Observation.

Category: Integrated Methods for Learning

Research Cited:

# KDE Comprehensive School Improvement Plan

South Hopkins Middle School

Activity - Data Disaggregation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze student achievement relative to state, district and school assessment systems (KPREP, MAP, EXPLORE, Common Assessment, etc.).	Policy and Process			08/06/2014	05/29/2015	\$0 - No Funding Required	Teachers and administration

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers meet weekly in PLCs to analyze data and share best practices.	Professional Learning			08/13/2014	05/29/2015	\$0 - No Funding Required	All teachers and administration

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Make ongoing modifications to instruction relative to the analysis of assessment data in order to meet the needs of all learners.	Policy and Process			08/06/2014	05/29/2015	\$0 - No Funding Required	Teachers and administration

Activity - Teacher Observations	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will observe their peers to learn and reflect on other teaching methods and instructional strategies.	Professional Learning			08/06/2014	05/29/2015	\$0 - No Funding Required	Teachers and administration

## Strategy2:

Curriculum Assessment and Alignment - Teachers will effectively plan and implement instruction and will evaluate instructional practices under the guidance of administration.

Category: Integrated Methods for Learning

Research Cited:

Activity - Planning and Implementing Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase and utilize instructional resources that are researched based and aligned with Kentucky Core Academic Standards in order to implement rigor into the curriculum.	Policy and Process			08/06/2014	05/29/2015	\$2000 - Title I Schoolwide	Teachers and administration

Activity - Evaluate Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration will ensure that teachers implement the curriculum using best practices for instruction and assessment. Teachers will also reflect on their own instruction and the instructional practices of their peers to evaluate effectiveness.	Academic Support Program			08/06/2014	05/29/2015	\$0 - No Funding Required	Teachers and administration

The school identified specific strategies to address subgroup achievement gaps.

**Goal 1:**  
 \*Increase the averaged reading and math proficiency ratings for all South Hopkins Middle students in the non-duplicated gap group from 48.8% in 2014 to 66.0% in 2017.

**Measurable Objective 1:**  
 collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 48.8% to 52.4% by 05/29/2015 as measured by KPREP.

**Strategy1:**  
 Best practices - Teachers will utilize best practice strategies: Professional Learning Communities, Data Disaggregation, Differentiated Instruction, and Peer Observations.

Category: Teacher PGES

Research Cited:

Activity - Teacher Observations	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will observe their peers to learn and reflect on other teaching methods and instructional strategies in order to meet the needs of students in the non-duplicated gap group.	Professional Learning			08/06/2014	05/29/2015	\$0 - No Funding Required	Teachers and administration

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly in PLCs to analyze data and share best practices in order to address the needs of gap students.	Professional Learning			08/13/2014	05/29/2015	\$0 - No Funding Required	All teachers and administration

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Make ongoing modifications to instruction relative to the analysis of assessment gap data in order to meet the needs of all learners.	Policy and Process			08/06/2014	05/29/2015	\$0 - No Funding Required	Teachers and administration

**KDE Comprehensive School Improvement Plan**

South Hopkins Middle School

Activity - Data Disaggregation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze student achievement by gap groups, relative to state, district, and school assessment systems (KPREP, MAP, Common Assessments, EXPLORE, etc.)	Policy and Process			08/06/2014	05/29/2015	\$0 - No Funding Required	Teachers and administration

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

**Goal 1:**

\*Increase the score for Arts and Humanities in our Program Review

**Measurable Objective 1:**

collaborate to to increase our Program Review scores in the area of Arts and Humanities by 05/29/2015 as measured by Program Review Arts and Humanities rubric.

**Strategy1:**

Best Practice - Teachers will meet weekly in PLCs to share ideas related to embedding arts and humanities activities across the curriculum.

Category: Integrated Methods for Learning

Research Cited:

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly in PLCs to share ideas related to embedding arts and humanities activities across the curriculum.	Professional Learning			08/06/2014	05/29/2015	\$0 - No Funding Required	Teachers and administration