



# Comprehensive School Improvement Plan

Hancock County Middle School  
Hancock County School District

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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 2014. 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?**

HCMS has been one of the highest performing middle schools in the state over the last several years. Our school has a rigorous curriculum aligned with national, state and district standards. We have an excellent faculty and staff who take pride in their performance, our students and our school. We have two teachers that are National Board Certified. Our principal, Dr. Hatchett is a strong proponent of life-long learning having acquired her Phd. We focus on the academic, social, behavioral and emotional development of our students. Our students work very hard to succeed in a variety of areas from academics to sports to the arts. We are fortunate to have a supportive and nurturing environment while at the same time keeping students accountable with high expectations. We celebrate our accomplishments, yet look to the future, working toward our goal of continuous improvement and meeting the needs of our students in an ever changing academic environment.

Our faculty and School-based Decision Making Council analyze and study our most recent test data annually, to determine where our educational gaps and needs are located. We consider the unique characteristics and needs of each group of students to determine appropriate programs a support. Our component committees work to design a School Improvement Plan that will improve educational experiences, opportunities and instruction for all students. A continued focus across all content areas for this school year will help raise the achievement of our students with disabilities. Our goal is to close the gap in reading and math among our special needs population while continuing to push students across the board in all content areas. We want all students to learn and achieve at high levels. Our number one goal is student success for every students. Our Social Studies scored 1st in the state on KPREP in 2012. Our writing scores were 13th among middle schools.

We are a rural community school. You will find that our community possesses all the qualities, characteristics and charm of small town America. Hancock County is rich in heritage and hospitality. We are located on the Ohio River just outside of Owensboro, KY. The Bob Cummins Lincoln Trail Bridge in Hawesville provides easy access to Indiana and interstate 64. Hancock County is home to a diverse collection of business and industry. It has a strong economic and commercial structure. The county was named after the Boston patriot John Hancock who headed the Continental Congress and became the most notable signer of the Declaration of Independence.

Hancock County Middle School is the only middle school in the district. We are 6-8. HCMS has approximately 385 students. our population is predominately white. HCMS is 4.17 percent minority. We have 6 students of African-African, and 2 students of Asian decent. We have been fortunate to collaborate with local community organizations and businesses. We have 28 teachers, five instructional assistants, one guidance counselor, one assistant principal and one principal. The past three years have not seen a lot of change except for the turnover in faculty. We have a new principal, assistant principal, four new teachers, new superintendent, director of student services, curriculum and instruction. We have a college and career readiness specialist. We have a new cafeteria and teachers lounge. We currently have plans in place to remodel the front of the school for safety.

We are constantly looking for ways to promote home- school relations. One of our biggest challenges is getting parent involvement at the middle school level to grow by leaps and bounds. We have challenges associated with poverty such as transportation and lack of exposure to things that more affluent children in larger cities are able to experience. We are eligible for title one but do not receive any funding for it.

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Choir, Band, Student Council, Future Problem-solving, MathCounts, Academic Team, Boys and Girls Basketball, Football, Track, Cross Country, Golf, Tennis, Softball and Baseball. Our band and choir typically score proficient and distinguished in competition. We were runners up for the district in 2012 for academic competition. We advanced to regional competition in quick recall and future problem solving. We had three students advance to the state on the academic team. At HCMS, we aim high and dare to be great!

## **School's Purpose**

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

The mission of Hancock County Middle School is to provide a strong educational foundation by challenging, guiding and nurturing all students to lead productive and fulfilling lives, succeeding through a highly structured classroom environment; reaching college and career readiness goals with clear academic and behavioral expectations and an appreciation for the arts.

Our school embodies its purpose through our beliefs, values, programs and expectations for students. Each student is regarded as a unique individual with intellectual, physical, social, and emotional needs. Education is a joint responsibility between home, school and community. Our school is committed to continuous improvement. We believe that all students can learn and achieve at high levels. We believe that it is our responsibility to ensure a safe learning environment based on respectful relationships.

We provide a rigorous standards based curriculum. HCMS students learn through a variety of instructional approaches to maximize their individual learning potential. Our faculty takes pride in providing engaging, challenging and effective instruction. We use relevant and on-going assessment data to make informed decisions. We value diversity, collaborative relationships, teaching and learning with high expectations for all.

## **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.**

HCMS has been one of the highest performing middle schools in the state over the last several years. Our school has a rigorous curriculum aligned with national, state, and district standards. We have an excellent faculty and staff who take pride in their performance, our students, and our school. We focus on the academic, social, and emotional development of our young adults. Our students work very hard to succeed academically, athletically, and socially.

They have a strong support network of parents, family, teachers, and community behind them. We celebrate our accomplishments, yet look to the future, working toward our goal of continuous improvement and meeting the needs of each child in an ever-changing academic environment. This year middle school is ranked first in SS, 13th in writing. We are a proficient school missing distinguished status by four tenths of a point.

Our faculty and School Based Decision Making Council analyze and study our most recent test data annually, to determine where our educational gaps and needs are located. We consider the unique characteristics and needs of each group of students to determine appropriate programs and support. Our component committees work to design a School Improvement Plan that will improve educational experiences, opportunities, and instruction for all students. A continued focus across all content areas for this school year is to raise the achievement of our students with disabilities.

## **Additional Information**

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

There is no further information that I would like to add at this time.

# **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?**

Despite the fact that we are a proficient school we are also a focus school. This is extremely disheartening. Using the data we are trying to establish why we have a gap in special education and what we can do to close the gap. We are specifically examining the areas of teaching and learning, administrative support, curriculum, instruction and assessment. These are areas we are very familiar with and in which data is most readily available. Ultimately, we hope to enhance the capacity of classroom teachers to develop instructional strategies based on the concept of universal design for learning, differentiated instruction and the use of assistive technology. The data provides insight into an overview of school policies, beliefs and operations but it does not pinpoint specific areas that we can focus on nor does it provide strategies or solutions.

The information provided by the school report card was vague at best. Upon discussion and reflection possible causes for the gap could be due to interrupted schooling, a lack of life experiences or prior knowledge to secure understanding, insufficient progress monitoring and limited professional development experiences related to best practice instruction for students with special needs such as autism, adhd, reactive attachment and bipolar disorders. We have students across the spectrum with various IQ's. Our staff does the best it can to meet all students needs.

Based on our analysis, we identified that the majority of our special education students were either not meeting learning goals or objectives or were students on the bubble. We understand that math and reading and language mechanics are the areas that we have a gap. Our 7th grade performed better than any other grade in reading and math. We believe that the fact that they had two math teachers in 7th grade helped increase their performance in both math and science. There is no explanation for the reading scores. Reading is emphasized across content areas.

## **Areas of Strengths**

**What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?**

We have a positive school culture and climate with a commitment to teaching and learning. We have high expectations for ourselves and our students. We believe and demonstrate behavior that indicates, that all students can learn and succeed. Teachers' classroom practices and language reflect this belief. Learning expectations are understood by all staff, students, and parents. All teachers understand and use a variety of techniques to measure and promote student achievement. Academic success, citizenship, attendance, and other aspects of positive behavior are recognized and celebrated school-wide.

We focus on the whole child. We do all that we can to support a safe teaching and learning environment. Our behavior code emphasizes respect, self-discipline, positive relationships, and the prevention of inappropriate behavior. Teachers are expected to teach at a high level, and this expectation is communicated to staff, students, and parents. A variety of assessment methods are used, and the assessment information is used to improve student.

All students are given opportunities to succeed. We are first in the state in Social Studies and 13th in writing. We are a proficient school. Our students are well rounded excelling in extra curricular events such as band, chorus, archery and the academic team.

## **Opportunities for Improvement**

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

We must plan and deliver instruction that benefits all students, from high achievers to those who need additional support. While understanding every student's learning styles, their needs and strengths we will demonstrate a particular focus on developing relationships and linking instruction to assessment. Strategies will consist of integrated data and feedback that we hope will support improvement in student achievement such as teacher-student reflection, peer observations, creating and monitoring SMART goals with collaboration from other teachers and students, applying researched based strategies like Brainchild and mentoring, using MAP data, technology and formative and summative assessments.

## **Conclusion**

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

HCMS stakeholders will work together to formulate and monitor goals and objectives to improve measurable achievement and personal growth for all students across content areas. This focus will take into account the different learning styles, strengths and needs of all students including those receiving special education programs and services. Tomorrow's learners will need to be efficient in many areas, including the skills required for life-long learning. We will strive to acquire and promote pertinent research based instruction, problem-solving strategies and whole child development, combined with a commitment to capacity building in all areas of educational life. We believe that this will better equip our students to succeed today and in the future.

# **2013-2014 School Improvement Plan**

## Overview

### Plan Name

2013-2014 School Improvement Plan

### Plan Description

School Improvement Plan

## 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	Measurable Objective	Total Funding
1	Increase the averaged combined reading and math K-prep scores for Hancock County Middle School students from 50.4% in 2012 to 75.2 in 2017	Objectives: 1 Strategies: 5 Activities: 24	Organizational	Collaborate to increase the averaged combined reading and math K-prep scores at Hancock County Middle School to 55.4% by 05/31/2013 as measured by annual goals and objectives.	\$7626
2	Increase achievement scores for all student groups at HCMS impacting the achievement gap in reading and math combined from 37.8 % in 2012 to 68.9% in 2017 as measured by the school report card delivery target.	Objectives: 2 Strategies: 4 Activities: 15	Organizational	Collaborate to improve the overall combined gap score in reading and math achievement score at Hancock County Middle School to 44% by 05/31/2013 as measured by the school report card delivery target., Collaborate to increase the percentage of proficient and distinguished students across grade levels by at least 7% in the identified gap groups in the areas of reading and math by 05/31/2013 as measured by the Unbridled Learning formula.	\$7410
3	Increase the percentage of students who are college and career ready from 55.2% to 60.8% by 2015.	Objectives: 2 Strategies: 3 Activities: 11	Organizational	Collaborate to increase the percentage of students who are college and career ready to 60.8 by 05/31/2013 as measured by the Unbridled Learning Formula., Collaborate to increase student awareness and knowledge in Practical Living / Career Studies, Writing, Arts and Humanities by 05/31/2013 as measured by the Unbridled Learning Formula.	\$300



## **Goal 1: Increase the averaged combined reading and math K-prep scores for Hancock County Middle School students from 50.4% in 2012 to 75.2 in 2017**

**Measurable Objective 1:**

Collaborate to increase the averaged combined reading and math K-prep scores at Hancock County Middle School to 55.4% by 05/31/2013 as measured by annual goals and objectives.

**Strategy 1:**

CIITS - HCMS teacher will routinely submit lesson plans, assessments, resources and instructional units on CIITS to engage students in learning, reinforce standards taught and increase analysis of data and reporting. Thereby improving instructional outcomes.

Activity - Teacher Training on CIITS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train HCMS teachers on CIITS, focusing on instructional planning, creation and sharing of instructional resources, and data analysis and reporting.	Professional Learning	02/01/2013	05/31/2013	\$0	No Funding Required	Middle School Media Specialist; College and Career Readiness Coach will provide training.

Activity - Instructional Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will share effective strategies for improving instructional practices and student engagement using CIITS during learning teams, team meetings, and during day to day interactions.	Policy and Process	02/01/2013	05/31/2013	\$0	No Funding Required	HCMS teachers, CIITS team

Activity - School-wide engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in CIITS training opportunities that currently exist (i.e PD 360) administration will monitor participation to increase usage of CIITS.	Policy and Process	02/01/2013	05/31/2013	\$0	No Funding Required	HCMS Teachers, Dr. Hatchett, Mrs. Sanders

**Strategy 2:**

Reflective Practice - Teachers teach, reinforce, and model Marzano strategies, then ensure that students know how to use them independently. Apply Blooms Taxonomy throughout year in planning, designing, implementing instruction.

Research Cited: Marzano, R., Pickering, D. & Pollock, J. (2001). Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement, Alexandria, VA: Association for Supervision and Curriculum Development.

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Bloom, B., Englehart, M. Furst, E., Hill, W. , & Krathwohl, D. (1956). Taxonomy of educational objectives: The classification of educational goals. Handbook I: Cognitive domain. New York, Toronto: Longmans, Green.

Activity - PLC's	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Consider larger areas of student needs and meet with grade level, content level departments or PLC's develop plans to address gaps in instructional planning or learner needs based on standards and set academic and behavioral benchmarks.	Policy and Process	02/01/2013	05/31/2013	\$0	No Funding Required	Dr. Hatchett, HCMS teachers

Activity - Best Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
HCMS teachers identify gaps, analyze and implement the curriculum using best practices for instruction and assessment.	Academic Support Program	02/01/2013	05/31/2013	\$0	No Funding Required	HCMS teachers, Mrs. Schneider, Mrs. McCaslin

### Strategy 3:

Math Initiative - HCMS teachers will increase the percentage of students scoring proficient and distinguished by working collaboratively to promote understanding in how to answer multiple choice questions, completing extended response and short answer questions. Teachers will work with students on a variety of topics such as algebraic thinking, geometry, measurement, number properties and operations. Data analysis and reflection will be on- going.

Activity - Support and Monitor	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
HCMS Math Teachers will monitor student progress to determine curriculum adjustments and instructional improvements based on student level evidence /data.	Academic Support Program	02/01/2013	05/31/2013	\$0	No Funding Required	HCMS math teachers

Activity - Problem Solving	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The problem solving class in the 7th grade will concentrate on problem-solving with tables, charts and graphs, in addition to math vocabulary in the context of problem-solving.	Academic Support Program	02/01/2013	05/31/2013	\$0	No Funding Required	HCMS Problem-Solving Teachers

Activity - Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Access and implement the available resources such as Math Formative Assessment Lessons in CIITS and other online resource in iTunesU. Utilize PD 360 as available.	Professional Learning	02/01/2013	05/31/2013	\$0	No Funding Required	HCMS math teachers

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Activity - Focus on Key Concepts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
HCMS math teachers will focus on key concepts such as Number Operations and Algebraic Thinking and related Learning Progressions.	Academic Support Program	02/01/2013	05/31/2013	\$0	No Funding Required	HCMS math teachers

## Strategy 4:

Program Review - Program Reviews in arts and humanities, practical living/career studies, and writing will be used to gather evidence about integrating the subjects across curricula. HCMS teachers and administrators will use the information provided through data analysis to improve programs and increase student achievement.

The components examined will include curriculum, instruction, formative and summarize assessments, professional development, leadership and monitoring,

Research Cited: Program Reviews fall under Next - Generation Instructional Programs and Supports

Activity - Program Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
HCMS teachers in each program review area will examine the rubrics used program review. Consider the existing sources and evidence to inform the overall program assessment.	Policy and Process	02/01/2013	05/31/2013	\$0	No Funding Required	Program review team members/ program review team leaders, Dr. Hatchett

Activity - Ratings and Information	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program review team leaders will submit ratings and information into ASSIST for district and state review.	Academic Support Program	02/01/2013	05/31/2013	\$0	No Funding Required	Program review team leaders, team members, Dr. Hatchett

Activity - Stakeholder Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
HCMS program review team members and leaders will engage parents and community partners to determine if there are other contributions or evidence to support specific program review area (s)	Community Engagement	02/01/2013	05/31/2013	\$0	No Funding Required	HCMS program review team members and program review leaders.

Activity - Evidence Collection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Program review team members will meet periodically to identify appropriate evidence and calibrate evidence for ratings.	Policy and Process	02/01/2013	05/31/2013	\$0	No Funding Required	Program review team members/ program review leaders, Dr. Hatchett
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Activity - Identification and Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
HCMS program review leaders and team members will identify and analyze gaps in program areas to determine next steps for continuous improvement.	Policy and Process	02/01/2013	05/31/2013	\$0	No Funding Required	HCMS program review team leaders, program review members, Dr. Hatchett

Activity - Information and Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program review managers will provide information to teachers about the purpose of the review. Emphasize the important role of program review members in collaborating and implementing high quality instructional programs.	Policy and Process	02/01/2013	05/31/2013	\$0	No Funding Required	Program review managers: Goodall, McCalin, Butler, Schneider, HCMS teachers, Dr. Hatchett

### Strategy 5:

Literacy Initiative - Access and disseminate resources to support literacy planning in the schools.

Activity - Reading Skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use classroom magazines such as Scope and Read to teach critical reading skills such as characterization, inferences, analyzing information, and drawing conclusions.	Academic Support Program	02/01/2013	05/31/2013	\$426	Other	E/LA teachers and Media Center Specialist

Activity - Critical Reading Skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All students will read, practice, and take test to improve critical reading skills.	Academic Support Program	02/01/2013	05/31/2013	\$0	No Funding Required	All HCMS teachers, HCMS administrative team
<b>Activity - Comparision/Contrasting</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>
Students will develop specialized vocabulary (prefixes, affixes and suffixes) based on comparing and contrasting-during written responses.	Academic Support Program	02/01/2013	05/31/2013	\$0	No Funding Required	E/LA teachers
<b>Activity - AR</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>
Students will participate in the AR program.	Academic Support Program	02/01/2013	05/31/2013	\$2000	Other	Media Center Specialist, HCMS Reading teachers
<b>Activity - Identification of Gaps</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>
Identify gaps in literacy performance to determine professional development needed for instructional improvements.	Academic Support Program	02/01/2013	05/31/2013	\$0	No Funding Required	HCMS E/LA teachers, Program Review Team for Writing, Allied Arts teachers, SS, Science teachers
<b>Activity - Program Review</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>
Use the Program Review process and other evidence to determine if the school literacy/writing plans should be revised or updated.	Academic Support Program	02/01/2013	05/31/2013	\$0	No Funding Required	Program Review Team for Writing, E/LA teachers
<b>Activity - Annotation</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>
Students will read passages (fiction and nonfiction) by annotating and asking questions.	Academic Support Program	02/01/2013	05/31/2013	\$0	No Funding Required	E/LA teachers other content area teachers, (i.e., Allied Arts teachers, SS, Science)

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Activity - Implementation of Writing Policies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program Review team for Writing meets to analyze the implementation of the Writing Program Reviews and implementation of writing policies and literacy plans.	Academic Support Program	02/01/2013	05/31/2013	\$0	No Funding Required	Writing Program Review Team, E/LA team

Activity - Literacy Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All language arts students will read literature books, newspapers, magazines, and a wide variety of supplemental reading materials and state recommended novels, using acquired critical reading strategies and study skills and read dramatic literature with gender considerations.	Academic Support Program	02/01/2013	05/31/2013	\$5200	Other	Reading/LA teachers

## Goal 2: Increase achievement scores for all student groups at HCMS impacting the achievement gap in reading and math combined from 37.8 % in 2012 to 68.9% in 2017 as measured by the school report card delivery target.

### Measurable Objective 1:

Collaborate to improve the overall combined gap score in reading and math achievement score at Hancock County Middle School to 44% by 05/31/2013 as measured by the school report card delivery target.

### Strategy 1:

Mentoring - All HCMS teachers will mentor students in the identified gap groups weekly. Teachers will collaborate with one another and work with student mentees to set goals for closing the gap based on students performance data, strengths and weaknesses. Teachers in skills classes will utilize Brainchild software as a multimedia resource for assessments in reading, math, language arts and writing. HCMS teachers will collaborate to serve as mentors to students and to one another.

Research Cited: Research supports the implementation of school based mentoring programs as potentially successful approaches for meeting the needs of at-risk students and improving academic achievement.

Promoting a Successful Transition to Middle School, by Patrick Akos, J. Allen Queen, and Christopher Lineberry, 2005, Eye on Education.

Making the Grade Guide to Incorporating Academic Achievement Into Mentoring Programs and Relationships, 2005., Authors: Amy Cannata, Michael Garringer, Patti MacRae, Dennis Wakeland, NWREL, Published by: U. S. Department of Education. Brainchild Core Concepts program was written by experts who have participated in writing Common Core books and test questions for the major testing contractors. Since state tests began in 1997, Brainchild software has helped students increase state scores through its formative assessment programs. Brainchild software is a combination of assessment and instruction, combined in a process known as formative assessments.

Activity - Performance Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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HCMS teachers will create student mentor notebooks for all identified gap groups using Map data, SMART goals, and performance monitoring sheets.	Academic Support Program	02/01/2013	05/31/2013	\$200	General Fund	All regular education teachers, all special education teachers, Dr. Hatchett
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Activity - Brainchild-Mechanics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Struggling learners start simple, find success, and gain confidence. Mechanics is for students who perform below grade level in math, reading, language arts. It is skills-based, not grade-specific. It teaches the foundations learned in grades 1 through 8. Students in the targeted gap groups working below grade-level will work on the computer based program during skills at least 2 times per week.	Academic Support Program	02/01/2013	05/31/2013	\$2230	School Council Funds	HCMS teachers, instructional assistants, media center specialist

Activity - Brainchild-Core Concepts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Core Concepts is a computer based program which involves the specific progression of critical thinking concepts based on the common core standards. Students in the identified gap groups will utilize this program at least one time per week to achieve mastery in the areas of reading and math.	Academic Support Program	02/01/2013	05/31/2013	\$1188	School Council Funds	HCMS teachers, instructional assistants, media center specialist

### Strategy 2:

Other - Customer service initiative will be developed to increase parent involvement between home, school and community. Student work and performance base learning will be showcased throughout the year.

Research Cited: Epstein, Joyce Levy. School, Family, and Community Partnerships: Your Handbook for Action. 3rd ed. Thousand Oaks, CA: Corwin, 2009.

Epstein, Joyce Levy. School, Family, and Community Partnerships: Preparing Educators, and Improving Schools. Boulder, CO: Westview, 2001.

Henderson, Anne T. Beyond the Bake Sale: the Essential Guide to Family-school Partnerships. New York: New, 2007.

Activity - School Surveys	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop, disseminate and collect surveys from families, students and the school community and analyze the results.	Parent Involvement	02/01/2013	05/31/2013	\$0	No Funding Required	Dr. Hatchett, Mrs. Sanders, Mrs. McCaslin, Mrs. Schneider, HCMS teachers, HCMS staff, YSC

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Activity - Target at Risk Students and Families	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Youth Service Center will be utilized in a coordinated effort to target at-risk students and families for the purpose of providing assistance, and supplies, which promotes increased learning capacity for students.	Community Engagement	02/01/2013	05/31/2013	\$0	No Funding Required	Youth Service Center, HCMS teachers, Guidance Counselor

Activity - Customer Service	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Encourage all teaching staff to participate in the TELL survey; analyze results at the leadership and staff level.	Parent Involvement	02/01/2013	05/31/2013	\$0	No Funding Required	Dr. Hatchett, HCMS teachers, Mrs. Sanders, Mrs. McCaslin, YSC

### Strategy 3:

Best Practice - Teachers will apply research based strategies in the classroom across all content areas. Teachers will monitor one another (i.e peer to peer) complete observation sheets, provide descriptive feedback, share resources, materials and ideas. Teachers will utilize, observe and self-reflect on Marzano strategies, and Bloom's Taxonomy.

Research Cited: Marzano, R., Pickering, D, & Pollock, J. (2001). Classroom Instruction That Works: Research based Strategies for Increasing Student Achievement. Alexandria, VA: Association for Supervision and Curriculum Development.

Bloom, B., Englehart, M. Furst, E., Hill, W., & Krathwohl, D. (1956). Taxonomy of educational objectives: The classification of educational goals. Handbook I: Cognitive domain. New York, Toronto: Longmans, Green.

Activity - Peer Observation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
HCMS regular ed. and special ed. teachers will observe one another as scheduled by the principal and complete a walking lesson log to provide descriptive feedback, enhance rigor and refine teaching and learning practices.	Professional Learning	02/01/2013	05/31/2013	\$0	No Funding Required	HCMS regular education, special education teachers, principal, guidance counselor

Activity - Intervention Bank	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Define the use of instructional best practices and develop a bank of intervention strategies that are research based and matched to individual student needs with ways to determine effectiveness.	Policy and Process	02/01/2013	05/31/2013	\$0	No Funding Required	HCMS teachers

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Activity - Digital Delivery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ensure that technology needs are met (such as internet access) and that equity issues are addressed.	Technology	02/01/2013	05/31/2013	\$0	No Funding Required	Media Specialist
Activity - ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Before school and after- school ESS will be offered to students in reading and math.	Academic Support Program	02/01/2013	05/31/2013	\$3792	Other	ESS teachers
Activity - Data Disaggregation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze student achievement by gap groups relative to state (KPREP, Explore) and school assessment systems.	Policy and Process	02/01/2013	05/31/2013	\$0	No Funding Required	HCMS teachers, administrative team
Activity - Project based learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase project-based learning activities across all CTE curriculum, i.e., Gateway to Technology)	Academic Support Program	02/01/2013	05/31/2013	\$0	No Funding Required	HCMS CTE Teachers
Activity - Content Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create a plan to determine the content areas that will be targeted based on student test results and a process for monitoring the digital content integration.	Technology	02/01/2013	05/31/2013	\$0	No Funding Required	HCMS Teachers

### Measurable Objective 2:

Collaborate to increase the percentage of proficient and distinguished students across grade levels by at least 7% in the identified gap groups in the areas of reading and math by 05/31/2013 as measured by the Unbridled Learning formula.

### Strategy 1:

RTI - RTI includes a combination of high quality, culturally and linguistically responsive instruction; assessment and evidence-based intervention. Comprehensive RTI implementation will contribute to more meaningful identification of learning problems, improve instructional quality, provide all students with the best opportunities to succeed in school and assist with the identification of learning, disabilities and other disabilities.

Research Cited: Success with RTI: Research-Based Strategies for Managing RTI and Core Reading Instruction in Your Classroom (Theory and Practice)

Activity - Tutorial assistance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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RTI will be used to support the reading and math curriculum through tutorial assistance. 6 th , 7th and 8 th grade reading and math teachers will collaborate with RTI teachers to develop plans for RTI students. Students in RTI will also use BrainChild and SuccessMaker.	Academic Support Program	02/01/2013	05/31/2013	\$0	No Funding Required	All math and reading teachers, RTI teachers and instructional assistants.
Activity - Parent Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RTI teachers will provide parents information about their child's progress, the instructions and interventions used, the staff who are delivering the instruction and the academic or behavioral goals for the child.	Parent Involvement	02/01/2013	05/31/2013	\$0	No Funding Required	RTI teachers

### Goal 3: Increase the percentage of students who are college and career ready from 55.2% to 60.8% by 2015.

#### Measurable Objective 1:

Collaborate to increase the percentage of students who are college and career ready to 60.8 by 05/31/2013 as measured by the Unbridled Learning Formula.

#### Strategy 1:

Academic and Career Advising - HCMS teachers will work with the College and Career Coordinator, YSC, guidance counselor, parents, students and community members to promote college and career readiness. Stakeholders will meet with students to examine their ILPS and provide advise on the 16 National Career clusters. Research Cited: The growing consensus on the importance of all students mastering a broad range of knowledge and skills such as the English Language Arts and mathematics standards set forth by the Common Core State Standards Initiative; key learning skills, such as social and emotional and academic success skills; and knowledge of and exposure to a diverse range of postsecondary pathways is made even more challenging by the fact that there is also subset of college and career readiness skills that are directly tied to individual postsecondary goals for college and career (Educational Policy Improvement Center, 2009; Alliance for Excellent Education, 2009).

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Hancock County Middle School

Develop, promote and implement Operation Preparation for all 8th grade students at HCMS.	Career Preparation/Orientation	02/01/2013	05/31/2013	\$0	No Funding Required	College and Career Readiness Coordinator, Guidance Counselor, YSC, 8th grade teachers, principal, assistant principal
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Activity - Academic Enhancement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Practical Living/Career Studies component members will plan for enhancement opportunities for students. (i.e. guest speakers, field trips, etc.)	Academic Support Program	02/01/2013	05/31/2013	\$300	General Fund	Practical Living/ Career Studies component teachers

Activity - College and Career Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Establish a college day where all students / staff wear college shirts and a career day where all students dress in a career related to their ILP career choice.	Policy and Process	02/01/2013	05/31/2013	\$0	No Funding Required	Principal, assistant principal, Guidance counselor, YSC, College and Career Coordinator, HCMS teachers and staff

## Strategy 2:

Targeted Interventions - Teachers will disaggregate data and identify students who are not meeting their goals on MAP, or other periodic benchmarks assessments. Students will be placed in RTI, Explore skills classes and / or Life Skills classes to assist with remediation. Teachers will set up classrooms using structures that support differentiated approaches based on the students goals, skills and learning preferences. Targeted assistance is based on progress monitoring.

Core instruction with supplemental materials such as access to Brainchild (Mechanics, Core Concepts)

Research Cited: Targeted Interventions: [www.interventioncentral.org](http://www.interventioncentral.org)

Activity - PTLW ( Gateway to technology)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will use technology to demonstrate 21st century skills necessary to be successful	Technology	02/01/2013	05/31/2013	\$0	No Funding Required	Schneider, VanCappellen, Content Area teachers were applicable
<b>Activity - Identification</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>
Identify staffing needs for the interventions and develop a plan for implementation.	Policy and Process	02/01/2013	05/31/2013	\$0	No Funding Required	Principal, assistant principal, guidance counselor
<b>Activity - Choices</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>
All students will receive information about accessing consumer information, financial literacy, and career development (ILP).	Career Preparation/Orientation	02/01/2013	05/31/2013	\$0	No Funding Required	McCaslin, FRYSC, Social Studies Teachers, Van Cappellen, Roach, Ewing, Foster
<b>Activity - Verification</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>
Verify the list of students who did not meet benchmarks on the Explore and other student level evaluation data.	Policy and Process	02/01/2013	05/31/2013	\$0	No Funding Required	HCMS teachers, guidance counselor, administrators
<b>Activity - Monitoring</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 and administrative team monitor student progress to determine effectiveness of the intervention(s) and next steps for continuous improvement.	Policy and Process	02/01/2013	05/31/2013	\$0	No Funding Required	HCMS teachers, administrative team
<b>Activity - Transitional Assistance</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>
Determine options for providing targeted transitional interventions to students (intervention period, intervention classes, ESS, mentoring, RTI)	Policy and Process	02/01/2013	05/31/2013	\$0	No Funding Required	Principal, guidance counselor, Team Leaders

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Activity - Skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify and implement remediation strategies for students not meeting benchmarks.	Academic Support Program	02/01/2013	05/31/2013	\$0	No Funding Required	HCMS teachers, instructional assistants

### Measurable Objective 2:

Collaborate to increase student awareness and knowledge in Practical Living / Career Studies, Writing, Arts and Humanities by 05/31/2013 as measured by the Unbridled Learning Formula.

### Strategy 1:

Program Review - Teachers will collaborate to develop and implement self-assessment rubrics for student performers and self-reflection. HCMS teachers will also develop and implement pre-and post assessments to access student growth. These assessments are to inform instructional practices and strategies.

Activity - Community Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Engage parents and community partners in the planning and monitoring of ILP's and the implementation of the program review showcase, college and career fair (i.e, operation preparation).	Community Engagement	02/01/2013	05/31/2013	\$0	No Funding Required	HCMS teachers and administrative team

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Skills	Teachers will use classroom magazines such as Scope and Read to teach critical reading skills such as characterization, inferences, analyzing information, and drawing conclusions.	Academic Support Program	02/01/2013	05/31/2013	\$426	E/LA teachers and Media Center Specialist
ESS	Before school and after- school ESS will be offered to students in reading and math.	Academic Support Program	02/01/2013	05/31/2013	\$3792	ESS teachers
AR	Students will participate in the AR program.	Academic Support Program	02/01/2013	05/31/2013	\$2000	Media Center Specialist, HCMS Reading teachers
Literacy Strategies	All language arts students will read literature books, newspapers, magazines, and a wide variety of supplemental reading materials and state recommended novels, using aquired critical reading strategies and study skills and read dramatic literature with gender considerations.	Academic Support Program	02/01/2013	05/31/2013	\$5200	Reading/LA teachers
<b>Total</b>					<b>\$11418</b>	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Skills	Identify and implement remediation strategies for students not meeting benchmarks.	Academic Support Program	02/01/2013	05/31/2013	\$0	HCMS teachers, instructional assistants
Tutorial assistance	RTI will be used to support the reading and math curriculum through tutorial assistance. 6 th , 7th and 8 th grade reading and math teachers will collaborate with RTI teachers to develop plans for RTI students. Students in RTI will also use BrainChild and SuccessMaker.	Academic Support Program	02/01/2013	05/31/2013	\$0	All math and reading teachers, RTI teachers and instructional assistants.

# Comprehensive School Improvement Plan

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Operation Preparation	Develop, promote and implement Operation Preparation for all 8th grade students at HCMS.	Career Preparation/Orientation	02/01/2013	05/31/2013	\$0	College and Career Readiness Coordinator, Guidance Counselor, YSC, 8th grade teachers, principal, assistant principal
Parent Involvement	RTI teachers will provide parents information about their child's progress, the instructions and interventions used, the staff who are delivering the instruction and the academic or behavioral goals for the child.	Parent Involvement	02/01/2013	05/31/2013	\$0	RTI teachers
School-wide engagement	Teachers will participate in CIITS training opportunities that currently exist (i.e PD 360) administration will monitor participation to increase usage of CIITS.	Policy and Process	02/01/2013	05/31/2013	\$0	HCMS Teachers, Dr. Hatchett, Mrs. Sanders
Identification and Analysis	HCMS program review leaders and team members will identify and analyze gaps in program areas to determine next steps for continuous improvement.	Policy and Process	02/01/2013	05/31/2013	\$0	HCMS program review team leaders, program review members, Dr. Hatchett
Evidence Collection	Program review team members will meet periodically to identify appropriate evidence and calibrate evidence for ratings.	Policy and Process	02/01/2013	05/31/2013	\$0	Program review team members/ program review leaders, Dr. Hatchett
Program Review	Use the Program Review process and other evidence to determine if the school literacy/writing plans should be revised or updated.	Academic Support Program	02/01/2013	05/31/2013	\$0	Program Review Team for Writing, E/LA teachers
Transitional Assistance	Determine options for providing targeted transitional interventions to students (intervention period, intervention classes, ESS, mentoring, RTI)	Policy and Process	02/01/2013	05/31/2013	\$0	Principal, guidance counselor, Team Leaders
PTLW ( Gateway to technology)	Students will use technology to demonstrate 21st century skills necessary to be successful	Technology	02/01/2013	05/31/2013	\$0	Schneider, VanCappellen, Content Area teachers were applicable

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School Surveys	Develop, disseminate and collect surveys from families, students and the school community and analyze the results.	Parent Involvement	02/01/2013	05/31/2013	\$0	Dr. Hatchett, Mrs. Sanders, Mrs. McCaslin, Mrs. Schneider, HCMS teachers, HCMS staff, YSC
Peer Observation	HCMS regular ed. and special ed. teachers will observe one another as scheduled by the principal and complete a walking lesson log to provide descriptive feedback, enhance rigor and refine teaching and learning practices.	Professional Learning	02/01/2013	05/31/2013	\$0	HCMS regular education, special education teachers, principal, guidance counselor
Comparision/Contrasting	Students will develop specialized vocabulary (prefixes, affixes and suffixes) based on comparing and contrasting-during written responses.	Academic Support Program	02/01/2013	05/31/2013	\$0	E/LA teachers
Instructional Practices	Teachers will share effective strategies for improving instructional practices and student engagement using CIITS during learning teams, team meetings, and during day to day interactions.	Policy and Process	02/01/2013	05/31/2013	\$0	HCMS teachers, CIITS team
Program Assessment	HCMS teachers in each program review area will examine the rubrics used program review. Consider the existing sources and evidence to inform the overall program assessment.	Policy and Process	02/01/2013	05/31/2013	\$0	Program review team members/ program review team leaders, Dr. Hatchett
Annotation	Students will read passages (fiction and nonfiction) by annotating and asking questions.	Academic Support Program	02/01/2013	05/31/2013	\$0	E/LA teachers other content area teachers, (i.e., Allied Arts teachers, SS, Science)
College and Career Day	Establish a college day where all students / staff were college shirts and a career day where all students dress in a career related to their ILP career choice.	Policy and Process	02/01/2013	05/31/2013	\$0	Principal, assistant principal, Guidance counselor, YSC, College and Career Coordinator, HCMS teachers and staff

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Data Disaggregation	Analyze student achievement by gap groups relative to state (KPREP, Explore) and school assessment systems.	Policy and Process	02/01/2013	05/31/2013	\$0	HCMS teachers, administrative team
Project based learning	Increase project-based learning activities across all CTE curriculum, i.e., Gateway to Technology)	Academic Support Program	02/01/2013	05/31/2013	\$0	HCMS CTE Teachers
Customer Service	Encourage all teaching staff to participate in the TELL survey; analyze results at the leadership and staff level.	Parent Involvement	02/01/2013	05/31/2013	\$0	Dr. Hatchett, HCMS teachers, Mrs. Sanders, Mrs. McCaslin, YSC
Choices	All students will receive information about accessing consumer information, financial literacy, and career development (ILP).	Career Preparation/Orientation	02/01/2013	05/31/2013	\$0	McCaslin, FRYSC, Social Studies Teachers, Van Cappellen, Roach, Ewing, Foster
Teacher Training on CIITS	Train HCMS teachers on CIITS, focusing on instructional planning, creation and sharing of instructional resources, and data analysis and reporting.	Professional Learning	02/01/2013	05/31/2013	\$0	Middle School Media Specialist; College and Career Readiness Coach will provide training.
Critical Reading Skills	All students will read, practice, and take test to improve critical reading skills.	Academic Support Program	02/01/2013	05/31/2013	\$0	All HCMS teachers, HCMS administrative team
Intervention Bank	Define the use of instructional best practices and develop a bank of intervention strategies that are research based and matched to individual student needs with ways to determine effectiveness.	Policy and Process	02/01/2013	05/31/2013	\$0	HCMS teachers
Focus on Key Concepts	HCMS math teachers will focus on key concepts such as Number Operations and Algebraic Thinking and related Learning Progressions.	Academic Support Program	02/01/2013	05/31/2013	\$0	HCMS math teachers
Community Involvement	Engage parents and community partners in the planning and monitoring of ILP's and the implementation of the program review showcase, college and career fair (i.e, operation preparation).	Community Engagement	02/01/2013	05/31/2013	\$0	HCMS teachers and administrative team

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Identification	Identify staffing needs for the interventions and develop a plan for implementation.	Policy and Process	02/01/2013	05/31/2013	\$0	Principal, assistant principal, guidance counselor
Verification	Verify the list of students who did not meet benchmarks on the Explore and other student level evaluation data.	Policy and Process	02/01/2013	05/31/2013	\$0	HCMS teachers, guidance counselor, administrators
PLC's	Consider larger areas of student needs and meet with grade level, content level departments or PLC's develop plans to address gaps in instructional planning or learner needs based on standards and set academic and behavioral benchmarks.	Policy and Process	02/01/2013	05/31/2013	\$0	Dr. Hatchett, HCMS teachers
Stakeholder Involvement	HCMS program review team members and leaders will engage parents and community partners to determine if there are other contributions or evidence to support specific program review area (s)	Community Engagement	02/01/2013	05/31/2013	\$0	HCMS program review team members and program review leaders.
Ratings and Information	Program review team leaders will submit ratings and information into ASSIST for district and state review.	Academic Support Program	02/01/2013	05/31/2013	\$0	Program review team leaders, team members, Dr. Hatchett
Problem Solving	The problem solving class in the 7th grade will concentrate on problem-solving with tables, charts and graphs, in addition to math vocabulary in the context of problem-solving.	Academic Support Program	02/01/2013	05/31/2013	\$0	HCMS Problem-Solving Teachers
Content Integration	Create a plan to determine the content areas that will be targeted based on student test results and a process for monitoring the digital content integration.	Technology	02/01/2013	05/31/2013	\$0	HCMS Teachers
Information and Review	Program review managers will provide information to teachers about the purpose of the review. Emphasize the important role of program review members in collaborating and implementing high quality instructional programs.	Policy and Process	02/01/2013	05/31/2013	\$0	Program review managers: Goodall, McCalin, Butler, Schneider, HCMS teachers, Dr. Hatchett
Digital Delivery	Ensure that technology needs are met (such as internet access) and that equity issues are addressed.	Technology	02/01/2013	05/31/2013	\$0	Media Specialist

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Implementation of Writing Policies	Program Review team for Writing meets to analyze the implementation of the Writing Program Reviews and implementation of writing policies and literacy plans.	Academic Support Program	02/01/2013	05/31/2013	\$0	Writing Program Review Team, E/LA team
Monitoring	Teachers and administrative team monitor student progress to determine effectiveness of the intervention(s) and next steps for continuous improvement.	Policy and Process	02/01/2013	05/31/2013	\$0	HCMS teachers, administrative team
Support and Monitor	HCMS Math Teachers will monitor student progress to determine curriculum adjustments and instructional improvements based on student level evidence /data.	Academic Support Program	02/01/2013	05/31/2013	\$0	HCMS math teachers
Target at Risk Students and Families	Youth Service Center will be utilized in a coordinated effort to target at-risk students and families for the purpose of providing assistance, and supplies, which promotes increased learning capacity for students.	Community Engagement	02/01/2013	05/31/2013	\$0	Youth Service Center, HCMS teachers, Guidance Counselor
Collaboration	Access and implement the available resources such as Math Formative Assessment Lessons in CIITS and other online resource in iTunesU. Utilize PD 360 as available.	Professional Learning	02/01/2013	05/31/2013	\$0	HCMS math teachers
Best Practices	HCMS teachers identify gaps, analyze and implement the curriculum using best practices for instruction and assessment.	Academic Support Program	02/01/2013	05/31/2013	\$0	HCMS teachers, Mrs. Schneider, Mrs. McCaslin
Identification of Gaps	Identify gaps in literacy performance to determine professional development needed for instructional improvements.	Academic Support Program	02/01/2013	05/31/2013	\$0	HCMS E/LA teachers, Program Review Team for Writing, Allied Arts teachers, SS, Science teachers
<b>Total</b>					\$0	

### General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Performance Monitoring	HCMS teachers will create student mentor notebooks for all identified gap groups using Map data, SMART goals, and performance monitoring sheets.	Academic Support Program	02/01/2013	05/31/2013	\$200	All regular education teachers, all special education teachers, Dr. Hatchett

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Academic Enhancement	Practical Living/Career Studies component members will plan for enhancement opportunities for students. (i.e. guest speakers, field trips, etc.)	Academic Support Program	02/01/2013	05/31/2013	\$300	Practical Living/ Career Studies component teachers
<b>Total</b>					<b>\$500</b>	

### School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Brainchild-Mechanics	Struggling learners start simple, find success, and gain confidence. Mechanics is for students who perform below grade level in math, reading, language arts. It is skills-based, not grade-specific. It teaches the foundations learned in grades 1 through 8. Students in the targeted gap groups working below grade-level will work on the computer based program during skills at least 2 times per week.	Academic Support Program	02/01/2013	05/31/2013	\$2230	HCMS teachers, instructional assistants, media center specialist
Brainchild-Core Concepts	Core Concepts is a computer based program which involves the specific progression of critical thinking concepts based on the common core standards. Students in the identified gap groups will utilize this program at least one time per week to achieve mastery in the areas of reading and math.	Academic Support Program	02/01/2013	05/31/2013	\$1188	HCMS teachers, instructional assistants, media center specialist
<b>Total</b>					<b>\$3418</b>	