

2016-17 HC CDIP The Plan

Harrison County

308 Webster Ave
Cynthiana, KY 41031

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Overview

Plan Name

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Plan Description

2016-17 Comprehensive Improvement Plan for Harrison County Schools

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 proficient reading and math scores for elementary schools from 51% to 72.1%, and for middle school from 48.9% to 71.5% and for high school from 44.8% to 68.6%	Objectives: 1 Strategies: 2 Activities: 5	Organizational	\$80200
2	Increase the percentage of gap students scoring proficient in Reading and Math at the elementary level from 42.5% to 67.9%, at the middle level from 40.7% to 66.4% and the high level from 36.4% to 63.3% by 2019.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$527800
3	Increase the percentage of students who are college and career ready from 70.3% to 83.5% in 2020.	Objectives: 1 Strategies: 4 Activities: 9	Organizational	\$443300
4	Increase the four year adjusted cohort graduation rate from 92.6% to 94.7%	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$177098
5	Increase capacity of all PGES, PPGES, OGPES and DCPGES leadership teams for recalibration and needed revisions throughout 2015-18 school years.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$4485
6	Reduce the number of novice students in Elementary Reading from 25% to 12.5%, the number of Middle School Reading from 20.3% to 10.2% and the number of High School Reading to 36.7% to 18.4% by 2020.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$750
7	Reduce number of novice students in Elementary Math from 14.9% to 7.5%, the number of students in Middle School Math from 14.9% to 7.5% and the number of High School Students in Math from 26.9% to 13.5%	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$89731

Goal 1: Increase the averaged combined proficient reading and math scores for elementary schools from 51% to 72.1%, and for middle school from 48.9% to 71.5% and for high school from 44.8% to 68.6%

Measurable Objective 1:

collaborate to increase overall averaged combined reading and math K-PREP scores for all elementary, middle and high school students by 10/01/2019 as measured by K-PREP.

Strategy 1:

BREDS: "Bringing Rigor Equals Distinguished Students" - In August of 2015, our district leadership team developed a comprehensive improvement/novice reduction plan to begin in our four elementary schools and now encompass our middle and high school.

Category: Continuous Improvement

Research Cited: DuFour, R. & Eaker, R (1998). Professional Learning Communities at Work.

Bloomington, IN: National Educational Service.

James, E.; Milenkiewicz, M.; Bucknam, A. (2008). Participatory Action

Research for Educational Leadership, Sage Publications, Inc., Thousand Oaks, California.

Marzano, R.; Waters, T. (2009); District Leadership That Works, Solution Tree Press, Bloomington, IN.

Activity - Grade Level Data Teams/BREDS meetings and Departmental Teaming	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>All K-5 teachers meet in grade level data or BREDS teams beginning in 2015-16 to exam student performance along several data lines. Principals of schools will meet with Superintendent, Assistant Superintendent monthly to progress update. ALL Grades 6-12 will continue to meet in department level teams to revise, develop and clarify proficient performance for students.</p> <p>Schools: All Schools</p>	Professional Learning	08/10/2015	06/02/2017	\$22500	District Funding, Title I Part A	<p>Jenny Lynn Hatter, Deborah Kendall, Melissa Miles, B.J. Maggard, Sharon Hill, Jon Hoskins, Steven Fowler, Michael McIntire, Robin Glascock, Todd Harp, Amy Coleman, Jennifer Nichols and Todd Brannock All teachers relevant to the description .</p>
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Activity - CIITS Professional Development 16-17	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Harrison County PGES Self-Reflection, Student Growth Goals and Professional Growth Planning will be the focus of this work. ALL PD Group Work in this area will be from 3:30-5:00pm, with an addition 1 ½ hours independent work, documented at each school's discretion for a total of 3 hours. Specific times and locations for 2016-17 were distributed in May of 2016, in school's professional development plans and posted on their websites.</p> <p>Schools: All Schools</p>	Professional Learning	08/08/2016	06/02/2017	\$100	State Funds	<p>Hatter, D. Kendall, M. Miles, all instructors</p>

Status	Progress Notes	Created On	Created By
In Progress	This activity appeared differently in the CDIP 2012-13 plan. However, it was deleted in the revision of the 2013-14 and reconfigured. ASSIST does this to both plans due to system limitations.	September 18, 2013	Mrs. Jenny Lynn V Hatter

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Activity - EnVisions and Connected Math Follow Up Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Envisions and Connected Mathematics follow-Up trainings will have occurred in the Spring of 2016 and the late Summer of 2017. Benchmark and common assessment matching will continue in professional learning communities in the Spring of 2017</p> <p>Schools: Eastside Elementary School, Westside Elementary School, Southside Elementary School, Northside Elementary School, Harrison County Middle School</p>	Direct Instruction	11/03/2015	05/05/2017	\$7800	General Fund	Chief Academic Officer, Curriculum Coaches, Principals, K-8 Mathematics teachers

Activity - ELA Common Assessment Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>All K-5 teachers utilize common assessments through the Journey's program and utilize both common formatives along with close reading techniques to promote student performance.</p> <p>Schools: Eastside Elementary School, Westside Elementary School, Southside Elementary School, Northside Elementary School</p>	Academic Support Program	06/10/2016	06/23/2017	\$800	General Fund	Curriculum Coaches, Chief Academic Officer and K-5 Reading/ELA instructors

Strategy 2:

Tutoring - Through Extended School Services (ESS) program students will receive personalized and individualized tutoring to help them reach proficiency. District will also collaborate to work with local and community resources to enhance this process wherever possible.

Category: Integrated Methods for Learning

Research Cited: Allington, R. L., & McGill-Franzen, A. (2003, September). Impact of summer setback on the reading achievement gap. *Phi Delta Kappan*, 85(1), 68-74.

Briar-Lawson, K., Lawson, H. A., Collier, C., & Joseph, A. (1997). School-linked comprehensive services: Promised beginnings, lessons learned, and future challenges. *Social Work in Education*, 19(3), 136-148.

Cohen, P. A., Kulik, J. A., & Kulik, C. L. C. (1982). Educational outcomes of tutoring: A meta-analysis of findings. *American Educational Research Journal*, 19(2), 237-248.

Fashola, O. S. (1998, October). *Review of extended-day and after-school programs and their ef-*

fectiveness. (CRESPAR Report No. 24). Baltimore: Center for Research on the Education of Students Placed at Risk, Johns Hopkins University. Retrieved January 15, 2005, from <http://www.csos.hju.edu/crespar/techReports/Report24.pdf>

Harvard Family Research Project. (2005). Out-of-school time program evaluation bibliography of literacy programs. Retrieved January 15, 2005, from <http://www.gse.harvard.edu/hfrp/projects/afterschool/bibliography/>

Knapp, M. S. (1995). How shall we study comprehensive, collaborative services for children and families? *Educational Researcher*, 24(4), 5-16.

Lawson, H. A. (2002). Strengthening democracy, promoting caring school communities, and expanding the boundaries of school reform. In W. Sailor (Ed.), *Whole-school success and inclusive education: Building partnerships for learning, achievement and accountability* (pp. vii-xii). NewYork: Teachers College Press.

Traub, J. (2000, January 16). What no school can do. *New York Times Magazine*, pp. 52-57,68, 81, 90-91.

Videka-Sherman, L. (1992). New-style settlement houses. *Rockefeller Institute Bulletin*, 41-44.

U.S. Department of Education. (2000). *Working for children and families: Safe and smart after-school programs*. Washington, DC: Author.

Activity - ESS Tutoring - After School and Daytime Waiver (DTW - where applicable)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Students receive specific and prioritized Mathematics and English Language Arts (ELA) assistance to reach proficiency. In July of 2016 MAP Skills Navigator was purchased along with Study Island in November of 2016 to further pinpoint ALL students specific needs.</p> <p>Schools: All Schools</p>	Tutoring	08/26/2016	06/01/2018	\$49000	Title I Part A, State Funds	ESS District Coordinator (Jenny Lynn Hatter), ESS School Coordinators (Laura Lee Wilson, Karri Day, Jennifer Hartzel, Julie Dailey, Robin Glascock, Donelle Judy), all ESS tutors.

Goal 2: Increase the percentage of gap students scoring proficient in Reading and Math at the elementary level from 42.5% to 67.9%, at the middle level from 40.7% to 66.4% and the high level from 36.4% to 63.3% by 2019.

Status	Progress Notes	Created On	Created By
N/A	Review of 2012-13 Quality Control Scores evidenced that gap was reduced by 8.8% (from 71% in 2012 to 62.2% in 2013). The 2017 goal of 35% will be met if the rate is maintain and hopefully surpassed.	September 18, 2013	Mrs. Jenny Lynn V Hatter

Measurable Objective 1:

collaborate to ensure that we increase our number of all gap students performing at distinguished and proficient by 10/14/2019 as measured by KPREP scores (summative), NWEA/MAP Scores (formative/growth) and district common assessments (formative).

Status	Progress Notes	Created On	Created By
N/A	Collaborative planning sessions occurred in July, 2013 and September, 2013 administrator meetings to focus examination on this goal. While, the district, with current scores is slated to meet this overall goal - some schools within the district will not reach their individual goals. At our July administrator retreat - each school drafted an instructional plan with at least one common goal tied to this common objective. Plans are monitored at 30 day intervals.	September 23, 2013	Mrs. Jenny Lynn V Hatter

Strategy 1:

Rtl and Secondary Systems of Interventions Work - Harrison County Schools have a robust system of interventions. Having both collaborative school and district level Rtl teams and a true 6-12 EPAS (EXPLORE (after 2015/CERT testing will be used in place), PLAN and ACT system) of interventions that meet regularly, we are able to target all different types of intervention needs and meet students where they need assistance. All guidance counselors, the instructional supervisor, curriculum coaches, pre-school director and principals are involved in these meetings.

Category: Integrated Methods for Learning

Research Cited: Galvin, Mike, 1970. Implementing Response to Intervention (Rtl): Considerations for Practitioners. Learning Point Associates.

Haager, S. Vaughn, & J.K. Klinger (Eds.), Validated practices for three tiers of reading intervention (pp. 186). Baltimore, MD: Paul H. Brookes Publishing Co.

Mellard, Daryl F and Johnson, Evelyn. (2008). RTI a practitioner's guide to implementing response to intervention :Corwin Press, Thousand Oaks, CA.

Kentucky Department of Education. A Guide to the Kentucky System of Interventions. July 2008.

Pierangelo, Roger, Giuliani, George. (2007). Frequently asked questions about response to intervention: Corwin Press, Thousand Oaks, CA.

Quinn, Pat. Ultimate Rtl: Everything a teacher needs to know to implement Rtl. Ideas Unlimited Seminars, Inc: 2009.

Taylor, L., Nelson, P., & Adelman, H.S. 1999. Scaling-up reforms across a school district. Reading & Writing Quarterly, 15, 303-325.

Vellutino, F.R., Scanlon, D.M., Small, S.G., Fanuele, D.P., & Sweeney, J. 2007.

Preventing early reading difficulties through kindergarten and first grade intervention: A variant of the three-tier model.

Activity - Use of Handbook(s) for Rtl and Systems of Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Handbooks have been developed for grades K-5 in Rtl. A secondary systems of interventions handbook was developed by a team in June of 2010 and was revised, by school level committees in May of 2012, again in the 2013-14 school year to reflect our "model systems of interventions" work with KDE and a major update in the Fall of 2015 to reflect changes in ACT testing.</p> <p>Our initial endeavors, in this work, were featured in KY Teacher magazine in the Fall of 2012 as model "Systems of Interventions" plan/infrastructure. Click on: http://www.kentuckyteacher.org/features/2012/10/not-just-for-struggling-students-anymore.</p> <p>In the 2013-14 school year we will focused on refining ELA Rtl practices and implementing mathematics ones. In the 2014-15 school year we are further honing our Rtl common language, practices and beginning behavior response to intervention. In 2015-16 we have incorporated CERT in our secondary interventions and have amplified our communications system at our transition points - 2nd to 3rd/primary to intermediate; 5th to 6th/Elementary to MS; 8th to 9th/MS to HS.</p> <p>Schools: All Schools</p>	Policy and Process	07/01/2012	06/30/2017	\$1000	School Council Funds	All Principals and Rtl/Intervention instructors, all counselors, Brad Yearsley, Whitney Fowler, Melissa Miles, Debbie Kendall, David Case and Jenny Lynn Hatter.

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Activity - District Rtl Meetings & Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>This is the fifth year of meeting as a team to look at not only our Rtl process but our EPAS and college and career readiness interventions. In this fifth year we wanted to focus on our behavior interventions at the elementary level, refining ELA and our college and career readiness plans for our Tier III juniors. These meetings are attended by principals, curriculum coaches, the instructional supervisor and all counselors. This year we are focusing on strengthening core instruction as well as Rtl. CKEC will be conducting professional development in behavior Rtl and April Pieper with KDE has visited (or one of her staff members) three of our six schools for Rtl growth, feedback and support. There is continued leadership expectation that through collaboration, we will make the intervention stronger for all of our students.</p> <p>*Funding Below is for Data Utilized in progress monitoring and student growth - NWEA/MAP testing for K-8 students in ELA and Mathematics.</p> <p>Schools: All Schools</p>	Academic Support Program	10/01/2014	10/21/2016	\$5800	Title I Schoolwide	Superintendent, All Principals, Director of Special Education, Guidance ALL counselors, Supervisor of Instruction and Curriculum Coaches

Status	Progress Notes	Created On	Created By
In Progress	<p>September/October (1 hour): Meet with individual principals/Rtl leaders at the EL, MS, HS to determine how IS/Curriculum Coaching Team can support their intervention systems this school year. (For example, visit model Rtl sites at MS/HS in state to gain ideas, help support progress monitoring and school structure of Rtl, ...) I will be contacting each school to establish a time to meet with you.</p> <p>November 15th (2 hours): Few minutes after admin. meeting *District Rtl Team/Central Office (ALL SCHOOLS) Mr. Case and Mrs. Hatter will give me an approximate time closer to the meeting date, when the administrator's meeting is planned.</p> <p>January/February (1 hour): Meet with EL principals, then MS, then HS for Rtl support/follow-up</p> <p>March 14 (2 hours): Few minutes after admin. meeting *District Rtl Team/Central Office (ALL SCHOOLS)</p> <p>Total: 6 hours of EILA credit</p>	September 23, 2013	Mrs. Jenny Lynn V Hatter

Activity - Collaborative Teaming for GAP reduction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Family Resource and Youth Service Centers (FYRSC) work in conjunction with all existing RtI and EPAS systems to recognize and reduce barriers to student performance and response to instruction. FRYSC actively participate in all RtI and EPAS Intervention Systems in the district to look at student non-academic factors and how these impact students in the gap. FRYSC's provide direct help to students in terms of need. This aid can range from school supplies to counseling.</p>	<p>Community Engagement</p>	<p>08/08/2016</p>	<p>06/30/2017</p>	<p>\$520000</p>	<p>General Fund, State Funds</p>	<p>FRYSC Staff, All Special Needs Instructors, Counselors, Assistant Superintendent</p>
<p>Schools: All Schools</p>						

Status	Progress Notes	Created On	Created By
<p>In Progress</p>	<p>All schools have robust RtI and EPAS intervention systems in place. District Leadership and Intervention Systems meetings focus on score analysis and gap reduction.</p>	<p>September 18, 2013</p>	<p>Mrs. Jenny Lynn V Hatter</p>

Strategy 2:

Extensive Data Analysis & Action Plans - Each school and curriculum team will look at deeply at their KREP test scores, NWEA/MAP student growth scores, local common assessment results for both correlations and gaps. Student data will be utilized to look at current programs and initiatives to make sure they are providing the highest level of service for students. Each school's faculty and leadership team will look at their scores to determine where the deepest gaps are occurring in their buildings - both in subjects and student groups.

Category: Continuous Improvement

Research Cited: Addressing Achievement Gaps: Progress and Prospects for Minority and Socioeconomically Disadvantaged Students and English Language Learners ETS Policy Notes. (2005).

A. McBride, L. H. Scatton, & R. J. Coley (Eds).

Addressing Achievement Gaps: The Language Acquisition and Educational Achievement of English Language Learners ETS Policy Notes (2008).

A. McBride, L. H. Scatton, & R. J. Coley (Eds).

Addressing Achievement Gaps: School Finance and the Achievement Gap -- Funding Programs That Work ETS Policy Notes (2008).

D. Yaffe.

Can Educators Close the Achievement Gap? An Interview with Richard Rothstein and Kati Haycock

Journal of Staff Development (2007).

H. Holland.

Class Size Alone Not Enough to Close Academic Achievement Gap

ScienceDaily (2008).

Blot, Kevin J., Della-Piana, Gabriel, and Turner, Wyona. The Development and

Employment of Formative Evaluation Instruments to Enhance Student's

Opportunity to Learning(1998). S4H, 1998 FIE Conference.

Status	Progress Notes	Created On	Created By
N/A	In June 2013 - plans were developed for administrator instructional action plans. Common goal of proficiency and gap reduction shared by all schools.	September 23, 2013	Mrs. Jenny Lynn V Hatter

Activity - GAP Identification and Targeted Response	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>GAP groups are examined through the BREDS (Building Rigor Equals Distinguished Students) Novice reduction program at the elementary level and through the BREDS/ instructional data analysis at MS and HS. Monthly meetings with head principals and central office leadership focus on academic progress of all novice students and identified areas of gap concern.</p> <p>Schools: All Schools</p>	<p>Academic Support Program</p>	<p>07/27/2015</p>	<p>06/30/2017</p>	<p>\$1000</p>	<p>School Council Funds</p>	<p>All Principals, All Special Needs Teachers in Reading and Mathematics, All Reading and Math teachers district wide, Curriculum Coaches, Director of Assessment, Director of Special Education, Supervisor of Instruction and all Counselors.</p>
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Status	Progress Notes	Created On	Created By
<p>Completed</p>	<p>Section in each school's instructional plan (implemented 7/2013) regarding Rtl, Intervention Systems, EPAS and Gap Reduction. Answers/Actions monitored at 30 day intervals.</p>	<p>September 23, 2013</p>	<p>Mrs. Jenny Lynn V Hatter</p>

Goal 3: Increase the percentage of students who are college and career ready from 70.3% to 83.5% in 2020.

Measurable Objective 1:

collaborate to obtain 83.5% of students at college and career readiness by 10/30/2017 as measured by K-PREP/Unbridled Learning Accountability Model.

Strategy 1:

Secondary Systems of Interventions - Teachers and Interventions teams will continue to meet to "name and claim" students. This strategy will serve to make sure all teachers are aware of ALL student needs and can provide them with individualized college and career readiness attention.

EPAS (EXPLORE, PLAN and ACT Systems) will be intervened using the Rtl Tier framework. A quick summary:

Harrison County Schools Secondary Systems of Interventions

EPAS Model

Systems of Intervention Plan Implementation

Systems of Interventions Plan (Fall 2010 - to Present: Updated September 2015)

1. Core Instruction: All students receive high quality, differentiated core instruction in the classroom.
2. Universal Screener: NWEA/MAP administered to all students at ALL grade levels, three times each school year, in order to identify struggling students.
3. Tier 1: The lowest 20% of students will be identified in reading and math 6-12, and receive Tier 1 interventions, for reading or math. Additional diagnostic assessments may be used to plan the intervention. Teachers will progress monitor these students once per week, for 9 weeks. Teachers will document the progress at the end of each NWEA/MAP assessment, when EPAS benchmarks are met or when the student masters the deficient skill in individual classroom through a common assessment. At the end of 9 weeks, teachers will refer those students making little or no progress for Tier 2 interventions; the Intervention Team Leader must be notified if a Tier change is recommended.
4. Tier 2: Once a student is referred into Tier 2 services, the Intervention Team (those closely associated with the education of the students) will meet to review student data and determine appropriate interventions to address student needs. Teachers will progress monitor these students at the end of each NWEA/MAP assessment, when EPAS benchmarks are met or when the student masters the deficient skill in individual classroom through a common assessment.
5. Tier 3: Once a student is referred into Tier 3 services, the Intervention Team will meet to review student data and determine appropriate interventions to address student needs. Teachers will progress monitor these students at the end of each "ACT-Like" assessment, when EPAS benchmarks are met or when the student masters the deficient skill in individual classroom through a common assessment.

*In 2015-16 school year, as EXPLORE and PLAN are phased out, HCHS will utilize "ACT-like" assessments such as CERT.

Category: Persistence to Graduation

Research Cited: EPAS References:

Achieve, Inc. (2007). Aligned Expectations? A Closer Look at College Admissions and Placement Tests. Washington, DC: Achieve, Inc.
Achieve, American Diploma Project Network. (2004). Ready or Not: Creating a High School Diploma That Counts. Washington, DC: Achieve.
ACT, Inc. (2010). A First Look at the Common Core and College and Career Readiness. Iowa City, IA: ACT, Inc.

Anderson, D. F. (2007). Challenges in Assessing for Postsecondary Readiness. New York, NY: Council for Advancement of Adult Literacy.

Baldrige National Quality Program (2008). Education Criteria for Performance Excellence. Gaithersburg, MD: National Institute of Standards and Technology.

Bill and Melinda Gates Foundation (2005). An Analysis of Barriers to College Access and Completion. <http://www.gatesfoundation.org/education>.

Blackboard Institute. (2011). Closing the Gap between High School and College. Washington, DC: Blackboard Institute. <http://www.blackboardinstitute.com>.

Bottoms, G. and Young, M. (2010). Skills for a Lifetime: Teaching students the habits of success. Atlanta, GA: Southern Regional Education Board.

Bottoms, G. and Young, M. (2008). Lost in Transition: Building a Better Path from School to College and Careers. Atlanta, GA: Southern Regional Education Board.

Boylan, H. (2002). What Works: Research-based Best Practices in Developmental Education. Boone, NC: Continuous Quality Improvement Network with the national Center for Developmental Education.

Bridges to Opportunity Initiative. (2008). Bridges to Opportunity for Underprepared Adults: A State Policy Guide for Community College Leaders. Bridges to Opportunity Initiative.

Bozick, R. and Ingels, S. (2008). Mathematics Coursetaking and Achievement at the End of High School: Evidence from the Education Longitudinal Study of 2002 (ELS:2002) (NCES 2008-310. Wahsing, DC: National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education.

College Board (2010). The College Completion Agenda: 2010 Progress Report. <http://completionagenda.collegeboard.org/?CampaignID=PR12204>

College Summit (2010). College Summit Launch: Building a College-Going Culture. Washington, DC: College Summit.

Cook, B with King, J. (2004). Low-Income Adults in Profile: Improving lives through higher education. American Council on Education Center for Policy Analysis. Washington, DC: ACE

Conley, D., Drummond, K.V., de Gonzalez, A., Rooseboom, J., & Stout, O. (2011). Reaching the Goal: The applicability and importance of the common core state standards to college and career readiness. Eugene, OR: Educational Policy Improvement Center.

Conley, D. (2007). Redefining College Readiness. Eugene, OR: Educational Policy Improvement Center.

The Conference Board, Inc. (2006). Are They Really Ready to Work? Employers' Perspectives on the Basic Knowledge and Applied Skills of New Entrants to the 21st Century U.S. Workforce.

Conley, D. (2007). Toward a More Comprehensive Conception of College Readiness. Eugene, OR: Educational Policy Improvement Center.

Conley, D. (2003). Mixed Messages: What Stat High School Tests Communicate About Student Readiness for College. Eugene, OR: University of Oregon Center for Educational Policy Research.

Conley, D. T. (2007). Redefining College Readiness. Eugene, OR: Educational Policy Improvement Center.

Conley, D. (2003). Understanding University Success: A Project of the Association fo American Universities and the Pew Charitable Trusts. Eugene, OR: Center for Educational Policy Research.

Elder, R. P. (2006). *The International Critical Thinking, Reading, and Writing Test*. Dillon Beach, CA, USA: The Foundation for Critical Thinking.

Getting Past Go (2010). *Rebuilding the Remedial Education Bridge to College Success*. Denver, CO: gettingpastgo.org.

Habley, W. and McClanahan (2004). *What Works in Student Retention? Four-Year Public Colleges*. Iowa City, IA: ACT, Inc.

Habley, W. and McClanahan (2004). *What Works in Student Retention? Two-Year Public Colleges*. Iowa City, IA: ACT, Inc.

Higher Education Work Group. (2009). *Expanding College Access and Affordability in the Commonwealth*. Frankfort, KY: Commonwealth of Kentucky.

Hoffman, N. and Vargas, J. (October 2010). *A Policymaker's Guide To Early College Designs: Expanding a strategy for achieving college readiness for all*. Jobs For The Future. <http://www.jff.org>.

Inside Higher Education (2009). *Lost Before They Start*. (2009, January 19). Retrieved February 5, 2009, from insidehighered.com: <http://www.insidehighered.com/news/2009/01/19/remedial>.

Jobs for the Future (April 2010). *The Developmental Education Initiative: State Policy Framework and Strategy*. <http://www.jff.org>.

Johnson, J. and Rochkind, J. (2010). *With Their Whole Lives Ahead of Them: Myths and realities about why so many students fail to finish college*. Retrieved February 15, 2011 from <http://www.publicagenda.org/TheirWholeLivesAheadofThem>.

Kentucky Council on Postsecondary Education (2011). *Stronger by Degrees: A strategic agenda for Kentucky Postsecondary and Adult Education 2011-15*. Frankfort, KY: Kentucky Council on Postsecondary Education. http://www.cpe.ky.gov/NR/rdonlyres/DE99F133-347B-47F7-9521-32F76A848585/0/StrongerbyDegrees_final.pdf.

Kentucky Council on Postsecondary Education (2009). *Helping Adults Succeed in Postsecondary Education: A Policy Framework*. Frankfort, KY: The Commonwealth of Kentucky.

Kentucky Council on Postsecondary Education. (2007). *Securing Kentucky's Future: A Plan for Improving College Readiness and Success*. Frankfort, KY: The Commonwealth of Kentucky.

Kentucky Council on Postsecondary Education (2004). *Statewide Public Postsecondary Placement Policy*. Frankfort: KY: The Commonwealth of Kentucky.

Kentucky Higher Education Work Group (2009). *The Final Report of the Higher Education Work Group*. Frankfort, KY: <http://cpe.ky.gov/NR/rdonlyres/CFCC3CB9-29B6-4A4F-9EB6-F32992CDF054/0/FINALHEWGNvemberReport.pdf>.

Kozeracki, C. A., Ed. (2005). Respon

Status	Progress Notes	Created On	Created By
N/A	To date and since our association with KDE successful schools, we have had two school districts come visit and study our Systems of Interventions program at HCHS.	November 12, 2013	Mrs. Jenny Lynn V Hatter

Activity - Collaboration with Area Technology Center	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Harrison County Area Technology Center and Harrison County High School will continue their collaborative work to make sure all students are mentored in terms of career and college readiness. Work in 2015-16 will focus on ALL students being career and college ready. Collaboration on Career Pathways in HCHS Student Course Guide for better identification and pathway selection. Students will be examined, in 2015-16 school year for career completion status, in regards to their initial PLAN score and current schedule.</p> <p>In 2016-17, industrial maintenance pathway is planned to be an additional career pathway.</p> <p>Schools: Harrison County High School, Harrison County Middle School</p>	Career Preparation/Orientation	04/16/2015	05/26/2017	\$200	Career and Technical Education Funds	HCHS Teachers, Ms. Judy/Mrs. Earlywine/HCHS Guidance Counselors, Mrs. Coleman/Ms. Nichols/Mr. Brannock/HC HS Principals, Mrs. Hatter, Harrison ATC Instructors, Mrs. Jones/ATC Principal, HCMS Principal and Ms. Childers/HCM S Guidance Counselor.

Strategy 2:

EnVisions and Connected Math Training - In the Summer of 2015, Harrison County Schools purchased new mathematics programs for grades K-8. EnVisions (K-5) and Connected Math (6-8) are designed to promote both rigor and real world critical thinking in mathematics. Both programs were purchased with 12 hours of additional teacher training to promote program fidelity.

Category: Career Readiness Pathways

Research Cited: WEB Research Utilized (All other Research Property of University of Kentucky, Early Numeracy Project):

Early Numeracy: Assessment for Teaching and Intervention. Second ...
ED491362 - Early Numeracy: Assessment for Teaching and Intervention. Second Edition.
eric.ed.gov/ERICWebPortal/recordDetail?accno=ED491362

www.halton.gov.uk/schools/maths/earlynumeracy.htm

Must Read List for Early Numeracy/Mathematics

Bennett, Dawson, Jupp and Simmons. Page 1. June 2002. For OMCA. Must Read List for Early Numeracy/Mathematics. By Jane Bennett, Ruth Dawson, ...
educ.queensu.ca/connectme/weblinks/earlynumeracy/resourcelist.pdf

Early Numeracy Coordinators in Victorian Primary Schools ...

225. Early Numeracy Coordinators in Victorian Primary Schools:. Components of the Role, Highlights and Challenges. Jill Cheeseman. Monash University ...
www.merga.net.au/documents/RP212005.pdf

JSTOR: The Development of Children's Early Numeracy through Key ...

The Development of Children's Early Numeracy through Key Stage 1. Carol Aubrey. Ray Godfrey. British Educational Research Journal, Vol. 29, No. 6, 821-840. ...
[links.jstor.org/sici?sici=0141-1926\(200312\)29%3A6%3C821%3ATDOCEN%3E2.0.CO%3B2-Q](http://links.jstor.org/sici?sici=0141-1926(200312)29%3A6%3C821%3ATDOCEN%3E2.0.CO%3B2-Q)

NUMBER WORLDS KENTUCKY TRAINING OUTLINE

Early numeracy: Assessment for teaching and intervention (2nd Ed.). London: Paul Chapman Publications /Sage. v Empirical validity ...
www.kentuckymathematics.org/docs/intervention/mathrecoveryadditionalinformation.doc

An Evaluation of the Early Numeracy Project 2001

Exploring Issues in. Mathematics Education. An Evaluation of. the Early Numeracy. Project 2001. Gill Thomas and Jenny Ward. Dunedin College of Education: Te ...
www.tki.org.nz/r/literacy_numeracy/professional/ENP.pdf

Activity - Expanded Training for Envisions and Connected Mathematics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Expanded 12 hours of teacher training for K-8 teachers with new math programs.</p> <p>Schools: Eastside Elementary School, Westside Elementary School, Southside Elementary School, Northside Elementary School</p>	<p>Professional Learning</p>	<p>11/10/2015</p>	<p>06/10/2016</p>	<p>\$140000</p>	<p>General Fund</p>	<p>Jenny Lynn Hatter, Melissa Miles, Debbie Kendall, ALL elementary teachers, ALL elementary principals, Mr. David Case/Assistant Superintendent, Mr. Andy Dotson/Superintendent.</p>
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Activity - Connect Study Island to Expanded Envisions & Connected Math Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Professional Development on how to fully utilize Study Island with NWEA MAP, Envisions (K-5) and Connected Math (6-8)</p> <p>Schools: Eastside Elementary School, Westside Elementary School, Southside Elementary School, Northside Elementary School, Harrison County Learning Center, Harrison County Middle School</p>	<p>Professional Learning</p>	<p>01/09/2017</p>	<p>06/23/2017</p>	<p>\$2500</p>	<p>Title I Part A</p>	<p>Melissa Miles, Debbie Kendall and Jenny Lynn Hatter</p>

Strategy 3:

Strong Start! - Beginning in 2012-13 school year, Harrison County Schools offered pre-kindergarten classes for 3 and 4 year old eligible students in the county. Harrison County Schools, for many years, have also fully funded all day kindergarten. This combined with a new screening system for young students, the pre-K BRIGANCE and the BRIGANCE (we were a pilot system for the kindergarten BRIGANCE in the state of KY in the 2012-13 school yer), will help us get students of to a strong start for college and career success! In 2014-15 our program continues to expand by several classrooms and continues to provide us with invaluable data on our incoming students!

Category: Early Learning

Research Cited: Performance Assessment in Early Childhood Education: The Work Sampling System

<http://ecap.crc.illinois.edu/eeearchive/digests/1995/meisel95.html>

Choosing an Appropriate Assessment System

<http://www.naeyc.org/files/yc/file/200401/shillady.pdf>

Washington State Guide to Early Assessment and Learning

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http://www.k12.wa.us/EarlyLearning/pubdocs/assessment_print.pdf

Activity - BRIGANCE Screening (Pre-K and K students)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>All students in Pre-Kindergarten and Kindergarten will complete the Pre-K BRIGANCE or BRIGANCE screeners to test for social and academic readiness. This data is utilized to help formulate a picture of student growth and progress. Testing in these areas continues in the 2015-16 school year.</p> <p>Schools: Eastside Elementary School, Westside Elementary School, Southside Elementary School, Northside Elementary School</p>	Academic Support Program	08/08/2012	06/30/2017	\$3000	General Fund, State Funds	All Pre-K and Kindergarten instructors, all elementary principals, Whitney Fowler/Pre-K director, Jenny Lynn Hatter/Chief Academic Officer, Debbie Kendall and Melissa Miles/Curriculum Coaches.

Activity - All Day Kindergarten	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Research solidly supports all day learning of Kindergarten age students. Harrison County Schools fully funds all day kindergarten for all incoming students.</p> <p>Schools: Eastside Elementary School, Westside Elementary School, Southside Elementary School, Northside Elementary School</p>	Other	08/10/2015	06/09/2017	\$270000	General Fund	Julie Asher/Chief Financial Officer, David Case/Asst. Superintendent, Andy Dotson/Superintendent

Activity - School Readiness Summit Events and Grant Funding	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Harrison County Schools together with their early learning partners (Community Action Council, Cynthiana/Harrison County Public Library and Harrison Memorial Hospital), were asked to participate in the Governor's School Readiness Summit. A community action plan was written to promote early learning. Funding/grant opportunities were made available for all partners and are currently being pursued.</p> <p>Schools: Eastside Elementary School, Westside Elementary School, Southside Elementary School, Northside Elementary School</p>	<p>Academic Support Program, Community Engagement, Parent Involvement</p>	<p>09/22/2016</p>	<p>08/30/2017</p>	<p>\$15000</p>	<p>Grant Funds</p>	<p>Whitney Fowler (Pre-K Director) , David Case (Assistant Superintendent), Melissa Miles (Primary Coach), Sheryl Morris (HMH), Tracy Lair (HMH), Lorie Furnish (CAC), Kristi Persinger (CAC) and Jenny Lynn Hatter (Chief Academic Officer)</p>
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Strategy 4:

Communication to Stakeholders - To fully prepare students for college and career, all stakeholders (students, parents, community) must be made aware of current assessment system, ACT benchmarking and career completer options. Blogs, district and school web pages as well as parent/community information sessions must be actively utilized.

Category: Stakeholder Engagement

Research Cited: Henderson, A.T., & Berla, N. (Eds.). (1994). A new generation of evidence: The family is critical to student achievement. Washington, DC: National Committee for Citizens in Education.

Walson, T.; Brown, M.; and Swick, K. J. "The Relationship of Parents' Support to Children's School Achievement." Child Welfare 62(1983): 175-180

Activity - Home Visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Home visits are conducted, where needed, to make parents aware of student's needs and school objectives. Career and college readiness can be explained most effectively to students in need of individualized learning plans in this setting. Schools: All Schools	Parent Involvement	08/08/2012	06/09/2017	\$5000	FRYSC, State Funds	FRYSC's, counselors, ELL District Tutor, Pre-K Coordinator and select administrators /instructors
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Activity - Career and College Specialized Opportunities: Engineering	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Project Lead the Way (PLTW) Curriculum in Engineering gives our students a unique opportunity to deeply explore the field of engineering in terms of both college and career. This year, again, HCHS and HCMS collaborated to make this possible for younger students to begin exploring this career option. Schools: Harrison County High School, Harrison County Middle School	Direct Instruction	08/08/2012	06/09/2017	\$7000	School Council Funds	Larry Kendall, Roger Hurst, Amy Coleman, Mike Mcintire

Activity - College and Career Readiness Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students sign up for this experience in the Spring. Hosted by Harrison County Schools and Maysville Community and Technical College (Licking Valley Campus), this opportunity allows students to prepare for college applications, tests as well as examine career opportunities. Schools: Harrison County High School	Other - Combination of instruction, activity fair and awareness of college and career options	02/03/2017	03/17/2017	\$600	General Fund	Jenny Lynn Hatter, Chief Academic Officer; Amy Coleman, Principal of HCHS, Teresa Duncan, Licking Valley Campus/MCC

Goal 4: Increase the four year adjusted cohort graduation rate from 92.6% to 94.7%

Status	Progress Notes	Created On	Created By
N/A	Graduation Rate information was made available AFTER our board meeting submission deadline. (12/17/15)	December 17, 2015	Mrs. Jenny Lynn V Hatter

Measurable Objective 1:

collaborate to increase adjusted cohort graduation rate to 94.7% by 10/09/2020 as measured by four year adjusted cohort graduation rate developed by the Unbridled Learning Accountability Model.

Strategy 1:

Harrison County Learning Center - Students who can not succeed in the traditional high school setting can participate in an alternative, computer based setting to obtain high school credit.

Category: Integrated Methods for Learning

Research Cited: Ashcroft, R. (1999). Training and professional identity for educators in alternative education settings. Clearing House, 73 (2), 82-85.

Carley, G. (1994). Shifting alienated student-authority relationships in a high school. Social Work in Education, 16 (4), 221-231.

Duke, D.J. & Griesdorn, J. (1999). Considerations in the design of alternative schools. Clearing House, 73 (2), 89-92.

Guerin, G. & Denti, L. (1999). Alternative education support for youth at-risk. Clearing House, 73 (2), 76-79.

Lee, A., Tsang, C.K.K., Lee, S., & To, C. (2001). A YRBS survey of youth risk behaviors at alternative high schools and mainstream high schools in Hong Kong. Journal of School Health, 71 (9), 443-448.

Wiest, D.J., Wong, E.H., Cervantes, J.M., Craik, L., & Kreil, D.A. (2001). Intrinsic motivation among regular, special, and alternative education high school students. Adolescence, 36 (141), 111-127.

Worrell, F.C. (1997). Predicting successful or non-successful at-risk status using demographic risk factors. High School Journal, 81 (1), 46-54.

Activity - Learning Center Instructional Methods	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students are placed in this non-traditional setting with individualized attention in order to successfully graduate high school. Schools: Harrison County High School	Direct Instruction	08/10/2015	05/20/2016	\$153000	General Fund, Other	Mrs. Coleman, Learning Center Instructors and Staff
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Activity - Thorobred Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Thorobred Academy was formed for students who, have in the past year, been enrolled in the home school setting. Our goal is to strive to help the students of Harrison County reach their full academic potential. With a positive attitude and a genuine behavioral effort, you will be successful in the Thorobred Academy. Schools: Second Chance Program Alternative School, Harrison County High School, Harrison County Learning Center, Harrison County Middle School	Academic Support Program, Community Engagement, Direct Instruction, Recruitment and Retention	09/12/2016	06/23/2017	\$24098	District Funding	Robert Switzer, Andy Dotson, David Case, Julie Asher, Michelle Barnes, tutoring staff at HCHS (varies based on the student schedule)

Strategy 2:

Drop Out Prevention/Intervention - A committee designed work in conjunction with Director of Pupil Personnel (Robert Switzer), Youth Service Centers, HCHS counselors, administrators and central office personnel to meet with potential dropouts to discuss viable options for success.

Category: Persistence to Graduation

Research Cited: www.dropoutprevention.org - National Center for Dropout Prevention Website

Activity - Drop Out Prevention/Intervention Committee Meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Required meeting/intervention group for all students indicating they wish to drop out. Individualized information and attention to each student case to prevent that student from dropping out of school.	Academic Support Program	07/02/2012	05/31/2018	\$0	No Funding Required	Mr. Robert Switzer, Mrs. Debbie Lemons, Mrs. Kim McIntire, Mrs. Amy Coleman, Ms. Jennifer S. Nichols, Mr. Todd Brannock, Mrs. Paula Rainwater, related high school teachers to individual student schedules.
Schools: Harrison County High School						

Goal 5: Increase capacity of all PGES, PPGES, OGPES and DCPGES leadership teams for recalibration and needed revisions throughout 2015-18 school years.

Status	Progress Notes	Created On	Created By
N/A	This goal met in 8/2014	December 02, 2014	Mrs. Jenny Lynn V Hatter

Measurable Objective 1:

collaborate to increase the principal and leadership capacity full growth PGES, PPGES, OGPES and upcoming DCPGES by 05/25/2018 as measured by number of principals engaged in PGES Professional Learning, Recalibration Activities, proficiency of Teachscape & related recertification and PGES Leadership team effectiveness surveys and feedback through leadership and administrator team meetings..

Strategy 1:

Collaboration - Principals met and prepared for the Danielson Framework through the Teachscape web based program for two weeks, five hours a day in June 2013. All Harrison County Administrators, Supervisor of Instruction and a Curriculum Coach took the proficiency exam in Teachscape in June of 2013 and PASSED. In July of 2013 Supervisor of Instruction, administration from the official pilot school (HCMS) met to examine how training for teachers should be approached. In August of 2013, all Harrison County schools elected to be in the statewide pilot for 2013-14. Aside from the official pilot, all schools had at least two teachers participating in the

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PGES system for school year 2013-14. Supervisor of Instruction and the district team offered two county wide orientation trainings for all teachers and principals in the pilot, as well as anyone interested in attending, in August of 2013. During school year 2014-15, Harrison County Schools began their work as a full growth district. In July of 2015 all Teachscape certified administrators participated in a 5 hour collaborative preparation for Teachscape recalibration. In 2014-15 and 2015-16 school years, collaborative professional growth plan sessions as well as collaborative student growth goal setting sessions were conducted as mandatory 6 hour professional development in ALL schools as a part of their professional development plans while also providing them "hands on task" time.

In 2014-15 school year, Harrison County Schools began implementation of full growth PGES, PPGES and participated in the OGPES state pilot. The district Certified Evaluation Plan (CEP) was approved by KDE in June of 2014. ALL teachers were trained on the district certified evaluation process as well as given a general session of the standards in the Danielson Model. During the summer of 2014, professional development sessions were offered in writing Student Growth Goals (SGG) as well as additional trainings on the new teacher standards in PGES (Professional Growth and Effectiveness Systems).

In August, September and December of 2014 all head principals have received recalibration and training on their related task documents as well. In 2016, our district certified evaluation plan (50/50) committee met to revise needed areas of the Certified Evaluation Plan, add needed components of DCPGES and look at future training needs.

In the 2016-17 school year the majority of our PPGES and DCPGES team engaged in re-certification and all related team members were successfully re-certified after their one day group "boot camp" for the 2016-17 school year. By November of 2016, all Harrison County teachers have completed phase one of "growth mindset" professional development as it relates to both student performance and the Danielson framework. Plans continue for 2017-18 to include DCPGES, continued professional development further utilizing "growth mindset" for all staff.

Category: Teacher PGES

Research Cited: Danielson, Charlotte. Teacher Leadership. Alexandria: Association For Supervision and Curriculum, 2006. Print.

Danielson, Charlotte. Enhancing Professional Practice: A Framework for Teaching. Alexandria, VA: Association for Supervision and Curriculum Development, 1996. Print.

"Teachscape." Teachscape. N.p., n.d. Web. 19 Nov. 2013.

Activity - Principal Training/Recalibration for PGES in Teachscape	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The majority of all Principals, Chief Academic Officer and Curriculum Coach participated in a "boot camp" to prepare for the Danielson Proficiency Exam in the Teachscape Program for Re-certification in 2016-17. Further recalibration training occurs in the summer and throughout the year where needed. This will ensure we are scoring teachers and OGPES participants accurately. Schools: All Schools	Technology	07/01/2014	06/30/2017	\$2985	General Fund	Jenny Lynn Hatter/Chief Academic Officer, David Case/Assistant Superintendent, All Principals

Activity - Further Develop our Leadership Support Team for PGES in Harrison County	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to support as well as provide training and resources for the Harrison County PGES Implementation team (Principals, teachers, Certified Evaluation Plan committee) so that they may continue to build capacity to proficiency for teachers in TPGES, principals in PPGES, OGPES and district personnel in DCPGES. Schools: All Schools	Professional Learning	07/01/2014	06/30/2017	\$1500	General Fund	Andy Dotson, David Case, Jenny Lynn Hatter, All Principals, Harrison County PGES Implementation Team

Goal 6: Reduce the number of novice students in Elementary Reading from 25% to 12.5%, the number of Middle School Reading from 20.3 % to 10.2% and the number of High School Reading to 36.7% to 18.4% by 2020.

Measurable Objective 1:

collaborate to reduce the novice rate of all our students in reading by 10/30/2020 as measured by KPREP results.

Strategy 1:

BREDS Walk-throughs, Meetings and Documents - In the Summer of 2015, central office administration, curriculum coaches and key teachers developed a plan for novice reduction and academic improvement. "BREDS: Building Rigor Equals Distinguished Students" was developed to promote rigor and instructional "best practices in Harrison County classrooms. Monthly meetings are conducted with the Superintendent, Assistant Superintendent, Chief Academic Officer, instructional coaches and principals. Each elementary school has a designated monthly meeting time where they utilize their BREDS sheet to examine if their school is increasing student performance. Weekly walk-throughs by the Superintendent, Assistant Superintendent, Chief Academic Officer, Special Education Director, Chief Information Officer, Director of Pupil Personnel, instructional coaches and the school principal are conducted utilizing Google Docs. Data is collected and can be easily examined as well as tabulated through Google Spreadsheets.

In 2016-17 this strategy was modified to encompass school's personalized plans for novice reduction and proficiency; targeting specific grades, subjects and areas for

improvement. Additional help and tools to coincide MAP data with student performance will also be utilized throughout the 2016-17 school year.

Category: Continuous Improvement

Research Cited: "Novice Reduction for Gap Closure," White paper compiled by Dr. Kelly Foster, Associate Commissioner, KDE, November, 2015.

Activity - Walk-Throughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Walk-Throughs are conducted using Google Documents. Monthly meetings are conducted and this information is examined as well.</p> <p>Schools: All Schools</p>	<p>Academic Support Program</p>	<p>09/30/2015</p>	<p>05/20/2016</p>	<p>\$750</p>	<p>Grant Funds</p>	<p>Jenny Lynn Hatter, Chief Academic Officer David Case, Assistant Superintendent Andy Dotson, Superintendent Melissa Miles and Debbie Kendall, Instructional Coaches, Sharon Hill, BJ Maggard, Steven Fowler, Jon Hoskins, Mike McIntire, Amy Coleman, Principals</p>

Goal 7: Reduce number of novice students in Elementary Math from 14.9% to 7.5%, the number of students in Middle School Math from 14.9% to 7.5% and the number of High School Students in Math from 26.9% to 13.5%

Measurable Objective 1:

collaborate to improve student mathematics performance at all grade levels by 10/05/2020 as measured by student performance on the K-PREP.

Strategy 1:

Math Instructional Strategies - Systems of Interventions programs and Extended School Services will focus on Novice Reduction Strategies through Envisions textbook program and Study Island. Students in the lowest skills sets of Tier III will be placed on NWEA/MAP Skills Navigator.

Category: Continuous Improvement

Research Cited: Resendez, M., & Azin, M. (2008). A study on the effects of Pearson's 2009 enVisionMATH program: 2007-2008 first year report. Jackson, WY: PRES Associates.

Resendez, M., & Azin, M. (2008). A study on the effects of Pearson's 2009 enVisionMATH program: First year (2007-08) technical report. Jackson, WY: PRES Associates.

Resendez, M., Barclay, R., & Azin, M. (2009). A study on the effects of Pearson's 2009 enVisionMATH program: Summative 2007-09 technical report. Jackson, WY: PRES Associates.

Activity - Study Island Access	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Study Island will be purchased for grades K-8 for detail Math and Reading use. Students will work on specific deficiencies as indicated through MAP scores. Schools: Eastside Elementary School, Westside Elementary School, Southside Elementary School, Northside Elementary School, Harrison County Learning Center, Harrison County Middle School	Academic Support Program	11/28/2016	06/15/2018	\$9731	Title I Part A	All Principals, ALL ESS Coordinators, Melissa Miles, Debbie Kendall and Jenny Lynn Hatter

Activity - Rural Initiative Math Grants - Eastside & Westside Elementary Schools	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Harrison County eligible/interested elementary(s) will pursue funding through the Rural Initiative Math Grants, managed by Kentucky Department of Education.	Other - Grant Funding through Rural Initiative Math Grants	10/07/2016	12/02/2016	\$80000	Grant Funds	Eligible Elementary(s) Staff & Principals, Debbie Kendall & Melissa Miles
Schools: Eastside Elementary School, Westside Elementary School						

Status	Progress Notes	Created On	Created By
In Progress	In December 2016, Westside Elementary was awarded one of these grant opportunities.	December 05, 2016	Mrs. Jenny Lynn V Hatter

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
BRIGANCE Screening (Pre-K and K students)	All students in Pre-Kindergarten and Kindergarten will complete the Pre-K BRIGANCE or BRIGANCE screeners to test for social and academic readiness. This data is utilized to help formulate a picture of student growth and progress. Testing in these areas continues in the 2015-16 school year.	Academic Support Program	08/08/2012	06/30/2017	\$1500	All Pre-K and Kindergarten instructors, all elementary principals, Whitney Fowler/Pre-K director, Jenny Lynn Hatter/Chief Academic Officer, Debbie Kendall and Melissa Miles/Curriculum Coaches.
Home Visits	Home visits are conducted, where needed, to make parents aware of student's needs and school objectives. Career and college readiness can be explained most effectively to students in need of individualized learning plans in this setting.	Parent Involvement	08/08/2012	06/09/2017	\$4000	FRYSC's, counselors, ELL District Tutor, Pre-K Coordinator and select administrators /instructors

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ESS Tutoring - After School and Daytime Waiver (DTW - where applicable)	Students receive specific and prioritized Mathematics and English Language Arts (ELA) assistance to reach proficiency. In July of 2016 MAP Skills Navigator was purchased along with Study Island in November of 2016 to further pinpoint ALL students specific needs.	Tutoring	08/26/2016	06/01/2018	\$40000	ESS District Coordinator (Jenny Lynn Hatter), ESS School Coordinators (Laura Lee Wilson, Karri Day, Jennifer Hartzel, Julie Dailey, Robin Glascock, Donelle Judy), all ESS tutors.
CIITS Professional Development 16-17	Harrison County PGES Self-Reflection, Student Growth Goals and Professional Growth Planning will be the focus of this work. ALL PD Group Work in this area will be from 3:30-5:00pm, with an addition 1 ½ hours independent work, documented at each school's discretion for a total of 3 hours. Specific times and locations for 2016-17 were distributed in May of 2016, in school's professional development plans and posted on their websites.	Professional Learning	08/08/2016	06/02/2017	\$100	Hatter, D. Kendall, M. Miles, all instructors
Collaborative Teaming for GAP reduction	Family Resource and Youth Service Centers (FYRSC) work in conjunction with all existing Rtl and EPAS systems to recognize and reduce barriers to student performance and response to instruction. FRYSC actively participate in all Rtl and EPAS Intervention Systems in the district to look at student non-academic factors and how these impact students in the gap. FRYSC's provide direct help to students in terms of need. This aid can range from school supplies to counseling.	Community Engagement	08/08/2016	06/30/2017	\$250000	FRYSC Staff, All Special Needs Instructors, Counselors, Assistant Superintendent
Total					\$295600	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Rural Initiative Math Grants - Eastside & Westside Elementary Schools	Harrison County eligible/interested elementary(s) will pursue funding through the Rural Initiative Math Grants, managed by Kentucky Department of Education.	Other - Grant Funding through Rural Initiative Math Grants	10/07/2016	12/02/2016	\$80000	Eligible Elementary(s) Staff & Principals, Debbie Kendall & Melissa Miles

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Walk-Throughs	Walk-Throughs are conducted using Google Documents. Monthly meetings are conducted and this information is examined as well.	Academic Support Program	09/30/2015	05/20/2016	\$750	Jenny Lynn Hatter, Chief Academic Officer David Case, Assistant Superintendent Andy Dotson, Superintendent Melissa Miles and Debbie Kendall, Instructional Coaches, Sharon Hill, BJ Maggard, Steven Fowler, Jon Hoskins, Mike McIntire, Amy Coleman, Principals
School Readiness Summit Events and Grant Funding	Harrison County Schools together with their early learning partners (Community Action Council, Cynthiana/Harrison County Public Library and Harrison Memorial Hospital), were asked to participate in the Governor's School Readiness Summit. A community action plan was written to promote early learning. Funding/grant opportunities were made available for all partners and are currently being pursued.	Academic Support Program, Community Engagement, Parent Involvement	09/22/2016	08/30/2017	\$15000	Whitney Fowler (Pre-K Director) , David Case (Assistant Superintendent), Melissa Miles (Primary Coach), Sheryl Morris (HMH), Tracy Lair (HMH), Lorie Furnish (CAC), Kristi Persinger (CAC) and Jenny Lynn Hatter (Chief Academic Officer)
Total					\$95750	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Learning Center Instructional Methods	Students are placed in this non-traditional setting with individualized attention in order to successfully graduate high school.	Direct Instruction	08/10/2015	05/20/2016	\$10000	Mrs. Coleman, Learning Center Instructors and Staff
					Total	\$10000

FRYSC

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Home Visits	Home visits are conducted, where needed, to make parents aware of student's needs and school objectives. Career and college readiness can be explained most effectively to students in need of individualized learning plans in this setting.	Parent Involvement	08/08/2012	06/09/2017	\$1000	FRYSC's, counselors, ELL District Tutor, Pre-K Coordinator and select administrators /instructors
					Total	\$1000

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
District Rtl Meetings & Support	This is the fifth year of meeting as a team to look at not only our Rtl process but our EPAS and college and career readiness interventions. In this fifth year we wanted to focus on our behavior interventions at the elementary level, refining ELA and our college and career readiness plans for our Tier III juniors. These meetings are attended by principals, curriculum coaches, the instructional supervisor and all counselors. This year we are focusing on strengthening core instruction as well as Rtl. CKEC will be conducting professional development in behavior Rtl and April Pieper with KDE has visited (or one of her staff members) three of our six schools for Rtl growth, feedback and support. There is continued leadership expectation that through collaboration, we will make the intervention stronger for all of our students. *Funding Below is for Data Utilized in progress monitoring and student growth - NWEA/MAP testing for K-8 students in ELA and Mathematics.	Academic Support Program	10/01/2014	10/21/2016	\$5800	Superintendent, All Principals, Director of Special Education, Guidance ALL guidance counselors, Supervisor of Instruction and Curriculum Coaches
					Total	\$5800

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Expanded Training for Envisions and Connected Mathematics	Expanded 12 hours of teacher training for K-8 teachers with new math programs.	Professional Learning	11/10/2015	06/10/2016	\$140000	Jenny Lynn Hatter, Melissa Miles, Debbie Kendall, ALL elementary teachers, ALL elementary principals, Mr. David Case/Assistant Superintendent, Mr. Andy Dotson/Superintendent.
All Day Kindergarten	Research solidly supports all day learning of Kindergarten age students. Harrison County Schools fully funds all day kindergarten for all incoming students.	Other	08/10/2015	06/09/2017	\$270000	Julie Asher/Chief Financial Officer, David Case/Asst. Superintendent, Andy Dotson/Superintendent
Further Develop our Leadership Support Team for PGES in Harrison County	Continue to support as well as provide training and resources for the Harrison County PGES Implementation team (Principals, teachers, Certified Evaluation Plan committee) so that they may continue to build capacity to proficiency for teachers in TPGES, principals in PPGES, OGPES and district personnel in DCPGES.	Professional Learning	07/01/2014	06/30/2017	\$1500	Andy Dotson, David Case, Jenny Lynn Hatter, All Principals, Harrison County PGES Implementation Team
College and Career Readiness Day	Students sign up for this experience in the Spring. Hosted by Harrison County Schools and Maysville Community and Technical College (Licking Valley Campus), this opportunity allows students to prepare for college applications, tests as well as examine career opportunities.	Other - Combination of instruction, activity fair and awareness of college and career options	02/03/2017	03/17/2017	\$600	Jenny Lynn Hatter, Chief Academic Officer; Amy Coleman, Principal of HCHS, Teresa Duncan, Licking Valley Campus/MCC

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Collaborative Teaming for GAP reduction	Family Resource and Youth Service Centers (FYRSC) work in conjunction with all existing Rtl and EPAS systems to recognize and reduce barriers to student performance and response to instruction. FRYSC actively participate in all Rtl and EPAS Intervention Systems in the district to look at student non-academic factors and how these impact students in the gap. FRYSC's provide direct help to students in terms of need. This aid can range from school supplies to counseling.	Community Engagement	08/08/2016	06/30/2017	\$270000	FRYSC Staff, All Special Needs Instructors, Counselors, Assistant Superintendent
BRIGANCE Screening (Pre-K and K students)	All students in Pre-Kindergarten and Kindergarten will complete the Pre-K BRIGANCE or BRIGANCE screeners to test for social and academic readiness. This data is utilized to help formulate a picture of student growth and progress. Testing in these areas continues in the 2015-16 school year.	Academic Support Program	08/08/2012	06/30/2017	\$1500	All Pre-K and Kindergarten instructors, all elementary principals, Whitney Fowler/Pre-K director, Jenny Lynn Hatter/Chief Academic Officer, Debbie Kendall and Melissa Miles/Curriculum Coaches.
ELA Common Assessment Work	All K-5 teachers utilize common assessments through the Journey's program and utilize both common formatives along with close reading techniques to promote student performance.	Academic Support Program	06/10/2016	06/23/2017	\$800	Curriculum Coaches, Chief Academic Officer and K-5 Reading/ELA instructors
Learning Center Instructional Methods	Students are placed in this non-traditional setting with individualized attention in order to successfully graduate high school.	Direct Instruction	08/10/2015	05/20/2016	\$143000	Mrs. Coleman, Learning Center Instructors and Staff
Principal Training/Recalibration for PGES in Teachscape	The majority of all Principals, Chief Academic Officer and Curriculum Coach participated in a "boot camp" to prepare for the Danielson Proficiency Exam in the Teachscape Program for Re-certification in 2016-17. Further recalibration training occurs in the summer and throughout the year where needed. This will ensure we are scoring teachers and OGPES participants accurately.	Technology	07/01/2014	06/30/2017	\$2985	Jenny Lynn Hatter/Chief Academic Officer, David Case/Assistant Superintendent, All Principals

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EnVisions and Connected Math Follow Up Work	Envisions and Connected Mathematics follow-Up trainings will have occurred in the Spring of 2016 and the late Summer of 2017. Benchmark and common assessment matching will continue in professional learning communities in the Spring of 2017	Direct Instruction	11/03/2015	05/05/2017	\$7800	Chief Academic Officer, Curriculum Coaches, Principals, K-8 Mathematics teachers
Total					\$838185	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Career and College Specialized Opportunities: Engineering	Project Lead the Way (PLTW) Curriculum in Engineering gives our students a unique opportunity to deeply explore the field of engineering in terms of both college and career. This year, again, HCHS and HCMS collaborated to make this possible for younger students to begin exploring this career option.	Direct Instruction	08/08/2012	06/09/2017	\$7000	Larry Kendall, Roger Hurst, Amy Coleman, Mike McIntire
Use of Handbook(s) for Rtl and Systems of Interventions	Handbooks have been developed for grades K-5 in Rtl. A secondary systems of interventions handbook was developed by a team in June of 2010 and was revised, by school level committees in May of 2012, again in the 2013-14 school year to reflect our "model systems of interventions" work with KDE and a major update in the Fall of 2015 to reflect changes in ACT testing. Our initial endeavors, in this work, were featured in KY Teacher magazine in the Fall of 2012 as model "Systems of Interventions" plan/infrastructure. Click on: http://www.kentuckyteacher.org/features/2012/10/not-just-for-struggling-students-anymore . In the 2013-14 school year we will focused on refining ELA Rtl practices and implementing mathematics ones. In the 2014-15 school year we are further honing our Rtl common language, practices and beginning behavior response to intervention. In 2015-16 we have incorporated CERT in our secondary interventions and have amplified our communications system at our transition points - 2nd to 3rd/primary to intermediate; 5th to 6th/Elementary to MS; 8th to 9th/MS to HS.	Policy and Process	07/01/2012	06/30/2017	\$1000	All Principals and Rtl/Intervention instructors, all counselors, Brad Yearsley, Whitney Fowler, Melissa Miles, Debbie Kendall, David Case and Jenny Lynn Hatter.

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GAP Identification and Targeted Response	GAP groups are examined through the BREDS (Building Rigor Equals Distinguished Students) Novice reduction program at the elementary level and through the BREDS/ instructional data analysis at MS and HS. Monthly meetings with head principals and central office leadership focus on academic progress of all novice students and identified areas of gap concern.	Academic Support Program	07/27/2015	06/30/2017	\$1000	All Principals, All Special Needs Teachers in Reading and Mathematics, All Reading and Math teachers district wide, Curriculum Coaches, Director of Assessment, Director of Special Education, Supervisor of Instruction and all Counselors.
Total					\$9000	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Connect Study Island to Expanded Envisions & Connected Math Training	Professional Development on how to fully utilize Study Island with NWEA MAP, Envisions (K-5) and Connected Math (6-8)	Professional Learning	01/09/2017	06/23/2017	\$2500	Melissa Miles, Debbie Kendall and Jenny Lynn Hatter
ESS Tutoring - After School and Daytime Waiver (DTW - where applicable)	Students receive specific and prioritized Mathematics and English Language Arts (ELA) assistance to reach proficiency. In July of 2016 MAP Skills Navigator was purchased along with Study Island in November of 2016 to further pinpoint ALL students specific needs.	Tutoring	08/26/2016	06/01/2018	\$9000	ESS District Coordinator (Jenny Lynn Hatter), ESS School Coordinators (Laura Lee Wilson, Karri Day, Jennifer Hartzel, Julie Dailey, Robin Glascock, Donelle Judy), all ESS tutors.

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Grade Level Data Teams/BREDS meetings and Departmental Teaming	All K-5 teachers meet in grade level data or BREDS teams beginning in 2015-16 to exam student performance along several data lines. Principals of schools will meet with Superintendent, Assistant Superintendent monthly to progress update. ALL Grades 6-12 will continue to meet in department level teams to revise, develop and clarify proficient performance for students.	Professional Learning	08/10/2015	06/02/2017	\$22000	Jenny Lynn Hatter, Deborah Kendall, Melissa Miles, B.J. Maggard, Sharon Hill, Jon Hoskins, Steven Fowler, Michael McIntire, Robin Glascock, Todd Harp, Amy Coleman, Jennifer Nichols and Todd Brannock All teachers relevant to the description .
Study Island Access	Study Island will be purchased for grades K-8 for detail Math and Reading use. Students will work on specific deficiencies as indicated through MAP scores.	Academic Support Program	11/28/2016	06/15/2018	\$9731	All Principals, ALL ESS Coordinators, Melissa Miles, Debbie Kendall and Jenny Lynn Hatter
Total					\$43231	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Thorobred Academy	The Thorobred Academy was formed for students who, have in the past year, been enrolled in the home school setting. Our goal is to strive to help the students of Harrison County reach their full academic potential. With a positive attitude and a genuine behavioral effort, you will be successful in the Thorobred Academy.	Academic Support Program, Community Engagement, Direct Instruction, Recruitment and Retention	09/12/2016	06/23/2017	\$24098	Robert Switzer, Andy Dotson, David Case, Julie Asher, Michelle Barnes, tutoring staff at HCHS (varies based on the student schedule)

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Grade Level Data Teams/BREDS meetings and Departmental Teaming	All K-5 teachers meet in grade level data or BREDS teams beginning in 2015-16 to exam student performance along several data lines. Principals of schools will meet with Superintendent, Assistant Superintendent monthly to progress update. ALL Grades 6-12 will continue to meet in department level teams to revise, develop and clarify proficient performance for students.	Professional Learning	08/10/2015	06/02/2017	\$500	Jenny Lynn Hatter, Deborah Kendall, Melissa Miles, B.J. Maggard, Sharon Hill, Jon Hoskins, Steven Fowler, Michael McIntire, Robin Glascock, Todd Harp, Amy Coleman, Jennifer Nichols and Todd Brannock All teachers relevant to the description .
Total					\$24598	

Career and Technical Education Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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<p>Collaboration with Area Technology Center</p>	<p>Harrison County Area Technology Center and Harrison County High School will continue their collaborative work to make sure all students are mentored in terms of career and college readiness. Work in 2015-16 will focus on ALL students being career and college ready. Collaboration on Career Pathways in HCHS Student Course Guide for better identification and pathway selection. Students will be examined, in 2015-16 school year for career completion status, in regards to their initial PLAN score and current schedule. In 2016-17, industrial maintenance pathway is planned to be an additional career pathway.</p>	<p>Career Preparation/Orientation</p>	<p>04/16/2015</p>	<p>05/26/2017</p>	<p>\$200</p>	<p>HCHS Teachers, Ms. Judy/Mrs. Earlywine/HCHS Guidance Counselors, Mrs. Coleman/Ms. Nichols/Mr. Brannock/HC HS Principals, Mrs. Hatter, Harrison ATC Instructors, Mrs. Jones/ATC Principal, HCMS Principal and Ms. Childers/HCM SGuidance Counselor.</p>
Total					<p>\$200</p>	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
<p>Drop Out Prevention/Intervention Committee Meeting</p>	<p>Required meeting/intervention group for all students indicating they wish to drop out. Individualized information and attention to each student case to prevent that student from dropping out of school.</p>	<p>Academic Support Program</p>	<p>07/02/2012</p>	<p>05/31/2018</p>	<p>\$0</p>	<p>Mr. Robert Switzer, Mrs. Debbie Lemons, Mrs. Kim Mcintire, Mrs. Amy Coleman, Ms. Jennifer S. Nichols, Mr. Todd Brannock, Mrs. Paula Rainwater, related high school teachers to individual student schedules.</p>
Total					<p>\$0</p>	

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Grade Level Data Teams/BREDS meetings and Departmental Teaming	All K-5 teachers meet in grade level data or BREDS teams beginning in 2015-16 to exam student performance along several data lines. Principals of schools will meet with Superintendent, Assistant Superintendent monthly to progress update. ALL Grades 6-12 will continue to meet in department level teams to revise, develop and clarify proficient performance for students.	Professional Learning	08/10/2015	06/02/2017	\$22500	Jenny Lynn Hatter, Deborah Kendall, Melissa Miles, B.J. Maggard, Sharon Hill, Jon Hoskins, Steven Fowler, Michael Mcintire, Robin Glascock, Todd Harp, Amy Coleman, Jennifer Nichols and Todd Brannock All teachers relevant to the description .

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<p>Use of Handbook(s) for Rtl and Systems of Interventions</p>	<p>Handbooks have been developed for grades K-5 in Rtl. A secondary systems of interventions handbook was developed by a team in June of 2010 and was revised, by school level committees in May of 2012, again in the 2013-14 school year to reflect our "model systems of interventions" work with KDE and a major update in the Fall of 2015 to reflect changes in ACT testing. Our initial endeavors, in this work, were featured in KY Teacher magazine in the Fall of 2012 as model "Systems of Interventions" plan/infrastructure. Click on: http://www.kentuckyteacher.org/features/2012/10/not-just-for-struggling-students-anymore. In the 2013-14 school year we will focused on refining ELA Rtl practices and implementing mathematics ones. In the 2014-15 school year we are further honing our Rtl common language, practices and beginning behavior response to intervention. In 2015-16 we have incorporated CERT in our secondary interventions and have amplified our communications system at our transition points - 2nd to 3rd/primary to intermediate; 5th to 6th/Elementary to MS; 8th to 9th/MS to HS.</p>	<p>Policy and Process</p>	<p>07/01/2012</p>	<p>06/30/2017</p>	<p>\$1000</p>	<p>All Principals and Rtl/Intervention instructors, all counselors, Brad Yearsley, Whitney Fowler, Melissa Miles, Debbie Kendall, David Case and Jenny Lynn Hatter.</p>
<p>District Rtl Meetings & Support</p>	<p>This is the fifth year of meeting as a team to look at not only our Rtl process but our EPAS and college and career readiness interventions. In this fifth year we wanted to focus on our behavior interventions at the elementary level, refining ELA and our college and career readiness plans for our Tier III juniors. These meetings are attended by principals, curriculum coaches, the instructional supervisor and all counselors. This year we are focusing on strengthening core instruction as well as Rtl. CKEC will be conducting professional development in behavior Rtl and April Pieper with KDE has visited (or one of her staff members) three of our six schools for Rtl growth, feedback and support. There is continued leadership expectation that through collaboration, we will make the intervention stronger for all of our students.</p> <p>*Funding Below is for Data Utilized in progress monitoring and student growth - NWEA/MAP testing for K-8 students in ELA and Mathematics.</p>	<p>Academic Support Program</p>	<p>10/01/2014</p>	<p>10/21/2016</p>	<p>\$5800</p>	<p>Superintendent, All Principals, Director of Special Education, Guidance ALL guidance counselors, Supervisor of Instruction and Curriculum Coaches</p>

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<p>GAP Identification and Targeted Response</p>	<p>GAP groups are examined through the BREDS (Building Rigor Equals Distinguished Students) Novice reduction program at the elementary level and through the BREDS/ instructional data analysis at MS and HS. Monthly meetings with head principals and central office leadership focus on academic progress of all novice students and identified areas of gap concern.</p>	<p>Academic Support Program</p>	<p>07/27/2015</p>	<p>06/30/2017</p>	<p>\$1000</p>	<p>All Principals, All Special Needs Teachers in Reading and Mathematics, All Reading and Math teachers district wide, Curriculum Coaches, Director of Assessment, Director of Special Education, Supervisor of Instruction and all Counselors.</p>
<p>Collaborative Teaming for GAP reduction</p>	<p>Family Resource and Youth Service Centers (FYRSC) work in conjunction with all existing Rtl and EPAS systems to recognize and reduce barriers to student performance and response to instruction. FRYSC actively participate in all Rtl and EPAS Intervention Systems in the district to look at student non-academic factors and how these impact students in the gap. FRYSC's provide direct help to students in terms of need. This aid can range from school supplies to counseling.</p>	<p>Community Engagement</p>	<p>08/08/2016</p>	<p>06/30/2017</p>	<p>\$520000</p>	<p>FRYSC Staff, All Special Needs Instructors, Counselors, Assistant Superintendent</p>
<p>ESS Tutoring - After School and Daytime Waiver (DTW - where applicable)</p>	<p>Students receive specific and prioritized Mathematics and English Language Arts (ELA) assistance to reach proficiency. In July of 2016 MAP Skills Navigator was purchased along with Study Island in November of 2016 to further pinpoint ALL students specific needs.</p>	<p>Tutoring</p>	<p>08/26/2016</p>	<p>06/01/2018</p>	<p>\$49000</p>	<p>ESS District Coordinator (Jenny Lynn Hatter), ESS School Coordinators (Laura Lee Wilson, Karri Day, Jennifer Hartzel, Julie Dailey, Robin Glascock, Donelle Judy), all ESS tutors.</p>

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Home Visits	Home visits are conducted, where needed, to make parents aware of student's needs and school objectives. Career and college readiness can be explained most effectively to students in need of individualized learning plans in this setting.	Parent Involvement	08/08/2012	06/09/2017	\$5000	FRYSC's, counselors, ELL District Tutor, Pre-K Coordinator and select administrators /instructors
CIITS Professional Development 16-17	Harrison County PGES Self-Reflection, Student Growth Goals and Professional Growth Planning will be the focus of this work. ALL PD Group Work in this area will be from 3:30-5:00pm, with an addition 1 ½ hours independent work, documented at each school's discretion for a total of 3 hours. Specific times and locations for 2016-17 were distributed in May of 2016, in school's professional development plans and posted on their websites.	Professional Learning	08/08/2016	06/02/2017	\$100	Hatter, D. Kendall, M. Miles, all instructors
Principal Training/Recalibration for PGES in Teachscape	The majority of all Principals, Chief Academic Officer and Curriculum Coach participated in a 'boot camp" to prepare for the Danielson Proficiency Exam in the Teachscape Program for Re-certification in 2016-17. Further recalibration training occurs in the summer and throughout the year where needed. This will ensure we are scoring teachers and OGPEs participants accurately.	Technology	07/01/2014	06/30/2017	\$2985	Jenny Lynn Hatter/Chief Academic Officer, David Case/Assistant Superintendent, All Principals
Further Develop our Leadership Support Team for PGES in Harrison County	Continue to support as well as provide training and resources for the Harrison County PGES Implementation team (Principals, teachers, Certified Evaluation Plan committee) so that they may continue to build capacity to proficiency for teachers in TPGES, principals in PPGES, OGPEs and district personnel in DCPGES.	Professional Learning	07/01/2014	06/30/2017	\$1500	Andy Dotson, David Case, Jenny Lynn Hatter, All Principals, Harrison County PGES Implementation Team

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Walk-Throughs	Walk-Throughs are conducted using Google Documents. Monthly meetings are conducted and this information is examined as well.	Academic Support Program	09/30/2015	05/20/2016	\$750	Jenny Lynn Hatter, Chief Academic Officer David Case, Assistant Superintendent Andy Dotson, Superintendent Melissa Miles and Debbie Kendall, Instructional Coaches, Sharon Hill, BJ Maggard, Steven Fowler, Jon Hoskins, Mike Mcintire, Amy Coleman, Principals
Total					\$609635	

Westside Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Expanded Training for Envisions and Connected Mathematics	Expanded 12 hours of teacher training for K-8 teachers with new math programs.	Professional Learning	11/10/2015	06/10/2016	\$140000	Jenny Lynn Hatter, Melissa Miles, Debbie Kendall, ALL elementary teachers, ALL elementary principals, Mr. David Case/Assistant Superintendent, Mr. Andy Dotson/Superintendent.

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BRIGANCE Screening (Pre-K and K students)	All students in Pre-Kindergarten and Kindergarten will complete the Pre-K BRIGANCE or BRIGANCE screeners to test for social and academic readiness. This data is utilized to help formulate a picture of student growth and progress. Testing in these areas continues in the 2015-16 school year.	Academic Support Program	08/08/2012	06/30/2017	\$3000	All Pre-K and Kindergarten instructors, all elementary principals, Whitney Fowler/Pre-K director, Jenny Lynn Hatter/Chief Academic Officer, Debbie Kendall and Melissa Miles/Curriculum Coaches.
All Day Kindergarten	Research solidly supports all day learning of Kindergarten age students. Harrison County Schools fully funds all day kindergarten for all incoming students.	Other	08/10/2015	06/09/2017	\$270000	Julie Asher/Chief Financial Officer, David Case/Asst. Superintendent, Andy Dotson/Superintendent
EnVisions and Connected Math Follow Up Work	Envisions and Connected Mathematics follow-up trainings will have occurred in the Spring of 2016 and the late Summer of 2017. Benchmark and common assessment matching will continue in professional learning communities in the Spring of 2017	Direct Instruction	11/03/2015	05/05/2017	\$7800	Chief Academic Officer, Curriculum Coaches, Principals, K-8 Mathematics teachers
ELA Common Assessment Work	All K-5 teachers utilize common assessments through the Journey's program and utilize both common formatives along with close reading techniques to promote student performance.	Academic Support Program	06/10/2016	06/23/2017	\$800	Curriculum Coaches, Chief Academic Officer and K-5 Reading/ELA instructors
Study Island Access	Study Island will be purchased for grades K-8 for detail Math and Reading use. Students will work on specific deficiencies as indicated through MAP scores.	Academic Support Program	11/28/2016	06/15/2018	\$9731	All Principals, ALL ESS Coordinators, Melissa Miles, Debbie Kendall and Jenny Lynn Hatter

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Rural Initiative Math Grants - Eastside & Westside Elementary Schools	Harrison County eligible/interested elementary(s) will pursue funding through the Rural Initiative Math Grants, managed by Kentucky Department of Education.	Other - Grant Funding through Rural Initiative Math Grants	10/07/2016	12/02/2016	\$80000	Eligible Elementary(s) Staff & Principals, Debbie Kendall & Melissa Miles
Connect Study Island to Expanded Envisions & Connected Math Training	Professional Development on how to fully utilize Study Island with NWEA MAP, Envisions (K-5) and Connected Math (6-8)	Professional Learning	01/09/2017	06/23/2017	\$2500	Melissa Miles, Debbie Kendall and Jenny Lynn Hatter
School Readiness Summit Events and Grant Funding	Harrison County Schools together with their early learning partners (Community Action Council, Cynthiana/Harrison County Public Library and Harrison Memorial Hospital), were asked to participate in the Governor's School Readiness Summit. A community action plan was written to promote early learning. Funding/grant opportunities were made available for all partners and are currently being pursued.	Academic Support Program, Community Engagement, Parent Involvement	09/22/2016	08/30/2017	\$15000	Whitney Fowler (Pre-K Director) , David Case (Assistant Superintendent), Melissa Miles (Primary Coach), Sheryl Morris (HMH), Tracy Lair (HMH), Lorie Furnish (CAC), Kristi Persinger (CAC) and Jenny Lynn Hatter (Chief Academic Officer)
Total					\$528831	

Southside Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Expanded Training for Envisions and Connected Mathematics	Expanded 12 hours of teacher training for K-8 teachers with new math programs.	Professional Learning	11/10/2015	06/10/2016	\$140000	Jenny Lynn Hatter, Melissa Miles, Debbie Kendall, ALL elementary teachers, ALL elementary principals, Mr. David Case/Assistant Superintendent, Mr. Andy Dotson/Superintendent.
BRIGANCE Screening (Pre-K and K students)	All students in Pre-Kindergarten and Kindergarten will complete the Pre-K BRIGANCE or BRIGANCE screeners to test for social and academic readiness. This data is utilized to help formulate a picture of student growth and progress. Testing in these areas continues in the 2015-16 school year.	Academic Support Program	08/08/2012	06/30/2017	\$3000	All Pre-K and Kindergarten instructors, all elementary principals, Whitney Fowler/Pre-K director, Jenny Lynn Hatter/Chief Academic Officer, Debbie Kendall and Melissa Miles/Curriculum Coaches.
All Day Kindergarten	Research solidly supports all day learning of Kindergarten age students. Harrison County Schools fully funds all day kindergarten for all incoming students.	Other	08/10/2015	06/09/2017	\$270000	Julie Asher/Chief Financial Officer, David Case/Asst. Superintendent, Andy Dotson/Superintendent
EnVisions and Connected Math Follow Up Work	Envisions and Connected Mathematics follow-Up trainings will have occurred in the Spring of 2016 and the late Summer of 2017. Benchmark and common assessment matching will continue in professional learning communities in the Spring of 2017	Direct Instruction	11/03/2015	05/05/2017	\$7800	Chief Academic Officer, Curriculum Coaches, Principals, K-8 Mathematics teachers

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ELA Common Assessment Work	All K-5 teachers utilize common assessments through the Journey's program and utilize both common formatives along with close reading techniques to promote student performance.	Academic Support Program	06/10/2016	06/23/2017	\$800	Curriculum Coaches, Chief Academic Officer and K-5 Reading/ELA instructors
Study Island Access	Study Island will be purchased for grades K-8 for detail Math and Reading use. Students will work on specific deficiencies as indicated through MAP scores.	Academic Support Program	11/28/2016	06/15/2018	\$9731	All Principals, ALL ESS Coordinators, Melissa Miles, Debbie Kendall and Jenny Lynn Hatter
Connect Study Island to Expanded Envisions & Connected Math Training	Professional Development on how to fully utilize Study Island with NWEA MAP, Envisions (K-5) and Connected Math (6-8)	Professional Learning	01/09/2017	06/23/2017	\$2500	Melissa Miles, Debbie Kendall and Jenny Lynn Hatter
School Readiness Summit Events and Grant Funding	Harrison County Schools together with their early learning partners (Community Action Council, Cynthiana/Harrison County Public Library and Harrison Memorial Hospital), were asked to participate in the Governor's School Readiness Summit. A community action plan was written to promote early learning. Funding/grant opportunities were made available for all partners and are currently being pursued.	Academic Support Program, Community Engagement, Parent Involvement	09/22/2016	08/30/2017	\$15000	Whitney Fowler (Pre-K Director) , David Case (Assistant Superintendent), Melissa Miles (Primary Coach), Sheryl Morris (HMH), Tracy Lair (HMH), Lorie Furnish (CAC), Kristi Persinger (CAC) and Jenny Lynn Hatter (Chief Academic Officer)
Total					\$448831	

Second Chance Program Alternative School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Thorobred Academy	The Thorobred Academy was formed for students who, have in the past year, been enrolled in the home school setting. Our goal is to strive to help the students of Harrison County reach their full academic potential. With a positive attitude and a genuine behavioral effort, you will be successful in the Thorobred Academy.	Academic Support Program, Community Engagement, Direct Instruction, Recruitment and Retention	09/12/2016	06/23/2017	\$24098	Robert Switzer, Andy Dotson, David Case, Julie Asher, Michelle Barnes, tutoring staff at HCHS (varies based on the student schedule)
Total					\$24098	

Northside Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Expanded Training for Envisions and Connected Mathematics	Expanded 12 hours of teacher training for K-8 teachers with new math programs.	Professional Learning	11/10/2015	06/10/2016	\$140000	Jenny Lynn Hatter, Melissa Miles, Debbie Kendall, ALL elementary teachers, ALL elementary principals, Mr. David Case/Assistant Superintendent, Mr. Andy Dotson/Superintendent.

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BRIGANCE Screening (Pre-K and K students)	All students in Pre-Kindergarten and Kindergarten will complete the Pre-K BRIGANCE or BRIGANCE screeners to test for social and academic readiness. This data is utilized to help formulate a picture of student growth and progress. Testing in these areas continues in the 2015-16 school year.	Academic Support Program	08/08/2012	06/30/2017	\$3000	All Pre-K and Kindergarten instructors, all elementary principals, Whitney Fowler/Pre-K director, Jenny Lynn Hatter/Chief Academic Officer, Debbie Kendall and Melissa Miles/Curriculum Coaches.
All Day Kindergarten	Research solidly supports all day learning of Kindergarten age students. Harrison County Schools fully funds all day kindergarten for all incoming students.	Other	08/10/2015	06/09/2017	\$270000	Julie Asher/Chief Financial Officer, David Case/Asst. Superintendent, Andy Dotson/Superintendent
EnVisions and Connected Math Follow Up Work	Envisions and Connected Mathematics follow-up trainings will have occurred in the Spring of 2016 and the late Summer of 2017. Benchmark and common assessment matching will continue in professional learning communities in the Spring of 2017	Direct Instruction	11/03/2015	05/05/2017	\$7800	Chief Academic Officer, Curriculum Coaches, Principals, K-8 Mathematics teachers
ELA Common Assessment Work	All K-5 teachers utilize common assessments through the Journey's program and utilize both common formatives along with close reading techniques to promote student performance.	Academic Support Program	06/10/2016	06/23/2017	\$800	Curriculum Coaches, Chief Academic Officer and K-5 Reading/ELA instructors
Study Island Access	Study Island will be purchased for grades K-8 for detail Math and Reading use. Students will work on specific deficiencies as indicated through MAP scores.	Academic Support Program	11/28/2016	06/15/2018	\$9731	All Principals, ALL ESS Coordinators, Melissa Miles, Debbie Kendall and Jenny Lynn Hatter

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Connect Study Island to Expanded Envisions & Connected Math Training	Professional Development on how to fully utilize Study Island with NWEA MAP, Envisions (K-5) and Connected Math (6-8)	Professional Learning	01/09/2017	06/23/2017	\$2500	Melissa Miles, Debbie Kendall and Jenny Lynn Hatter
School Readiness Summit Events and Grant Funding	Harrison County Schools together with their early learning partners (Community Action Council, Cynthiana/Harrison County Public Library and Harrison Memorial Hospital), were asked to participate in the Governor's School Readiness Summit. A community action plan was written to promote early learning. Funding/grant opportunities were made available for all partners and are currently being pursued.	Academic Support Program, Community Engagement, Parent Involvement	09/22/2016	08/30/2017	\$15000	Whitney Fowler (Pre-K Director) , David Case (Assistant Superintendent), Melissa Miles (Primary Coach), Sheryl Morris (HMH), Tracy Lair (HMH), Lorie Furnish (CAC), Kristi Persinger (CAC) and Jenny Lynn Hatter (Chief Academic Officer)
Total					\$448831	

Harrison County Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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<p>Collaboration with Area Technology Center</p>	<p>Harrison County Area Technology Center and Harrison County High School will continue their collaborative work to make sure all students are mentored in terms of career and college readiness. Work in 2015-16 will focus on ALL students being career and college ready. Collaboration on Career Pathways in HCHS Student Course Guide for better identification and pathway selection. Students will be examined, in 2015-16 school year for career completion status, in regards to their initial PLAN score and current schedule. In 2016-17, industrial maintenance pathway is planned to be an additional career pathway.</p>	<p>Career Preparation/Orientation</p>	<p>04/16/2015</p>	<p>05/26/2017</p>	<p>\$200</p>	<p>HCHS Teachers, Ms. Judy/Mrs. Earlywine/HCHS Guidance Counselors, Mrs. Coleman/Ms. Nichols/Mr. Brannock/HC HS Principals, Mrs. Hatter, Harrison ATC Instructors, Mrs. Jones/ATC Principal, HCMS Principal and Ms. Childers/HCM SGuidance Counselor.</p>
<p>Career and College Specialized Opportunities: Engineering</p>	<p>Project Lead the Way (PLTW) Curriculum in Engineering gives our students a unique opportunity to deeply explore the field of engineering in terms of both college and career. This year, again, HCHS and HCMS collaborated to make this possible for younger students to begin exploring this career option.</p>	<p>Direct Instruction</p>	<p>08/08/2012</p>	<p>06/09/2017</p>	<p>\$7000</p>	<p>Larry Kendall, Roger Hurst, Amy Coleman, Mike McIntire</p>
<p>EnVisions and Connected Math Follow Up Work</p>	<p>Envisions and Connected Mathematics follow-Up trainings will have occurred in the Spring of 2016 and the late Summer of 2017. Benchmark and common assessment matching will continue in professional learning communities in the Spring of 2017</p>	<p>Direct Instruction</p>	<p>11/03/2015</p>	<p>05/05/2017</p>	<p>\$7800</p>	<p>Chief Academic Officer, Curriculum Coaches, Principals, K-8 Mathematics teachers</p>
<p>Study Island Access</p>	<p>Study Island will be purchased for grades K-8 for detail Math and Reading use. Students will work on specific deficiencies as indicated through MAP scores.</p>	<p>Academic Support Program</p>	<p>11/28/2016</p>	<p>06/15/2018</p>	<p>\$9731</p>	<p>All Principals, ALL ESS Coordinators, Melissa Miles, Debbie Kendall and Jenny Lynn Hatter</p>

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Connect Study Island to Expanded Envisions & Connected Math Training	Professional Development on how to fully utilize Study Island with NWEA MAP, Envisions (K-5) and Connected Math (6-8)	Professional Learning	01/09/2017	06/23/2017	\$2500	Melissa Miles, Debbie Kendall and Jenny Lynn Hatter
Thorobred Academy	The Thorobred Academy was formed for students who, have in the past year, been enrolled in the home school setting. Our goal is to strive to help the students of Harrison County reach their full academic potential. With a positive attitude and a genuine behavioral effort, you will be successful in the Thorobred Academy.	Academic Support Program, Community Engagement, Direct Instruction, Recruitment and Retention	09/12/2016	06/23/2017	\$24098	Robert Switzer, Andy Dotson, David Case, Julie Asher, Michelle Barnes, tutoring staff at HCHS (varies based on the student schedule)
Total					\$51329	

Harrison County Learning Center

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Study Island Access	Study Island will be purchased for grades K-8 for detail Math and Reading use. Students will work on specific deficiencies as indicated through MAP scores.	Academic Support Program	11/28/2016	06/15/2018	\$9731	All Principals, ALL ESS Coordinators, Melissa Miles, Debbie Kendall and Jenny Lynn Hatter
Connect Study Island to Expanded Envisions & Connected Math Training	Professional Development on how to fully utilize Study Island with NWEA MAP, Envisions (K-5) and Connected Math (6-8)	Professional Learning	01/09/2017	06/23/2017	\$2500	Melissa Miles, Debbie Kendall and Jenny Lynn Hatter
Thorobred Academy	The Thorobred Academy was formed for students who, have in the past year, been enrolled in the home school setting. Our goal is to strive to help the students of Harrison County reach their full academic potential. With a positive attitude and a genuine behavioral effort, you will be successful in the Thorobred Academy.	Academic Support Program, Community Engagement, Direct Instruction, Recruitment and Retention	09/12/2016	06/23/2017	\$24098	Robert Switzer, Andy Dotson, David Case, Julie Asher, Michelle Barnes, tutoring staff at HCHS (varies based on the student schedule)
Total					\$36329	

Harrison County High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Collaboration with Area Technology Center	<p>Harrison County Area Technology Center and Harrison County High School will continue their collaborative work to make sure all students are mentored in terms of career and college readiness. Work in 2015-16 will focus on ALL students being career and college ready. Collaboration on Career Pathways in HCHS Student Course Guide for better identification and pathway selection. Students will be examined, in 2015-16 school year for career completion status, in regards to their initial PLAN score and current schedule.</p> <p>In 2016-17, industrial maintenance pathway is planned to be an additional career pathway.</p>	Career Preparation/Orientation	04/16/2015	05/26/2017	\$200	<p>HCHS Teachers, Ms. Judy/Mrs. Earlywine/HCHS Guidance Counselors, Mrs. Coleman/Ms. Nichols/Mr. Brannock/HC HS Principals, Mrs. Hatter, Harrison ATC Instructors, Mrs. Jones/ATC Principal, HCMS Principal and Ms. Childers/HCM SGuidance Counselor.</p>
Learning Center Instructional Methods	Students are placed in this non-traditional setting with individualized attention in order to successfully graduate high school.	Direct Instruction	08/10/2015	05/20/2016	\$153000	Mrs. Coleman, Learning Center Instructors and Staff

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Drop Out Prevention/Intervention Committee Meeting	Required meeting/intervention group for all students indicating they wish to drop out. Individualized information and attention to each student case to prevent that student from dropping out of school.	Academic Support Program	07/02/2012	05/31/2018	\$0	Mr. Robert Switzer, Mrs. Debbie Lemons, Mrs. Kim Mcintire, Mrs. Amy Coleman, Ms. Jennifer S. Nichols, Mr. Todd Brannock, Mrs. Paula Rainwater, related high school teachers to individual student schedules.
Career and College Specialized Opportunities: Engineering	Project Lead the Way (PLTW) Curriculum in Engineering gives our students a unique opportunity to deeply explore the field of engineering in terms of both college and career. This year, again, HCHS and HCMS collaborated to make this possible for younger students to begin exploring this career option.	Direct Instruction	08/08/2012	06/09/2017	\$7000	Larry Kendall, Roger Hurst, Amy Coleman, Mike Mcintire
College and Career Readiness Day	Students sign up for this experience in the Spring. Hosted by Harrison County Schools and Maysville Community and Technical College (Licking Valley Campus), this opportunity allows students to prepare for college applications, tests as well as examine career opportunities.	Other - Combination of instruction, activity fair and awareness of college and career options	02/03/2017	03/17/2017	\$600	Jenny Lynn Hatter, Chief Academic Officer; Amy Coleman, Principal of HCHS, Teresa Duncan, Licking Valley Campus/MCC
Thorobred Academy	The Thorobred Academy was formed for students who, have in the past year, been enrolled in the home school setting. Our goal is to strive to help the students of Harrison County reach their full academic potential. With a positive attitude and a genuine behavioral effort, you will be successful in the Thorobred Academy.	Academic Support Program, Community Engagement, Direct Instruction, Recruitment and Retention	09/12/2016	06/23/2017	\$24098	Robert Switzer, Andy Dotson, David Case, Julie Asher, Michelle Barnes, tutoring staff at HCHS (varies based on the student schedule)
Total					\$184898	

Eastside Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Expanded Training for Envisions and Connected Mathematics	Expanded 12 hours of teacher training for K-8 teachers with new math programs.	Professional Learning	11/10/2015	06/10/2016	\$140000	Jenny Lynn Hatter, Melissa Miles, Debbie Kendall, ALL elementary teachers, ALL elementary principals, Mr. David Case/Assistant Superintendent, Mr. Andy Dotson/Superintendent.
BRIGANCE Screening (Pre-K and K students)	All students in Pre-Kindergarten and Kindergarten will complete the Pre-K BRIGANCE or BRIGANCE screeners to test for social and academic readiness. This data is utilized to help formulate a picture of student growth and progress. Testing in these areas continues in the 2015-16 school year.	Academic Support Program	08/08/2012	06/30/2017	\$3000	All Pre-K and Kindergarten instructors, all elementary principals, Whitney Fowler/Pre-K director, Jenny Lynn Hatter/Chief Academic Officer, Debbie Kendall and Melissa Miles/Curriculum Coaches.
All Day Kindergarten	Research solidly supports all day learning of Kindergarten age students. Harrison County Schools fully funds all day kindergarten for all incoming students.	Other	08/10/2015	06/09/2017	\$270000	Julie Asher/Chief Financial Officer, David Case/Asst. Superintendent, Andy Dotson/Superintendent

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EnVisions and Connected Math Follow Up Work	Envisions and Connected Mathematics follow-Up trainings will have occurred in the Spring of 2016 and the late Summer of 2017. Benchmark and common assessment matching will continue in professional learning communities in the Spring of 2017	Direct Instruction	11/03/2015	05/05/2017	\$7800	Chief Academic Officer, Curriculum Coaches, Principals, K-8 Mathematics teachers
ELA Common Assessment Work	All K-5 teachers utilize common assessments through the Journey's program and utilize both common formatives along with close reading techniques to promote student performance.	Academic Support Program	06/10/2016	06/23/2017	\$800	Curriculum Coaches, Chief Academic Officer and K-5 Reading/ELA instructors
Study Island Access	Study Island will be purchased for grades K-8 for detail Math and Reading use. Students will work on specific deficiencies as indicated through MAP scores.	Academic Support Program	11/28/2016	06/15/2018	\$9731	All Principals, ALL ESS Coordinators, Melissa Miles, Debbie Kendall and Jenny Lynn Hatter
Rural Initiative Math Grants - Eastside & Westside Elementary Schools	Harrison County eligible/interested elementary(s) will pursue funding through the Rural Initiative Math Grants, managed by Kentucky Department of Education.	Other - Grant Funding through Rural Initiative Math Grants	10/07/2016	12/02/2016	\$80000	Eligible Elementary(s) Staff & Principals, Debbie Kendall & Melissa Miles
Connect Study Island to Expanded Envisions & Connected Math Training	Professional Development on how to fully utilize Study Island with NWEA MAP, Envisions (K-5) and Connected Math (6-8)	Professional Learning	01/09/2017	06/23/2017	\$2500	Melissa Miles, Debbie Kendall and Jenny Lynn Hatter

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<p>School Readiness Summit Events and Grant Funding</p>	<p>Harrison County Schools together with their early learning partners (Community Action Council, Cynthiana/Harrison County Public Library and Harrison Memorial Hospital), were asked to participate in the Governor's School Readiness Summit. A community action plan was written to promote early learning. Funding/grant opportunities were made available for all partners and are currently being pursued.</p>	<p>Academic Support Program, Community Engagement, Parent Involvement</p>	<p>09/22/2016</p>	<p>08/30/2017</p>	<p>\$15000</p>	<p>Whitney Fowler (Pre-K Director) , David Case (Assistant Superintendent), Melissa Miles (Primary Coach), Sheryl Morris (HMH), Tracy Lair (HMH), Lorie Furnish (CAC), Kristi Persinger (CAC) and Jenny Lynn Hatter (Chief Academic Officer)</p>
Total					<p>\$528831</p>	